



**GRADUATE SCHOOL OF EDUCATION AND FAMILY THERAPY
CPSY 526-Family Therapy Skills for MCFT
SPRING 2011**

Time & Day: 5:00pm-8:15pm Wednesdays
Location: L&C Community Counseling Center
4445 SW Barbur Blvd., Portland, OR 97239
Instructor: Pilar Hernandez-Wolfe, Ph.D.
pilarhw@lclark.edu
Office Hours: Tues 3 to 6 pm and by appointment
331 Rogers Hall
Teaching Assistants:
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Catalog Description:

Overview of basic family therapy concepts and skills, including skill development through role-playing and simulated family therapy experiences.

Course Description:

This is an introductory course focusing on the clinical aspects in the practice of marriage, couple, and family therapy. The course provides a brief overview of family therapy and will concentrate on the experiential learning of basic family therapy skills. This class is designed to 1) provide students with direct experiences of the family therapy milieu in the initial session/treatment alliance phase of therapy via observation and role play 2) assist in the development of a working knowledge of the clinical skills of family interviewing, joining, formulating problems, contracting for treatment, and presenting clinical cases; 3) further the students' awareness of and appreciation for the multiple psychosocial factors which impact families in treatment, and 4) contribute to the development of a personal conceptualization of the process of therapy. Ethical considerations/dilemmas will be explored. Issues of race, class, gender, sexual orientation, abilities, power, privilege, liberation, and oppression will be examined throughout each lesson.

The skills learned in this course are building blocks for developing beginning competency as a couple and family therapist. In the MCFT program at Lewis & Clark, competency is informed by the American Association for Marriage and Family Therapy Core Competencies, the L&C MCFT program mission, and the Association for Marriage and Family Therapy Review Board knowledge, skills, and awareness domains. The final evaluation of clinical skills is reflected in the *Supervisee Evaluation* document that you and your supervisors will complete at the end of practicum and each semester of internship. Please review this document to better understand the competencies you are

expected to demonstrate by graduation. The *Supervisee Evaluation* form can be found in the MCFT practicum and Internship Handbook and/or on line at:

<http://www.lclark.edu/dept/cpsy/objects/MCFTSuperviseeEvaluationForm.pdf>

Course Objectives

This course focuses on developing basic clinical skills in the following areas in preparation for supervised clinical practice coursework (practicum and internship):

- Develop and demonstrate an understanding of the communication process.
- Understand and develop specific family therapy skills
- Demonstrate *intentional use* of a repertoire of family therapy skills.
- Gain a basic understanding of the overall process of family therapy
- Engage in critical self-reflection
- Gain an increased awareness of how your personal style and implicit cultural assumptions impact and influence your interpersonal interactions and professional identity.
- Recognize and demonstrate ethical and developmentally appropriate professional demeanor in preparation for practicum/clinical work.

Required Texts :

Bograd, M. & Mederos, F. (1999). Battering and couples therapy: Universal screening and selection of treatment modality. *Journal of Marital and Family Therapy*, 25, 291-312.

Dejong, P. & Berg, I.K. (2008). *Interviewing for solutions*. New York: Wadsworth. (in moodle)

Gerhart, D. (2010). *Mastering competences in family therapy*. Belmont, CA: Cengage.

Marks, S. & Leslie, L. (2000). Family diversity and intersecting categories: toward a richer approach to multiple roles. In A.K. Demo., F. Allen. & M.A. Fine (Eds.), *Handbook of family diversity*, (pp.410-422).UK: Oxford University Press. (in moodle)

Patterson, J., Williams, L., Grauf-Grounds, C., & Chamow, L. (2009). *Essential skills in family therapy: From the first interview to termination* (2ND Ed). New York: Guilford Press.

