

Spiritual Integration
in Clinical Practice I, Fall 2021 SM121-1
Second year MAMFT Students
Theological Reflection Group
Tuesdays, 3:00-4:20pm

Zoom: <https://zoom.us/j/5647191145>

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Office hours by appt. during COVID precautions

Welcome to Spiritual Integration! This is an important course in the development of your theological reflection as you journey through the Marriage and Family Therapy program. This is a time for you to consider case conceptualization through a pastoral lens. This semester we will be focusing on this integration through multiple constructs to engage class discussion, your critical thinking, and development of your own video as a culminating project. I look forward to learning together as we progress through the semester though our process will be different due to COVID. Please know that my “virtual door” is always open. Please know, if you have asked questions about the course and I have attempted to answer but you remain unclear, please *let me know* and I will work to clarify by further explanation.

Current Resources for Instruction, Learning, and Technology at LPTS

- To access the Library and its resources, visit: <https://lpts.edu/library/>
- To request a library laptop loan, contact the Online Help Desk – library@lpts.edu.
- For general help with campus network access, Outlook (email), contact

support@lpts.edu.

- For help with Canvas credentials, contact Carolyn Cardwell at ccardwell@lpts.edu.
- For information on Student Assistance Funds to help with costs associated with learning technology and access (\$300 maximum), contact Gina Kuzuoka at gkuzuoka@lpts.edu.
- For Academic Support for any of your studies, contact the ASC: Beth Herrinton-Hodge at bherrintonhodge@lpts.edu or Sherry Arconti at sarconti@lpts.edu.
- For a summary of information related to accessing Outlook, Canvas, CAMS, and the Intranet, see: [Accessing LPTS Resources](#).

Course Description

This two semester, experiential MFT course focuses on second-year MFT students' ability to critically engage a range of spiritual and theological resources in clinical practice. Students will gain skills in identifying and responding to clients' theological and spiritual concerns and learn to use at least one method for guiding interventions, evaluating outcomes, and attending to the therapist's own theological and spiritual commitments. In addition this course will focus on how clinicians develop the ability to critically engage a range of spiritual and theological resources in clinical practice with a particular focus on how to advocate and promote social justice in interpersonal and societal relationships. This course is graded Pass/Fail.

This course focuses on the following learning objectives:

SLO 4: Graduating students will be able to use a multi-contextual approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client, client- therapist, supervisory, and broader social systems.

SLO 5: Graduating students will be able to use a clinically appropriate theological/spiritual framework in the practice of Marriage and Family Therapy.

Expected Outcomes

<i>By the end of the semester, students will:</i>	<i>Student Learning Outcomes (SLO) & Competencies</i>	<i>Signature Assignment/ Assessment</i>
Be able to describe a personal spiritual or theological self-location that informs clinical work and interaction with clients.	SLO 4 & 5 Competencies: LPTS 8.0.1	Participation with Self-Assessment Video Project Practicum 2 Case Study Theological and Spiritual Section
Demonstrate beginning ability to critically examine theories and interventions used in therapy from a theological and/or spiritual perspective that informs their personal spiritual self-location.	SLO 4 & 5 Competencies: LPTS 8.0.2	Participation with Self-Assessment Video Project Practicum 2 Case Study Theological and Spiritual Section
Demonstrate beginning ability to critically examine theories and interventions used in therapy from a theological and/or spiritual perspective and identify how issues of spirituality, religion, and other societal forces maintain or resist issues of injustice with particular attention to power, racism, and other forms of systemic oppression.	SLO 4 & 5 Competencies: LPTS 8.0.2	Participation with Self-Assessment Video Project Practicum 2 Case Study Theological and Spiritual Section
Demonstrates a beginning ability to engage religious, spiritual and theological issues raised by clients in a way that respects both client and therapist location and is therapeutically, ethically and pastorally responsible.	SLO 4 & 5 Competencies: LPTS 8.0.2	Participation with Self-Assessment Video Project Practicum 2 Case Study Theological and Spiritual Section

Assignments and Evaluation

<i>Assignment</i>	<i>Evaluation</i>
1. Course Participation and Self Evaluation: This is an experiential course. Attendance and participation are critical to learning outcomes. Students are expected to attend all class sessions punctually and participate in group discussion having read assigned readings prior to class.	Attendance records Completion of course activities Professor's evaluation of group participation Professor's evaluation of use of reading material Self Reflection and scoring on the participation rubric
2. Video Project: Students are required to submit a video project for their time in this course. This video will be viewed by the professor and classmates next semester so should be content readily sharable to the class. This video will be submitted for review. Guidelines to assist in the video process will be provided	Video assignment will be graded complete/incomplete with evaluation as to the demonstrated effort and content.
3. Practicum 2 Case Write-up, Theological/Spiritual Reflection Section: Each student will submit a copy of their theological reflection section of their Practicum 2 case write up to the instructor for review and feedback.	Practicum 2 Case Study Write-up review

Main text

Neff, M.A. & McMinn, M.R. (2020). *Embodying integration: A fresh look at Christianity in the therapy room*. IVP Academic.

