

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

Summer Quarter 2014

COURSE INFORMATION

STMC 5220 Relationship and Pastoral Therapy:

Identity and Ethics

Jun 21-22, Jul 12-13, 2014

(Sa 8:30am-4:30pm; Su 9am-4pm)

Classroom: TBD

Prerequisites: None

INSTRUCTORS

Christie Eppler, Ph.D., LMFT

and

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Texts and Materials

Required Texts:

1. American Association of Marriage and Family Therapy Code of Ethics:
http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx
2. American Association of Pastoral Counselors Code of Ethics: <http://www.aapc.org/about-us/code-of-ethics.aspx>
3. Author (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association (APA).
4. *Course Pack from SUpCopy
Also: <http://mftprogress.blogspot.com/2012/10/difference-mft-lpc-lpcc-lcsw.html>
5. Griffith, J. L., & Griffith, M.E. (2002). *Encountering the sacred in psychotherapy*. New York: The Guildford Press.
6. Heckler, L. (2010). *Ethics and professional issues in couple and family therapy*. New York: Routledge, a Taylor and Francis Group.
7. Washington Administrative Code (WAC): <http://apps.leg.wa.gov/wac/default.aspx?cite=246-809>

Recommended Texts:

1. Anderson, H., & Foley, E. (2001). *Mighty stories, dangerous rituals: Weaving together the human and the divine*. San Francisco, CA: Jossey-Bass.
2. Browning, D. S. (2009). *Religious ethics and pastoral care*. Minneapolis, MN: Augsburg Fortress Publishers.

3. Cashwell, C. S., & Young J. S. (2011). *Integrating spirituality and religion into counseling*. Alexandria, VA: American Counseling Association.
4. Doehring, C. (2006). *The practice of pastoral care: A postmodern approach*. Louisville, KY: Westminster John Knox Press.
5. Townsend, L. (2009). *Introduction to Pastoral Counseling*. Nashville, TN: Abingdon Press.

Course Description

- Official course number and description as listed in the *Seattle University Catalog* available here: <http://catalog.seattleu.edu/content.php?catoid=18&navoid=1314>.
- This course is a survey of professional identity, ethical standards, and legal codes for relationship and pastoral therapy students. Students will gain knowledge of professional roles including being therapist for families, individuals, and groups within in various milieus (e.g., community agencies, places of worship, and private practice). The course will cover ethical codes from American Association of Marriage and Family Therapy (AAMFT) and the American Association of Pastoral Counselors (AAPC). Students will study current Washington Administrative Codes (WAC) that relate to the profession. Additionally, the course will present moral principles and virtues that shape practice, training, supervision, and consultation for pastoral counselors/relational therapists.
- Course Goals. Students Will:
 - Develop an identity as a relationship and pastoral therapist.
 - Explore the role of religion and spirituality in appropriate, competent, and effective practice.
 - Become aware of state and federal codes and laws that apply to the practice of therapy.
 - Know the professional codes of ethics and standards of practice regarding relationship and pastoral therapy.
 - Be able to recognize ethical dilemmas and understand the process of making ethical decisions.
 - Be able to recognize when and how to effectively utilize consultation.
 - Understand the limitations to confidentiality and parameters of mandatory reporting.
 - Understanding the need for and how to create a safety plan for clients who present with potential self-harm, suicide, abuse, or violence.
 - Know how to report information to appropriate authorities as required by law.
 - Understand how to practice within the defined scope of practice, and how to obtain knowledge of advances and theory regarding effective clinical practice.
 - Understand the necessity of self-care and monitoring personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
- Learning Outcomes: MARPT
 - 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.
 - Assessment of student learning processes