Young, T. et al (1989). The reflecting team process in training. *Journal of Marital and Family Therapy*.10(2), 69-74. (in moodle)

Additional Readings:

In an effort to keep the course contemporary and relevant, additional readings related diversity, ethics, social justice and family transitions will be provided throughout the course as topics and interests arise from role-plays, discussions, personal reflection at the discretion of the instructor. Students will also be required to research journals on special topics and discuss them in the class.

Methods of Instruction:

This course is taught using multiple formats including lecture, role-play, video, discussions, and power point. This class is highly inter-active. Students will work in small groups on a weekly basis.

Graduate Assistants:

Two MCFT graduate assistants work in collaboration with faculty to observe role plays and offer feedback to students, follow up on course assignments, and participate in the class.

Assessment Procedures:

Integral to accomplishing the course objectives are the demonstration and practice of family therapy skills. In this course students, under the direct supervision of the instructor, will participate in weekly assignments and long-term projects on an individual and small group basis.

1. Attendance, Participation, & Disposition (20%)

- Regular attendance and active participation is expected for all classes. Students should come to class *on time*, having carefully read materials and prepared for *active, purposeful*, involvement in class discussions/activities.
- Students who incur two or more absences will have their grade lowered and will be asked to repeat the course, subsequently failing the course.
- Students are obligated to be available to your peer counselor. If you miss a practice session or class your counselor is left without a counselee. Thus, unless another student volunteers, your counselor misses an opportunity to practice skills.
- Active participation is required and is an additional way for the instructor to evaluate students' learning. Participation includes the following:
 - Open discussion within the group regarding theory, content and process of the family therapy sessions.
 - Disclosure of client issues for which you need assistance from the instructor and peers
 - Facilitating the growth and development of self and others by providing and accepting regular constructive feedback.
- Disposition - - Supervision is a critical tool for learning about how your qualities, style and skills may facilitate or impede therapeutic relationships. In order to facilitate growth in others, you must be able to accept constructive feedback about your own family therapy skills. A lack of openness to receiving constructive feedback and responding accordingly in a professional manner will negatively impact your development as a family therapist and your grade for this course.

2. Practice Sessions - 2 Videotape Assignments (40%)

- Family therapy sessions will be recorded and viewed in class for feedback and evaluation. The objectives for each session will be based on the cumulative skills for each week. Students are expected to demonstrate an understanding of the assigned skill(s), practice and demonstrate the respective skill(s) on video.

- Openness to feedback from the instructor and other class members is pertinent to the development of micro skills in family therapy.
- Students are expected to create and co-facilitate role-play exercises in groups or for the entire class.
- Feedback from supervisor should be demonstrated in the next tape.
- Students will turn in two 15 mins video tapes to faculty demonstrating family therapy techniques.
- **10 points** will be deducted for each session that you miss or you forget to bring your videotape.

3. Weekly Logs and Self-Assessment Paper (10%)

- You will keep a written *log* of class related experiences with the focus on your self-awareness and growth as a counselor (1 page due each week, see schedule for exceptions)
- Other homework assigned in class including assessment/reactions to your student generated role-play (counselor evaluation form), articles review and critique of master tape sessions (see attached). Guideline provided.
- Feedback is incorporated in the lecture offered the following week.
- A 2-3 pages Final Self-assessment paper will be due at the end of the semester. This paper will serve as a global assessment of your skills and areas for growth. This will serve as a learning contract and will be placed in your permanent student file. Additional details will be provided during course.

4. Public conversation around GLBTQI (10%)

- Attend a public forum or training on Transgender issues and family therapy and write an entry log.

5. Master Tape & Transcription Analysis (20%)

- A written critique of a transcription of a 15-minute of the 1st videotaped interview, including a summary based upon an outline provided by the instructor (see attached).
- Full credit is received for a critical analysis of your family therapy interview. You must provide alternative statements or behaviors that serve a possible improvement over what you originally said.
- You are evaluated on out ability to demonstrate an acceptable level of family therapy skills presented in the course. The Student Outcomes and the Competencies to be Achieved evaluation forms will be used as assessment tools (see attached). The emphasis of this evaluation procedure will be on the actual demonstration of micro skills in family therapy as well as self- evaluations and peer evaluations. This evaluation instrument contributes to determining your readiness to enter practicum and is placed in your permanent student file.
- You must demonstrate all skills at an *adequate* level. A score of Barely Passing on any item will only be acceptable if you receive scores of outstanding on other items. They should average to *adequate* overall. You will also not receive credit for this requirement if you receive a score of unsatisfactory on any single item.

