



"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 582-21: Internship in Marriage, Couple, and Family Therapy
SUMMER 2016**

Time & Day: Tuesday May 17th- July 19th
9:00 am-12:00 pm
Location: Rogers Hall 217
Instructor: Elizabeth Parker, Ph.D. Candidate
eparker@lclark.edu
Office Hours: By appointment

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

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: 2 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.

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 supervision and occasional 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.

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, MCFT 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 two 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.

EVALUATION AND GRADING

Grade is Credit/No Credit. To pass, students actively engage in the activities described above and must demonstrate appropriate level of clinical competencies on final supervisee evaluation. You must also have completed clinical hours requirements as stated in the program and internship handbooks.

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.

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.

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.

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 single spaced 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. Please bring your rough draft to class **June 7** to be edited by your peers. Email edited version to instructor by **June 14**.
2. *Professional Development.* Professional disclosure statement and resume will be workshopped in class. Details about professional disclosure statement will be covered in class prior to the due date. Please bring your professional disclosure statement and resume to class **June 21** and be prepared to give feedback to your peers.
3. *AMFTRB practice exam.* You must take and show evidence of passing the practice exam **prior to the end of this course. PLEASE PRINT EVIDENCE OF YOUR EXAM COMPLETION IMMEDIATELY FOLLOWING YOUR TEST RESULTS.** You will not receive an email or other confirmation of this as it is a practice exam.
 - a. This semester, we will review the exam as needed in class. You are encouraged to form study groups outside of class.
4. *Completion of Professional Development Portfolio.* You will upload all required items to Taskstream by the end of this course. This is mandatory for receiving your degree.
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.

COURSE STRUCTURE AND SCHEDULE

Each week we will spend 2-3 hours of our class time reviewing cases and 0-1 hour in didactic learning. Each student will present at least 2 videos of their work. We will complete a sign up sheet during the first day of class. If you are unable to present as planned, it is your responsibility to find a colleague who will switch days with you. Preparing for sharing a case includes completing the supervision worksheet (<http://graduate.lclark.edu/live/files/15388-supervision-worksheetpdf>) and bringing enough copies for the supervision group/instructors. Instructions for how to complete this form are available on-line: <http://graduate.lclark.edu/live/files/15390-explanation-of-supervision-worksheetpdf>

Topics for the didactic portion of the course may include:

- Preparing for the AMFTRB practice exam
- Preparing your CV
- Philosophy of Therapy Statements
- Professional Disclosure Statements
- Challenges and ideas in applying a critical lens in an outpatient setting
- Peer consultation
- Graduation checklist
- Other topics TBD with student feedback

Schedule

9:00- 10:00 Video Presentation

10:00- 11:00 Video Presentation

11:00-11:15 Break

11:15- 12:00 Didactic / Portfolio Work

Week / Date	Topic/Presentations	Items Due
Week 1 5/17/16	Introductions Personal and Course Goals Syllabus Review Presentation Sign-Up	
Week 2 5/24/16	Personal Disclosure Statement Video Presentation: _____ Video Presentation: _____	
Week 3 5/31/16	Topic: TBA Video Presentation: _____ Video Presentation: _____	
Week 4 6/7/16	Theory of Philosophy Paper- Workshopping Video Presentation: _____ Video Presentation: _____	Philosophy of Therapy Paper: Rough Draft
Week 5	Topic: TBA	

6/14/16	Video Presentation: _____ Video Presentation: _____	Philosophy of Therapy Paper: Final Draft [Feedback Returned Week 7]
Week 6 6/21/16	Workshopping Professional Disclosure Statement & Resume Video Presentation: _____ Video Presentation: _____	PDS: Rough Draft Resume: Rough Draft
Week 7 6/28/16	Topic: TBA Video Presentation: _____ Video Presentation: _____	
Week 8 7/5/16	Topic: TBA Video Presentation: _____ Video Presentation: _____	
Week 9 7/12/16	Topic: TBA Video Presentation: _____ Video Presentation: _____	
Week 10 7/19/16	Exit Interview, End of Program Processing	All Professional Development Portfolio Items Due to Taskstream

**Lewis & Clark College
Department of Counseling Psychology – MCFT Program**

The Professional Development Portfolio – 2015-16

As part of your degree program, you are required to upload a portfolio on taskstream.com that documents your experience and growth as a helping professional. You will receive guidance on how to complete this requirement in introductory classes and in meetings with your advisor. The portfolio will include the items listed below and evaluations of key assignments in designated classes. This allows the program and you to track your progress as a developing marriage, couple, and family therapist. Instructions for when to post these items will be discussed in class.

