

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

Summer Quarter 2014

COURSE INFORMATION

STMC 5510 Advanced Pastoral Care Skills

June 23-27, 2014 (M-F, 9am-4pm)

Classroom: TBD

Prerequisites: 5530; ideal schedule – this class comes directly before Clinical I.

INSTRUCTOR

Christie Eppler, Ph.D., LMFT

Office: HUNT 221

Office Hours: By appointment

Office Phone: 206-269-6975

SU Email: epplerc@seattleu.edu

MARPT, a Couples and Family Therapy Program: *Integrating systems and psychological theories, supervised clinical experience, theological education, and spiritual formation in order to clinically heal and empower diverse families, individuals, and groups from any faith and culture.*

Student Learning Outcomes (SLOs)	AMFTRB and State Licensure Domains	Intentional Input of Core Competencies
<p>*SLOs specifically highlighted in this course are in bold</p>		<p>http://www.aamft.org/imis15/Documents/MFT_Core_Competencies.pdf</p>
<p>SLO1: Students will identify as couples and family therapists who integrate effective, competent clinical education and practice with theological studies and spiritual formation.</p> <p>SLO2: Students will demonstrate knowledge of family systems theories and will be able to apply systemic treatment in clinical practice.</p> <p>SLO3: Students will demonstrate multicultural competencies, including providing clinical services to families and individuals who come from diverse races and ethnicities, genders and sexual identity, and religions and spiritual traditions.</p> <p>SLO4: Students will demonstrate legal and ethical competence by understanding and adhering to laws and ethical codes.</p> <p>SLO5: Students will be able to offer systemic case conceptualizations and treatment plans that show awareness, skill, and ability to work within the clients' social location, including spiritual and religious orientation.</p> <p>SLO6: Students will demonstrate skills in collaborating with health care and helping professionals such as physicians.</p>	<p>(AMFTRB) Practice of MFT; Assessing, Hypothesizing, and Diagnosing; Designing and Conducting Treatment; Evaluating Ongoing Process and Terminating Treatment</p> <p>(State License) Marriage and Family Therapy</p>	<p>1.1.1; 1.2.1; 1.3.1; 2.1.4; 2.2.2; 2.3.1; 2.3.3; 2.3.6; 2.3.7; 2.3.8; 2.3.9; 4.2.1; 4.2.2; 4.3.1; 4.3.4; 6.1.1</p>

Required Texts and Reading:

Like all other STM summer and weekend courses, please have read the material before the first class. Please note that this list continues to page 2. Thank you.

- Pipher, M. (2003). *Letters to a young therapist*. New York: Basic Books.
- Sprenkle, D. H., Davis, S. D., & Lebow, J. (2009). *Common factors in couple and family therapy: The overlooked foundation for effective practice*. New York: Guilford Press.
 - Here is a conference presentation by the authors of “common factors” not required reading, but useful: <http://www.aamft.org/handouts/202.pdf>
- Please briefly review the following texts assigned in other classes. We will be focusing on the “how” of these texts—your implementation of theory and skills in clinical work. Before the first class, fold one piece of paper in half and brainstorm a list of your skills as a therapist: note on one side of the fold three or four skills you feel confident in using in a therapeutic practice & on the other side of the fold list three or four that you need to cultivate. Please think “big picture” here—list skills that resonate with you. You do not need to cover every skill.
 - STMM 5520 Family Systems in Ministry’s Nichols, M. P. (2011). *The Essentials of Family Therapy, 5th Ed.* Boston: Allyn & Bacon
 - STMC 5720 Assessment and Diagnosis’ Williams, L., Edwards, T.M., Patterson, J., Chamow, L. (2011). *Essential assessment skills for couples and family therapists*. New York: Gilford Press.
 - STMC 5520: Counseling Theory and Technique’s Corey, G. (2013). *Theory & Practice of Counseling & Psychotherapy. (9th Ed.)*. Belmont: Brooks/Cole.

These articles below are required reading and are accessible on-line to registered students through the SU website. You will need to log on with your SU id and password.

- Cameron, S., & turtle-song, i. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development, 80*, 286-292.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=psyh&AN=2002-15622-006&site=ehost-live>

- Clement Tisdale, T., Doehring, C.E., Lorraine-Poirier, V. (2003). Three voices, one song: a psychologist, spiritual director, and pastoral counselor share perspectives on providing care. *Journal of Psychology and Theology, 31*, 52-68.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=psyh&AN=2003-03423-005&site=ehost-live>

- Hoffman, L. (2010). Working with the God image in therapy: an experiential approach. *Journal of Psychology and Christianity, 29*, 268-271.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=psyh&AN=2010-23744-008&site=ehost-live>

- Tan, S.Y. (2003) Integrating spiritual direction into psychotherapy: Ethical issues and guidelines, *Journal of Psychology and Theology, 31*, 14-23.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=psyh&AN=2003-03423-002&site=ehost-live>

Required readings from the web (no need to be logged in):

Creative Family Therapy:

- <http://www.lianalowenstein.com/articleFamilyTherapy.pdf>

Circular Questioning:

- <http://www.marplecrosscentre.com/2012/04/07/a-brief-introduction-to-circular-questions/>
- http://www.aamft.org/members/familytherapyresources/articles/86_JMFT_2_113_128.pdf

Recommended:

Kottler, J. A. (2010). *On being a therapist*. San Francisco, CA: Jossey-Bass.

