

Spiritual Integration in Clinical Practice II, Fall 2020
3rd year MAMFT (Theological) Reflection Group
SM 131-1
Tuesday 3:00-4:20
Zoom

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Virtual office hours (Zoom) email or telephone request
 Preferred method of contact: email, telephone, text
 Response time: Usually within 24 hours

Course Description

This two semester experiential course focuses on MFT students’ increasing ability to engage a range of spiritual and theological resources in clinical practice. Third-year students will gain experience in collaborative, reflective leadership of spiritual/theological reflection groups and in modeling methods for guiding interventions, evaluating outcomes, and attending to the therapist’s own theological and spiritual commitments.

Methods

To meet expected outcomes, this course will focus on critical case studies and use (1) multidisciplinary consultation, (2) interpretation and implementation of spiritual reflection methods learned in SM 121, and (3) self-motivated research (see bibliography and beyond) to expand student the breadth and depth of thinking spiritually and theologically in ways that expand understanding of client experience and care. There is one assigned reading for the course; students are expected to take the initiative to establish their own reading list to build upon the foundations gained in 2nd year reflection group.

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 nuanced personal spiritual or theological self-location that informs clinical work and interaction with clients.	SLO 4 & 5 Competencies: LPTS A, B	<ul style="list-style-type: none"> • Attendance • Case Study Prep and Presentation • SIE Theological and Spiritual Section
Demonstrates an advancing ability to	SLO 4 & 5	<ul style="list-style-type: none"> • Attendance

critically examine theories and interventions used in therapy from a theological and/or spiritual perspective that informs their personal spiritual self-location.	Competencies: LPTS A, B	<ul style="list-style-type: none"> • Case Study Prep and Presentation • SIE Theological and Spiritual Section
Gain an broad and inclusive appreciation for diverse spiritualities and their expression in therapy.	SLO 4 & 5 Competencies: LPTS A, B	<ul style="list-style-type: none"> • Case Study Prep and Presentation
Be able to describe a beginning methodology that guides a thoughtful practice of spiritual, pastoral, or theological assessment in clinical cases.	SLO 4 & 5 Competencies: LPTS A,B	<ul style="list-style-type: none"> • Attendance • Case Study Prep and Presentation • SIE 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 A,B	<ul style="list-style-type: none"> • Attendance • Case Study Prep and Presentation • SIE Theological and Spiritual Section on

Assignments and Evaluation

<u>Assignment</u>	<u>Evaluation</u>
1. <u>This is an experiential course.</u> Attendance and participation are critical to learning outcomes. Students are expected to attend all class sessions punctually and participated in group discussion.	<ul style="list-style-type: none"> • Attendance records • Professor's evaluation of group participation (Reflection Group rubric)
2. Each student will present one or more case studies during each semester. Preparation: <ul style="list-style-type: none"> • Write a one page summary of the case to distribute to the class. • Since we have no video of to use because of pandemic, be prepared to role play 10-15 minutes of a session that illustrates the issues, problems, etc. the client brings to you. Prepare by asking a class member(s) to role play with you. Before class provide your partner with your summary and a potential outline for the role-play. • Determine what method or model of reflection 	<ul style="list-style-type: none"> • Reflection Group Rubric

<p>you will use to begin the group’s conversation. Use a model you learned last year or be creative and present your own (if you do—and you are encouraged to be creative—try to describe the various theological, epistemological, historical, and/or cultural elements that draw you to it or support it.) This process is meant to be generative, not diagnostic.</p> <ul style="list-style-type: none"> • Be prepared to discuss the case with group members and any consultants as an interdisciplinary case review meant to generate new ideas, identify overlooked contexts, and understand intersectionality as it applies to clinical work. 	
<p>3. Draft of SIE Theological and Spiritual section.</p>	<ul style="list-style-type: none"> • SIE Rubric
<p>4. Post-session reflection: After your case presentation, write a 1 page statement of what you learned by presenting your case that will help you provide quality treatment to the clients you present, augments your sense and use of self in the therapeutic process, or shifts your perspective. If you experienced “no benefit,” what can be changed about the process or content that would increase your ability to broaden your view of the client’s social location or your work as a therapist. This paper is due before the next class session.</p>	<ul style="list-style-type: none"> • Professor’s evaluation
<p><i>Note: To highlight the interdisciplinary task of theological and spiritual reflection, sessions will frequently include “guest reflectors” to offer input from a social location different from MFT. Be sure to guard the identity of your clients in all reflection sessions.</i></p>	