Critique of Master Tape Sessions

- Students are required to complete a 15 min taped session with a classmate or small group to simulate family therapy. The role-play should demonstrate the culmination of the skills learned in the class.
- Write a critique of the sessions focusing on your family therapy skills including:
 - Strengths and weakness of the session
 - Changes in your family therapy style over the course of the semester including detailed exploration of what might account for differences in your (a) family therapy style, such as client's race, ethnicity, age, religion, gender, sexual orientation, and (b) content issues, such as, was the topic similar or dissimilar from your own life, did the topic hit your hot button, etc.
 - Address your readiness to move forward in as a therapist in training in the MCFT program
 - Plan for future development of skills

Class Schedule

5:30- 6:00pm	Student Preparation Set-up & Recap
6:00- 7:00pm	Didactic
7:00- 8:45pm	Practice

Grading Procedures:

Class participation and attendance:	20%
Practice Session Videotape Assignments:	40%
Weekly Logs:	20%
Public conversation around GLBTQQI	10%
Master Tape & Transcription Analysis:	20%

Total:	100%

The grading system used by Lewis & Clark College will be used for final grades:

A = 93-100	A- = 90-92	B+ = 88-89	B = 83-87	B- = 80-82
C+ = 78-79	C = 73-77	C- = 70-72		

A NO PASS grade will be given if:

1. You miss more than 2 class sessions **or** if you fail to make-up a maximum of missed sessions.
2. You minimally participate in class discussions on a regular basis. You offer very little constructive feedback to other students in the class.
3. The transcription of your videotaped session is poorly done or not representative of micro skills in family therapy. Your critical analysis is merely descriptive in nature rather than evaluative and does not demonstrate any real understanding of what you as a counselor did correctly, incorrectly, or could have done instead.

4. You receive too many scores of Barely Passing and not enough scores of Outstanding; they should average to adequate overall. You will also not receive credit for this requirement if you receive a score of unsatisfactory on any single item.

Late Assignments & Make-ups - Unexcused late assignments will incur a penalty of **10 points** per day (including holidays, breaks and weekends). You are responsible for all assignments even when you do not attend class. There will be no make-ups for the missed videotape session unless arrangements are approved in advance.

A Note about writing in this course: All written submissions for this course should be typed, in 12-point size, Times New Roman font, and double-spaced. Attention to writing style and expression is important. The ability to express yourself and think critically through writing is an important skill in your professional development. Thus, please proof read your writing and be coherent with your writing style.

Guidelines for Transcription Analysis

Typescript Analysis

Each student is asked to videotape an interview or family therapy session of at least 15 minutes length. The student then is required to transcribe **in typescript for at least 5-10 minutes of the session**. Take the most interesting part of the session for you and make sure that you have at least eight therapist leads and statements. Transcribe both you and the clients/ family.

The steps below are suggested for this examination of your interviewing or family therapy style.

1. Plan to conduct an interview with members of your group (working with multiple people to simulate the family). This interview should last at least 15 minutes (although many prefer a longer time). At this time, we are interested in your natural style of helping before you are involved in too much training.
2. Be sure you have your role-played client's permission to record the session. If you are relaxed about taping, your client most likely to be comfortable as well. Your client should be free to say at any point that he or she does not want the tape used. Feel free to turn the video tape off in the middle of the interview.
3. Develop a 5-10 minute transcript of the session. Place the transcript in a format similar to that of pages 351-370, except your work will be in a much simpler form. You will find that looking at your own natural style is extremely valuable.
4. Begin the presentation to us with a short one- page description of the client. Please indicate on this page that the client gave permission for you to use the material.
5. If you select five minutes from the middle or end, tell us briefly what happened before you actually show us the transcript.

