



**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 588 –Internship in Family Therapy
FALL 2011**

Time & Day: 9:30am -1:30 pm Mondays
Place: South Campus Conference Center Room 117
Instructor: Andraé L. Brown, Ph.D.
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CATALOG DESCRIPTION

Extensive clinical training and experience in couples, family, and child therapy during a calendar year internship. Requires the student to complete 600 hours client contact hours. Students must be supervised by an Approved Supervisor through AAMFT.

This course covers the history, theoretical assumptions, and practice of social constructionist and critical family therapies. Special attention is paid to how societal structures, modern practices of power, and internalized cultural discourses contribute to family problems and can constrain clients' abilities to make desired change. The course will examine the application of the Cultural Context Model in work with families.

COURSE DESCRIPTION

Ongoing clinical supervision is required of all Marriage and Family Therapy (MFT) students in clinical practice at any internship site. This meets the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requirement that students receive ongoing individual supervision of their clinical work from a qualified MFT supervisor.

Throughout your clinical practice, you will participate in both individual and group supervision. You may be asked to meet with your supervisor alone or with one other MFT trainee in the program for 60-90 minutes each week. 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.

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 and all of the requirements of CPSY 588 must be maintained during academic breaks, including summer months, when you are not actually enrolled in the course but are seeing clients through your affiliation with Lewis & Clark College. This syllabus serves as a contract between you, the program, and your individual supervisor.

COURSE PURPOSE

Your individual supervisor provides oversight for all of your clinical cases. It is essential that you keep him or her apprised of all of your cases and of any urgent situations that arise (e.g., high risk situations, times when you may need to report abuse or neglect). Individual supervision allows students to work in-depth on their developing clinical skills and to both give and receive detailed ongoing feedback from a colleague and supervisor. Group supervision provides you with additional case supervision and training in applying family therapy theory and models across varied contexts with diverse populations. Group supervision provides a venue for students to consider many perspectives and approaches to working with families. Both individual and group supervision give you the opportunity to review your clinical practice in depth and to encourage your ongoing development as a family therapist. Individual and group supervision also serve in different ways as contexts in which you will be encouraged to explore yourself as a therapist (i.e., self of the therapist) relative to your world view, assumptions, relational styles, and so on. If you are dealing with a clinically urgent situation, you should first call your individual supervisor. If he or she is not available, then call your group supervisor.

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 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**, *as defined by you and your supervisor*

As noted below, you will receive a copy of a complete therapist-in-training evaluation instrument during the first few weeks of class. This can help guide you further in understanding the specific areas of development that are expected in the program and field.

Students will also be able to:

- Describe tenants of social constructionist, post-modern and critical marriage and family therapy perspectives.
- Specify the implications these theories have in regard to counseling practice.
- Articulate the basic principles of just therapy.
- Provide an introduction to the Cultural Context Model
- Develop an understanding of tools and techniques utilized in the Cultural Context Model
- To learn concepts useful for understanding and delivering social-justice based interventions
- Increase critical consciousness around issues of race, class, gender, sexual orientation, community and domestic violence.

COURSE REQUIREMENTS

This semester, we will focus on your developing philosophy of therapy. 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 the end of the 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. You will also 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 from myself and colleagues. Additional requirements include:

1. Attend and actively participate in all scheduled supervision meetings.

2. Keep your supervisor informed regarding the status of all of your cases.
3. Contact your supervisor immediately should you encounter a clinical emergency or suspect the need to report abuse or neglect.
4. 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 588 instructor/group supervisor, and/or the program coordinator of any potential ethical or legal infractions you may be involved in or know about.
5. Practice according to all requirements given to you at your internship site. This includes completing all paper work and case management duties in a timely and thorough manner. Any questions or concerns you have about completing these requirements should be taken to your supervisor.
6. Video tape as many therapy sessions as possible and make arrangements for your supervisor to be involved in/observe live sessions whenever possible. Make sure you discuss videotape policies with your internship site supervisor and follow all policies regarding obtaining client consent and transporting sensitive clinical material.
7. When working as a co-therapy team, make sure your co-therapist is present whenever possible during supervision of the case.
8. During the first few minutes of supervision, inform your supervisor of any emergency/urgent situations that need to be handled during the supervision time.
9. Let your supervisor know when supervision is and isn't "working" for you so that you can maintain a positive working relationship.
10. Be involved and offer input about all cases presented during supervision, even if you are not directly seeing the clients.
11. Use time efficiently during supervision. Being prepared to really talk about a case and thinking through your goals ahead of time makes the process more vital for everyone involved. When presenting a video, cue the parts of the tape you want to watch in supervision. This saves searching for pertinent data.
12. Keep complete and ongoing records of all client contact and supervision hours. Have your hours signed by your individual supervisor(s) each week and turn them in to your CPSY 588 instructor. He or she will ensure they are placed in your student clinical file as a permanent record of your meeting required clinical and supervision hours.
13. Make sure you use pseudonyms and remove all identifying information from any cases you present in supervision and class or use as examples to complete assignments in order to protect client confidentiality.
14. Maintain contact and respond in a timely manner to clients and other professionals.