Optional resources

Aten, J. D., & Leach, M. M. (2009). *Spirituality and the therapeutic process: A comprehensive resource from intake to termination*. American Psychological Association. (e-book online)

- Dunn, A. B., & Dawes, S. J. (1999). Spirituality-focused genograms: Keys to uncovering spiritual resources in African American families. *Journal of Multicultural Counseling and Development, 27*(4), 240-254.
- Fukuyama, M., Puig, A., Wolf, C. P., & Baggs, A. (2014). Exploring the intersections of religion and spirituality with race-ethnicity and gender in counseling. In *Handbook of race-ethnicity and gender in psychology* (pp. 23-43). Springer, New York, NY.
- Gehart, D. R., & Paré, D. (2008). Suffering and the relationship with the problem in postmodern therapies: A Buddhist re-visioning. *Journal of Family Psychotherapy, 19*(4), 299-319.
- Lamson, L.L. & Meadors, P. L. (2014). Building your home project. In *The Therapist's Notebook for Family Health Care* (pp. 249-256). Routledge.
- Larner, G. (2017). Spiritual dialogues in family therapy. *Australian and New Zealand Journal of Family Therapy, 38*(1), 125-141.
- Mehl-Madrona, L. (2009). What traditional indigenous elders say about cross-cultural mental health training. *Explore, 5*(1), 20-29.
- Rankow, L. (2018). *Mysticism and Social Action: The Ethical Demands of Oneness*. <http://journeyfilms.com/wp-content/uploads/2018/11/Rankow-Mysticism-and-Social-Action.pdf>
- Walsh, F. (2008). Integrating spirituality in family therapy. *Spiritual resources in family therapy, 31*, 495-501.
- Walsh, F. (2010). Spiritual diversity: Multifaith perspectives in family therapy. *Family process, 49*(3), 330-348.
- Walsh, F. (Ed.). (2008). *Spiritual resources in family therapy*. Guilford Press.
- Wilson, E. E., & Nice, L. (Eds.). (2018). *Socially just religious and spiritual interventions: Ethical uses of therapeutic power*. Springer.

Course Policies

Student responsibility- Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

Classroom Behavior - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary.

Issues of Privacy and Confidentiality - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. In other words, please exercise confidentiality, any discussion in the class should stay in the class

Inclusive/Expansive Language – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the following web page for resources to assist in using non-biased language:

<http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

Attendance Policy- According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session.

Late work –Assignments are due at 11:59pm on the due date unless otherwise specified. Due dates for every assignment are provided on the course syllabus and course schedule. An assignment submitted within 24 hours of the due date is within the grace period for late assignments. Assignments submitted more than 24 hours after the due date will be docked five points for each 24 hour period of lateness up to

and including zero credit. There are no make-ups for in-class activities. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Writing guidelines - If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

All assignments should be completed using APA format 7th edition.

If you have questions, please see the following resources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Drop/Withdrawal - If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the student's ability to resume academic and professional work before being readmitted to classes in the following term or semester.

Academic Honesty - All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas

from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, Student Handbook, p. 16.

Special Accommodations - Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester. Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first 3 class sessions. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Required Graded Assignments

Participation with Self-Evaluation (40%)

Each student is to participate in on-line experiential learning activities and group discussions. With group cooperation and participation, this class intends to provide a safe and confidential environment in which students may discuss their feelings, questions and beliefs about as a personal and/or pastoral care issue. Please respect the members of your discussion group by not characterizing or disclosing the content of their comments outside of class. Should unprocessed experiences and feelings related to the life course surface for you during this class, please talk to us so that we may help you process or discern an appropriate referral for you. This class, your professors, and fellow students are not a substitute for therapy.

Engagement in the course is a primary vehicle of learning. Students who anticipate issues during the semester such as personal or professional responsibilities need to plan ahead in order to keep on track with their studies. Students will complete a

Participation Self Assessment by writing a reflection of 300-500 words on their contribution to the course specifically referencing the rubric below including assigning themselves a score (multiplied by four from the rubric).