Required Information

1. A professional resume or CV

2. Philosophy of Therapy statement (1 to 2 pages max)

3. Statement of Professional Goals

Indicate your professional goals. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems with which you want to work, as well as the settings in which you wish to work.

4. Professional Disclosure Statement

You will learn how to do these in your final internship class.

5. Documentation of volunteer/professional development hours

a) Volunteer experience: 100 hours of volunteer /professional development work is required. This experience may have been earned within the last 5 years prior to entering the program or accumulated in the community during your graduate program and prior to practicum/internship. Volunteer experience with non-profit organizations whose mission is to assist other people, animals and the protection of the environment will be considered. Please discuss the nature of your volunteer experiences with your advisor.

For each volunteer experience indicate:

- Your role and responsibilities
- The organization which provided the opportunity and support
- Your clientele or who you provided services to
- The specific skills you learned in working with other humans, other beings or the environment
- Length of time (specific dates)
- The number of hours of direct client contact
- The nature and frequency of supervision or mentoring received

Upload a signed letter from a supervisor confirming the information above.

6. Membership to the American Association for Marital and Family Therapy (AAMFT).

(upload proof of membership)

7. Documentation of Personal Therapy

Document at least 12 hours of personal counseling (individual, couple, family, or group).

Documentation does not require you to reveal any personal material, but does require both you and your professional mental health provider to sign a statement indicating that you completed at least 12 hours of personal counseling. This personal work should be completed by the end of your first three semesters in your degree program. The Department will also accept documentation of personal counseling completed prior to admission to the Counseling Psychology program. If you want information or advice about how and where you can obtain this experience, your advisor will be happy to discuss options with you.

8. 12-Step Program Attendance

Preparation to work effectively with clients impacted by the full range of presenting problems includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Because community-based, 12-step groups serve as vital supports to effective treatment efforts, all students are required to attend a minimum of four meetings of various 12-step oriented groups held in their communities. (By having the experience yourself, you should be more able to empathize with a client who may be involved in the recovery community or anticipating attending a meeting for the first time. In addition, you will be able to give basic information to clients about how to contact 12-step groups, where to go, and what to expect.)

Upload a one-page, single-spaced summary of each of the separate meetings attended. Include the type, address, and time of the meeting and an assessment of the behavioral, cognitive, social, and affective elements/activities observed at the meetings as well as the student's own personal reactions and feelings. Provide a signed letter from the meeting group leader confirming your attendance .

Meeting Requirements. Students should attend only meetings that are listed as open to the public. Contact information for specific groups concerning meeting schedules and locations is readily available in the Yellow Pages and via the Internet.

- One meeting of Alcoholics Anonymous
- One meeting of Narcotics Anonymous
- One meeting of Alanon
- One meeting of another 12-step oriented group such as Cocaine Anonymous, Overeaters Anonymous, Gamblers Anonymous, Adult Children of Alcoholics (ACOA), Codependents Anonymous (CODA), etc.

To arrange visits, contact:

Portland Area AA Intergroup, (503) 223-8569; www.portland-aa.org Portland Area NA, (503) 284-1787

Portland Area Alanon, (503) 292-1333

Portland Alano Club, (503) 222-5756

Guidelines to follow as you attend these meetings.

- a) There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend. These are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e. people with drug addiction attending NA meetings) and it is not appropriate for you to attend those meetings as a professional.
- b) When attending a meeting, you will be interacting with a number of people and may or may not be asked to introduce yourself to the group. Even if you do not speak or participate in the meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. BE HONEST. It is appropriate to say something like: "I'm a graduate student in a counseling program and

I'm here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.).”

c) DON'T tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.

d) Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave. All meetings have a different “flavor” to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.

8. Trial MFT licensure exam.

Upload evidence that you have passed this trial exam.

Optional Information

a) Collaborative experiences

List your helping and collaborative experiences as a therapist-in-training. Experiences could include crisis intervention lines, working with groups, working with individuals, participation in research, etc. Collaboration means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in research, team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative endeavors.

For each item, indicate:

- Your role and responsibilities
- The organization which provided the opportunity and support
- Your clientele
- The specific skills you demonstrated (include skills for working with diverse clientele whose social or cultural characteristics are markedly different from your own)
- Length of time (specific dates)
- The number of hours of direct client contact
- The nature and frequency of supervision or mentoring received

b). Professional information. Uploading each of the following may come in handy later for employment or licensing purposes:

Course syllabi and institutional catalogs

Workshops, trainings, and seminars attended (evidence of attending, program, etc.)

Conference and institutes attended (evidence of attending, program, etc.)

Presentations given and other work samples (PowerPoint, Prezi, or other documentation) Special study projects and research (copy of paper, summary of study & findings, etc.)