REGR 6839 – Clinical Instruction/Integration II  
Spring, 2016  
Wednesdays 1:30 – 4:20

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Office Hours: Wednesdays 4:30 – 5:45 and by appointment

Course Description:
This course is designed for students currently in field placement. The course will explore the clinical, theological and ethical issues of counseling through the examination of student’s clinical work, readings, group discussions, and group experiential learning. Students will work towards mastery of various dimensions of clinical practice by building on the skills developed in Clinical Integration I. We will cover issues of the working alliance, transference and countertransference, pastoral assessment/theological reflection, effective intervention, and termination. Other topics will be addressed according to students’ needs and interests.

Goals and Assessment:
By the end of the semester, students will be able to:
1. Demonstrate a working understanding of the concepts of psychodynamic pastoral counseling, including the therapeutic “frame,” diagnostic issues, transference/countertransference, integration of spiritual issues, etc.
2. Identify the pastoral and psychological themes of counseling sessions.
3. Analyze the dynamics of a counseling session with an eye toward transference/countertransference issues, cultural considerations, and treatment goals.
4. Integrate clinical, pastoral and ethical issues in case conceptualization and treatment plans.
5. Write and present a case, including diagnosis, transference and countertransference themes, spiritual/pastoral considerations, and other relevant data.
6. Articulate a case, including diagnosis, transference and countertransference themes, spiritual/pastoral considerations, and other relevant data.
7. Give and receive constructive feedback on counseling work.

Grade weights for assignments:
Participation in Class Discussions  20%  
Case Presentations  25%  
Weekly Response Papers  15%  
Mid-Term Paper  15%  
Final Paper  25%

Course Requirements:
1. Thorough preparation of readings, and active and respectful participation in class discussion  
2. Weekly 1 page journal entry responding critically to readings, making connections to clinical material as appropriate. See “reading and writing critically.” TO BE SUBMITTED ONLINE EACH WEEK BY TUESDAY 5PM.  
3. Mid-term paper (5 pp.). Reflection paper on your clinical experience, using one case example. This paper is about what it’s like for you to be a therapist, but should also include references to the readings as appropriate.  
4. Case presentation (1 or more depending on class size).  
5. Final Case Write-Up. This paper is designed to be a draft of the Major Case Paper required for graduation from the 60-Credit Program. We will work together on the paper throughout the term. You are expected to use the same case as you worked on in Clinical Integration I, however you may change the case with the permission of the instructor.
Notes on making the most of this experience:

1. **Reading and writing critically:** Along with empathy, respect, and openness, becoming an effective and compassionate pastoral counselor requires intellectual rigor. Critical and thoughtful engagement with texts and other course material will help you to integrate counseling theory with practice to the benefit of your own growth and your clients’ well-being. You are therefore encouraged to read with a critical eye, to question the text, and to articulate your critical reflection in weekly response papers, making pertinent connections to clinical work.

2. **Open-mindedness and self-reflection:** The tension between knowing and not knowing is at the heart of clinical work. Assimilating psychodynamic ideas and attempting to grow as clinicians inevitably challenges us intellectually, emotionally, and spiritually. It is important to be open to new ideas, even (especially) those which challenge our current assumptions and beliefs. In this class, a willingness to deeply consider yourself – your own dynamics, conflicts, wishes, fantasies, etc. – is integral to the learning process.

3. **Mutual respect and confidentiality:** I hope that we will all share from our experience during this course. To ensure that everyone feels free to do so, it is important that we listen and speak respectfully to each other. Also, all personal or case material shared in this class should be treated as confidential information, not to be shared outside the classroom without permission. All written material submitted to me will be treated as such.

4. **The supervisory task:** Because our personal being is the instrument of our work, it can be difficult to be challenged on therapeutic choices we have made or things we may have missed in our work. At the same time, an acknowledgement of the unconscious means that none of us have the whole story, even on ourselves. I invite you to welcome peer and instructor supervision as constructive feedback that can help you to grow as a person and a clinician.

