

Precious Curriculum Guide for Practicum

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As a faculty member, you want to try and think of ways to keep your students engaged and provide them current information. When I am teaching practicum, a beginner level clinical course, I make it my priority, regardless of where students are assigned for their clinical training, to ensure they are exposed to case notes and treatment plans. I have discovered over the years if I can locate a good movie where character(s) are experiencing social psychological issues, then I stand a real good chance of being able to integrate that movie into my course materials.

My students over the years have expressed how they have found this technique to be both interesting and rewarding. I create a space in my classroom where the students can deep dive in the client life to explore their issues through the lens of a therapist. Many professors shy away from using movies in their classes because they do not want to take class time with a movie. Personally, I assign students to watch the movie on their own within their groups. This enable me to better maximize my classroom time and usage of the movies within my curriculum.

Be sure when you are assigning movies to the students to take the necessary precaution to ensure your students are able to watch the movie without any adverse repercussion. One of the movies I assign for my practicum students to review is the movie Precious. Precious is a movie based on an overweight teenager who is raped by her father who dies from AIDS. She has a mother who abuses her emotionally, sexually, and physically. Due to all of the adverse circumstances that Precious faces at home, her education suffers tremendously.

Students do find this movie a bit challenging to watch, but in the end they are glad they did. Critical debriefing questions are assigned for the students to answer after they have reviewed the movie. The practicum classes are usually relative small size classes. Ideally, I have anywhere from five to eight people in a class. Having such a small number is great for the amount of time you will need to discuss a movie of this magnitude. I have provided a copy of my curriculum guide for your use. I hope you find this document useful and beneficial.

Note: Please be advised I do not share copyrights of the pictures used in the curriculum. They are for training purposes only.

Critical debriefing questions

Precious

Note: You will answer the questions from a therapeutic perspective drawing on knowledge you have obtained from your core courses (i.e. Counseling Techniques, Personality and Theories, Occupational Counseling, etc.).

