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 helping clients use spiritual resources (e.g. Scripture, prayer, the work of the Holy Spirit, etc.) 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 spiritual resources 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, July ??, 2012 (Date to be announced)

[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 envelope and place them in the special box in control room)

Prior to the meeting, each student will

a) Monitor his/her use of Scripture and accessing of spiritual resources 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 (cotherapists), will select a case and prepare
1. Case documentation,
2. A paper presenting your work,
3. A 20 minute video presentation of your case for seminar presentation
4. An annotated bibliography of works consulted.

All of the items are to be submitted in a single envelope or banded together. They are to go in a special box in the control room. Note that the material is clinical and confidential. You must maintain record confidentiality throughout your preparation of the materials.

**Suggested Process for preparation**

Note: The process laid out below has a variety of steps designed to help you think through and try out your case conceptualization and treatment process. The process of analyzing sessions is itself a major learning process. The documentation steps below ‘force’ significant reflection in order to complete them.

**Treatment process documentation. To be submitted in its own binder**

1) Initial conceptualization the case and develop an initial treatment plan
a) **Information to orient the prof:** A brief description of the clients and the presenting problem.

b) **Initial case Conceptualization:** 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 work from 1PSY572 are relevant here.

c) **Treatment plan:**

   i) Initial treatment plan: Develop a responsible initial treatment plan to address the issues raised by your case.

      1) The plan should be clearly related to theoretical considerations and preferably to an empirically demonstrated treatment approach.

      2) 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.

      3) 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.

   ii) Modifications of the treatment plan: As you proceed, you are likely to modify your treatment plan and goals. Interim goals (e.g. learning to avoid flooding) are likely to arise. Add these, with date and reason, to your treatment plan.

2) **Treatment process documentation** (to be turned in in a binder separate from your paper and your annotated bibliography): Treat your case, keeping records and reflecting on the process.

   a) **Keep the tapes** of your therapy sessions. Be sure the tape is running and is long enough to record your session! You will use selections from the tapes for your presentation.

   b) **Treatment process discussions throughout the case:** 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. Make the discussion your clinical peer review (when you can).

      i) Keep notes on each session discussion.

      ii) After your discussion, prepare a paragraph summarizing what you think happened at the session.

         1) Make an effort to connect your summary points to specific events in therapy (AEB’s).

      iii) **Session elements:** Use the following frame to keep a concurrent-with-therapy record of your work for the first five sessions. Doing this will help you recognize components of the often-j-fluid therapy process.

         1) Jointly prepare a summary **spreadsheet list of key therapeutic elements** in each session (e.g. competencies identified in the AAMFT Core Competency list as emplified, 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). The therapeutic elements should be on the vertical and session dates across the top. You may well see categories emerge as you go along. It will probably help your work to organize the items into categories when you turn it in.

         1) Be sure your notes/spreadsheets include **spiritual/theological aspects** of therapy and of the role of scripture, prayer etc., both from the therapist and the client perspective.

   c) **Number of sessions:** You need a minimum of five (5) sessions. The total 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.

   Note: The easier it is for your prof to make sense of your notes, the better your grade.
Paper. To be submitted in its own binder.

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 notes. 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:
  - Crucial spiritual and psychological steps/elements/events in implementing the treatment process.
  - A reflective analysis of the learning and performance of the therapist(s)
  - Directions and processes for your future development as a therapist emerging from the case

Bibliography. To be submitted in its own binder.

- 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.

Video/cd case presentation. To be cued and ready to be played in the seminar.

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. Mike Hillerman can guide you as to making tape on the department machines. 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:

d) 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

e) 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

f) 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.

g) You may prepare an outline/handout of your presentation for your peers and prof.

h) Have a copy of your bib with you at the seminar.

i) 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 psycho educational 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**

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion of Curriculum Requirements</strong></td>
<td>Strong</td>
<td>This course is a requirement of the curriculum</td>
</tr>
<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>Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Licensure Requirements</strong></td>
<td>Strong</td>
<td>Course deals with clinical experience and with theoretical approaches. Counts toward licensure requirements</td>
</tr>
<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>
<td>Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical/Philosophical Concepts</strong></td>
<td>Strong</td>
<td>Course deals directly with theoretical and philosophical concepts</td>
</tr>
<tr>
<td>Understand the theoretical and philosophical concepts underlying marriage and family therapy</td>
<td>Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Development/Family Relations</strong></td>
<td>Moderate</td>
<td>Case studies involve family relations</td>
</tr>
<tr>
<td>Gain an understanding of individual development and family relations</td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Knowledge</strong></td>
<td>Strong</td>
<td>The cases study is a demonstration and evaluation of clinical knowledge</td>
</tr>
<tr>
<td>Achieve the ability to understand and to apply clinical knowledge effectively</td>
<td>Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Identity &amp; Ethics/Ethical Conduct</strong></td>
<td>Minimal</td>
<td>Professional performance and ethical concerns are part of the case write up</td>
</tr>
<tr>
<td>Form a professional identity and awareness of ethics and ethical conduct</td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>Strong</td>
<td>The course is directly integrative of theology and therapy</td>
</tr>
<tr>
<td>Integrate research and clinical skills and knowledge</td>
<td>Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Contemporary Culture</strong></td>
<td>Moderate</td>
<td>The case write ups address cultural issues as part of the assignment</td>
</tr>
<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>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td><strong>Biblical Worldview</strong></td>
<td>Strong</td>
<td>A central part of the course assignment involves worldviews</td>
</tr>
<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>
<td>Strong</td>
<td></td>
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