	Subject, Reading, Due
First Weekend	<p>Introduction to Course (please have read syllabus before class) Soc-Location Exploration Identity of Relationship and Pastoral Therapist Ethical Practice (Law, Ethics, Morals); Ethical Decision Making</p> <ul style="list-style-type: none"> • Please PRINT and read AAMFT and AAPC’s ethical codes (links above). Please highlight key words that arise as you read these codes. You may highlight as many or as few words as you like. Please bring these copies to class. • Please have read all of Heckler’s Ethical and Professional Issues • Please have read chapters 1-5 of Griffith & Griffith’s Encountering the Sacred • Please have read all articles in course pack, including the blog post included under required reading (point 4)
Second Weekend	<p>Ethical Practice; Ethical Decision Making Safety (Reporting, Suicide Assessment) Spiritual and Religious Practice in Professional Practice Professional Practice (APA, library resources)</p> <ul style="list-style-type: none"> • Please have read 6-10 of Griffith & Griffith’s Encountering the Sacred • Please review the APA manual (bring to class) • Due: Spiritual Autobiography due on Sat morning. Please bring one hard copy for instructors, include the rubric found in this syllabus.
DATE	By 5 p.m. on July 22 nd , please email epplerc@seattleu.edu a copy of your identity paper with the rubric. Also, email your ethical case studies (template below).

Course Requirements

1.	Attendance & Class Interaction	20 points
2.	Spiritual Autobiography	20 points
3.	Identity Paper	40 points
3.	<u>Ethical Case Studies</u>	<u>20 points (2 @ 10 points each)</u>
	Total	100 points

100-95% A; 94-90% A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 74-70 C

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.

1. Attendance & Class Interaction

In addition to the scale below, 6 points of the total 100 points will be reduced for each unexcused absence (one class = a morning OR afternoon session). Three (3) points will be deducted for each time you arrive late or leave early.

Attendance and class interaction count for a substantial portion of the grade; we value your presence and your participation in the class activities! Students are expected to be on time for class and not to leave early. Each person is expected to contribute to the class individually, and in large and small groupings. Contributions should show that the student has carefully prepared for the class by reading and thinking about relevant materials. You may be asked to present on your thoughts about reading or the group process. Please be prepared to share your intellect and spiritual self in class. Work shared in class does not have to be “perfect”; rather you are 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.

On the last day of class, please bring a copy of the chart below with a self-rating. Final responsibility for the engagement grade is determined by the instructors.

A+: I attended all classes, and was *fully* prepared (completed 95-100% of the readings) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.

A-: I attended all classes, and was *mostly* prepared (did 90%+ of the readings) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.

B+: I attended all classes, and was *minimally* prepared (did about 75%+ of the readings) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.

B-: I attended all classes, and was *minimally* prepared (did 50%+ the readings) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.

C: I basically checked out.

My self-rating:

Reason:

2. Spiritual Autobiography

Prepare a journal entry to tell the story of your spiritual journey. This does NOT have to be in APA Style. This is a reflective paper on your understanding of and attitude towards the idea of God, religion, and spirituality. Your journal will be 3 pages long, double-spaced, double-sided. Submit one hard copy to the instructors on Saturday morning of the 2nd weekend. Please assume your audience may or may not have previously studied theology; do not presume an advanced level of prior knowledge of theological concepts.

Be sure to read the first half of Griffith & Griffith (2002) before writing your script. To grab your audience's attention, make sure you give your journal a creative title (e.g. *What a wonderful life; My life as a dog; A journey of hope*).

This piece should be written in formal, academic English. If you are unsure about this, check out the Student Guide to Editing and Style from the University's Writing Center, or book an appointment to see someone there: Interim Library, room 113 | www.seattleu.edu/writingcenter | (206) 296-6239.

Here are some reflection questions that might help you create your story:

- What dominant image helps me imagine my story? (E.g. the house I grew up in; some central pivotal event in my family and in my life; a religious experience or revelation that has stayed with me all these years)
- Who are the people...
- What events...
- What is my earliest...
- What are my spiritual words (compassion, courage, hope)...
- What I think of God, ...

NOTE: You are not being asked to answer these questions directly, but to consider them in your reflective pre-writing moment. These questions help you begin to bring to consciousness your concept of God, your own spiritual journey, your joys and travails, your life commitments. And then you can step back and reflect on them.

