



"We are a community that commits itself to diversity and sustainability as dimensions of a just society" --*Lewis and Clark Mission Statement*

LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND FAMILY THERAPY

MCFT 582-02 Internship in Marriage, Couple, and Family Therapy SPRING 2016

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: Tuesday 1-3; Thursday 4:30-6:30 (call CPYS office to schedule an appointment)
 319 Rogers Hall
 Phone: 909-262-7725 (cell)

CATALOG DESCRIPTION

Supervised practice 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.

MCFT 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.

REQUIRED TEXT

Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency-based approach*. Boston, MA: Cengage Learning.

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, while concurrently beginning 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 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) Reflective Case Analysis.

- Review video of your clinical work on a weekly basis.
- At least three times, identify segments of a session to share with the internship group and that relates to self of the therapist development.

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.

ASSIGNMENTS

Theory-based Treatment Planning: Each week the class will focus on one family therapy theory. As a group we will select one current case and write a possible treatment plan based on that theory. Students should prepare by reading the assigned chapter from the Gehart text as well as other readings related to that theory.

Self-of-Therapist Reflection and video presentation. Three time during the semester each student will select a video of a current case and review it reflecting on the following questions:

- ✓ What was your internal experience during this session?
- ✓ How does your response to this case relate to your social location, value system, and personal experience?
- ✓ What feelings are stimulated as you interact with these clients? What do you do with these feelings?
- ✓ How can you use your internal response to benefit your clients and promote social justice?

Select a short segment of the session to share and discuss with the group.

EVALUATION AND GRADING

Grade is Credit/No Credit. To pass, student actively engage in the activities described above and must demonstrate appropriate level of clinical competencies on final supervisee evaluation. 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.

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.

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.

COURSE SCHEUDULE

1:45-2:00 Informal conversation/preparation
 2:00-3:00 Theory-based treatment planning
 3:00-3:45 Self-of-therapist video presentations
 3:45-4:00 Break
 4:00-8:00 Live supervision

Readings are from Gehart (2016) *Theory and treatment planning in family therapy*. Students are encouraged to seek additional related readings.

Date	Topic/Presentations	Reading
Jan 11	Personal and Course Goals	
Jan 18	Martin Luther King Holiday No class	
Jan 25	Theory: Self-of-therapist presentation	Chap 5: MRI & Milan
Feb 1	Theory: Self-of-therapist presentation	Chap 6 Strategic
Feb 8	Theory: Self-of-therapist presentation	Chap 7 Structural
Feb 15	Theory: Self-of-therapist presentation	Chap 8 Satir
Feb 22	Theory: Self-of-therapist presentation	Chap 9 Symbolic- Experiential & IFS
Feb 29	Theory: Self-of-therapist presentation	Chap 10 Intergenerational & Psychoanalytic
Mar 7	Theory: Self-of-therapist presentation	Chap 11 CBT & Mindfulness
Mar 14	Theory: Self-of-therapist presentation	Chap 12 solution-based
Mar 21	Spring Break—no class	
Mar 28	Theory: Self-of-therapist presentation Arrange off-site supervisor evaluations	Chap 13 Narrative
April 4	Theory: Self-of-therapist presentation	Chap 14 Collaborative & Reflecting teams
April 11	Theory:	Chap 15 EFT

	Self-of-therapist presentation _____ OFF SITE SUPERVISOR EVALUATIONS DUE	
April 18	Theory: Self-of-therapist presentation _____	Chap 15 Functional
April 25	Wrap up and case transfer	