6. Present the transcript as follows. Just classify the helper's lead (i.e., you (your name)}. If you use a skill we haven't covered, do your best to classify it.

Present a transcript of the interview using the following checklist:

- Provide a brief statement as to the age and nature of the client and her or his issue to be discussed
- Type your transcript, five minutes with at least eight counselor leads.
- Classify your leads. You will be able to identify listening skills but try to classify the other influencing skills you have used. Most important, of course, is noting and classifying your listening skills.
- Make comments on the interview leads
- Use the rubric provided in this syllabus to identify the skills used
- Examine your transcript and evaluate your work. - Most people only comment on weaknesses. Be sure you note what you did right!

Transcription Format

1. MCFT Statement: Before we begin, as you know I'm a counselor in training. I'd like to ask if I can videotape our conversation today.

Client Reaction: It's okay with me.

Micro skill Used / Purpose: Closed-ended question asking for the client's informed consent to tape the session.

Additional Family therapy Statement / Skill / Purpose: How would you feel about me taping our session today, because I'm a counselor in training? / Open-ended question / to illicit client's feelings.

2. MCFT Statement: Okay good. Well, what brings you here today?

Client Reaction: Well, I've been feeling sad.

Micro skill Used / Purpose: Open-ended question to illicit information from the client about his/her reason for seeking family therapy.

Additional Family therapy Statement / Skill / Purpose: How are you doing today? / Open-ended question / begin session.

3. MCFT Statement: You've been feeling lost?

Micro skill Used / Purpose: Encourager to get the client say more.

Additional Family therapy Statement / Skill / Purpose: How have you been spending your time? Clarifying question to better understand why the client might be feeling lost.

Transference (unconscious reactions raised in the client by the

counselor)/Countertransference Reactions (unconscious reactions raised in the counselor by the client): The client's sadness was triggering my own conflicts with sadness from losing people. Because I was so sad, I didn't know what to say, but I thought this intervention allowed him to openly talk about how he was feeling.

Academic Honesty

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear specific acknowledgement of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms or statements encountered must provide full citation in an appropriate form. Collaboration in studying and preparing for tests, papers and presentations is acceptable. However, all work submitted must be clearly reflective and distinctive of each individual's work. Plagiarism will result in a grade of zero (0%) on the assignment and a failing grade for the entire course. Further academic sanctions may also be taken

Non- Discrimination Policy

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

Special Assistance

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Student Conduct

Student conduct is viewed as a serious matter by the faculty members at Lewis & Clark College. The faculty members assume that all students will conduct themselves as mature citizens of the campus community and in a manner congruent with university policies and regulations.

Confidentiality statement:

The practical and experiential nature of this course may bring up students spontaneously sharing their feelings and personal reactions. Students are expected to keep confidentiality in regards to group process and personal experiences within the group taking the class.