Program Expectations for Student Participation on Zoom

Participation on Zoom includes having one's camera on* while also muted. Side conversations on external devices can be distracting and need to be reserved for emergency situations only. Students are encouraged to engage the conversation while unmuted and then mute their microphone following their comment or question.

Usual expectations of participation in the classroom are also expectations on Zoom including the following:

Student comes to sessions prepared to engage with a positive orientation toward the learning milieu, having completed the readings, and readily volunteers.

Student is attentive, respectful to others, and offers constructive and relevant comments and questions.

Student listens courteously to others without interruption and supports collaborative dialogue.

Student offers any disagreements by making "I" statements and being kind, criticizing intellectual arguments not persons.

All questions or comments are pertinent, sincere, and considerate reflecting scholarly concern.

*If connectivity issues are a problem, please notify the professor via email. Ongoing connectivity issues need to be addressed between classes to maximize participation.

Participation Rubric

9-10 points - Student comes to sessions prepared to engage with a positive orientation toward the learning milieu, having completed the readings and readily volunteers. Student is attentive, respectful to others, and willingly offers constructive and relevant comments and questions. Student listens courteously to others without interruption and supports collaborative discourse. Student offers any disagreements by making “I” statements and being kind, criticizing intellectual arguments not persons. All questions or comments are pertinent, sincere, and considerate reflecting scholarly concern.

7-8 points - Student is usually prepared and generally positive. Student is always attentive, participates in all activities, and volunteers from time to time. Student listens to others, allows peers to participate, and is respectful of others. Student asks pertinent questions and regularly offers constructive comments.

5-6 points- Student shows evidence of being unprepared on occasion. Student may arrive late or leave early in some instances. Student volunteers infrequently and/or makes unrelated or unhelpful comments. Student asks distracting questions that would not be necessary had the student prepared for class more thoroughly.

3-4 points - Student is unprepared and/or inattentive. Student rarely volunteers and demonstrates lack of involvement in class activities. Student may not be attentive or engages in additional activities.

0-2 points - Student exhibits lack of concern for the class. Student is minimally present or disruptive to the learning of others. Student is disrespectful to the learning milieu. Student comments include inflammatory or hate speech, which is counter to the ethos of an open learning milieu. Student attitude, behavior, or comments may have a negative influence on the class.

Total Grading Value for Participation with Self-Evaluation: 40 points

Due: December 8

Practicum 2 Case Study Theological and Spiritual Section (20%)

See Practicum 2 Case Study guidelines.

Total Grading Value for Practicum 2 Case Study Theological and Spiritual Section: 20 points

Due: October 27

Video Project (40%)

Submit a 10-12 minute video of your understanding of embodying spiritual integration. This video should not include any client information and should be something you are readily willing to share with the rest of the class next semester. The content of the video is yours to craft and creativity is encouraged. Students are welcome to seek technical help in the creation of their video but all content is to be their own. Choose a corresponding SLO in your portfolio and upload this video to your portfolio. Submit on Canvas a link to your video within your portfolio for your assignment submission. If your portfolio is password protected, submit your password with your link. See evaluation guidelines above.

Total Grading Value for Video Project: 40 points

Due: December 15

Class Schedule (Subject to change at professor's discretion)

<u>Date</u>	<u>Topic</u>	<u>Come to Class Having Read</u>
Sept. 14	Welcome	Syllabus, Neff & McMinn's Introduction
Sept. 21	Plenary	Your portfolio
*for this session only: join joint class at https://lpts-edu.zoom.us/j/84202386652		
Sept. 28	Lament	Neff & McMinn Ch. 1
Oct. 5	Meaning Making	Neff & McMinn Ch. 2
Oct. 12	Facing Difficulty & Clinical Conceptualization	Neff & McMinn's Facing Difficulty
Oct. 19	RESEARCH and STUDY WEEK --- NO CLASS	
Oct. 26	Imaging God	Neff & McMinn Ch. 3
Nov. 2	Atonement	Neff & McMinn Ch. 4
Nov. 9	Pondering God & Theodicy	Neff & McMinn's Pondering God
Nov. 16	Mission of God	Neff & McMinn Ch. 5

Nov. 23	God with Us	Neff & McMinn Ch. 6
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Nov. 30	God in the World & Theological Reflection	Neff & McMinn's God in the World
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Dec. 7	Wrap Up	Neff & McMinn's Epilogue
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Dec. 15	Video Final Due	

Participation and Self-Evaluation (rubric times four)	40 points
Practicum 2 Case Study Section	20 points
<u>Video Final</u>	<u>40 points</u>
Total points	100 points

Pass 80 points or more (Fail less than 80 points)

20 points 40 points