Other Important Items Relating to Fall Instruction, Learning, and Technology at LPTS

1. To access the Library and its resources, visit: <https://lptslove.org>
2. To request a library laptop loan, contact the Online Help Desk – library@lpts.edu.
3. For general help with campus network access, Outlook (email), contact support@lpts.edu.
4. For help with Google Classroom credentials, contact Steve Cook at scook@lpts.edu.
5. For information on Student Assistance Funds to help with costs associated with learning technology and access (\$300 maximum), contact Jessica Bowman at jbowman@lpts.edu.

Course Policies

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

Academic Honesty

All work turned in to the instructors 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. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

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 (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2020.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center.

See also the library's citation help page: <https://lpts.libguides.com/digitalresources/citingsources>

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. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

Preliminary Bibliography

- Aten, J. D., & Leach, M. M. (2008). *Spirituality and the Therapeutic Process: Comprehensive Resource from intake to Termination*. Washington, D.C.: American Psychological Association.
- Fitchett, G. (1993). *Assessing spiritual needs: a guide for caregivers*. Minneapolis: Augsburg Fortress.
- Gubi, P. M., & Thorne, B. (2008). *Prayer in counselling and psychotherapy : exploring a hidden meaningful dimension*. London: Jessica Kingsley Publishers.
- Jacobs, Martha R. "Creating a Personal Theology to Do [Intercultural] Spiritual/Pastoral Care." In *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*, edited by Rabbi Stephen B. Roberts, 3-11. Woodstock, VT: Skylight Paths Publishing, 2012.
- Pargament, K. (2007). *Spiritually Integrated Psychotherapy*. NY: Guilford.
- Sorajjakool, S., & Lamberton, H. (2004). *Spirituality, health, and wholeness: an introductory guide for health care professionals*. New York: Haworth Press.
- Sperry, L. (2001). *Spirituality in clinical practice*. Philadelphia: Brunner-Routledge.
- Swinton, J. (2001). *Spirituality and mental health care : rediscovering a "forgotten" dimension*. London; Philadelphia: J. Kingsley Publishers.
- Townsend, L. L. (2000). Spirituality and therapy: supervision at the intersection. In *Readings in family therapy supervision*. Washington, D.C.: The American Association for Marriage and Family Therapy.
- Townsend, L. L. (2006). Theological reflection and the formation of pastoral counselors. In Duane Bidwell & Joretta Marshall (Eds.), *The formation of pastoral counselors: challenges and opportunities*. Binghamton, NY: Haworth Pastoral Press.
- Townsend, L. L. (2009). *Introduction to Pastoral Counseling*. Nashville: Abingdon.
- Wimberly, E. P. (1982). *Pastoral Counseling and Spiritual Values: A Black Point of View*. Nashville: Abingdon Press.
- Wimberly, E. P. (1990). *Prayer in Pastoral Counseling: Suffering, Healing, and Discernment*. Louisville: Westminster John Knox Press.
- Wimberly, E. P. (1994). *Using Scripture in Pastoral Counseling*. Nashville: Abingdon Press.
- Zappone, K. (1995). *The hope for wholeness : a spirituality for feminists*. Mystic, Conn.: Twenty-Third Publications.

CLASS SCHEDULE & SIGN-UP SHEET

Tuesdays 3:00-4:20

Sept 8	Introduction: A look at the whole business of spiritually and/or Theologically Integrating methods in psychotherapy	
Sept 15	Review and discuss Townsend, <i>Introduction to Pastoral Counseling</i> , pp. 135-160	Opening:
Sept 22	Case presentation:	Opening:
Sept 29	Case presentation:	Opening:
Oct 6	Case presentation:	Opening:
Oct 13	Case presentation:	Opening:

Oct 20	RESEARCH AND STUDY	
Oct 27	Case presentation:	Opening:
Nov 3	Case presentation:	Opening:
Nov 10	Case presentation:	Opening:
Nov 17	Case presentation:	Opening:
Nov 24	Case presentation:	Opening:
Dec 1	Wrap-up	