TENTATIVE SCHEDULE FOR FAMILY THERAPY SKILLS AND INTERVIEWING TECHNIQUES

WEEK	TOPIC	READINGS
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Week 1 1/18/2012	<ul style="list-style-type: none"> - Course overview: Introduction to Family Therapy Skills & - Interviewing Techniques - Examining Power, Privilege, & Oppression 	Marks & Lesli
Week 2 1/25/12	<ul style="list-style-type: none"> - Assessment - Joining - MCFT competencies 	Patterson (ch 1,2,) Gerhart pp. 7-15; ch. 3 Case: Akeelah & the bee
Week 3 2/1	<ul style="list-style-type: none"> -Questioning From a Family Systems Perspective - -attending behaviors 	Patterson (ch 3) Case: Akeelah & the bee
Week 4 2/8	<ul style="list-style-type: none"> -Observation Skills -Treatment Focus - Communication among Family Members - Assessing for issues of safety 	Patterson (ch 4) Bograd & Mederos Case: Akeelah & the bee
Week 5 2/15	<ul style="list-style-type: none"> -Assessing health & wellbeing -Interviewing for solutions 	Patterson (ch 5) DeJong & Berg (ch.1 & 2) Case: Joy Luck Club
Week 6 2/22	<ul style="list-style-type: none"> - Active Listening - Reflecting Feelings - Integrating -Psychopathology (adults) 	Paterson (ch 6) Gerhart (ch 3) Case: Joy Luck Club
2/25	Advanced clinical training for working with trans children and adolescents – CCE Workshop	
Week 7 2/29/12	<ul style="list-style-type: none"> -Children & adolescents -Assessing psychopathology in children 	Patterson (ch 7, 8) Case: Joy Luck Club
Week 8 3/7/12	<ul style="list-style-type: none"> - Confrontation - Stories - Meaning - Circular questions - family interaction 	Patterson (ch. 9) Case: Real women have curves
Week 9 3/14/12	<ul style="list-style-type: none"> -Influencing Skills - Skill integration -multigenerational issues - Deescalating conflict 	Patterson (ch 10) Gerhart (ch. 12. p.283-292) Case: Real women have curves

Week 10 3/21/12	- Personal Style -Skill Integration	Case: Real women have curves
<i>Spring break (3/28)</i>		
Week 12 4/4/12	-Couple assessment Gender identities & Sexual Orientation	Patterson (ch 11, 12)
Week 13 4/11	- Integrating Skills Couple assessment Gender identities & Sexual Orientation -Co-constructing Stories - Getting Unstuck - Reflecting teams	Patterson (ch 11, 12) Young et al Gerhart (ch.15 p. 416-418)
Week 14 4/18	- Integrating Skills - Narrative interviewing (basics)	Gerhart (ch.15 p. 420-437)
Week 15 4/25/12	- Integrating Skills	Gerhart (ch.2) Ecopsych

CPSY 526 Family therapy Skills Scoring Sheet

Competency	Beginning level 1=1 Point	Beginning level 2=2 Points	Beginning level 3 = 3 Points	Points
Attending Skills	Vocal qualities, eye contact, and body language are not consistently used appropriately throughout the session	Vocal quality, eye contact, and body language are used appropriately throughout most of the session	Vocal quality, eye contact, and body language are used appropriately throughout the entire session	
Joining	Primarily addresses one family member	Addresses all family members, but overall attends to one or more family members over others	Addresses and attends to all family members equally	
Listening Skills	Used same type of questioning throughout the session and did not use reflection and/or summarization with the family. Student is not able to track or respond to verbal/nonverbal cues within the session	Used a limited range of questions and attempted to use reflection and/or summarization a couple times within the session. Student is able to track and respond to one client verbal/nonverbal cue within the session	Used a variety of types of questioning and was able to use reflection and summarization appropriately with the client throughout the entire session. Student is able to track and respond to client verbal/nonverbal cues throughout the session	
Exploring Problem(s)	Primarily asks for and/or listens to only one of the family perspective of the presenting problem	Asks for and listens to two or more of the family perspectives of the presenting problem	Asks for and listens to two or more of the family perspectives of the presenting problem and offers the family at least one additional perspective	
Encouraging new understanding(s)	Encourages family members understanding of each other by “overhearing” conversation with therapist	Encourage family members understanding of each other by asking them to address each other’s points of view	Encourage family members understanding of each other by asking them to address each other’s points of view and contributing at least one unique framework that brings together all family members perspectives with a new understanding	
Identifying family strength and resilience	Does not identify any family strengths or resilience that might help solve the presenting problem(s)	Identifies at least one family strength or area of resilience that might help solve the presenting problem(s)	Identifies two or more family strengths or areas of resilience that might help solve the presenting problem(s)	
Tracking pattern(s) of interaction	Does not explore presenting problems in terms of patterns	Tracks partial patterns of interaction in relationship to presenting problem(s)	Tracks a complete pattern of interaction surrounding presenting problem(s)	
Influencing Techniques	Does not use reframing, give feedback, or confront the family within the session	Attempts to use reframing with the family and attempts to give feedback and/or confront the family one time within the session	Is able to use reframing affectively with the family and is able to give feedback and use confrontation with the family when appropriate	

