

School of Theology and Ministry
Seattle University
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090

Spring Quarter 2014

COURSE INFORMATION

STMC 557: Clinical III

Tuesdays, 1:30 pm-4:20 pm
Classroom: HUNT 160

INSTRUCTOR

March Gunderson
Office: TBD
Office Hours: TBD
Office Phone: TBD
SU Email: TBD

TEXT & MATERIALS:

Required:

American Psychiatric Association. *Diagnosis and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision* (DSM V). Washington, D.C., 2000.

Yalom, I., & Leszcz, M (2005). *The Theory and Practice of Group Psychotherapy 5th Ed.* New York: Basic Books.

One article of your choice related to group therapy

from: <http://libguides.seattleu.edu/content.php?pid=89088&sid=663078>

Other optional and required readings may be assigned.

COURSE DESCRIPTION:

This course represents the third of six quarters of Relationship and Pastoral Therapy clinical sequence. This quarter will focus on the continuing integration of theory and practice, with a special emphasis on group therapy. Biopsychosocial-spiritual dimensions will be addressed.

COURSE OBJECTIVES:

As integrated clinicians and professionals, students will:

1. Develop a systemic theoretical orientation to working with clinical cases;
2. Refine basic hypothesizing, goal setting, and treatment planning skills necessary for clinical work;
3. Reflect and refine theologically one's personal philosophy and the application of this to clinical work.

Learning Outcomes: MARPT Students Will:

- Develop an identity of a relationship and pastoral therapist.

- Reflect on self-as-a-therapist, committing to ongoing growth, implementing self-awareness, and use of self in clinical practice.
- Learn skills and theory necessary for competent, effective practice as a relationship and pastoral therapist.
 - Demonstrate ability to produce written documentation and oral presentation for purpose of clinical practice, adhering to APA written guidelines where assigned.
- Demonstrate intention to approach relationship and pastoral therapy with openness to the presence of diversity.
- Integrate theological education, psychological and systems theories, and spiritual formation with supervised clinical experience.
 - Understand and reflect on clients' spiritual/faith assumptions and practices, and balance knowledge of relationship and pastoral therapy within client/system's spiritual dimensions.

COURSE REQUIREMENTS

1.	Class interaction	20 points
2.	Clinical Presentations	40 points (2 @ 20 each)
3.	Clinical Presentation Reflection	20 points (2 @ 10 each)
4.	Very Brief Article Review	10 points
5.	Reflection on Yalom/Notes	10 points
	Total	100 points

Notice: A 5% deduction per day is assessed to late work. No work will be accepted after the last due date on the agenda. An incomplete grade will be assigned only in the case of a health emergency. Final grades determined in consultation with site supervisor. If site supervisor documents that progress is not being made, intern may not be able to move to Clinical IV or beyond. Please refer to Clinical Handbook.

*All paperwork (personal therapy form, agreements, evaluations) must be on file before a grade will be assigned.

COURSE ASSIGNMENTS:

1. Class Interaction (20 points)

Attendance and class interaction count for a substantial portion of the grade; I value your presence and your participation in the class activities! Attendance for supervision is MANDATORY. There are no unexcused absences for this class. For excused absences, if possible, an action plan to remediate the absence will be determined.

Social media and smart technology (texting, Facebook, etc.) must be turned off in supervision.

Student participation during class is the bedrock of our work together. Contributions should show that the student has carefully prepared assigned readings and clinical presentation forms, and can offer thoughtful reflection on clients, supervision, and colleagues' learning and development. Work shared in class does not have to be "perfect"; rather you will be graded on your willingness to share your thoughts and ideas. You will also be graded on your effort to offer others in the class constructive feedback regarding what they share. Openness to giving and receiving feedback is essential. It requires both

humility and the grace not to take oneself too seriously. Having a sense of humor helps. We are all learners in this laboratory of clinical practice. It's helpful to remember that becoming an outstanding therapist takes many years. That's probably why it's called a clinical practice!

2. Clinical Reflection/ Write Up and Presentation (2 @ 20 points each)

Students will sign up for two clinical oral presentations (approx 45 minutes, with question and answer time). Students will provide team a write-up (use the forms below; forms available for individual, group, or couple/family treatment). This handout will guide the conversation as it is impossible to cover the entire body of clinical work in a time-limited oral presentation. Students are also required to present an audio or video clip as part of their presentation. Student may expect to receive feedback regarding treatment from both supervisor and supervision team.

3. Clinical Presentation Reflection (20 points total; 10 for each entry)

After your clinical case presentation, you will write a one page reflection. This reflection is due to the supervisor at the next class period (or a week after the final week's class).

- How will you use/deepen your personal theory as a result of the conversation (as this is a short reflection pick a SPECIFIC part of your theory to highlight)?
- What new themes will you explore with client(s)? How?
- What theological reflections surfaced from the conversation (both for the work with the client(s) and for you as self-of-the-therapist)?

4. Very Brief Article Review (10 points)

Using the Psychlit database, you will find one article related to group therapy AND an area of clinical interest (e.g., depression) or a certain population (e.g., Latina adolescents). You will read the article and present a **less than 10 minute** oral presentation to the class. What is the main take away point of the article? Is there an intervention that your team could use in their treatment? Please provide a one page handout with the permalink and APA reference, and three or four bullet points regarding the content of the article.

