



GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
MCFT 582 –Internship in Family Therapy  
SPRING 2016

Time & Day: Wednesdays 2 – 8 pm: 2-4pm (didactic & group supervision) 4 to 8 pm (individual supervision, live supervision & observation)

Location: L&C Community Counseling Center  
4445 SW Barbur Blvd., Portland, OR 97239

Instructor: Pilar Hernandez-Wolfe, Ph.D. [pilarhw@lclark.edu](mailto:pilarhw@lclark.edu)

Office Hours: Thus 11- 1 and by appointment, 331 Rogers Hall

**Catalog Description:**

Supervised practicum bridging theoretical and practical topics; students apply their emerging skills and understanding of family therapy models to their work with individuals, couples, families, and groups; overview of basic family therapy concepts and skills, including skill development through role-playing and simulated family therapy experiences.

**Credits:** 4 semester hours.

**Course Description:**

This practicum provides experience in applying family therapy theory to clinical practice in our departmental clinical training facility, the L&C Community Counseling Center. Through live 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 MFT trainee in the program. 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.

**STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

SLO 1.3 Students apply systems/relational theories to case conceptualization.

SLO 2.1 Students self-reflect on the implications of own and others' social location in clinical practice.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 3.2 Students draw on the research literature relevant to family therapy in case planning.

SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas.

SLO 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location in clinical practice.

### **COURSE OBJECTIVES**

As a result of this course students will:

1. Apply their developing skills and understanding of systemic clinical processes to treatment planning and practice of marriage, couple, and family therapy.
2. Engage in self-reflection and supervision practices that facilitate development of clinical skills.
3. Integrate family therapy theory, equity, and social location issues in clinical practice.
4. Demonstrate ethical clinical judgment in consultation with supervisor and practicum group.

### **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.
- ✓ Learning how to use the recording equipment, DVDs, and computer related technology.
- ✓ Cleaning up after yourself and keeping the clinic space neat and clean.
- ✓ Keeping 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 supervisor, and/or the program 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)

## **ASSIGNMENTS**

All assignments must be completed on time to receive full credit. Instructors may take points away for late assignments.

- 1) Follow up on assigned readings: Instructors will assess completion of readings through discussions and presentations
- 2) Case presentation (use supervision worksheet for case presentations – the presentation format can be found on the MCFT webpage)
- 3) Other assignments will be developed based on preparation for case presentations

## **READINGS:**

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. Please note that there are more readings assigned for some topics than for others.

### **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 may be 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.

### **TEXTS AND MATERIALS**

Additional readings will be assigned throughout the course as to correlate with what students and the instructor identify as practice related issues.

Van der Kolk, B. (2014). *The body keeps the score*. New York, NY: Penguin Books.

Kerr, C. (2007). *Family art therapy: foundations of theory and practice*. NJ: Routledge.

Additional articles will be distributed in class.

### **COURSE EVALUATION**

At the beginning of each semester, you will receive a copy of a supervision evaluation form outlining the areas of clinical competence you are expected to develop. You and your individual supervisor will also have ongoing conversations about your progress. At the end of the semester, you and your supervisor will complete the evaluation form and you will also be offered the opportunity to evaluate your supervision experience. Your instructor/group supervisor will have input into your evaluation and will maintain contact with your individual supervisors at Lewis & Clark and your internship site regarding your progress. Passing this course will be based on successfully completing all requirements and expectations for practice and supervision listed in this agreement.

## **COURSE SCHEDULE**

Students will rotate being responsible for presenting a case during group supervision. A schedule for case presentation will be developed during the first meeting. Throughout the semester, the students and instructor will also generate a list of practice related issues they would like to address. The supervisor will provide short trainings, references, and materials related to one of these issues each week.

### Hour log

Students may count client contact hours whenever they are in a treatment capacity with clients including being a team member working directly with them or behind the one way mirror; supervision will be counted from the time students start preparing for a client to debriefing after seen a client. Supervisors will also assist students in counting hours as they will change depending on what activities they are involved in that day and client availability.