

**School of Theology and Ministry  
Seattle University**

*STMC 558: Pastoral Counseling Practicum IV  
Summer Quarter 2008*

**Course Information & Schedule**

STMC 558: *Human Sexuality Across the Lifespan*  
Mondays: June 23-August 25, 2008  
1:30-5:30 PM  
Location: HUNT 160

**Instructor: Rev. Dr. Eldon L. Olson, Ph.D.**

Office Hours: By Appointment  
Contact: (Email preferred): [eldonolson@seattleu.edu](mailto:eldonolson@seattleu.edu)  
206-937-3765

**Required Texts**

Crooks, R. & Baur, K. (2005). *Our Sexuality (10<sup>th</sup> Edition)*. Canada: Thompson Wadsworth.  
Schwartz, B. & Flowers, J. (2006). *How to Fail as a Therapist*. Atascadero, CA: Impact Publishers.

**Course Description**

This course is the fourth of six quarters of the *Pastoral Counseling/Mental Health Clinical Practicum*. As such, it builds on all of the learning tasks and skills development processes of the previous quarters with a special emphasis on human sexuality in all its dimensions. Therapeutic interventions for sexual problems and issues will be addressed.

**Course Goals**

1. To assist students in continuing to refine and augment theoretic orientations and treatment planning skills for increased competency as pastoral counselors.
2. To provide opportunities for students to articulate their philosophy of “doing therapy” and integrate theological understandings and perspectives as appropriate.
3. To educate students about the wide spectrum of human sexual behaviors to increase their capacity for compassion and healing whenever it may be needed in clinical work.

*Please note that class assignments in this syllabus may be slightly modified  
due to changes in enrollment or other factors unforeseen at this time.  
Your anticipated flexibility is appreciated!*

## Course Requirements and Grading Criteria

1. **Attendance and Participation (50 points):** Because the *Practicum* depends on the collaboration, collective experience, and wisdom of the cohort, attendance at all classes is essential. Students are required to contact the instructor immediately if an unforeseen absence arises. Depending on circumstances, grades may be affected. It will be up to the instructor's discretion if any additional work can be given to offset the absence.

Each student will present several chapters from the texts for class discussion. Students are expected to have prepared the reading, participate actively in the classroom, contribute insights, offer questions, and support their colleagues with open and honest attitudes.

2. **Two Case Presentations (25 points for written presentation, 25 points for oral, for a total of 100 points):** *Students will offer new cases—those not previously presented formally to the class during prior quarters of the Practicum. The instructor may grant an exception, however, depending on the extent of new information available which significantly increases the learning potential for both the presenter and class participants. Cases introduced during the Intake portion of the Practicum, however, are excellent candidates to be formally presented for later case management sessions.*

### ***Overall Conceptualization of Case:***

- Student describes client's history and symptoms in enough detail so that participants get a sense of the flow, progression, and difficulties of the case, as well as the logic of the 5-axis diagnosis.
- Recommendations and treatment plan should be clear and practical, indicating which are the intern therapist's and which represent the client's goals for treatment. Often, however, it is in the area of the treatment plan and recommendations that the intern therapist may wish to solicit feedback from peers and faculty.
- Use of theoretical applications must be appropriate to the issues presented and within the skill level of the intern therapist.
- *Integration of a spiritual assessment with the clinical assessment is required.* Whether or not the client is bringing explicit material or faith-based questions to the session, the intern therapist needs to have a sense of the transcendent values that give a client's life meaning so that these can be accessed as appropriate for on-going support and healing.

### ***Written Presentation:***

- Follows the case presentation outline format (*Comprehensive Pastoral-Clinical Assessment* found in Pastoral Counseling Student Handbook).
- Must be clearly written, without use of jargon or abbreviations that could be misunderstood—a visually pleasing, grammatically correct document.
- Must be available electronically to all class participants by 6:00 PM on the Saturday prior to class.

**Oral Presentation (10 minutes):**

- Student states during opening remarks what questions she/he has about the case or on what aspects of the case she/he would like input.
- Student indicates whether questions are permitted during presentation, or if she/he would prefer them at the end, prior to opening discussion.
- Student presents clearly and audibly, with poise and confidence about the client(s) as she/he has come to know the individual(s).
- Student takes questions, answers as well as possible, admits when she/he doesn't know answers, and tries to remain as open and non-defensive as possible.
- Student must provide and play a video segment of the client's session that is a representative sample of their work with the client (especially of a problematic interaction that is a focus of the case presentation). Videos which are inaudible, barely audible, or visually indistinct are not acceptable and do not meet the standard for presentation. *A student cannot receive a passing grade for the presentation if this basic standard is not met.*

**3. Components of the Final Integration Paper**

*This paper is an opportunity for student therapists to reach inside themselves to reflect upon their emerging understanding of their philosophy of the therapeutic process, and the part that spirituality plays in the healing of an individual. In addition, because the thematic content of Practicum IV addresses a broad understanding of human sexuality across the lifespan, students will also integrate new learning from the text and class discussions and provide awareness of how their new learning might affect their work with clients in the future. If any citations are used, they must be clearly identified and consistently noted according to APA style (Refer to <http://owl.english.purdue.edu/owl/resource/560/01/>).*

