

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

Summer Quarter, 2014

Course Information

STMC 5580 Clinical IV

June 17-August 26, 2014, 10 class sessions,
Tuesdays, 1:30 to 4:20 pm
(no class July 1)

Prerequisites: STMC 557 Clinical III

Instructor

Rev. Eldon Olson, PhD

Office: (to be determined)
Hours: 12:30 to 1:30 by appoint.
eldonolson@aol.com
206 937-3765

Text:

**Crooks, Robert & Karla Baur: Our Sexuality (10th, 11th, or 12th edition) Belmont, CA:
Wadsworth/Cengage**

Course Description:

Goals:

This course is the 4th of six quarters of MARPT Clinical practicum. It builds on all the learning tasks and skills developments of the previous quarters with a special emphasis on human sexuality in all its dimensions. Therapeutic sensitivities and modalities will be addressed within the group review processes.

Learning Objectives:

1. Develop and 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.
2. 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.
3. Demonstrate intention to approach relationship and pastoral therapy with openness to the presence of diversity.
4. 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:

Attendance:

Attendance is required for all sessions. If absence is known in advance, prior arrangements must be made for written evaluation of all case studies and required readings as outlined in the assigned readings schedule. Each student will be asked to schedule a mid-term conversation with the instructor. The instructor will also contact and invite comments from the site supervisors.

Presentations:

The primary emphasis of case studies will be dynamics of human sexuality – gender, sexual identity, sexual behaviors, sexual intimidation, abuse, and violence

Each student will prepare at least two case studies, including: (schedule created during first class session)

Written case study using the format provided, whether individual or relational groups/couples.

Case studies should be emailed to the class and the instructor a minimum of 3 days prior to the scheduled presentation to the group. Case studies that are repeats of a counseling situation previously shared in a clinical practicum should summarize the previous situation and state how this study raises new or different issues.

Video presentation (10-15 minutes of session, with critical therapeutic interactions), Be prepared to describe the context of this video segment within the therapeutic hour and the entire therapeutic process with that client. Include verbatim text for any conversations that are not easily audible. (failure to provide a video segment will require prior approval of instructor, with specific guidelines for verbatims and/or audio presentation).

Leadership for a group conversation, evaluation, and critical review by class colleagues, including specific expectations and needs from the group reflection. Eg, What counsel are you seeking from the group?

Participation:

All students are expected to participate in all case study presentation and assigned readings discussions.

Grading Assessments and criteria:

Attendance and participation in all class sessions – 20 points

Case studies – 40 points each, total of 80 points.

Grading: 95-100 pts. – A

90-94 pts. – A-

87-89 pts. – B+

83-86 pts. – B

80-82 pts. – B- (below 80 pts – consult with instructor)

Schedule for Course Activities

(**11th Edition chapters numeration**)

June 17 – Introductions, expectations, perspectives, research methods

Chapters 1 & 2, Bauer

June 24 – Female Sexuality, Male Sexuality

Chapters 3 & 4

July 1 - No Class

July 8 – Gender Issues, Sexual Arousal & Response

Chapters 5 & 6

July 15 - Love and Communication, Sexual Behaviors

Chapters 7 & 8

July 22 – Sexual Orientations, Contraception

Chapters 9 & 10

July 29 – Conceiving Children, Sexuality in Childhood

Chapters 11 & 12

August 5 – Sexuality in Adult Years, Sexual Difficulties

Chapters 13 & 14

August 12 – Sexually Transmitted Infections, Atypical Behaviors

Chapters 15 & 16

August 19 – Sexual Coercion, Sex for Sale

Chapters 17 & 18

August 26 – Conclusions, wrap-up

Policies

Attendance, lateness: No student may be absent for more than one week’s session without advance notice to the instructor. Absences and later arrivals to class may be reflected in grading, unless addressed as noted above.

Academic Honesty: 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 have, a disability (including ‘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 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 at Loyola 100 (206 296-5740). Disability-based adjustments to course expectations can be arranged only through this process.