Course Description

This is the third integrative course in the MFT program. In this course students will use their knowledge of theology and family psychology to accomplish two goals: 1. To share their personal use of the Scripture in therapy and 2. To develop and to implement treatment for a current case with focused attention to the state of current theological and psychological knowledge as they relate to issues raised by the case. Students may, with permission of the instructor, develop an alternative integrative project to substitute for goal 2.

Course Objectives

At the end of the course, students will demonstrate the following competencies related to POs 1, 2, 4 and EOS 3, 4, 5, 6, 7, 8, 9.

- By their own work
  - An ability to conceptualize a specific clinical situation in terms of various clinical theories, contemporary neuroscience research and theological perspectives and to implement treatment based thereon.
  - A well developed awareness of the principles and practice guiding their own use of Scripture in therapy.
- By participation in the seminar
  - Acquaintance with and access to the principles and practice guiding their classmates use of Scripture in therapy.
  - Acquaintance with and access to the work of classmates in other cases and issues.

Course Process

The course will meet in seminar format from 8 AM to 5 PM on Friday, June 24, 2011

[Attendance at the seminar is mandatory] (without exception, save for medical reasons)

Assignments

Each student will work with two assignments relating theology and therapy

Assignment 1: Five (5) comments on biblical texts commonly used  20%

(Confidential material: Put paper and CUED tape in a labeled, sealed envelopes and place them in the special box in control room)

Prior to the meeting, each student will

a) Monitor his/her use of Scripture during therapy and then

b) Prepare a paper presenting five (5) commonly used biblical texts.
   i) For each text,
(1) Prepare a brief written explanation
   (a) of the text in its original biblical context and
   (b) of its relevance to therapy.
(2) Briefly describe
   (a) a setting in which you made use of the text/concept,
   (b) the effect which you hoped it to have,
   (c) the process by which you hoped it would impact therapy (this may include theological
       biological and psychological aspects)
   (d) the actual outcome.
c) Select a video example of the use of one text in an actual therapy situation. Be sure the video
   visually includes both the client and the therapist.
d) Be prepared to present your video/text to the class in a 5 minute slot. Note that the tape IS your
   presentation rather than being a resource for it. This means that you will have more than just a clip
   from therapy on it. Submit the TAPE CUED AND READY.
e) You may (are encouraged to) employ presentation software such as PowerPoint in your
   presentation. In doing so, you may draw upon outside persons for information and help. Note,
   however, that they may not be given access to confidential clinical materials or information. You
   must guard the confidentiality of your clients and of clinical materials.

Assignment 2: Integrative Project 80%

   EITHER

   Paper Option 1. Psychological and Theological assessment and treatment of a case

   OR

   Paper Option 2. Psychological and Theological assessment of psycho educational resources
   in a case context

   OR

   Paper Option 3. Another integrative project approved by the professor

Paper Option 1. Psychological and Theological assessment and treatment of a case

Students, preferably in pairs, will prepare a paper, an annotated bibliography and a 20 minute video
tape/cd presentation of a case (explained below) for presentation at the seminar.

   Suggested Process for preparation

Treatment:

1) Select a case:
   a) Identify a case in progress that qualifies for clinical hours.
2) Conceptualize the case and develop an initial treatment plan
   a) In consultation with your co-therapist and relevant others, develop an initial conceptualization of
      the case.
      i) Consider a variety of conceptualizations and treatment approaches that might be relevant to the
      case. Making notes would be a good idea.
ii) Review psychological and theological resources relevant to your case.
   (1) Note: You will be preparing an annotated bibliography as part of your paper. Read over
   the instructions for the bibliography (below) BEFORE you begin your readings. It will
   save you having to repeat effort!
   (2) Your integrative synthesis and spiritual resources papers from 1PSY572 are relevant here.

b) Develop a responsible initial treatment plan to address the issues raised by your case.
   i) The plan should be clearly related to theoretical considerations and preferably to an empirically
      demonstrated treatment approach.
   ii) The plan should demonstrate an awareness of cultural distinctives of the clients and should
      include a discussion of ways in which they inform the therapy.
   iii) The plan should include a discussion of the faith commitments/belief system of the therapists
      and of your client(s) their implications for the conduct of therapy.

3) Treat your case with reflection on the process
   a) Keep the tapes from your sessions. You will use them for your presentation.
   b) As therapy proceeds, cotherapists should discuss each session from both a theological, cultural and
      psychological perspective, relating what happened to the treatment process and goal achievement.
   c) Use the following frame to keep a concurrent-with-therapy, page-or-more-per-session record of
      your work for a minimum of the first five sessions (if the case terminates more quickly than that, have the notes for each session).
   i) Jointly prepare a summary list of key therapeutic elements in each session (e.g. competencies
      identified in the AAMFT Core Competency list as exemplified, for instance in such things as
      joining and establishing trust, psychoeducation about schemas, exploring biblical teaching on
      the subject, psychoeducation about IFS, establishing treatment goals, psychoeducation about
      neurobiology and treatment goals, discussion of guilt and forgiveness, empathic attunement
      with wife and reframe of distress in attachment terms, softening moment, initial altruistic
      granting of forgiveness, effort to repair attachment wound, rehearsal of triggering schemas,
      practice regulating emotion, genogram construction, celebration of client application of skills).
   ii) Be sure your notes include spiritual/theological aspects of therapy and of the role of scripture,
       prayer etc., both from the therapist and the client perspective.
   iii) Make an effort to connect your summary points to specific events in therapy (AEB’s).
   iv) Prepare a sentence or two stating what you think happened at the session.
   v) We are all aware that clients guide therapy and that the therapists ‘plan’ may be moved aside
      for issues raised by the client. When this happens, it is OK. Just note it in your record and
      relate it to treatment process.
   d) Modify your treatment plan as needed during the treatment process. Make good notes as to the
      rationale for your changes.
   e) The number of sessions for your case is not critical to your project. It is likely that a case with
      eight or more meetings will provide you with a good base for your paper.

