P-510 Practice and Context of Spiritually Integrated Psychotherapy  
Christian Theological Seminary

Spring 2012  
Instructor: Matthias Beier, M.Div., Ph.D.
Wednesdays, 2:15 – 5:00 pm  
Class Room: 168  
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Catalog Course Description
Principles of therapy with individuals, couples, families, groups and larger systems; assessment and evaluation instruments; basic helping skills; dynamics and history of spiritually integrated psychotherapy; administration and management of mental health services in private and public contexts.

Purpose of the Course
The purpose of this class is to help students develop an understanding of the core practices of psychotherapy and of the spiritual concerns clients may bring to it. Students will learn the basic skills, parameters, and interpretive tools of psychotherapy as a form of mental health counseling situated within the larger context of a network of the mental health care services. We will focus on areas such as: listening skills, boundary issues, transference/countertransference, developing treatment goals, the therapist/client relationship, theories of change, make appropriate referrals, the history of mental health counseling and psychotherapy, administering and managing mental health services in private and public contexts, the theological and spiritual frames of psychotherapy, and ways to understand the flow of treatment as it unfolds in one's work with clients. While the course will refer to a variety of theoretical approaches, incl. cognitive-behavioral and humanistic ones, the primary theoretical lens will be up-to-date psychodynamic theory. Of course, there is no substitute for being a client oneself working with a gifted clinician as a means of learning the practices of psychotherapy!

Licensure and Accreditation Standards
This course addresses aspects of the following CACREP content areas for MHC licensure at an introductory level:

3. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes.
a. counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;
b. basic interviewing, assessment, and counseling skills;
c. counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
d. client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances; and
e. ethical considerations.

8. PROFESSIONAL ORIENTATION - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
a. history of the helping professions including significant factors and events;
b. professional roles and functions including similarities and differences with other types of professionals;
c. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
d. ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work);
e. professional preparation standards, their evolution, and current applications;
f. professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; and
g. public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

10. CONTEXTUAL DIMENSIONS: MENTAL HEALTH COUNSELING - Studies in this area include, but are not limited to, the following:
a. assumptions and roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems;
b. theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems;
c. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and
d. theoretical and applied approaches to administration, finance and budgeting; management of mental health services and programs in the public and private sectors; principles and practices for establishing and maintaining both solo and group private practice; and concepts and procedures for determining accountability and cost containment.

This course addresses aspects of the following AAMFT Core Competencies (2004):
1) Admission to Treatment – All interactions between clients and therapist up to the point when a therapeutic contract is established.
2) Clinical Assessment and Diagnosis – Activities focused on the identification of the issues to be addressed in therapy.
3) Treatment Planning and Case Management – All activities focused on directing the course of therapy and extra-therapeutic activities.
4) Therapeutic Interventions – All activities designed to ameliorate the clinical issues identified.

Class Structure
Classes will be composed of lectures (by the instructor and occasional guest lecturers who are experts in their fields), discussion, role plays and other practice exercises.

Reading List
Required books are available for purchase at the CTS bookstore and are on library reserve. All book chapters and articles will be posted on the course web page on InsideCTS in the section Course Documents and placed on library reserve.

Required Readings:
Books

**Book Chapters; Articles:**

**Recommended Readings:**

**Books**
Association for Advanced Training in the Behavioral Sciences. (2011). *AATBS National Clinical Mental Health Counselor Examination 2011 Study Volumes (NCMHE)*. Available at amazon.com from AATBS for $150. (NB: AATBS sells these volumes also from their website aatbs.com, but only as part of an exam preparation package totaling $289.00).


Patterson, Williams, et. al. (2009). *Essential skills in family therapy: from the first interview to termination.* Guilford Press, 2nd ed. ISBN: 160623305X.


