



GRADUATE SCHOOL OF EDUCATION AND COUNSELING
MCFT 580 –Practicum in Family Therapy
SUMMER 2016

Time & Day: Wednesdays 9 am - 3 pm

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

Instructor: Pilar Hernandez-Wolfe, Ph.D. pilarhw@lclark.edu

Office Hours: 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.

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, contracts, 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 when required*
- **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; being open to personal growth by being vulnerable, open to challenge and feedback; being able to hold difficult conversations about yourself, the group and clients; being able to experience or sit with a range of feelings involving sadness, joy, fear, etc; being able to emotionally self-regulate with the group and your supervisor; being able to sit with client and peers' pain, discomfort, joy, etc.*
- **Other Specific Goals**, (1) *Articulate basic principles of family therapy and justice/ equity issues in* (2) *Provide an introduction and develop an understanding of tools and techniques utilized in the family therapy models studied in class;* (3) *Learn concepts useful for understanding and delivering equity and social-justice based interventions;* (4) *Increase critical consciousness around issues of race, class, gender identity, sexual orientation and ability.*

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.

STUDENT LEARNING OUTCOMES:

Students will demonstrate:

SLO1. Integrity, compassion and commitment to working with diverse groups

SLO2. Excellent therapeutic skills with individuals, couples, and families

SLO3. Dedication to social justice and global citizenship

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)

- Clinical supervision involves fostering your growth at an emotional, behavioral and cognitive levels. It is expected that you will work on understanding cases, relationships with your clients, peers and supervisor from multiple perspectives; that you will be emotionally available and tuned in to your clients, peers and supervisor, that is, able to experience in class a range of emotions including sadness, joy, fear, and that you are able to sit with discomfort, ambiguity, uncertainty. It is expected that you are open to processing your feelings about clients, peers and supervisor.
- There will be other participants in class including volunteers from the program and a supervisor in training who may provide assistance under the supervisor's supervision.

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 presentations
- 3) Genograms: students will work in depth with their own genograms, interviewing, developing hypothesis, identifying patterns, triangles, legacies, loyalties, and the major concepts of intergenerational family therapy. This assignment requires personal disclosure and willingness to work with your peers.
- 4) Use of the power and control wheel for assessment and intervention
- 5) Other assignments will be developed based on preparation for case presentations, follow up on processing relationships in class, client issues and self of the therapist.

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.

McGoldrick, M. & Gerson, R. (2008). *Genograms: Assessment and intervention*. Third Edition. NY: Norton Professional Books.

White, M. (2007). *Maps of Narrative Practice*. NY: Norton Professional Books.

Bradford, M. (2004). Bisexual issues in same-sex couple therapy. In *Journal of Couple and Relationship Therapy*, vol 3. No. 2/3, pp. 43-52.

Addison, S. M. & Coolhart, D. (2015). Expanding the therapy paradigm with queer couples: A relational intersectional lens. *Family Process*, Vol 54(3), 435-453
doi:[10.1111/famp.12171](https://doi.org/10.1111/famp.12171)

Spitalnick, J. S. & McNair, L. D. (2005). Couples therapy with gay and lesbian clients: An Analysis of Important Clinical Issues. *Journal of Sex & Marital Therapy*, Vol 31(1), 43-56. doi:
[10.1080/00926230590475260](https://doi.org/10.1080/00926230590475260)

Connolly, C. (2004). Clinical issues with same-sex couples: A review of the literature. Clinical issues with gay male couples. *Journal of Couple and Relationship Therapy*, vol 3. No. 2/3, pp. 3-12.

Manley, M.H., Diamond, L. & Sanders, S.M. (2015). Polyamory, monoamory, and sexual fluidity: A longitudinal study of identity and sexual trajectories. *Psychology of Sexual Orientation and Gender Diversity*, (2) 2, 168–180 DOI: 10.1037/sgd0000098

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 on 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.