Recognizes systemic dynamics	Describes problem in linear manner focusing on how one member of the system might affect another contributing to the presenting problem(s)	Identifies at least one relational issue involving two members of the system affecting each other and potentially contributing to the presenting problem(s)	Identifies two or more relational issues involving all members of the system affecting each other and potentially contributing to the presenting problem(s)	
Identifies contextual and cultural factors	Does not identify any cultural or contextual factors that may contribute to the presenting problem(s)	Identifies at least one cultural or contextual factor that may contribute to the presenting problem(s)	Identifies at least one cultural and one contextual factor that may contribute to the presenting problem(s)	
Considers issues of power/privilege, oppress/ liberation	Does not identify any issues of power, privilege, oppression or liberation that may contribute to the presenting problem(s)	Identifies at least one issues of power, privilege, oppression or liberation that may contribute to the presenting problem(s)	Identifies two or more issues of power, privilege, oppression or liberation that may contribute to the presenting problem(s)	
Family therapy Style	Student seems uncomfortable throughout the whole session and does not take risks within the session. Student has not integrated their qualities and style into their role as a therapist	Student does not seem fully relaxed, composed or confident. Student attempts to take risks but sometimes appears uncomfortable. Student has not fully integrated their own qualities and style into their role as a therapist	Student is relaxed, confident and composed and takes risks within the session. Student is able to integrate their own personal qualities and style into their role as a therapist	
Transcription & Critique	Transcription and critiques lack evidence of thoroughness, reflection, insight, self-critique and analysis	Transcription and critiques demonstrate some evidence of thoroughness, reflection, insight, self-critique and analysis	Transcriptions and critiques are thorough, reflective, insightful, critical and analytical	
Disposition	Does not respond well to supervision, finds it difficult to incorporate feedback, demonstrates a lack of awareness of self and impact on client and therapeutic process	Seeks supervision when it is strongly encouraged, struggles to incorporate feedback, is developing awareness of self and impact on client and therapeutic process	Responds well to supervision, incorporates feedback, aware of self and impact on client and therapeutic process	

Name _____

Points: _____

Score: _____

Scorer _____

Additional Comments:

CPSY 597 Weekly Log

Name

Date

Practice hours

Complete weekly log and submit at the beginning of class.

Strengths	Areas for Growth

Developmental Plan:

Responses to Readings:

Discussion Questions:

Personal Reflections:

Counseling Readiness Rating Scale

Counseling Student Name: _____ Date: _____
Program: _____ Advisor: _____ Graduation Date: _____
____ 579: Instructor _____ ____ 505 Site: _____

- | | |
|----|---|
| R6 | Highly recommend promotion to the next level of supervised experience |
| R5 | Recommend promotion to the next level of supervised experience |
| R4 | Recommend promotion to the next level with some reservations |
| R3 | Recommend promotion to the next level major reservations |
| R2 | Recommend student repeat current level to bring up performance |
| R1 | Recommend faculty review of student's progress in the program |

_____ Judgment of READINESS for the next level of supervision

Instructor's comments:

Future Learning Objectives:

The signatures below indicate that this evaluation has been mutually discussed and that there is a shared understanding of the basis for and meaning of the rating recorded above.	
Student Signature: _____	Date: _____
Faculty Signature: _____	Date: _____

Cc: Student, Instructor, Practicum Administrator, Student Clinical File, Faculty Advisor