**Book Chapters; Articles:**


**Journal Resources for Spiritually Integrated Psychotherapy**

Full Text Electronic library resources at CTS Library: [http://www.cts.edu/academics/library-page](http://www.cts.edu/academics/library-page)

- American Journal of Pastoral Counseling
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- Journal of Pastoral Counseling
- Journal of Religion and Health
Course Requirements

1. Class **attendance** is required and essential for building cumulative knowledge and skills necessary to practice psychotherapy. In case an absence from a class period is unavoidable due to illness, contact the instructor by e-mail prior to class. In case the absence is due to an emergency, contact the instructor within 24 hours of the absence. Unexcused absences will reduce the final grade. According to Seminary policy, no student may receive credit for a course if she or he misses more than 25% of the class sessions.

2. Thoughtful and constructive **participation in class discussion** reflective of the required reading assignments and in response to the content and the process of the class. Show that you are present as a whole person, just as you need to be when engaging in psychotherapeutic work! Participation will include individual and group work. (10% of final grade)

3. **Practice Exercises**: The purpose of the Practice Exercises (PE) is to provide a context for students to practice the arts and disciplines of basic helping skills that are building blocks found in various forms of counseling and psychotherapy. Each PE will be composed of two students from the class, a ‘therapist’-student and a ‘patient’-student. We will use Clara Hill’s “Helping Skills System” (Webform E) to practice particularly verbal counseling skills and to learn to identify skills using Hill’s “Using the Helping Skills System for Research” (Webform F). We will proceed as follows:

   - Every week 1 or 2 students each will role-play 6-7 minutes being a therapist in a counseling session with a volunteer student role-playing the patient. The ‘therapist’-student and the ‘patient’-student should focus the issue presented in the ‘session’ in view of the particular class topic of that day. The student role-playing the patient should preferably not present their own personal issues but imagine being another person seeking help.
   - The role-played session will be audio-taped by the instructor and send to the ‘therapist’-student in mp3-format.
   - The ‘therapist’-student transcribes the role-played session according to the guidelines of Hill’s “Using the Helping Skills System for Research” (Webform F), and sends an electronic copy to the ‘patient’-student and the instructor.
   - The ‘therapist’-student and the ‘patient’-student independently code all units the therapist said using the 12 skills (and variations within some of them) of Hill’s “Helping Skills System” (Webform E), and send the completed copy electronically to the instructor.

Grading: Both ‘therapist’-student and ‘patient’-student will be graded for each PE. The ‘therapist’-student will be graded as follows: 5% of the course grade for the role play and the use of skills; 5% of the course grade for the coding the ‘therapist’ responses of
the role play. The ‘patient’-student will be graded as follows: 5% of the course grade for coding the ‘therapist’ responses of the role play. Over the course of the semester, each student will play one time the role of therapist and one time the role of patient. Thus, 15% of the course grade will be given each student for the PE. Students will sign up for the PE in advance on the first day of class. After each role play, the class is invited for 7-8 minutes to identify the use of certain skills and to provide constructive feedback to the role-played ‘therapeutic dyad’. The challenge, of course, is to provide feedback to one another that is constructive and useful, i.e. that both affirms where affirmation is warranted and honestly addresses areas of needed improvement. The ability to provide such feedback is as much a marker of one’s growth as a professional as is one’s ability to respond well to patients (indeed, the latter hinges on your awareness of, and your ability to do something useful with, the variety of things you experience with the patient). Take special note: all conversations within the PE context are confidential and must be treated as such. In other words, no conversation within the PE context may be discussed with anyone outside of class except the course instructor. Any violation of confidentiality will result in grade reduction or expulsion from the class. The PE will be evaluated based on your ability to be present, be related and professional in the exercise, ability to use helping skills learned, ability to illustrate material from the days reading in the exercise, ability to reflect constructively on exercises with class, ability to code helping skills used in exercise. (15%)

4. **2 papers**, each 9-10 pages long (type-written, double-spaced, 1 inch margins, 12 point). Include a title for the paper, your name, mail box #, course name. Note: Neither a cover page nor a separate bibliography page counts toward the 8-9 pages! Papers which are too short will result in a reduced grade. Papers which are too long will also result in a reduced grade unless the paper is of excellent quality. Provide constant page # references to the reading material from class that informs your papers every step of the way.