Paper:

(Confidential material: Put in a labeled, sealed envelope and place in special box in control room)

Case Presentation

Your paper will be a case presentation to let the professor see and understand what you have done. It’s not
intended to be a step-by-step review of your case. Note that what you write at home must not violate
clinic rules about guarding client confidentiality. You have a lot of freedom in how you present your
material. The following should be included

- A presentation of the clients and the case in a way that orients the reader to the issues of the case.
  Shorthand devices such as a genogram would fit here as would categories from EFT, Baeder and
  Pearson, Guerin, IFS, Siegel, Atkinson or schema theory.
- A discussion of therapist and client cultural distinctives, values and spirituality that demonstrates
  awareness of and respect for differences and discusses how they entered into the treatment process.
• A literature review that allows the reader to see how relevant theological and psychological
literature relate to the case. This might be fairly substantial. It should be integrative and synthetic
rather than an item-by-item presentation. Your ability to present a coherent critical overview of
complex issues is important to this assignment.
• A statement of client and therapist goals and of the treatment plan to achieve them.
• A broad statement describing the progress of the case as of the time of writing the paper.
• A description of the treatment process highlighting
  o Crucial spiritual and psychological steps/elements/events in implementing the treatment
    process.
  o A reflective analysis of the learning and performance of the therapist(s)
  o Directions and processes for your future development as a therapist emerging from the case
• Attach the notes from your co-therapy discussions as an appendix.
• An annotated bibliographic entries for each item reviewed.
  i) Your annotation should include
     (1) A concise description of the item and its relevance to your case.
     (2) A discussion of theological issues relevant to the resource being reviewed
     (3) A 4-star rating of the item in brackets after each entry:

     **** = very useful to clients/therapists,
     ***  = worth looking at,
     **   = limited usefulness,
     *    = very little use

The bibliography is due at the same time as the paper. **But comb-bind the bibliography
separate from the paper.** Label the spine as to topic and year.

Note: You may be asked to upload your work into a control room computer to be available to
future clinical students. Specific instructions for that may follow.

4) Video/cd case presentation  *Confidential material: Put CUED tape in a labeled, sealed envelope
and place in special box in control room*

The course will meet for one extended seminar day. The day will consist of video/cd presentations and
discussions of them. You have lots of latitude as to the presentation. Think in terms of your best
psychoeducational skills.

You may use Power Point. You may draw upon skilled helpers for technical items such as power point
design. If you do, you will need to work out with the professor how to guard client confidentiality as non-
clinical persons may not have access to confidential material.

**NOTE:** Your entire presentation must be on the tape. You will ‘present’ by turning the tape on.
Think out and edit your work. You may have handouts for the audience to go with your tape.
Remember, your presentation must be
=> no longer than 20 minutes and ready-to-roll on a single tape or cd <=

Items to include on the tape/cd may include:
 a) Introductory section: Briefly present
    i) The presenting problem,
    ii) Client’s initial assessment of the problem and desired outcome
    iii) Your initial assessment and desired outcome
    iv) A video clip that shows, as clearly as possible, all or a core part of the problem (as viewed by
       the client(s) and/or the therapist(s)
    v) The treatment plan, explaining basic conceptualization, theoretical perspective and anticipated
       treatment process
    vi) Any developments or modifications in the assessment and plan
vii) Milestones of treatment  

viii) The current status of the case  
b) Up to three (3) Video clips of interventions or therapeutic moments that highlight pivotal points in treatment. One of these should clearly show the therapist(s) dealing with matters that involve spiritual or moral values. If there are places where cultural distinctives play an important role, one of them would be a good choice. In your video, prepare your audience to see the intervention before showing it and, as appropriate, cue them afterwards to important aspects.  
i) For each of the clips, explain  
   (1) Its setting within the overall treatment process  
   (2) Why it was selected as a pivotal point  
   (3) If it is an intervention  
      (a) Define the intervention  
      (b) The goal of the intervention  
      (c) The process of the intervention  
      (d) Theoretical approach(es) reflected in the intervention  
   (4) The immediate result of the event in the clip  
   (5) The longer term impact/result of the event  
c) Conclusion: Your conclusion should briefly summarize the case progress and the next steps…if you have not terminated. If you have terminated, review progress and the status at termination.  
d) You may prepare an outline/handout of your presentation for your peers and prof.  
e) Have a copy of your bib with you at the seminar.  
f) Weighting: Paper 40% Bib 15% Presentation 25%  

Paper Option 2. Psychoeducational resources in case context  

Psychoeducational resources have an important role in therapy. Materials your client receives from you and the narrative framework(s) within which you and your clients function are intimately woven into the therapeutic process. Psychoeducational resources offer your clients material to take from therapy into their lives. They are likely to be formative for your clients. Those materials come from a variety of perspectives and have a broad range of efficacy.  

