

STMC 556 Practicum II
Master of Arts in Pastoral Counseling (MAPC)
School of Theology & Ministry, Seattle University
901 12th Ave, PO Box 222000
Seattle, WA 98122-1090
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Required Texts:

Gehart, D. & Tuttle, A. (2003). *Theory-based Treatment Planning for Marriage & Family Therapists*. Brooks/Cole Thomson Learning: CA
Walsh, F. (2006). *Strengthening family resilience (2nd Ed.)*. New York: The Guilford Press.
Walsh, F. (2010). *Spiritual resources in family therapy (2nd Ed.)*. New York: The Guildford Press.

The mission of Seattle University's graduate programs in Pastoral Counseling is to prepare students for high quality work in multiple settings by providing solid theological, psychological, and clinical education/training. To this end, this course and the five quarters of supervised internship that follow it are designed to meet the core content and coursework equivalency requirements of the mental health counselor education and licensing guidelines for Washington State (chapter 18.225, RWC; 246-809 WAC, last updated May 2012). In addition to the specific requirements of this course, students are encouraged to refer to the Student Practicum/Internship Manual for complete STM degree expectations.

COURSE DESCRIPTION:

This course represents the second of six quarters of Pastoral Counseling/Mental Health practicum. This quarter will focus on the continuing integration of theory and practice, with a special emphasis on marriage and family therapy. Bio-psycho-social-spiritual dimensions will also 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 on one's personal philosophy and the application of this to clinical work;

MAPC Students will:

- Demonstrate intention to approach all of one's work with openness to the presence of diversity
- Demonstrate ability to assist and facilitate growth toward mental and/or spiritual, emotional, interpersonal, behavioral health and wholeness and/or maturity. Students will understand and reflect with clients' spiritual/faith assumptions and practices.
- Demonstrate ability to produce written documentation and oral presentation for purpose of clinical practice: in support of client treatment, for legal purposes, for reference to colleagues for guidance, and for professional development. Students will adhere to APA written guidelines.
- Demonstrate ability to read and interpret research; ability to research clinical material in support of client treatment.
- Demonstrate ability to assess/diagnose, create and implement a treatment plan using standards of the DSM.
- Demonstrate commitment to ongoing growth, to implementing self-awareness and use of self in clinical practice.
- Demonstrate in clinical practice, the capacity to draw on spiritual/theological and psychological/behavioral insights and principles.
- Make good use of supervision and consultation

Course Outline

Date	Topic	Reading/DUE	Clinical Presentation	Clinical Presentation	Devotional (optional)
1 1/7	Intro Updates Clinician/Personal Goals				
2 1/14	Treatment Planning	Gehart: 1 Personal Therapy Verification Due <i>Be reading Walsh (2010)</i>			
1/21	MLK Day NO CLASS				
3 1/28	Spiritual Resources in FT	Walsh (2010)			
4 1/28	Structural & Strategic FT	Gehart: 2 & 3			
5 2/4	Narrative and Collaborative FT	Gehart: 11 & 12 Be reading Walsh (2006)			
6 2/11	Intergenerational FT	Gehart: 8; Personal Reflection Due (1)			
2/18	Presidents' Day NO CLASS				
7 2/25	Family Resilience	Walsh (2006)			
8 3/4	Cognitive and Solution-Focused FT	Gehart: 9 & 10; Be working on evaluations with supervisor			
9 3/11	Satir FT	Gehart: 6			
10 3/18	Wrap-Up for quarter	Personal Reflection Due (2) Evaluations from Supervisor, Faculty and Self DUE			

COURSE REQUIREMENTS

1.	Class interaction	30 points
2.	Clinical Reflections	50 points
3.	Personal Reflections	20 points
4.	Paperwork	<u>P/F—must be turned in before grade submitted</u>
	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 Practicum III or beyond. Please refer to Clinical Handbook and general practicum syllabus (below).

ALL (supervisor, faculty, and self) EVALUATIONS MUST BE TURNED IN BEFORE A GRADE WILL BE ASSIGNED.

COURSE ASSIGNMENTS:**1. Attendance & Class Interaction (30 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.

Student participation during class is the bedrock of our work together. Contributions should show that the student has carefully prepared assigned readings and Clinical Pastoral Assessments (CPAs), 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!

For class sessions where there is assigned reading, students are expected to bring one question or discussion comment to class (preferably written or typed) for contemplation in-group discussion. Comments/questions should be based on the readings or issues relevant to the issues being discussed.