Course Description and Objectives

This course provides advanced skill formation for relationship and pastoral therapists. Theological, psychological, and systemic aspects will be integrated into the skill building required for advanced study in the theory and technique of therapy. The course will utilize case material as well as role plays of counseling sessions utilizing advanced skills such as intervention, challenge, re-direction, formulating a change plan, and intake processes.

This course provides a continuation of the learning begun in STMM 5530, and is aimed at skill formation for relationship and pastoral therapists.

- Through lecture, reading, class discussion, role-plays, group process, and writing exercises students will become familiar with the structure and practice of therapy

- Students will articulate the essential tasks and skills necessary for beginning, implementing, and terminating a therapeutic relationship
- Students will deepen their understanding of what it means to approach the counseling task with openness to the presence of diversity.
- Students will demonstrate the beginning ability assist and facilitate growth toward mental and /or spiritual, emotional, interpersonal, behavioral health and wholeness and/or maturity.
- Students will demonstrate a commitment to ongoing personal growth, and to implementing self-awareness and use of self in clinical practice.

Course Outline

Date	Topic/Reading	Special Topic Presentation	Devote
Morning 6/23	Course Overview Relationship and Pastoral Therapy: Role, Identity What happens before the first session?		
Afternoon 6/23	The first session: Skills and practice		
Morning 6/24	Early treatment: skills and practice		
Afternoon 6/24	Early treatment: skills and practice		
Morning 6/25	Middle treatment: skills and practice		
Afternoon 6/25	Middle treatment: skills and practice		
Morning 6/26	Later treatment stages: skills and practice		
Afternoon 6/26	Later treatment stages: skills and practice		
Morning 6/27	Launching into Clinical (practice) Open Forum Course Wrap-Up		
Afternoon 6/27	Individual Appointments to discuss skill rubric (below)		
July 10 at noon (email)	<ul style="list-style-type: none"> • Letter Due • Case & Theological Reflection Due 		

COURSE REQUIREMENTS

1.	Class interaction	10 points
2.	Presentation on Special Topic	30 points
3.	Advanced Skill Development	30 points
4.	Letter to a Young Therapist	10 points
5.	<u>Case & Theological Reflection</u>	<u>20 points</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

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

A session is considered a morning or an afternoon session. Six points of the total 100 points will be reduced for each unexcused absence. Three (3) points will be deducted for each time you arrive late or leave early.

Please be an active participant and learner by hearing, understanding, synthesizing, and speaking in turn. Timeliness is valued. At times you should be the first to speak, and at other times you may be the last. Collaboration is important; please deepen and reflect on knowledge shared by your classmates. Integration is essential: draw from work in other classes and experiences to enliven our discussions. Keep focused and ask questions! If you have questions about your interaction grade, please talk to the instructor directly.

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.

Please note that the use of smart technology is not permitted in the classroom, except laptops/tablets for taking notes. Please turn off wireless while in class.

2. Special Topic – Family, Couple, Individual Presenting Problems

You will create an in-service or training presentation. You will create six PowerPoint slides and an APA reference list (front and back of one sheet). You will have 10-15 minutes to present in class about a presenting problem and theory and research-based intervention.

As you move onto clinical work it is an important task to understand and intervene in client(s) presenting problems. This brief presentation is meant to prepare you for this role. To that end, you are commissioned with the task of researching and presenting about a presenting problem (anxiety, money issues in couples, intimate partner abuse, etc.). This assignment is intended to

be a brief template of a clinical process: defining the problem, exploring the evidenced-based research, and using theory to intervene. Please note that this is brief. You will need to hone your skills of picking out the key information.