**REQUIRED TEXTS:**

4. Other course readings as assigned (online access through Blackboard)

**Recommended Texts (we will be reading portions of these texts, but you may want to purchase them):**

4. McWilliams, Nancy, *Psychoanalytic Case Formulation*
9. Ulanov, A. B., *Spiritual Aspects of Clinical Work*

*Koenig is a useful book, but very expensive. We will read some excerpts that will be posted on Blackboard.*
CLINICAL PRESENTATIONS
Each student will make one case presentation. Additional case presentations may be possible, depending on
the size of the class. Presentations are 45 minutes-1 hour (including discussion time). Please include all items
below:

1. Name (pseudonym), age, and other socio-cultural data; when treatment began; how often seen
2. Relevant data from initial interview
3. Pastoral Perspective
4. Tentative diagnosis and psychodynamic formulation
5. Transference/Countertransference dynamics
6. Treatment plan: goals of therapy
7. Self-critique and what you hope to get out of supervision
8. 1-2 page process notes

WEEKLY READINGS and ASSIGNMENTS:

Week 1: Introductions: Who are we? Reflections on pastoral counseling identity
In this first class, students will be given the opportunity to present an extended self-introduction,
including reflections on their experiences in internship placement to date and their current self-
understanding as pastoral counselors in training. What has been most rewarding in your clinical
work so far? What has been most challenging? What skills or questions would you like most to
address in this class? Students will be invited to identify particular topics of interest related to
their internship experience, which will be the foundation of a mutual determination of readings for
the last weeks of class.

Class 2 What are we doing here? The therapeutic task
Ann Ulanov, Spiritual Aspects of Clinical Work, Ch. 1 “Clinical Work and the Transcendent”
McWilliams (2004). Psychoanalytic Psychotherapy Ch. 2

Class 3 Minding our words: Thinking about speaking
Wachtel (2011). Therapeutic Communication, Ch. 1
McWilliams, Ch.6
Hermeneutics of Trust.”

Class 4 Perspectives on the therapeutic task and the counselor’s role
Marilyn Charles, Learning from Experience: A Guidebook for Clinicians, Ch. 4, “Container and
Contained”
McWilliams (2004), Ch. 3, 4

Compassionate and effective intervention. From this week forward, we will include each week in our
case discussions a chapter from Paul Wachtel’s book, Therapeutic Communication. These readings
will help inform the case presentations and supervisory discussion.

Class 5 Safety, trust and working ethically: Minding the frame
McWilliams (2004), Ch. 5, 7
Wachtel, Ch. 7

Class 6 Clinical Issues: Developmental considerations in therapy and spirituality
McWilliams (2011), Ch. 3, 4 (blackboard)
Matters. Berkeley, CA: North Atlantic Books. Ch. 2 (“Cutting Through Spiritual Bypassing”) and
5 (“Healthy and Unhealthy Transcendence”) (Blackboard)
Class 7  Transference and Countertransference I  
Cooper-White (2004). *Shared Wisdom*, Ch. 1, 3  
Wachtel, Ch. 6, 9  
**MID-TERM PAPER (5pp) DUE – SUBMIT ELECTRONICALLY**  

Class 8  Transference and Countertransference II  
Cooper-White (2004), Ch. 4, 6  
Wachtel, Ch. 10  

Class 9  Religion and spirituality in clinical context I  
Wachtel, Ch. 11  

Class 10  Religion and spirituality in clinical context II: Multiplicity and relational themes  
Cataldo, “Multiple Selves, Multiple Gods? Functional Polytheism and the Postmodern Religious Patient.” (Blackboard)  
Cataldo, “Where God is Between Us: Religious Experience, Surrender, and the Third in Clinical Perspective (Blackboard)  
Wachtel, Ch. 12  

Class 11  Topic to be determined by students’ clinical work and interest  
Possible topics include: working with additions; trauma; attachment theory and clinical work; working with children and adolescents, or others of particular interest to students.  
Wachtel, Ch. 13  

Class 12  Topic to be determined by students’ clinical work and interest  

Class 13  Termination, Moving forward  
Wachtel, Ch. 14