**Papers are due** as Word documents or in .rtf format sent as attachments to the instructor’s email listed above by 11:59 pm on the due date.

For **paper # 1, due Feb. 22**: In a 9-10 page-paper, create a fictional verbatim of 3-4 full pages in length, in which you construct the beginning of a fictional intake session which you as a therapist conducted with an individual patient. Construct the verbatim in such a way that you can illustrate with it in the remaining 5-6 pages key ideas from every chapter read in class through week 5 (Feb. 15): McWilliams, Introduction + Chs. 1-5; Seligman, Chs. 1-7 + 11; Pargament, Ch. 1; Cooper-White, Chs. 1-2 (but NOT the four cases from her Introduction); including orientation to interviewing and intake preparation, contextual issues of treatment (referrals, other care providers, etc.), role of therapist, diagnostic impression within diagnostic system, treatment planning, assessment of what cannot be changed, of developmental issues and of defenses, how a psychodynamic theory of psychotherapy would inform work with this patient in contrast with other theories, initial countertransference assessment, initial reflection on potential spiritual issues. It is critical that you provide a convincing rationale for your choices in each of these areas rather than just listing them without rationale.
For paper # 2, due March 28: In a 9-10 page-paper, reflect on the countertransference issue that you think may be most challenging for you in your work as a future therapist with patients. Show in the paper in detail how you could use the class readings from weeks 6 through 10 to help you assess, understand and use your countertransference in your work. Pay particular attention to the cultural and spiritual aspects that affect your experience of this countertransference and reflect on how you conceptualize them. (25 % each = 50 %)

5. Final Exam (May 2): in-class multiple choice and essay exam assessing grasp of key concepts, skills and techniques of spiritually integrated psychotherapy covered in the course. (25%)

EXTRA CREDIT OPPORTUNITY: Attend the AAPC Annual Conference, April 19-21, in Leesburg, VA, and report to class on your experience of the work of this premier organization of spiritually integrated psychotherapy. Student scholarships available from AAPC. (10 % extra credit)

### Paper Writing Style

### Grading Rubric
Grades will be determined by the number of points accumulated out of a total of 100 possible points.

- **A:** 96 - 100 points
- **A-:** 92 - 95 points
- **B+:** 89 - 91 points
- **B:** 86 - 88 points
- **B-:** 82 - 85 points
- **C+:** 79 - 81 points
- **C:** 75 –78 points
- **C-:** 71 - 74 points
- **B+:** 89 - 91 points
- **B:** 86 –88 points
- **B-:** 82 –85 points
- **D+:** 67 –70 points
- **D:** 63 –66 points
- **D-:** 59 –62 points
- **F:** 0 - 59 points

### Class Schedule

#### The Context of Mental Health Care and the Beginning of Treatment

**Week 1**

**Jan. 18**

**Introduction**

**No Readings**


**Week 2**

**Jan. 25**

**The Context of Mental Health Counseling and the Role of the Psychotherapist**

**Readings:** McWilliams: Introduction + Ch. 1 “The Relationship between Case Formulation and Psychotherapy”  
Seligman: Chs. 1-2 “The Evolving Role of the Counselor,” “Opportunities for the Mental Health Counselor”
### Week 3
**Feb. 1**  
**The Initial Interview & Documentation**

**Readings:**  
McWilliams: Chs. 2-3 “Orientation to Interviewing,” “Assessing What Cannot be Changed”  
Seligman: Chs. 3-5 “The Use of Assessment in Diagnosis and Treatment Planning,” “Intake Interviews and Their Role in Diagnosis and Treatment Planning”

**Assessment, Countertransference, Spirituality & Treatment Planning**

### Week 4
**Feb. 8**  
**Assessment, Theories of Individual Psychotherapy, and Treatment Planning**

**Readings:**  
Seligman: Chs. 6-7 + 11 “The Nature and Importance of Treatment Planning,” “Theories and Strategies of Individual Counseling,” “Documentation, Report Writing, and Record Keeping in Counseling”  
Pargament: Ch. 1 “A Rationale for a Spiritually Integrated Psychotherapy”