You will:

1. Choose a presenting problem. This could be a topic you touched on in psychopathology, family, or another course that you want to explore. You may want to ask yourself: what problems present themselves in a therapist’s office? You will want to be rather specific with your topic (e.g., anxiety in Latina adolescents, infertile couples).
2. Select two to four peer-reviewed journal articles on your topic. You will want to use the Psycho-Lit and ATLA databases. You may want to type in your topic and the word ‘intervention’ or ‘therapy’. Our research librarians are wonderful resources!
3. Make a six-slide PowerPoint presentation.
 - o Slide 1: Statement and definition of the presenting problem
 - o Slides 2-3: Facts that relationship and pastoral therapists need to know about the presenting problem. You only have two slides (please do not use small font). You will need to pick out key factors to share.
 - o Slide 4: Frame with a therapy theory. What would a theory say? Pick one therapy theory (e.g., narrative, multigenerational, cognitive behavioral, etc.) and talk about how they would make sense of this presenting problem. Again, you cannot cover the whole theory, just pick out KEY elements.
 - o Slide 5-6: What is one intervention or technique that your peer reviewed articles say would be effective in treating this presenting problem? Focus on the **how**. What would you, as a therapist, say?
 - o Print out the six slides on one sheet of paper. Include an APA reference list on the 2nd side of the paper. Bring to class on your assigned date. You will have 10-15 minutes to present.

Name:		Problematic: Presentation is below level expected	Developing: Knowledge is evident, but not at level expected	Proficient: At level expected	Advanced: Knowledge above expected level	Excels: Superior Knowledge and Insight
		8/B-	8.5/B	9/B+	9.5/A-	10/A
1	Demonstrates knowledge of presenting problem. Information is robust, yet brief. Articulates theoretical and conceptual issues related to presenting problem	Very limited knowledge	Limited knowledge	Emerging knowledge	Strong knowledge	Excellent knowledge
2	Demonstrates knowledge and skill at integrating family and counseling theory with presenting problem. How does the theory chosen make sense of the problem?	Very limited theory in presentation	Limited theory in presentation	Emerging theory in presentation	Strong theory in presentation	Excellent theory in presentation
3	Examines intervention and integrates effectively. Demonstrates ability to select and use treatment appropriate for	Very limited use of intervention in	Limited use of intervention in	Emerging use of intervention	Strong use of intervention in	Excellent use of intervention in

	presenting problem.	presentation	presentation	in presentation	presentation	presentation
4	Demonstrates professionalism -- being In command of brief presentation and using APA	Very limited professionalis m	Limited skill professionalis m	Emerging professionalis m	Strong skill in professionalis m	Superb skill in professionalis m
5	Adheres to time limit			Well under / over time limit	Under / over time limit	On time

3. Letter to a Young Relationship and Pastoral Therapist

Read Pipher’s *Letters to a Young Therapist* and the required journal articles (listed above). Spend some time in reflection: Now – after several quarters studying family therapy theory, technique, assessment and diagnosis – reflect on what you believe about clients who seek therapy. Reflect also on your role as a relationship and pastoral therapist.

Write an approximately two page letter to yourself as a young therapist. What do you want to affirm to yourself? How do you want to challenge yourself (what are your growth areas)? What are your current metaphors for therapy (you may want to reflect on your metaphor from STMC 5220)?

Please be intentional and academic with this assignment. It will be reviewed, and will be graded pass/fail.

Name:		Paper is below expectations	Paper meets or exceeds expectations
		F	P
1	Demonstrates skill at pulling out themes (not summarizing). Uses quotes from text to highlight key points.	Very limited journaling/reflecti on	Strong journaling/reflecti on
2	Analyzes personal reactions to text by asking questions, commenting, and critiquing text.	Very limited understanding of text	Strong understanding of text
6	Generates flow and creativity	Very limited flow and creativity	Strong ability to use flow and creativity
7	Page Limit	Under or Over	At Limit

4. Theological Reflections

Theological reflection is the discipline of exploring individual and corporate experience in conversation with the wisdom of a religious heritage. The conversation is a genuine dialogue that seeks to hear from our own beliefs, actions, and perspectives, as well as those of the tradition. It respects the integrity of both. Theological reflection therefore may confirm, challenge, clarify, and expand how we understand our own experience and how we understand the religious tradition. The outcome is new truth and meaning for living."-- *Patricia O'Connell Killen and John de Beer*

The purpose of theological reflection is for us to understand ourselves in our work with clients and for us to understand clients from their own point-of-view. Increasing our understanding helps us fulfill the role of relationship and pastoral therapists by not placing our beliefs and/or bias onto the client. At the same time, we want to increase our knowledge and awareness related to our clinical work.

In class, we will be conceptualizing cases using family systems therapy theories, counseling theories, and pastoral skills. You will be given a case. You will write up a case report form (below). Additionally, you will do a theological reflection both from your own faith tradition and from the clients' faith background. At the end of the case reflection you will answer these questions from both perspectives:

1. Regarding this case, what is an experience of the Divine?
2. How do these clients and their presenting problem represent a theme from religious tradition (e.g., hope, reconciliation, pillars of faith)?
3. How are these clients encountering a search for meaning?

5. Advanced Skill Development

During this experiential class, students will have many changes to demonstrate, refine, and develop the knowledge and skills needed in relationship and pastoral therapy sessions (with individuals, groups, and family/couples). The following skill rubric will be filled out by the instructor and will be saved to your MAPPT file. You must pass this assignment to move to Clinical I (STMC 5550).