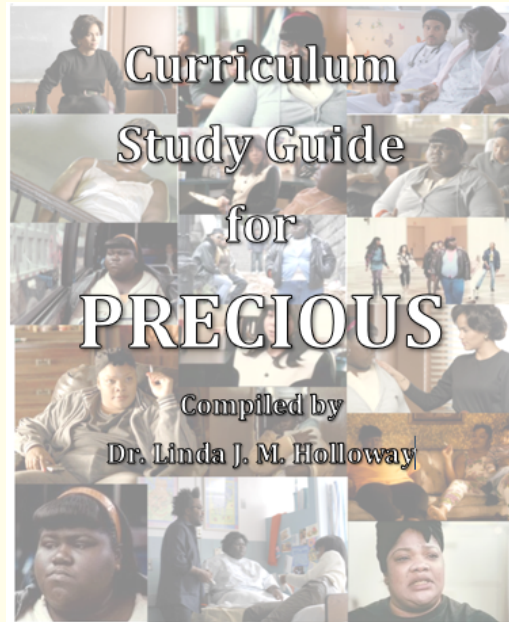


Figure 1

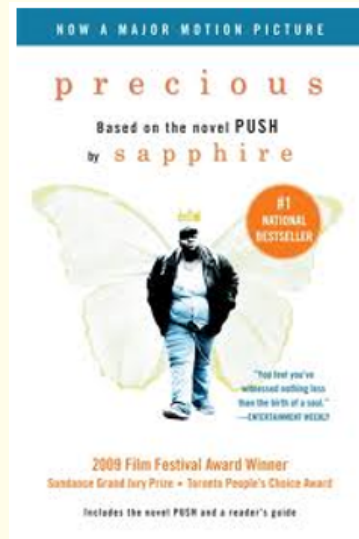


Figure 2

Group-1

1. Why do you think “Precious” spent a great deal of her time day dreaming? Do you think this was helpful, why or why not?
2. What do you think the color red represented for Precious?
3. How would you describe Precious’s self-concept? What images did she have of herself? Please give examples and explain why you think she imagined herself being this way.
4. Overall how do African-American women measure their standard of beauty and what impact does the media play?
5. What counseling techniques would you implement to assist Precious with her self-image? Please be specific.
6. After viewing the movie, please select three critical moments in Precious’s life that you think had the greatest impact on her and explain why.
7. When the principal calls Precious into her office, what do you think kept Precious from telling her that she was pregnant? Do you think she knew at the time? Why or why not?
8. Why do you think Precious’s mother was extremely abusive towards her? Please give examples of the abuse Precious had to endure. Which incident had the most impact on you and why?
9. When Precious was at the alternative school and Ms. Rain is attempting to get Precious to read and she tells her to “push,” what exactly was she communicating to Precious? Give examples in your life or the life of a client when you as therapist might have to get your client to “push.”
10. What did you admire the most about Precious and why?
11. What did you find the most challenging about Precious’s life and why?
12. What do you think finally gave Precious the courage to stand up against her mother? How did that make you feel?
13. What did you like or dislike about Precious’s social worker? Did you think she was helpful, why or why not? Was there anything you would have done differently? Explain.
14. If you had the opportunity to say something to Precious today, what would you say and why?
15. What type of support group would you recommend for her?
16. What theoretical framework you think would work best for her?
17. You have been asked by the local “Child Protective Services” to set up a program to assist young girls who have experienced or are experiencing what Precious has encountered. Describe in detail what your program would look like.
18. Is obesity a problem among young black girls? Explain why you think this is so or not.
19. What programs would you recommend for teenage mothers to assist them with finishing high school.
20. Pick out incidents in the movie where you felt like Precious was being bullied? How would you as therapist help her deal this?
21. What are the reasons women give that stay with men who abuse them? How would you as a therapist assist someone who is in an abusive relationship?

Good luck!



Figure 3



Figure 4



Figure 5



Figure 6

Group-2

1. What was a typical day like for “Mary Lee Johnston?”
2. Why was she not able to protect her child “Precious” from being sexually molested by her boyfriend?
3. Describe what her relationship was like with her daughter. Why did she treat her the way she did?
4. What three critical events in the movie concerning Ms. Johnston had the most impact on you and why? Explain in detail.
5. Was there anything about Ms. Johnston you admired? If so what, if not why not?
6. What type of help would you recommend for Ms. Johnston?
7. How would you describe Ms. Johnston’s relationship with her mother?
8. What do think kept Ms. Johnston’s mother from getting involved with the situation with her granddaughter? Do you think she knew, why or why not?
9. What actually was the breaking point for Ms. Johnston to realize she needed some help?
10. What initially motivated Ms. Johnston to locate her daughter? How did this whole scene make you feel?
11. Do you think Ms. Johnston was sincere when she visited the social worker’s officer, why or why not?
12. Did you, at any time, develop any empathy/sympathy for Ms. Johnston? If so when or why not?
13. Why do you think Ms. Johnston stayed in the relationship with her boyfriend “Mr. Carl Kenwood Jones” after knowing he was molesting her daughter “Precious?” In providing an answer to this question, please share why other women like Ms. Johnston are willing to stay.
14. What are national statistics of girls being molested by their father?
15. What type of program would you set up to help women like Ms. Johnston? Please be prepared to explain your program in detail. Also, provide the class a list of current community resources to assist families undergoing this sort of abuse.
16. How would you as therapist go about assisting Ms. Johnston with establishing a positive, healthy relationship with her daughter and grandchildren, assuming Precious has agreed?

17. How would you help Ms. Johnston cope with the fact that “Precious” does not want to ever see her again nor does she want her children to be a part of her life?
18. If you had the opportunity to speak with Ms. Johnston in person today, what sort of things would you tell her and why as her therapist?
19. What role does AIDS play in the black community? What can be done to reduce that statistic?
20. How would describe the role of the black men in this movie? How would you compare that to the current role of black men in today’s society?
21. What is a stereotype? Discuss incidents where you felt these stereotypes in relationship to the black community and black families.



Figure 7



Figure 8



Figure 9

Disclosure

This article has not been published elsewhere, nor has it been submitted simultaneously for publication elsewhere. It does not constitute a conflict of interest for the author.

Recommended Readings

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