**Ignatian Pedagogy Ideas (Clinic)**

***General Suggestions***

Be explicit about Jesuit values, Ignatian pedagogy, while teaching in the clinic

* Discuss the Jesuit philosophy, Ignatian pedagogy, and how it is specifically reflected in clinical work

Using sand and the play therapy process, allow students the opportunity to choose an object that reflects their feelings/experiences that led them to their course of study (Pastoral Counseling, Psychology, Speech-Language Pathology, etc.), encourage discussion among students and ask for journaling

Start each supervision session with a mindfulness exercise

Incorporate a positive activity into supervision that taps into self care and wellness (have students take turns bringing their fav foods/candy, share aspects of themselves)

Encourage self care as part of care of the whole person, an important part of being a competent clinician.

Check in with students as to their growth as a whole person, v. just in their role as a clinician.

***Context***

Get students to understand the contextual factors that affect academic success for children (students often understand individual factors quickly, such as a diagnosis of ADHD, but have more struggle to understand a child’s context—for example, sitting in the back of an overcrowded classroom with a reputation for acting out such that the teacher can’t see the child as anything other than a troublemaker). Specific lesson plan

* Write out what contextual factors helped each student succeed in the past (school, parents, resources)
* On the next intake case, focus on the contextual factors for academic success
* Go into a reflection exercise where the lists are compared and draw out the themes of privilege that may exist as well as the systemic issues that may be at play
* Plan a workshop for parents or teacher based on the list comparisons

Provide context to students about the learning process, validate their feelings of incompetence in learning new ways of learning (example: clinical work v. academic courses), model this as the way of learning as all clinicians work through feelings of incompetence over various times and situations

Help students to pace their own learning as part of a process versus a major focus on content

Use information about individuals in the course, their interests & goals, and incorporate into supervision methods.

Inquire and be attentive to the background and current environment of supervisees v. only focusing on their clients and progression of therapy

Model meeting students where they are, as students are to meet clients where they are versus where we would like either students or clients to be

For each participant, student, group member, ask: what unique gifts does this person bring/offer? How can you as a group leader/instructor provide a chance to offer each gift up?

In this situation, what UNLEARNING needs to occur?

Work with students, how can a quick estimate of context translate into rapport in an initial session?

Consider clinical experience always an exercise in evaluating and placing the context

Consider issues of diversity with clients as part of learning about context, including religious background of students

When starting a new therapy group, have students consider the context of group members. Do some sharing about that age group, students’ experiences with similar groups.

When running meetings, consider context of the participants in the meeting, discuss context as part of a decision making discussion

Describe the typical day of a client, anticipate the day of a client as s/he comes in

***Experience***

Offer space to listen

Question and seek

Be aware of nonverbal reactions as a supervisor

Consider issues of pacing both as an individual and group process

Consider learning new ways of learning; be explicit about this with students

Have students who will be working with children spend a supervisory session playing with toys, re-experiencing some time as a child.

***Reflection***

Encourage students to journal to enhance self-reflection

Integrate time and space in supervision for self-reflection

Create a safe environment for reflection within the supervision session, normalize discomfort and lack of expertness

Model self-reflection, be explicit about it

Expand the concept of reflection to include reflectivity when there is “nothing coming” to pursue; encourage the pursuit of nothingness

Be aware of the moment, show this to students

Have students make personal goals at the beginning of the semester and have students reflect periodically throughout the semester as to their progress for each goal

Use reflection as a way to “go deep”, encourage use as a way of encouraging depth

Consider that reflection is a skill that you need to teach, consider using specific exercises.

Work with/assess student on their valuing of reflection, how much time they spend in it, how they allocate their time

Have students take a moment to reflect on how it feels to begin with a new client; either at beginning of year OR midyear with new clients

Have students take time to reflect on a new client at the beginning of the year, record this, then do the same at mid-semester and compare reflections

Have students reflect about their current job, what process they went through to get that job and take it, where they are now

Encourage students to ponder

Have students reflect on their own lifestyle, own choices, what tensions and struggles are in their lives to be more self aware before working with clients

Have students reflect on their own similarities and differences with a new client

Reflect on clients’ feelings in the process of intake/therapy—consider terror, horror

After each session, reflect “what did we miss”?

Model humility as part of your own self-reflection

Consider missed opportunities for learning by focusing on self v. the other—client

Make space in your own life as a supervisor for reflection

Consider and replace own/student anxiety with that of the client

Make space for a moment of silence at the beginning of each class/supervision meeting

Use recording of sessions to help students self-reflect

Have students reflection on their decision making and action in therapy, choosing when to act and when not to, what actions to take and what not

Model reflection with clients as well as students, plans of action do not need to be immediate

Encourage students and clients to ponder

Use a mock client as a method of learning self reflection with new students before embarking on clinical work

After each session/class, reflect “what did we miss”?

***Action***

Ask the questions in order to connect ideas

Model

Promote active learning

Consider: how can we go one step further?

Work on observation skills, consider an observation plus reflection exercise (example: observing a middle school classroom, lunch time)

As a part of planning for therapy, model and teach midcourse change in plans, adaptation of plan after reflection

Consider giving students same support we give clients, use this as modeling for students as well as care for students

***Evaluation***

Be specific in requests for feedback

Model by mid course corrections

Model by being open to correction

Model by checking in with students about the pace of learning

Use peer evaluation throughout the semester

Have students make personal goals at the beginning of the semester and have students reflect periodically throughout the semester as to their progress for each goal

How can evaluation of self and others move one toward insight?

As part of a group supervision, have students receive feedback anonymously from their classmates. Pass a piece of paper around the room with an individual’s name and have each student write one positive piece of feedback about that individual’s clinical work. Could also add the challenge of having each student also write advice and/or a piece of constructive criticism

“learning involves deeper learning”, using challenges of therapy to reflect on and challenge students regarding feelings of inadequacy

Use strengths students bring explicitly to build on for new skill development

Use recordings of sessions to help students self-evaluate and/or evaluate peers