



## LEWIS & CLARK COLLEGE

### GRADUATE SCHOOL OF EDUCATION AND COUNSELING

#### MCFT 526-Counseling Skills for MCFT

SPRING 2015

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Day & Time: Mondays, 1:00pm-4:30pm

Place: Rogers 220

Instructor: Maru Serricchio LMFT, ATR

TA's: John Griswold & Amber Lopes MFTi

Office Hours: By appointment (usually Mondays before or after class time)

Contact: [maru@lclark.edu](mailto:maru@lclark.edu)

#### **Catalog Description:**

Overview of basic counseling concepts and skills, including skill development through role-playing and simulated counseling 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>

### **STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

SLO1: Students will demonstrate integrity, compassion and commitment to working with diverse groups.

SLO 2: Students will demonstrate excellent therapeutic skills with individuals, couples, and families.

SLO 3: Students will demonstrate dedication to social justice and global citizenship.

### **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 (TS 1.01, 1.02)
- Understand and develop specific counseling skills (TS 1.05, 1.06, 1.07)
- Demonstrate intentional use of a repertoire of counseling skills
- Gain a basic understanding of the overall process of family therapy
- Engage in critical self-reflection (TS 5.04)
- Gain an increased awareness of how your personal style and implicit cultural assumptions impact and influence your interpersonal interactions and professional identity (TS 1.04)
- Recognize and demonstrate ethical, developmentally appropriate professional demeanor in preparation for practicum/clinical work (TS 05.01)

### **Required Text:**

Almeida, R. V., Dolan-Del, V. K., & Parker, L. (2008). Transformative family therapy: Just families in a just society. Boston: Pearson/Allyn and Bacon.

Ivey, A.E., Zalaquett, C.P. & Ivey, M. B. (2014). Intentional interviewing and counseling: Facilitating client development in a multicultural society (8<sup>th</sup> ed). Pacific Grove, CA: Brooks/ Cole.

Patterson, J., Williams, L., Grauf-Grounds, C., Edwards, T.M. & Chamow, L. (2009). Essential skills in family therapy: From the first interview to termination (2<sup>ND</sup> Ed). New York: The Guilford Press.

### **Required Materials:**

- Videotaping device to be brought to every class session, ability to convert to MP4 files. *Staff that can help: Amy (2<sup>nd</sup> floor – checking out videotape device), Maya and Damian (tech problems)*

- Flash drive, labeled, with enough capacity (up to 30 minutes of video) to turn in videotape assignments to instructor. Papers to be submitted through email the day it is due.

**Additional Readings:**

At the discretion of the instructor, additional readings related to diversity, ethics, social justice and family transitions will be provided throughout the course as topics and interests arise from scenarios, role-plays, discussions, and personal reflection. Students are also required to research journals on special topics on a weekly basis for personal development and discussion in 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.

**Assessment Procedures:**

Demonstration and practice of counseling skills, as well as the ability to critically self-reflect on personal identity and impact as a therapist, are primary objectives of this course. The instructor will assess the development of counseling skills and understanding of identity in the therapeutic relationship through observation, weekly assignments, and long-term projects.

**1. Attendance, Participation, & Disposition: 30%**

- Regular attendance and active participation is expected for all classes. Any missed class time will be made up by completing extra assignments designed by the instructor.
- Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course.
- Students who incur two or more absences will have their grade lowered by one full grade and will be asked to repeat the course or will fail the course.
- Students are obligated to be available to your peer counselor team. 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 counseling 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 counseling 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 & Videotape Assignments:

**First Video Assignment: 10%**

**Second Video Assignment: 30%**

**Final Video Assignment: 30%**

**\*\*Late assignments will lose 10% of your grade each day that they are late and will not be accepted more than two days late\*\***

- Every practice session in class will be video-taped and all sessions should be kept until semester is done, in case you wish to use early sessions for later assignments.
- Counseling sessions may be viewed in class for feedback and evaluation, used for self-reflection, and will be used for transcription assignments during semester.
- 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 counseling.
- Feedback from supervisor should be demonstrated in subsequent sessions.

