



GRADUATE SCHOOL OF EDUCATION AND COUNSELING
MCFT 582 –Internship in Family Therapy
SUMMER 2015

Time & Day: Wednesdays 9:00 to 12:00 pm.
Location: York 121
Instructor: Pilar Hernandez-Wolfe, Ph.D.
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Office Hours: By appointment, 331 Rogers Hall

CATALOG DESCRIPTION

Extensive clinical training and experience in couples, family, and child therapy during a calendar year internship. Requires the student to complete 500 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. In this internship supervision course students receive live supervision as it relates to their work at the Lewis and Clark Community Counseling Center. 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 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 MCFT 452 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; competing 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
- **Other Specific Goals**, as defined by you and your supervisor

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

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, 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 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

All assignments must be completed on time to receive full credit and to be eligible for graduation. Your portfolio and hours must fulfill all program requirements in order to graduate in August.

- 1) Portfolio readiness (see guidelines from the 2011 student handbook which guides your program)
- 2) 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.
- 3) Case presentations

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.

Suggested Texts and Articles:

Gehart, D. (2013). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation*. Pacific Grove, CA: Cengage Learning

Gehart, D. & Tuttle, A.(2003). *Theory-based treatment planning for Marriage and Family Therapists*. Pacific Grove, CA: Brooks/Cole.

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 MCFT 582 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.

Guest speakers:

Lynne Nesbit	Ethics	6/10
Tina Gilbertson	Online therapy	6/24
Lonnie Knotts	Oregon Board	7/1
Caitlin Clark	Systemic work in the schools	TBA
Lynne Nesbit	Private practice	7/8
	LGBT	TBA
Lucrecia Suarez	Racial minorities	7/15

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.

Additional Information:

Examination in Marital and Family Therapy

[AMFTRB/PES](#)

<http://www.amftrb.org/exam.cfm>

Career exploration, training, jobs:

<http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx>

loan repayments and reduction:

<http://www.studentdebtrelief.us/>

Public Service Loan Forgiveness (PSLF)

<http://studentaid.ed.gov/PORTALSWebApp/students/english/PSF.jsp>

Lewis & Clark College
Department of Counseling Psychology – MCFT Program
The Professional Development Portfolio – 2011-2012

As part of your degree program, you are required to develop a portfolio 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 core elements of the portfolio requirement are listed and described briefly here. Instructions for when to present your Portfolio to your program advisor will be discussed in class.

Maintain and submit a professional development portfolio that includes/documents the following:

1. A professional résumé (CV) that documents the following:

2. Philosophy of Therapy statement

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. Documentation of volunteer/professional development hours

List your helping and collaborative experiences as a therapist-in-training. Helping skills include crisis intervention lines, working with groups, working with individuals, etc. Collaboration means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem-solving. In this category, include all of your experience, volunteer and paid since you entered the graduate program, that is relevant to working with people in a helping and collaborative role. Your advisor can also help you locate experiences that will add to your experience. You should focus on working in communities that are not already familiar to you.

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

You will need to accumulate at least 100 hours of direct helping and collaborative experience in the community during your graduate program and prior to practicum/internship.

5. The following professional information (all of which may come in handy later for employment or licensing purposes):

- Course syllabi and institutional catalogs
- Evaluations from supervisors and peers
- Workshops, trainings, and seminars attended
- Conference and institutes attended
- Presentations given and other work samples
- Special study projects and research

6. Documentation of Personal Counseling

Document at least **10 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 10 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. Submit this documentation for your file in the department office. If you do not have at least 10 hours of personal counseling, formulate a specific plan to meet this requirement within the first three semesters in your degree 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. The internship/practicum administrator maintains a list of counselors who provide low-cost services.

7. 12-Step Program Attendance

We strive to prepare students in a comprehensive and best practice-based course of study to work effectively with clients impacted by the full range of presenting problems. This preparation includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Of specific importance to effectively treating dual diagnosis clients is developing a basic understanding of addiction and the role of community-based, 12-step groups that serve as vital supports to effective treatment efforts.

In recognition of this, 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.) Students are also required to prepare a one-page, single-spaced summary of each of the separate meetings attended. The summary should include the type, address, and time of the meeting. Additional information should include 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. The four summaries of visits made should be submitted to your advisor upon completion, before you enroll for internship courses.

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

The following are some general guidelines for you to follow as you attend these meetings yourself.

1) 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.

2) 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.)."

3) 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.

4) 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.