



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND FAMILY THERAPY

MCFT 582-01 Internship in Marriage, Couple, and Family Therapy SPRING 2015

Time & Day: 1:45 – 8:00 pm Mondays (Plus additional hours to total at least 8)
 Location: L&C Community Counseling Center
 4445 SW Barbur Blvd., Portland, OR 97239
 Instructor: Carmen Knudson-Martin, Ph.D.
carmen@lclark.edu
 Office Hours: T 1-3, Th 4:30-6:30 and by appointment
 319 Rogers Hall
 Phone: 909-262-7725 (cell)

Catalog Description:

Applied training in family therapy during a calendar-year internship, including supervised clinical practice with individuals, couples, and families using systemic, social constructionist, and critical family therapy models.

Prerequisites: MCFT 580.

Credits: 4 semester hours.

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 Description:

This internship provides experience in applying family therapy theory to clinical practice in our departmental clinical training facility, the L&C Community Counseling Center, while concurrently completing an externship in a community agency. Through live supervision and team consultation, students will have the opportunity to apply a variety of systemic ideas and practices reflective in social justice based Marriage and Family Therapy approaches. Throughout your clinical practice, you will participate in group and individual supervision. You may be asked to meet with your supervisor alone or with one other MFT trainee in the program. Individual supervision is defined as no more than two supervisees meeting with a supervisor face

to face. Depending on your location, you will also meet as a group with up to 10 other MFT students who are working at various sites. This group supervision will be led by an AAMFT Approved Supervisor or the equivalent.

The majority of supervision (at least 50%) must be based on raw data (i.e., live observation/video-tapes of sessions with clients or co-therapy with your supervisor). These arrangements must be maintained during academic breaks when you are not actually enrolled in the course but are seeing clients through your affiliation with Lewis and Clark College. This syllabus serves as a contract between you, the program, and your individual faculty supervisor. Before you graduate, you must complete 500 hours of direct client contact (250 relational) and 100 hours of supervision as detailed in the MCFT Clinical Training Handbook.

COURSE PURPOSE

Throughout your clinical experience and supervision, you will be working on numerous areas of your clinical work. This includes, but is not limited to, the AAMFT Core Competency subsidiary domains, which are focused on the types of skills or knowledge that MFTs must develop. These are: a) Conceptual, b) Perceptual, c) Executive, d) Evaluative, and e) Professional. Areas that will be included in your evaluation at the end of the semester include:

- **Therapeutic Relationship**, *e.g., conveying respect to client; attending to the therapeutic relationship; using self of the therapist*
- **Conceptual Abilities**, *e.g., adopting a systemic view; attending to multiple systems; basing goals, hypotheses and interventions on theory*
- **Contextual Awareness, Knowledge and Skill**, *e.g., acknowledging family development; attending to culture and context in therapy; incorporating awareness of gender, race, ethnicity, abilities, language, sexual orientation, etc.; integrating analysis of power and social justice/advocacy*
- **Perceptual Competencies**, *e.g., identifying and intervening in patterns of interaction; distinguishing process from content; identifying self as part of the system*
- **Structuring Therapy**, *e.g., organizing session; communicating clearly, precisely and effectively; establishing and reviewing goals*
- **Intervention and Evaluative Skills**, *e.g., linking interventions to theory; recognizing impact of interventions on wider system; intervening intentionally and consistently throughout the therapeutic relationship; following up on interventions; formulating and altering treatment plan as needed*
- **Executive/Case Management**, *e.g., maintaining complete, relevant case notes in a timely manner; completing all required paperwork, letters, contacts, etc. in a professional and timely manner; contacting referral sources/other professionals involved in a timely manner and sharing relevant information; completing effective assessments and appropriately using the DSM V*

- **Professional Development**, *e.g., being prepared for supervision /seeking and incorporating feedback from supervisor; being aware of own professional development and self as a therapist; maintaining a professional image, professional boundaries, and positive relationships with colleagues*
- **Other Specific Goals**, *(1) Articulate basic principles of justice and equity in family therapy; (2) Provide an introduction and develop an understanding of tools and techniques utilized in the Transformative Family Therapy Model; (3) Learn concepts useful for understanding and delivering social-justice based interventions; (4) Increase critical consciousness around issues of race, class, gender, sexual orientation, community and domestic violence.*

Please review the supervisor evaluation instrument. This can help guide you further in understanding the specific areas of development that are expected in the program and field.