For this assignment, your task is to prepare a paper and a presentation that will 1. inform other therapists in your cohort and those who follow about resources available to treat the issue of choice and 2. demonstrate your application of at least one of the psychoeducational resources in a therapeutic context.  

To do so, select an active case and research, evaluate and apply psychoeducational resources related to an aspect of the case. Examples of issues might be anger management, sexual abuse, trauma, conflict management, depression, anxiety, grief, etc. If you have any questions, check with the professor.  

Your case write up should be informed by the assignment layout of option 1 above. Your tape should focus around the preparation, implementation and outcome of the psychoeducational resources. The case write up should involve a report on perspective and approaches to the issue, but need not have the extended bibliography that will be included by students doing option 1. It should highlight the role of the psychoeducational resource you will be showing on the tape.  

The bulk of your written work should be a separately-bound write up of psychoeducational resources about <whatever your topic issue is>. Preparing for it, you should carefully assess the range of psychoeducational resources available. Your work will be added to the clinic library for future generations of trainees.  

Obtaining resources: Most publishers are VERY glad to send examination/review copies of resources. Once you have identified resources for your paper, on Department stationary, write the publisher of the resource to explain that you are a student therapist in the RTS MFTC program and are preparing a review of available resources on <your topic> for therapists in your cohort and for inclusion in the department clinic library. Ask if they would send you a copy of the resource for review and for inclusion in the
department clinic library. Keep a copy of all correspondence. Include it at the back of your paper. If they will not send the resource, contact your professor so that we can have the dept look into helping them decide to send it.

Your analysis of psychoeducational resources should include

- An overview of available resources, categorizing and grouping them in relevant categories such as theoretical approach, values framework, means of change, etc. Your presentation will be shaped by what you find.
- As broad a selection of psychoeducational resources as you can identify, each assessed on the ‘Star’ rating scale above.
- A substantial review of the top 6-10 resources that you identify.

**Paper Option 3. Another integrative project**

Students may propose other integrative projects for the professor’s approval.
Course Objectives Related to MAMFTC Student Learning Outcomes

Course: 1PSY626 Relation of Theology and Therapy 3
Professor: Jim Hurley
Campus: Jackson

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><em>In order to measure the success of the MAMFTC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAMFTC outcomes.</em></td>
<td></td>
<td></td>
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<tr>
<td><strong>Completion of Curriculum Requirements</strong></td>
<td>Strong</td>
<td>This course is a requirement of the curriculum</td>
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<tr>
<td>Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists.</td>
<td>Moderate</td>
<td>Licensure requires the sort of integrative treatment planning that this course requires</td>
</tr>
<tr>
<td><strong>Licensure Requirements</strong></td>
<td></td>
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<tr>
<td>Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists.</td>
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<tr>
<td><strong>Theoretical/Philosophical Concepts</strong></td>
<td>Strong</td>
<td>Students prepare a case analysis from principles to strategies to implementation, drawing on both theoretical and philosophical concepts in the case conceptualization and treatment.</td>
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<tr>
<td>Understand the theoretical and philosophical concepts underlying marriage and family therapy</td>
<td>Moderate</td>
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<tr>
<td><strong>Individual Development/Family Relations</strong></td>
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<tr>
<td>Gain an understanding of individual development and family relations</td>
<td>Moderate</td>
<td>Cases may major in developmental issues and will necessarily consider development and current relationships</td>
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<tr>
<td><strong>Clinical Knowledge</strong></td>
<td>Strong</td>
<td>The student case project is a demonstration of the ability to understand and to apply clinical knowledge</td>
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<tr>
<td>Achieve the ability to understand and to apply clinical knowledge effectively</td>
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<tr>
<td><strong>Professional Identity &amp; Ethics/Ethical Conduct</strong></td>
<td>Moderate</td>
<td>Case write ups involve presentation of relevant ethical issues</td>
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<tr>
<td>Form a professional identity and awareness of ethics and ethical conduct</td>
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<tr>
<td><strong>Integration</strong></td>
<td>Strong</td>
<td>The case presentation involves integrating research literature and clinical application of the findings</td>
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<tr>
<td>Integrate research and clinical skills and knowledge</td>
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<tr>
<td><strong>Contemporary Culture</strong></td>
<td>Moderate</td>
<td>Cases selected have considerable diversity, which is explicitly addressed in the research and treatment plan and employed in the treatment process</td>
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<tr>
<td>Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews)</td>
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<tr>
<td><strong>Biblical Worldview</strong></td>
<td>Strong</td>
<td>Case write ups explicitly address worldview and spiritual issues</td>
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<tr>
<td>Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy</td>
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