STMC 557 Practicum III

Master of Arts in Pastoral Counseling (MAPC)

Master of Arts in Relationship and Pastoral Therapy (MARPT; Clinical III)

School of Theology & Ministry, Seattle University

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TEXT & MATERIALS:

Required:

American Psychiatric Association. *Diagnosis and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision* (DSM IV-TR). Washington, D.C., 2000. *The 5th edition is expected in May. You may wish to purchase the new edition, when/if available.

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

One article of your choice 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 Pastoral Counseling/Relationship and Pastoral Therapy practicum. 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.

MAPC/MARPT 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 both the DSM and systemic assessment tools.
- 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, systemic/contextual, and psychological/behavioral insights and principles.
- Make good use of supervision and consultation

COURSE REQUIREMENTS

1.	Class interaction	20 points
2.	Clinical Reflections	40 points
3.	Peer-Reviewed Article Presentation	20 points
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 Practicum IV or beyond. Please refer to Clinical Handbook.

COURSE ASSIGNMENTS:

1. Attendance & 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.

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

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

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 ONLY 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. Personal 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?
- 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/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	General/Due	Devotion	Group Article	Clinical Presentation*	Clinical Presentation*
1	Check In			Trescritation	Trescritation
4/1	Clinical Concerns				
7/ 1					
2					
4/8					
3					
4/15					
4					
4/22					
7/22					
5					
4/29					
6					
5/6					
7					
5/13					
3/13					
8					
5/20					
5/27	Memorial Day				
	NO CLASS				
9					
6/3					
10	Group				
6/10	Reflection Due				

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

Client's pseudonym and brief description:				
How many sessions:				
Why does the client report seeking therapy:				
What is the therapist's clinical orientation?				
What are the client's strengths (personal and contextual)?				
Briefly describe relevant history (bio-psycho-social, mental health status)?				
Does the client have a diagnosis? If so, please list 5-axis. What assessments were used, if any?				
What religious and/or spiritual themes arise in session (meaning making, yearning, view of divine, etc.)? Please divide these into two paragraphs (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:				
In one sentence, how do you describe the problem?				
What is your hypothesis regarding the problem?				
What interventions have you tried? What worked? What did not?				
What questions do you have for the team?				
Write a brief treatment plan (be sure to use your theory):				
Goal (broad): Client will Objective 1 (concrete and specific): Client will				
Objective 2: Client will				
Plan (use theory): Therapist will				

${\bf Clinical\ Case\ Report\ Form\ for\ Oral\ Presentations-Family/Couple\ Form}$

Clients' pseudonyms and brief description:				
How many sessions:				
Why do the clients report seeking therapy?				
What is the therapist's clinical orientation?				
What are the couple/family's strengths (personal and contextual)?				
Briefly describe relevant history (bio-psycho-social dynamics of the system)?				
What are patterns in the relationship (you may wish to draw a map for this: cycle, genogram, etc.)?				
Does the "identified client" have a diagnosis? If so, please list 5-axis for each "identified client" in the system. What assessments were used, if any?				
What religious and/or spiritual themes arise in session (meaning making, yearning, view of divine, etc.)? Please divide these into two paragraphs (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:				
In one sentence, how do you describe the problem?				
What is your hypothesis regarding the problem?				
What interventions have you tried? What worked? What did not?				
What questions do you have for the team?				
Write a brief treatment plan (be sure to use your theory):				
Goal (broad): Clients will Objective 1 (concrete and specific): Clients will				
Objective 2: Clients will				
Plan (use theory): Therapist will				

Clinical Case Form for Oral Presentation – Group Form

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

How many sessions:

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

What is the topic of the group?

What is the therapist's clinical orientation?

In what stage is the group (forming, norming, working)? Give a brief summary of 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?

What are your goals?

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)? What areas need growth? Please refer to group rubric.

What questions do you have for the team?