**\*\*Details for each Video & Transcription are the same, only length changes, see details below\*\***

### **First Video & Transcription Analysis:**

20-25 minutes of session

15 minutes of transcription

### **Second Video & Transcription Analysis:**

**\*\*Use a session taped after first video assignment**

30 minutes of session

30 minutes of transcription

### **Final Video & Transcription Analysis:**

**\*\*Use a session that was**

30 minutes of session

30 minutes of transcription

**Each Video & Transcription Analysis will include:**

- A written critique of a transcription of videotaped interview, including a summary of entire session. Use transcription template provided.
- Full credit is received for a critical analysis of your counseling interview. You must provide alternative statements or behaviors that serve as possible improvement over what you originally said or did.
- You are evaluated on your ability to demonstrate an acceptable level of counseling skills presented in the course. The Counseling Skills Scoring Sheet evaluation forms will be used for assessment. The emphasis of this evaluation procedure will be on the actual demonstration of micro skills in counseling 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 in your final assignment. 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.

**Midterm Character(s) Reflection:**

- A 2-3 page paper will be due at the middle of the semester. This paper will include a description of two or three experiences you intentionally partook in to get familiarized with your character. Get creative during the semester and take risks! (smart, legal, relevant, healthy risks please)

**Final Self Reflection:**

- A 2-3 page 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.
- Write a self-reflection of the semester focusing on your counseling skills including:
  - Changes in your counseling style over the course of the semester including detailed exploration of what might account for differences in your (a) counseling 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
  - Strengths and weaknesses, and plan for future development of skills

**Grading Procedures:**

Class participation, attendance & disposition: 20%

Reflection papers:	10%
Videotape & Transcription Assignment 1:	10%
Videotape & Transcription Assignment 2:	30%
Videotape & Transcription Assignment 3:	30%
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Total:	100%

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

A = 93-100% (278-300)	A- = 90-92% (269-277)	
B+ = 88-89% (263-268)	B = 83-87% (248-262)	B- = 80-82% (239-247)
C+ = 78-79% (233-238)	C = 73-77% (218-232)	C- = 70-72% (209-217)

**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 counseling. 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.

**Format & Importance of Written Assignments:** All written submissions for this course should be typed, in 12-point, Times New Roman, and double-spaced with one inch margins. 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.

**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 have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork for the current semester, requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

**Student Conduct:**

The faculty members at Lewis & Clark College view student conduct as a serious matter. 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.

**SCHEDULE FOR CPSY 526**  
**\*\*Subject to change by instructor\*\***

**Class Schedule**

1:00-2:15 pm            Overview, review readings & skills, feedback, role plays  
 2:15-2:30 pm            Break/Set up  
 2:30-4:30 pm            Practice Sessions

WEEK	TOPIC	READ & PREPARE FOR
Class 1 1/12/15	- Course overview: Introduction to Family Therapy Skills & Interviewing Techniques - Examining Power, Privilege, & Oppression “Akeelah and the Bee”	Patterson (ch 1) - Organization of class - Small group discussions/experiential activities/joining
1/19/15	Martin Luther King, Jr. Holiday	No Class (practice)
Class 2 1/26/15	- Intentional Interviewing - Ethics Multicultural Competence & Wellness - Joining with Multiple Members of the Family	Patterson (2,3) Ivey (ch 1 & 2) - Bring info related to the characters <b>Due: Bring ‘script’ for initial session, based on Patterson 3 &amp; practice</b>
Class 3 2/2/15	- Attending Behaviors - Conducting Assessment - Questioning From a Family Systems Perspective	Patterson (ch 4) Ivey (ch 3) Almeida (ch 1)