15. Complete any additional requirements agreed on by you and your supervisor(s) (list below during first week of class):

ASSIGNMENTS

In addition to case presentations, this course has two overarching assignments. The first consists of developing socio-educational tools that can be utilized in therapy.

- Students will identify a specific topic to address and develop an intervention i.e. socio-educational tool to address the issue.
- Students will prepare the tool and demonstrate its effectiveness in class.
- The individual socio-educational tools will be compiled into one package to represent comprehensive module.

For the second assignment students will compile a listing of additional readings that are utilized while developing their socio-educational interventions. Must submit to professor to be added to moodle site.

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.

Required:

Almeida, R.V., Dolan-Del Vecchio, & Parker, L. (2008). *Transformative family therapy: Just families for a just society*. Boston: Pearson Education, Inc.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

Recommended: [additional readings will be provided/required throughout the course]

Almeida, R. (Ed.). (1998). *Transformations of gender and race: Family and Developmental Perspectives*. New York: Hawthorn Press.

- Almeida, R. (2003). Creating collectives of liberation. In L.B. Silverstein T.J. Goodrich (Eds.), *Feminist Family Therapy*, (pp. 293–306). Washington, DC: American Psychological Association.
- Almeida, R., & Bograd, M. (1990). Sponsorship: Men holding men accountable for domestic violence. *Journal of Feminist Family Therapy*, 2, 243–256.
- Almeida, R., & Dolan-Del Vecchio, K. (1999). Addressing culture in batterers intervention: South Asian communities as an illustrative example. *Violence Against Women*, 5, 654–683.
- Almeida, R.V., & Durkin, T. (1999). The Cultural Context Model: Therapy for couples with domestic violence. *Journal of Marital and Family Therapy*, 25, 5–32.
- Almeida, R., & Hudak, J. (2002). The Cultural Context Model. In E. Aldarondo & F. Mederos (Eds.), *Programs for men who batter: Interventions and prevention strategies in a diverse society*, (pp. 108–140). Kingston NJ: The Civic Research Institute.
- Brown, A.L. (2008). I Too am Feminist: The Journey of a Black Male Transformative Feminist Family Therapist. *Journal of Feminist Family Therapy*, 20(1), 1-20.
- Brown, A.L., Dimititriou, M., & Dressner, L. (2009). Rituals as tools of resistance- From survival to liberation. In B. Riseman (Ed). *Norton anthology: Families as they really are*. Norton: New York.
- Hernandez, P., Almeida, R., & Dolan-Del Vecchio, K. (2005). Critical consciousness, accountability, and empowerment: Key processes for helping families heal. *Family Process*, 44(1), 105-119.
- Hernández, P. Siegel, A. & Almeida, R. (2009). How does the cultural context model facilitate therapeutic change? *Journal of Marital and Family Therapy*. 35(1), 97-110.
- McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms in family assessment* (2nd ed.). New York: W.W. Norton & Co.
- Waldegrave, C (2009) “Cultural, Gender and Socio-economic Contexts in Therapeutic and Social Policy Work” *Family Process*, vol.48(1). New York.
<http://www.familycentre.org.nz/Publications/index.html>

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 CPSY 588 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 group supervisor/CPSY 588 instructor will provide short trainings, references, and materials related to on of these issues each week.

COURSE SCHEDULE

Week	Topic	Reading
Week 1 9/12	Orientation	Freire (1970) Introductions
Week 2 9/18	Understanding Oppression	Freire (1970) Ch 1
Week 3 9/26		Freire (1970) Ch 2
Week 4 10/3	Remembering Context	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 1; ; Freire (1970) Ch 3
Week 5 10/10	Critical Consciousness	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 2; Freire (1970) Ch 4
Week 6 10/17	Expanding Gender Identities	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 3;
Week 7 10/24	Families as Subsystems	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 4;
Week 8 10/31	Culture Circles	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 5;
Week 9 11/7	Sponsors & Cultural Consultants	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 6;
Week 10 11/14	Children: Seeds of Change	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 7;
Week 11 11/21	Domestic Violence & substance Abuse	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 8
Week 12 11/28	Case Studies: Power, Privilege & Oppression	Almeida, Dolan-Del Vecchio & Parker (2008) Ch 9-10;
Week 13 12/5	Applications to Practice	
Week 14 12/12	Last day of class	

Agency in which supervisee will see clients: _____

Supervisee Signature: _____

CPSY 588 Instructor Signature: _____

Date: _____