In a paper of approximately 10-pages, double-spaced, with 12-point type and margins of 1.25" (top, sides, bottom) students are asked to reflect on the following:

- a. Describe your current philosophy of doing therapy with clients. Please include answers to these questions: How do you think problems develop? How do you think people actually get well? What attitudes, interventions, modalities, and theories have you learned so far that feel consonant with who you are as a beginning pastoral counselor? Please provide some examples of how using these approaches has fostered healing in a client so far.
- b. Describe what you mean by "spirituality." How do you think your ideas about spirituality will affect or shape your work as a therapist? What are pitfalls, areas of concern, or cautions you might have about using your spirituality or your understanding of the client's during your work with them? Please provide some examples where you addressed spirituality implicitly and explicitly during a session. Does the inclusion of spirituality make a difference in how you do therapy with someone? Please describe that difference. When would introducing

- spirituality be therapeutically contraindicated? When or how could it be an ethical concern?
- c. What were some of the new ideas or information you obtained as a result of our study of human sexuality this quarter? Do you think this will affect your future work with clients? If so, how? Please include new understanding of specific sexual issues as they affect children, adolescents, adults both young and middle-aged, and the elderly.
  - d. Finally, as you approach Practicum V, what two goals would you set to foster your on-going professional development? In other words, what two things would you like to focus on to improve your skill and confidence as a pastoral counselor?

*Please provide two hard copies of this final paper. One will be returned to you with comments and your grade; the other will be submitted to Dr. McNair to be placed in your program file. Papers are due by noon on Thursday, August 28, 2008 in Dr. Gundrum's STM mailbox.*

#### **4. Summary of Grading Criteria**

##### a. Point Values

Attendance & Participation	50 pts
Case Presentations	100 pts
<u>Final Integration Paper</u>	<u>50 pts</u>
Total	200 pts

##### b. Grading Scale

A = 200-190	B- = 165-160
A- = 189-180	C+ = 159-154
B+ = 179-174	C = below 153
B = 173-166	

#### **5. Internship Evaluations**

I will contact your site supervisors to introduce myself as your Practicum faculty for the summer quarter at the beginning of the course. I will also have a mid-course conversation with each of them to get feedback on your progress and so that we work as a team to support your growth. I will meet with you to discuss my findings and to see how things are going for you with the Practicum at mid-point. I will take the feedback of your site supervisors into consideration as I finalize your grade.

#### **Class Schedule**

Students will begin case presentations during the second class session, as well as facilitating class discussion of assigned text chapters. Students will also be invited to choose the opening prayer or reflection for each class.

<i>Date</i>	<i>Topic(s)</i>	<i>Assignments</i>
June 23	Introductions & Sign-ups Perspectives, Research & Gender <i>Faculty-Led Discussion</i>	Crooks & Baur, pp. xxxiv-76 Schwartz & Flowers, pp. xi-18
June 30	Anatomy, Physiology, & Arousal <i>Student-Led Discussion</i> <i>Case Presentations</i>	Crooks & Baur, pp. 77-163 Schwartz & Flowers, pp. 19-37
July 7	Love & Communication Sexual Behaviors <i>Student-Led Discussion</i> <i>Case Presentations</i> <i>Session led by Dr. McNair</i>	Crooks & Baur, pp. 165-232 Schwartz & Flowers, pp. 39-57
July 14*	Sexual Orientations <i>Student-Led Discussion</i> <i>Case Presentations</i>	Crooks & Baur, pp. 233-259 Schwartz & Flowers, pp. 59-68
July 21*	Contraception & Conceiving Children <i>Student Led-Discussion</i> <i>Case Presentations</i>	Crooks & Baur, pp. 262-320 Schwartz & Flowers, pp. 69-82
July 28	Sexuality for Kids, Teens, & Adults <i>Student-Led Discussion</i> <i>Case Presentations</i>	Crooks & Baur, pp. 322-375 Schwartz & Flowers, pp. 83-91
August 4	Sexual Difficulties <i>Student-Led Discussion</i> <i>Case Presentations</i>	Crooks & Baur, pp. 376-407 Schwartz & Flowers, pp. 93-100
August 11	STDs <i>Student-Led Discussion</i> <i>Case Presentations</i>	Crooks & Baur, pp. 409-459 Schwartz & Flowers, pp. 101-106
August 18	Atypical Sexual Behavior Sexual Coercion <i>Student-Led Discussion</i> <i>Case Presentations</i>	Crooks & Baur, pp. 461-510 Schwartz & Flowers pp.107-112
August 25	Sex for Sale <i>Faculty-Led Discussion</i> <i>Summary &amp; Wrap-Up</i>	Crooks & Baur, pp. 511-529

\*Mid-course one-on-one meetings scheduled at mutual convenience of instructor and students.

<b><i>Final paper (2 copies) due in Dr. Olson's STM mailbox by Thursday, August 28<sup>th</sup> at noon.</i></b>
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