Class 4 2/9/15	-Observation Skills -Treatment Focus - Communication among Family Members “Glee”	Patterson (ch 5) Ivey (ch 4, 5)  <b>Due: First V&amp;TA Assignment</b>
Class 5 2/16/15	- Active Listening - Reflecting Feelings - Integrating - Families & Children	Patterson (ch 7) Ivey (ch 6, 7, 8) Almeida (ch 2)
Class 6 2/23/15	- Confrontation - Stories - Meaning - Working with Couples	Ivey (ch 9, 10, 11) Patterson (ch 8)
Class 7 3/2/15	- Influencing Skills - Skill integration - Co-constructing Stories - Getting Unstuck	Ivey (ch 12,13,14) Patterson (ch 9,10) <b>Due: Character reflection (write about the things you did to understand one of the characters you portrayed)</b>
Class 8 3/9/15	- Personal Style - Deescalating conflict - Gender and Sexual Orientation “TBA”	Ivey (ch 15)  <b>Due: Second V&amp;TA Assignment</b>
Class 9 3/16/15	- Determining Personal Style - Exploring Domestic & Community Violence	Patterson (ch 11)
3/23/15	Spring Break	No Class (practice)
Class 10 3/30/15	- Integrating Skills	Review
Class 11 4/6/15	- Termination - Integrating Skills	Review
Class 12 4/13/15	- Termination - Integrating Skills	Review <b>Due: Final V&amp;TA Assignment</b>
Class 13 4/20/15	- Termination - Integrating Skills	<b>Due: Self-Assessment Paper</b>



## **PRACTICE SESSION STRUCTURE**

There will be 3 stories presented in class that will serve as the foundation for practice in small groups. Each story is presented with a clip from a movie. The story and the clip are used to give you an idea of the characters, the setting and social locations. The movie story is not important or relevant to the practice exercises; simply work with the short summary that instructors provide in class, the clip, your imagination and your personal experience. Make it meaningful to you.

There will be the same practice groups for each story & movie clip. Once the groups are selected you should gather with your groups in one of the Roger's rooms assigned to the class to do the practice exercises.

### **Choosing your character**

Everyone will play a character each week. Playing out a character is about putting yourself in someone else's shoes (empathy). Thus:

- Study your character. Understand your character's physical characteristics, as well as emotional and mental state. Know the character's history by understanding the context and the time period of the story
- Communicate your character through spoken and body language
- Practice characterizing the other players in the scene. Think of how your character sees and thinks of the other characters
- Each week there should be a new therapist

### **Videotaping**

Make sure you videotape all sessions in which you are the therapist; before you begin your practice session check that your equipment work and turn it on, you are responsible for your own recordings, transcriptions and interview analysis; develop a filing system and choose the data that fulfill the video/audio assignment per the course's syllabus.

### **Time keeping**

Every time there is a practice session, one person in the group should keep track of time. Part of the time should be devoted to the role play and part of the time should be devoted to providing each other feedback.

When possible practice with each therapist for 15/20 mins and spend 5 filling the scoring sheet and providing feedback

### **Feedback**

You are responsible for the content, timing and style in which you provide feedback to your peers. Be honest and mindful of the impact you have on your peer; the student who played the client is the first one to provide feedback to whoever played the therapist, others will follow afterward; be as specific as possible and stay close to the immediate experience.

- “Keeps”: describe what the therapist did that was useful (content, style, non-verbal communication, use of silence, etc). What was the impact of \_\_\_? You may use the guideline provided in the syllabus.
- “Workons”: What else could have been done? What could have been done differently? What was the impact of \_\_\_? Observations about non-verbal communication, content & style, etc.
- Use the scoring sheet provided in the syllabus to identify specific areas

The feedback that faculty and students offer is:

- Primarily descriptive (rather than evaluative)
- Specific not general
- Integrates “keeps” and “workons”

### **Reminder**

Practice outside of class each week!!!