(see next page for rubric)

Name: Students will be able to offer systemic case conceptualizations and treatment plans that show awareness, skill, and ability to work within the clients' social location, including spiritual and religious orientation (SLO5)	Problematic: Skills absent or much below level expected at this stage of development. Significant concerns	Developing: Skills evident, but not at level expected at this level of development	Proficient: At level expected for this quarter.	Advanced: Skills above expected level.	Excels: Advance level expected of an advanced placement
	8/B-	8.5/B	9/B+	9.5/A-	10/A
Admission to treatment: Recognize contextual and systemic dynamics (e.g., age, gender, SES, etc.) of clients that informs treatment.	Does not recognize contextual or systems dynamics	Some recognition of contextual and systems dynamics	Recognizes contextual and systems dynamics	Strong recognition of contextual and systems dynamics	Excels at recognition of contextual and systems dynamics
Manages sessions with individuals, couples, families, and groups (e.g., role of therapist, use of common factors).	Does not manage sessions	Some management of sessions	Manages session	Strong management of sessions	Excellent management of sessions
Clinical Assessment and Diagnosis: Use of assessment tools (survey, genogram, etc.) when appropriate.	Does not use assessments	Some use of assessment	Uses assessment	Strong use of assessment	Excellent use of assessment
Utilizes skills such as empathy, summarizing, linking, circular questioning, drawing out, etc.	Very limited counseling skills	Limited Counseling Skills	Good use of counseling skills	Strong use of counseling skills	Excellent use of counseling skills
Creates safety plan, if needed.	No safety plan	Brief safety plan	Safety plan	Detailed safety plan	Excellent, empowering safety plan
Treatment Planning and Case Management: Intern has skills at writing a treatment plan, conceptualizing the presenting problem, and setting goals.	Poor treatment planning and no conceptualization	Vague treatment plan and limited conceptualization	Skill at treatment plan and conceptualization	Strong treatment plan and use of conceptualization	Superb treatment plan and use of conceptualization
Therapeutic Interventions: Student uses theory and implements interventions to effect change. Uses modality of treatment appropriate for presenting problem and clients' needs, goals, and values.	Poor use of theory	Vague use of theory	Skill at using theory	Strong use of theory	Superb use of theory
Legal and Ethical: Student upholds legal and ethical responsibilities, and abides by the AAMFT Code of Ethics:	No indication of upholding codes	Limited indication of upholding codes	Use of codes	Strong use of codes	Superb use of codes
Research: Student draws on theory and evidence-based best-practice information	Poor use of research	Vague use of research	Good use of research	Strong use of research	Excellent use of research
Student is open to feedback from instructor, peers, and self.	Not open to feedback	Limited openness to feedback	Open to feedback	Open to and uses feedback	Excellent integration of feedback
Disposition: Student is aware of self-of-the-therapist issues, is teachable, and respects diversity.					
The student is prepared to advance to Clinical I (STMC 5550).	Yes	No			

Clinical Case Report Form -- Family/Couple

Therapist Name:

Therapist Orientation (what theory are you employing for this case?):

Clients' pseudonym and brief description:

How many sessions:

Why does do the clients report seeking therapy (you may indicate who initiated contact and why):

What is the agreed upon goal for therapy (if clients and therapist have unique goals, please explain)?

What are the clients' strengths (personal and contextual)?

Briefly describe relevant history for both the system and individual family members (bio-psycho-social, mental health status)?

What assessments were used, if any? Please include numeric (e.g., PQ9, GAD, etc.) and non-numeric (genogram, eco-map, etc.).

Does the "identified patient(s)" have a diagnosis? If so, please list:

What religious and/or spiritual themes arise in session (meaning making, yearning, view of divine, etc.)? Please divide these into two sections (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:

Briefly, how do you describe the problem (what themes arise as you hear the story)?

What is your hypothesis regarding the problem (this should be theory-based: How has the problem come into being? What maintains the problem? What does your theory and the best-practice research say about this situation?).

What interventions have you tried? What worked? What did not?

Write a brief treatment plan (be sure to use your theory and research, link to themes above):

Goal (broad):

Objective 1 (positive terms, concrete and specific):

Objective 2:

Plan (use theory):

Theological Reflection:

From Therapist's Faith Tradition:

1. Regarding this case, what is an experience of the Divine?
2. How do these clients and their presenting problem represent a theme from religious tradition (e.g., hope, reconciliation, pillars of faith)?
3. How are these clients encountering a search for meaning?

From Clients' Faith Tradition:

1. What is an experience of the Divine?
2. How do these clients and their presenting problem represent a theme from religious tradition (e.g., hope, reconciliation, pillars of faith)?
3. How are these clients encountering a search for meaning?

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.