2. Clinical Reflection (50 points total; 25 points for each presentation)

Each student will give two verbal case presentations during the 10 weeks of this course (sign up for each presentation). These 35-minute summaries will be an opportunity for the supervisor and fellow students to give feedback and support. For each of the presentations, please prepare a Comprehensive Pastoral-Clinical Assessment as found in the student manual (p.72). Please make sure all identifying information is removed from our CPA; it needs to be completely confidential even if important information is missing (for example, if someone could identify your client given age and ability status if living in a small town). You will need to email your CPA to everyone in the class, including this professor, on the Saturday evening prior to your presentation. Please email all of us by 8:00 PM Saturday night. You will also

choose a brief video (or audio) clip of no more than 5 minutes' duration from the case to reflect both client interaction and your process as the intern therapist. These will be reviewed during the first 20 minutes of your presentation. Because everyone should have read your CPA by class on Monday, you will have 15 minutes to discuss your issues or concerns; the second 15 minutes will be for your colleagues to ask clarifying questions and offer you support and feedback. Your written CPA should not be more than three pages in length yet be well-written, comprehensive, and complete. If you are using a CPA from a previously presented case, you must show your updates in highlighted font.

Students who would like additional practice in presenting a client may sign up for a third presentation. Students who struggle with aspects of crafting a CPA will be asked to provide more examples of their work to assure their competence with this important skill.

For this quarter, in addition to your CPA, please include a **one-page** summary of problem, hypotheses, goals, & plans written according to the following outline (refer to Gehart & Tuttle text):

- a. In one sentence describe the **PROBLEM** (the focus of treatment)
- b. In two or three sentences, describe your clinical **HYPOTHESIS -- DIRECTLY RELATED TO PROBLEM** (i.e. problem and its effects on functioning). You should show evidence of theory in your hypothesis (e.g., for cognitive-behavior therapist treating a client with depression, you should mention thought disorders).
- c. In one sentence, what is your **GOAL?** This should **FLOW DIRECTLY FROM HYPOTHESIS** (must be measurable, concrete, specific)
- d. In two to three sentences, what is your **PLAN?** **DIRECTLY FLOWING FROM GOAL** and **HYPOTHESIS** (theory-based).

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

During the course of the quarter you are likely to encounter many new challenges and experiences. The best way to maximize your learning is to reflect actively on what you are doing. The following journal exercise will assist in that endeavor. For the winter semester, you have the following specific journal assignment:

Twice during the quarter, you should choose to write about one counseling or clinic activity in which you engaged. Please type in a memorandum format (APA not required, but you may have some references) addressed to me with the subject heading being the activity about which you are writing. Each journal memo should include four paragraphs of at least five sentences each.

Paragraph 1: Describe the activity. This should be the: who, what, when, where, how part of the memo and should be fairly specific.

Paragraph 2: Discuss what you were *thinking* during the activity, any questions you had, and why.

Paragraph 3: Discuss the *feelings* you had during the activity and why. Be careful not to confuse feelings with thoughts. For example, "I felt that it was useful" is really a thought not a feeling. Feelings include: frustration, anxiety, anger, nervousness, happiness, being relaxed, annoyed, bored, satisfied, etc.

Paragraph 4: Discuss how you might apply what you learned from the experience—something specific you can do in the future. Be sure to describe this in behavioral terms, not just ultimate goals. For example, don't just say that next time you will be more prepared to answer the client's

questions. Rather, discuss what research suggests you could do before the next client interview (you may have a reference list).

4. PAPERWORK

- A. Personal Therapy: All students in the Pastoral Counseling program must be in their own personal therapy with an experienced therapist who uses psychodynamic, and possibly, systems methods of treatment, and one who is approved by the Pastoral Counseling faculty. Personal therapy is a vital part of the practical training and formation of a therapist. It is an essential adjunct to supervision that enables and catalyzes the transformation that must take place in the person of the student therapist. When interviewing and choosing your therapist, remember that NO STM students or faculty are permitted to counsel other STM students as this creates a dual relationship with conflicts of interest. Counselors chosen must have at least 10 years experience after licensure. **Completed verification of therapy forms is DUE by the 2nd class.**
- b. **Each week, bring the log of your hours signed by your site supervisor to class.** If you are not meeting with your site supervisor on a weekly basis, please contact Dr. Clinton McNair, the MAPC Clinical Director, immediately.
- c. Three hours of group supervision may be credited for this class. Please note these hours on your log and have your course supervisor sign your forms. By doing this on a weekly basis students will develop the habit of completing paperwork on time—another important skill. Agencies undergo required, periodic audits. Therapists who don't complete paperwork in on time reflect ill on the competency of the agency itself.
- d. **ALL (SUPERVISOR, FACULTY, AND SELF) EVALUATIONS MUST BE TURED IN BEFORE A GRADE WILL BE ASSIGNED.**

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.