COURSE REQUIREMENTS

1. Attendance, participation, disposition and dress code

- ✓ Giving attention to the instructor and/or other students when they are making a presentation.
- ✓ Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- ✓ Demonstrating ability to be open about discussing the impact of your comments on your peers.
- ✓ Coming to class prepared (having read the assignment for the day)
- ✓ Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- ✓ Engaging in group discussions with attention and energy.
- ✓ Asking questions of the instructor and/or other students regarding the material examined in that class.
- ✓ Providing examples to support or challenge the issues talked about in class.
- ✓ Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
- ✓ Dealing with other students and/or the instructor in a respectful fashion.
- ✓ Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.

- ✓ Keep your supervisor informed regarding the status of all of your cases.
- ✓ Contact your supervisor immediately should you encounter a clinical emergency or suspect the need to report abuse or neglect.
- ✓ Dress code: business casual. How you dress always conveys a social message, even if none is intended. Please wear shoes and avoid short skirts and low cut chest exposing shirts.
- ✓ Learn how to use the recording equipment, DVDs, and computer related technology.
- ✓ Clean up after yourself and keeping the clinic space neat and clean.
- ✓ Keep paper work organized.

2) Ethics

Practice according to the American Association for Marriage and Family Therapy (AAMFT) code of ethics and the Oregon State Laws. Inform your individual supervisor, CPSY 582 instructor/group supervisor, and/or the program clinical coordinator of any potential ethical or legal infractions you may be involved in or know about.

3) Supervision

- Let your supervisor know when supervision is and isn't "working" for you so that you can maintain a positive working relationship.
- Be involved and offer input about all cases presented during supervision, even if you are not directly seeing the clients.
- Keep complete and ongoing records of all client contact and supervision hours.
- Maintain contact and respond in a timely manner to clients and other professionals.
- Complete any additional requirements agreed on by you and your supervisor(s)

4). Professional Practice

- Adhere to all policies, procedures, and expectations at each clinical site.
- Maintain complete and timely case notes.
- Maintain professional image and relationships.

5) Documentation

- **In order to receive credit for this course, you must turn in your off-site community supervisor's evaluation of your clinical work to the MCFT 582 course instructor at least one week prior to the final class meeting. The instructor will review and submit to the CPSY department.**
- **All monthly summaries of client contact and supervision hours must also be approved by the course instructor each month and submitted to the CPSY office.**

COURSE ASSIGNMENTS

The following assignments are also required to receive course credit. **At least 85 points and completed evaluations by both on-site and off-site supervisors are required for credit in the course.** Unprofessional behavior and/or failure to demonstrate appropriate clinical progress could also result in **No Credit** for the course.

1. Participation (25 points)

Students are expected to attend all class meetings and fully engage in course readings, case discussion, and all class and clinical activities. Participation will be evaluated according to the following rubric:

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
Prompt and dependable presence in the class.	5	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	5	
Contributes to ongoing reflection and evaluation of own development in the practice of systemic, critically consciousness MCFT.	5	
Contributes to the development of other class members and the group as a whole.	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
TOTAL	25	

2. Special Topics Lesson (25 points). Presents to the class on a topic in which the student is developing special expertise or interest. Presentation and related discussion will be about 45 minutes and rated on the following rubric.

SPECIAL TOPIC PRESENTATION COMPETENCIES	Possible points	Points demonstrated
Presentation is well prepared.	5	
Presentation identifies at least three key points.	5	
Presentation provides clear clinical applications or guidelines.	5	
Presentation is based on credible scholarly references.	5	
Presentation style is interesting and engages the class in discussion/questions.	5	
TOTAL	25	

3. MCFT skill development project. (25 points)

- A. Review tapes of your clinical work on a weekly basis.
- B. Identify at least 3 specific competencies that you wish to develop in your practice.
- C. Track your clinical process in selected segments of video, naming as clearly as you can how the clinical competency relates to clinical goals, what you do that works, and what seems problematic.

D. At least two times present specific issues to the supervision group for feedback and shared reflection. Presentation should identify the competency you are seeking to develop, how it fits into your treatment plan for the case, what you have learned that works, and with what you would like help.

E. Include a discussion of your growth in the identified areas in your final formal presentation.

Your MCFT skill development will be evaluated according to the following rubric.