### Week 5
**Feb. 15**  
**Assessment & Treatment of Developmental Issues and Defense; Four Cases**

**Readings:**  
McWilliams: Chs. 4-5 “Assessing Developmental Issues,” “Assessing Defense”  

**Recommended:**  
Schore: Advances in Neuropsychoanalysis, Attachment Theory, and Trauma Research: Implications for Self Psychology

### Week 6
**Feb. 22**  
**Assessment & Treatment of Affects and Identifications**

**Readings:**  
McWilliams: Chs. 6-7 “Assessing Affects,” “Assessing Identifications”  
Cooper-White, Ch. 3 “The Relational Paradigm: Postmodern Concepts of Countertransference and Intersubjectivity”

**Feb. 29**  
**READING WEEK – NO CLASS**

### Week 7
**Mar. 7**  
**Assessment & Treatment of Relational Patterns and Self-Esteem**

**Readings:**  
McWilliams: Chs. 8-9 “Assessing Relational Patterns,” “Assessing Self-Esteem”  
Cooper-White, Ch. 4 “The Relational Paradigm in Pastoral Assessment and Theological Reflection”  
Seligman: Ch. 8 “Diagnosis and Treatment Planning for Families”

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Paper # 1 Due
Week 8 Mar. 14  Assessment & Treatment Implications of Culture  
Readings:  Sue et.al.: Multicultural Counseling Competencies and Standards  
Thompson: The African-American Patient in Psychodynamic Treatment  
Yi: Transference and Race: an intersubjective conceptualization  
Recommended:  Javier: Psychodynamic treatment with the urban poor.  
Lijtmaer: Black, White, Hispanic and both: issues in biracial identity and its effects in the transference-countertransference.  
Mishne: Referral, assessment, and diagnosis.  
Moodley & Palmer: Race, culture and other multiple constructions: an absent presence in psychotherapy.  
Cheng et al: Splitting and Projective Identification in Multicultural Group Counseling

Week 9 Mar. 21  Assessing & Treating Pathogenic Beliefs in a Relational Paradigm  
Readings:  McWilliams: Ch. 10 “Assessing Pathogenic Beliefs”  
Cooper-White, Chs. 5-7 “The Relational Paradigm in Pastoral Care,” “The Relational Paradigm in Pastoral Psychotherapy” “Toward a Relational Theology: God-in-Relation”

Integrating Spirituality into Psychotherapy

Week 10 Mar. 28  Fear, Stress, Coping, and Spirituality  
Readings:  Pargament: Chs. 2-6 “Spirituality: The Sacred Domain,” “Discovering the Sacred,” “Holding On to the Sacred” “In Times of Stress: Spiritual Coping to Conserve the Sacred,” “In Times of Stress: Spiritual Coping to Transform the Sacred,”

Apr. 4  EASTER RECESS – NO CLASS

Week 11 Apr. 11  Assessing Spirituality & Treatment Implications  
Readings:  Beier: On Being Wanted to Exist  
Pargament: Chs. 7-12 “Problems of Spiritual Destinations,” “Problems of Spiritual Pathways” “An Orientation to Spiritually Integrated Psychotherapy,” “Initial and Implicit Spiritual Assessment,” “Explicit Spiritual Assessment,” “Drawing on Spiritual Strivings, Knowledge, and Experience”

Week 12 Apr. 18  Cognitive-Behavioral Therapy  
Beck: Cognitive Therapy: An Interview with a Depressed and Suicidal Patient.
AAPC Annual Conference, April 19-21, Leesburg, VA. Register at:  
http://www.cvent.com/events/aapc-2012-annual-conference/event-summary-9058caa42c8f4cc192a2c086cc830105.aspx  
Sign up for student membership:  https://aapc.org/content/student-member-and-application

EXTRA CREDIT OPPORTUNITY! (see above)

Week 13  Apr. 25  Spiritually Integrated Psychotherapy  

Week 14  May 2  FINAL EXAM