5. Reflection on Yalom/Group Course Notes (10 points)

On the last day of class, you will hand in a one to two-page reflection regarding the text and notes we used for *Group Counseling: Theory and Practice* (Yalom and PowerPoint slides). Reflect on your learning since the quarter you took Group. How do you see your personal theory augmenting the theory and practice of leading groups? How has your group leadership style changed? What strengths do you bring to leading groups? If you have not lead a group at your clinical site, imagine yourself using these skills and reflect on the points above.

Course Outline

Date	Devotion	Group Article	Clinical Presentation*	Clinical Presentation*
1 4/1				
2 4/8				
3 4/15				
4 4/22				
5 4/29				
6 5/6				
7 5/13				
8 5/20				
5/27				
9 6/3				
10 6/10				

NOTE: YOUR PERSONAL REFLECTION DUE ONE WEEK AFTER PRESENTATION!

ACADEMIC HONESTY

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook.

DISABILITY SUPPORT SERVICES:

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 206-296-5740.

RESPECT FOR DIVERSITY:

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

Clinical Case Report for Oral Presentations -- Individual Clients

Therapist Name:

Therapist Orientation:

Client's pseudonym and brief description:

How many sessions:

Why does the client report seeking therapy:

What is the agreed upon goal for therapy (if client and therapist have unique goals, please explain)?

What are the client's strengths (personal and contextual)?

Briefly describe relevant history (bio-psycho-social, mental health status)?

What assessments were used, if any? Please include numeric (e.g., PQ9, GAD, etc.) and non-numeric (genogram, eco-map, etc.).

Does the client have a diagnosis? If so, please list:

What religious and/or spiritual themes arise in session (meaning making, yearning, view of divine, etc.)? Please divide these into two sections (religious and spiritual).

What has/have been the theme(s) of the sessions (for longer term clients address early, middle and/or late stages of treatment)? Please use a brief paragraph for each theme:

Briefly, how do you describe the problem (what themes arise as you hear the story)?

What is your hypothesis regarding the problem (this should be theory-based: How has the problem come into being? What maintains the problem? What does your theory and the best-practice research say about this situation?).

What interventions have you tried? What worked? What did not?

What do you need from the peer group conversations that will assist you in better understanding your client or the processes of intervention you are using? What questions do you have for the team?

What goals do you set for yourself and your client within the time limitations and skills/experience? What's reasonable for your time and efforts with this client?

Write a brief treatment plan (be sure to use your theory and research, link to themes above):

Goal (broad):

Objective 1 (positive terms, concrete and specific):

Objective 2:

Plan (use theory):

Clinical Case Report Form for Oral Presentations – Family/Couple Form

Therapist Name:

Therapist Orientation:

Clients' pseudonym and brief description:

How many sessions:

Why does do the clients report seeking therapy (you may indicate who initiated contact and why):

What is the agreed upon goal for therapy (if clients and therapist have unique goals, please explain)?

What are the clients' strengths (personal and contextual)?

Briefly describe relevant history for both the system and individual family members (bio-psycho-social, mental health status)?

What assessments were used, if any? Please include numeric (e.g., PQ9, GAD, etc.) and non-numeric (genogram, eco-map, etc.).

Does the "identified patient(s)" have a diagnosis? If so, please list:

What religious and/or spiritual themes arise in session (meaning making, yearning, view of divine, etc.)? Please divide these into two sections (religious and spiritual).

What has/have been the theme(s) of the sessions (for longer term clients address early, middle and/or late stages of treatment)? Please use a brief paragraph for each theme:

Briefly, how do you describe the problem (what themes arise as you hear the story)?

What is your hypothesis regarding the problem (this should be theory-based: How has the problem come into being? What maintains the problem? What does your theory and the best-practice research say about this situation?).

What interventions have you tried? What worked? What did not?

What do you need from the peer group conversations that will assist you in better understanding your clients or the processes of intervention you are using? What questions do you have for the team?

What goals do you set for yourself and your clients within the time limitations and skills/experience? What's reasonable for your time and efforts with this client?

Write a brief treatment plan (be sure to use your theory and research, link to themes above):

Goal (broad):

Objective 1 (positive terms, concrete and specific):

Objective 2:

Plan (use theory):

Clinical Case Form for Oral Presentation – Group Form

Therapist name:

Therapist orientation:

How many clients are in the group? Give pseudonym and list a brief descriptor for each:

How many sessions have there been? How many sessions are planned?

What type of group (psychoeducational, psychotherapeutic, etc.)?

What is the topic of the group?

What are the goals of a group?

In what stage is the group (forming, norming, working)? Give a brief summary of key points from previous stages (e.g., group rules, any storming behaviors)?

What religious and/or spiritual themes arise in session (meaning making, yearning, view of divine, etc.)?

What have been the themes of the sessions? Include both content (what has been said) and process (the dynamics between and among members).

What interventions have you used (structured activities)? What worked? What did not?

Self-of-the-Group-Therapist: What skills do you have (e.g., drawing out, blocking, framing input as a group theme instead of seeing individual clients with an audience)? What areas need growth? Please refer to group rubric.

What do you need from the peer group conversations that will assist you in better understanding your clients or the processes of intervention you are using? What questions do you have for the team?

What goals do you set for yourself and your clients within the time limitations and skills/experience? What's reasonable for your time and efforts with this client?