Skill development competencies	Possible points 25	Points demonstrated
Identifies three target areas for personal clinical skill development	5	
Regularly reviews tapes of clinical sessions and shares specific issues and concerns with supervision group	10	
Utilizes clinical skill development to accomplish specific clinical purposes related to theoretical model and case conceptualization	10	
Total	25	

4. **Final Formal case presentation.** (25 points). The presentation will be comprised of the following components: (30 minutes plus 15 minutes discussion)

- a) Present a **brief** overview of the case and the larger social context/equity issues involved. (5 minutes)
- b. Explain how you are conceptualizing the case and your treatment plan based primarily on one clinical model (or a clear integration of several models). (5-7 minutes)
- b) Identify a specific video segment(s) that demonstrates your approach with the case. (5-7 minutes)
- c) Identify at least 3 specific related clinical competencies and explain how you have developed these over the semester. Provide specific examples, either with additional very brief video clips or detailed explanation of the moment by moment process. (10-12 minutes)
- d) discussion (15 minutes)

Your presentation will be evaluated according to the following rubric

Case presentation competencies	Points possible 25	Points demonstrated
Applies a systemic focus that incorporates awareness of personal and family development while attending to gender, race, ethnicity, abilities, language, sexual orientation, class, etc. and analysis of power.	8	
Identifies a clear plan for therapy that links interventions to theory	8	
Illustrates personal development on 3 clinical skills that facilitate accomplishment of stated treatment plan	9	
Total	25	

READINGS:

Fishbane, M. D. (2007). Wired to connect: Neuroscience, relationships, and therapy. *Family Process, 46*, :395–412, 2007

Fishbane, M.D. & Wells, M. A. (2015). Toward relational empowerment: Interpersonal neurobiology, couples, and the societal context. In C. Knudson-Martin, M.A. Wells, & S. K. Samman (Eds.). *Socio-emotional relationship therapy: Bridging emotion, societal context, and couple interaction* (chapter 3). New York, NY: Springer

Wells, M. A., & Kuhn, V. P. (2015). Couple therapy with adult survivors of child abuse: Gender, power, and trust. *Socio-emotional relationship therapy: Bridging emotion, societal context, and couple interaction* (chapter 9). New York, NY: Springer

Herman, J. (1997). *Trauma & recovery: The aftermath of violence--from domestic abuse to political terror*. New York, NY: Basic Books

Special topics presenters may assign a reading for the class in advance of the presentation.

Weekly readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings and are responsible for all of the assigned readings, whether or not they are discussed in class.

CPSY Departmental Attendance Policy

Class attendance is expected and required. 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. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

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.

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SPECIAL NEEDS/ ACCOMMODATIONS

Please see me individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

DISCLOSURE OF PERSONAL INFORMATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

EVALUATION AND GRADING

Because of the skill development nature of this course it is required that students complete all assignments to pass this class.

Participation	25 pts
Special Topics Lesson	25 pts
Contextual skill development project	25 pts
Formal case conceptualization & presentation	25 pts
Supervision evaluations and monthly log of hours	Failure to submit these will result in failure.
Timely and complete case notes	
Professional behavior	Unprofessional behavior could result in failing the course

FINAL GRADING

Grade is Credit/No Credit. To pass, student must demonstrate appropriate level of clinical competencies on final supervisee evaluation and all assignments must be completed with a total of at least 85 points.

COURSE SCHEDULE

1:45-2:00 Check in, assign new cases, and supervision schedule for the day

2:00-2:45 Discuss readings or special topic lesson

2:45-3:45 Video presentations

3:45-4:00 Break

4:00-8:00 Live supervision

Date	Topic/Presentations	Reading
January 12	Course overview and personal and group process updates	
January 19	Martin Luther King Holiday	
January 26	Interpersonal Neurobiology & Social Context Skills Video _____	Fishbane 2007; Fishbane & Wells 2015
February 2	Trauma & Recovery. Skills Video _____	Herman Part I
February 9	Trauma & Recovery Skills Video _____	Herman Part II Wells 2015
February 16	Special Topic _____ Skills Video _____	
February 23	Special Topic _____ Special Topic _____	
March 2	Special Topic _____ Skills Video _____	
March 9	Special Topic _____ Skills Video _____	
March 16	Special Topic _____ Skills Video _____	
March 23	SPRING BREAK—no class	
March 30	Special Topic _____ Skills Video _____ Arrange off-site supervisor evaluations	
April 6	Final presentations _____	
April 13	Final presentations _____ OFF SITE SUPERVISOR EVALUATIONS DUE	
April 20	Final presentations _____	
April 27	Final presentation _____ Wrap up	