



GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 582 –Internship in Family Therapy
FALL 2015

Time & Day: Tuesdays 11 am to 2 pm
Location: TBA
Instructor: Marisol Garcia, Ph.D.

Office Hours: By appointment

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

Credits: 4 semester hours.

Course Description:

This internship provides experience in applying family therapy theory to clinical practice. Through raw data supervision and team consultation, students will have the opportunity to apply in treatment 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 occasionally in individual supervision. You may be asked to meet with your supervisor alone or with one other.

Individual supervision is defined as no more than two supervisees meeting with a supervisor face to face. 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.

This syllabus serves as a contract between you, the program, and your individual faculty supervisor.

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 IV
- **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 the basic principles of just 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 therapist-in-training evaluation instrument. This can help guide you further in understanding the specific areas of development that are expected in the program and field.

ASSIGNMENTS

1. *Philosophy of therapy paper.* This semester, you will complete your philosophy of therapy

statement. Your case presentations and video will help all of us encourage you to identify your preferred assumptions and theoretical approach. Special attention will be given to how you use theory to inform interventions and your ability to articulate your approach. By mid-semester, you will have completed a 1-2 page philosophy of therapy statement that will be added to your portfolio and Lewis and Clark clinical file. This statement is a requirement for completing the course. You can use this statement to inform prospective employers about your work. **DUE: Draft, June 4; Final, June 25**

2. *Professional Development.* You will be given the opportunity to receive feedback about your professional vita. This is not a requirement, but time will be allotted for those who would like to get input. If you want instructor input on your vita, please turn it in by **June 17th**. We will also spend some class time on career planning.

3. *AMFTRB practice exam.* You must take and show evidence of passing the practice exam **prior to the end of this course**. This semester, we will review the exam as needed in class. You are encouraged to form study groups outside of class.

4. *Graduation check list.* Please review all items on the graduation check list and make sure you have completed each prior to the end of the semester. You are required to bring the list and evidence of completing all items on the list to the **last day of class**.

5. *Presentation of your work.* You will sign up to share a video of your therapeutic work **twice this semester**. Please come prepared with a completed supervision worksheet and philosophy of therapy draft. Share copies of each with your colleagues in the course. Cue video to sections that relate specifically to your supervision goals.

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.