When you have successfully completed this assignment, you will have:

- Reflected on key moments in your life.
- Grounded your reflections with your social locations.
- Distinguished between faith, belief, and theology.

ATTACH RUBRIC FOUND BELOW

The following rubric will help you know where to place your energy as you write:

	A Superior	B Good	C Adequate	D Poor	F Failing
	90-100	80-90	70-80	60-70	<59
Ability to reflect					
Social location					
Distinguish between faith, belief, and theology					
Identify movement of spirit					
Integrate text of assigned reading					

3. Identity Paper

Using the information from texts, class discussions, and outside readings/experiences, write a 6-8-page APA-style paper on the role and identity of a relationship and pastoral therapist. You do not need to include an abstract, but do include a title page (including running head). Your reference list should pay close attention to APA format. Consider these prompts in your work:

- How do you see the roles of a relationship and pastoral therapist? You may want to consider a metaphor of being a therapist (e.g., mirror, conduit, etc.). This may draw on a metaphor you used in your spiritual autobiography. Is a therapist only active in a therapy room? Why or why not?
- Talk about your current thoughts regarding balancing the professional codes (AAMFT/AAPC) and infusing religion and spirituality in your practice as a relationship and pastoral therapist? This is an ongoing process that we will explore throughout your program; for now consider your initial thoughts. Do you see integrating yourself being overt or covert in your practice? How do the codes inform your thinking? Strong papers will go beyond the required reading to include book chapters and peer reviewed journal articles (suggested number is +/- 3 extra sources).
- As a relationship and pastoral therapist, what values do I hold (e.g., time, compassion, hope, others)? How are these values informed by AAMFT and AAPC? What else informs your values?
- How does a relationship and pastoral therapist differ from other forms of helpers (pastors, social workers, etc.)? The link under required readings and the course pack might be helpful resources.
- In what ways do you see relationship and pastoral therapists being intentionally ecumenical, interreligious, and multicultural?

ATTACH RUBRIC FOUND BELOW

	A Superior	B Good	C Adequate	D Poor	F Failing
	90-100	80-90	70-80	60-70	<59
Reflect on Role					
Balancing Codes and Spiritual Practice					
Defining Personal Values that Guide Work					
Clarity of Role: Difference among other helpers					
Intentional: ecumenical, interreligious, and multicultural					
Integrate assigned and other readings					
Professional Style (APA)					

4. Ethical Case Studies

Students will be given two ethical case studies and will write/hand in one form below for each case (APA style not necessary). Students will answer:

- What is the ethical dilemma (as a theme, and with some description)?
- What information do the AAMFT and AAPC codes of ethics give about this situation? What considerations from the WAC (Washington Administration Code) need to be taken into account?
- What are the values the relationship and pastoral counselor must consider (beneficence, non-maleficence, parsimony, and justice)?
- According to the ethical decision-making tree, what steps should a relationship and pastoral counselor take? List **at least 2**; you may list up to 3.

Your Name:

Ethical Analysis of Case # ____: _____

Ethical Themes in Case (choose one to three key words):

Nature and Dimension of Ethical Issue (elaborate on box above) :

AAPC and AAMFT ethical codes & WAC by number and name that have bearing in this case (use bullet points and describe briefly):

What values come to mind (beneficence, non-maleficence, parsimony, and justice)?

Option 1:

Consequence:

Option 2:

Consequence:

Option 3 (optional):

Consequence

Best course of action to be taken in this case with rationale for choice:

Policies

- Academic Honesty (including plagiarism): The School of Theology and Ministry strictly adheres to the academic policy regarding Academic Integrity as indicated on the Seattle University Registrar website, as noted in the box below.
- Disability: 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, please see related note in the box below.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
 - *(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)*
- Academic Integrity Tutorial *(found on Angel and SU Online)*

Academic Policies on Registrar website (<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities

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 arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

WRITING CENTER:



RESPECT FOR DIVERSITY:

In order to thrive and excel, a culture must honor the rights, safety, dignity, and wellbeing 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.