



## LEWIS & CLARK COLLEGE

### GRADUATE SCHOOL OF EDUCATION AND FAMILY THERAPY

#### MCFT 580-011 Practicum in Marriage, Couple, and Family Therapy SUMMER 2015

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](mailto:carmen@lclark.edu)  
 Office Hours: Monday mornings by appointment  
 319 Rogers Hall  
 Phone: 909-262-7725 (cell)

#### 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.

#### STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO1: Students will demonstrate integrity, compassion and commitment to working with diverse groups.

SLO 2: Students will demonstrate excellent therapeutic skills with individuals, couples, and families.

SLO 3: Students will demonstrate dedication to social justice and global citizenship.

#### REQUIRED TEXTS

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

Knudson-Martin, C., Wells, M.A., & Samman, S. K. (2015). *Socio-Emotional Relationship Therapy: Bridging, emotion, societal context, and couple interaction*. New York: Springer

#### 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 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.

## **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) 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 580 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.**

## COURSE ASSIGNMENTS

The following assignments are also required to receive course credit. **At least 85 points and completed evaluations by both on-site and off-site supervisors are required for credit in the course.** Unprofessional behavior and/or failure to demonstrate appropriate clinical progress could also result in **No Credit** for the course.

### 1. Participation (20 points)

Students are expected to attend all class meetings and fully engage in course readings, case discussion, and all class and clinical activities. Participation will be evaluated according to the following rubric:

<b>CLASS PARTICIPATION COMPETENCIES</b>	<b>Possible points</b>	<b>Points demonstrated</b>
Prompt and dependable presence in the class.	4	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	4	
Contributes to ongoing reflection and evaluation of own development in the practice of systemic, critically consciousness MCFT.	4	
Contributes to the development of other class members and the group as a whole.	4	
Helps to create an atmosphere of safety and mutual respect among all class members.	4	
<b>TOTAL</b>	<b>20</b>	

### 2. Researching your own practice

A. Review video of your clinical work on a weekly basis.

B. Complete three in-depth analyses of one or more sessions:

- 1) The first analysis should focus on what you did that demonstrates (or not) sociocultural attunement
- 2) The second analysis should focus on what you did that demonstrates attention to power dynamics in the client's relationships.
- 3) The third analysis should focus on identifying what theories appear to be guiding your clinical actions.

C. For each analysis

- 1) Based on the focus of your analysis, label or code what is happening each minute of the session.
- 2) Reflect on your coding. What stands out to you? Rename codes if suggested by your reflection.
- 3) Select at least one segment that was particularly informative to you (could be something that worked or something that didn't) and transcribe that portion.
- 4) Present to the class (a) a brief summary of your coding (2-3 minutes), (b) an explanation of what is significant about the selected transcript and video segment (2-3

minutes), (c) share both the video segment(s) and transcript(s) (3-5 minutes), and (d) engage in discussion with the class about what you and they learned (15-20 minutes). Analyze at least one sessions tracing your clinical process in selected segments of video, naming as clearly as you can how the clinical competency relates to clinical goals, what you do that works, and what seems problematic.

Each class member will make three presentations, one in each focus area. Use the following evaluation rubric as a guide:

Clinical case analysis competencies	Possible points 20	Points demonstrated
Coding summary clearly reflects varying therapist-interactions over the course of an entire session	5	
Coding summary identifies a set of key processes as they relate to area of focus.	5	
Use transcript and video segment to highlight a significant learning	20	
Engage in group discussion that helps expand and extend learning in the focus area.		
Total	20	

3. **Final Formal case presentation.** (20 points). The presentation will be comprised of the following components: (30 minutes plus 15 minutes discussion)

- a) Present a **brief** overview of the case and the larger social context/equity issues involved. (5 minutes)
- b. Explain how you are conceptualizing the case and your treatment plan based primarily on one clinical model (or a clear integration of several models). (5-7 minutes)
- b) Identify a specific video segment(s) that demonstrates your approach with the case. (5-7 minutes)
- c) Identify at least 3 related clinical competencies and explain how you have developed these over the semester. Provide specific examples, either with additional very brief video clips or detailed explanation of the moment by moment process. (10-12 minutes)
- d) discussion (15 minutes)

Use the following rubric to guide your presentation

Case presentation competencies	Points possible 20	Points demonstrated
Applies a systemic focus that incorporates awareness of personal and family development while attending to gender, race, ethnicity, abilities, language, sexual orientation, class, etc. and analysis of power.	6	
Identifies a clear plan for therapy that links interventions to theory	6	
Illustrates personal development on 3 clinical skills that facilitate accomplishment of stated treatment plan	8	
Total	20	

**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.

**EVALUATION AND GRADING**

Because of the skill development nature of this course it is required that students complete all assignments to pass this class.

Participation	20 pts
Three clinical case analyses	60 pts
Formal case conceptualization & presentation	20 pts
Supervision evaluations and monthly log of hours	Failure to submit these will result in failure.
Timely and complete case notes	
Professional behavior	Unprofessional behavior could result in failing the course

**FINAL GRADING**

Grade is Credit/No Credit. To pass, student must demonstrate appropriate level of clinical competencies on final supervisee evaluation and all assignments must be completed with at total of at least 85 points.



**COURSE SCHEDULE**

- 1:45-2:00 Check in, assign new cases, and supervision schedule for the day  
 2:00-2:45 Discuss readings  
 2:45-3:45 Video presentations  
 3:45-4:00 Break  
 4:00-8:00 Live supervision

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.

Date	Topic/Presentations	Reading
May 11	Clinic Orientation & Getting Started	
May 18	Sociocultural attunement	SERT pp. 67-78 Pandit, et al. Practicing sociocultural attunement
May 25	Memorial Day—No class Clinic closed	
June 1	Competency, Ethics, & Evidence Based Practice Case analyses _____	Gehart, chap 1-2
June 8	Theory Based Treatment Planning Case analyses _____	Gehart, chap 3
June 15	Social Justice in Family Therapy Practice Case analyses _____	McDowell critical theory & decolonizing articles
June 22	Bridging Context, Emotion, & Interaction Case analyses _____ _____	SERT pp. 1-13; 41-65 Knudson-Martin, Bridging emotion, societal context... ChenFeng & Galick, How gender discourse hijack...
June 29	Undoing Power Case analyses _____	SERT 15-26; 79-91 K-M, When therapy challenges patriarchy Samman & K-M. Relational Engagement ...helping men
July 6	Emotion, Context, & Neuroscience Skills Case analyses _____	SERT pp. 27-40 Fishbane & wells. Toward relational empowerment
July 13	Empowerment: the Circle of Care Case analyses _____	SERT pp. 1-13; 93-105; 145-153 K-M bridging emotion Richards et al. Circle of Care in same-sex K-M et al engaging power
July 20	Relational Trust Case analyses _____	SERT 107-119; 121-132 Wells & Kuhn. Couple therapy with adult survivors Williams & Kim, Relational justice..infidelity infidelity

July 27	Culture & Spirituality Final presentation _____ <b>Arrange off-site supervisor evaluations</b>	SERT 133-144 Esmiol, Relational spirituality
August 3	Final presentations _____ <b>OFF SITE SUPERVISOR EVALUATIONS DUE</b>	
August 10	No group supervision	
August 17	Final presentations _____ _____	