

"We are a community that commits itself to diversity  
and sustainability as dimensions of a just society."

*Mission Statement, Lewis & Clark College*



**MCFT 526-02 Practical Skills in MCFT  
SPRING 2022**

**Time & Day:** 9:00am-12:15p Fridays from January 14, 2022-April 22, 2022

**Place:** Hybrid: Online/LCCC Classroom D

**Instructor:** Lori Henry

**Office Hours:** By appointment

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**CATALOG DESCRIPTION**

Experiential learning of basic family therapy skills that provide the foundation for systemic practice. Students will also gain awareness of the overall process of therapy and learn to demonstrate ethical, appropriate professional demeanor. Issues of race, class, gender, sexual orientation, abilities, power, privilege, liberation, and oppression will be integrated throughout the course.

**Prerequisites:** MCFT 504, MCFT 502, and MCFT 510.

**Credit:** 3 semester hours (45 contact hours)

**MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following MCFT program Student Learning outcomes:

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 4.2: Students provide competent service according to the AAMFT code of ethics and core competencies.

**COURSE OBJECTIVES**

This course focuses on developing basic clinical skills in the following areas in preparation for supervised clinical practice coursework (internship). These are informed by the American Association for Marriage and Family Therapy (AAMFT) Core Competencies, the L&C MCFT program mission, and the Association for Marriage and Family Therapy Review Board knowledge, skills, and awareness domains.

1. Demonstrate ability to manage session interactions by drawing on a repertoire of systems/relational family therapy skills

2. Elucidate and develop a systems/relational formulation of presenting problems
3. Identify clients' strengths, resilience, and resources
4. Deliver interventions in a way that is sensitive to sociocultural and power contexts
5. Gain an increased awareness of how your personal style and implicit cultural assumptions impact and influence your interpersonal interactions and professional identity
6. Recognize and demonstrate ethical, developmentally appropriate professional demeanor in preparation for internship/clinical work
7. Critically evaluate ability to deliver interventions effectively
8. Utilize consultation, supervision, and feedback effectively
9. Respect multiple perspectives (clients, team, supervisor/instructor)

## REQUIRED TEXTS

Patterson, J., Williams, L., Grauf-Grounds, C., Edwards, T.M. & Chamow, L. (2018). Essential skills in family therapy: From the first interview to termination (3<sup>RD</sup> Ed). New York: The Guilford Press. deo

Recording Materials:

- Recording will be through the Zoom platform.
- Hard copies of the transcript/critiques are required.

## ADDITIONAL READINGS

At the discretion of the instructor, additional readings related to diversity, ethics, social justice and family transitions will be provided throughout the course as topics and interests arise from scenarios, role-plays, discussions, and personal reflection. Students may be asked to research journals on special topics for personal development and discussion in class

## COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Demonstrate ability to manage session interactions by drawing on a repertoire of systems/relational family therapy skills	SLO 4.2	CC 1.1.1 CC 1.3.1 CC 2.2.3 CC 2.3.1 TS 01.05 TS 01.06 TS 02.01	Evaluation of video tapes using Clinical Skills Rubric Total
2. Elucidate and develop a systems/relational formulation of presenting problems	SLO 4.2	CC 1.1.1 CC 2.2.3 CC 2.3.1 TS 02.02	Video--Clinical Skills Rubric #4, 5, 7, & 9

3. Identify clients' strengths, resilience, and resources (CC 2.3.8)	SLO 2.2	CC 2.3.8	Video--Clinical Skills Rubric #6
4. Deliver interventions in a way that is sensitive sociocultural and power contexts (CC 4.3.2)	SLO 2.2	CC 1.2.1 CC 1.3.1 CC 2.1.4 CC 2.3.1 CC 4.3.2 TS 01.04 TS 02.06 TS 03.11	Video--Clinical Skills Rubric #10 & 11  Cultural Reflections Paper
5. Gain an increased awareness of how your personal style and implicit cultural assumptions impact and influence your interpersonal interactions and professional identity	SLO 2.1	CC 3.4.5 CC 5.4.2 TS 06.04	Transcript Analysis & Critique  Cultural Reflections Paper
6. Recognize and demonstrate ethical, developmentally appropriate professional demeanor in preparation for internship/clinical work	SLO 4.2	CC 3.4.5 CC 5.4.1	Participation & Disposition rubric  Video--Clinical Skills Rubric #12
7. Critically evaluate ability to deliver interventions effectively	SLO 2.1 SLO 4.2	CC 4.4.1 CC4.4.6	Transcript Analysis & Critique
8. Utilize consultation, supervision, and feedback effectively (CC 2.5.1)	SLO 4.2	CC5.4.2 CC 5.5.2	
9. Respect multiple perspectives (clients, team, supervisor/instructor) (CC 4.5.1)	SLO 4.2	CC 4.5.1	Video--Clinical Skills Rubric #2, 4, & 5 Disposition rubric

### **COURSE STRUCTURE**

This course is taught using multiple formats, including lecture, role-play, video, and discussions. It is highly interactive. Students will work in small groups on a weekly basis, as well as will engage in role-play exercises both in small groups as well as in front of or with the class.

### **Practice Session Format**

- There will be 3 stories presented in class that will serve as the foundation for practice in small groups. Each story is presented with a clip from a movie or show. The story and the

clip are used to give you an idea of the characters, the setting and social locations. **The movie story is not important or relevant to the practice exercises; simply work with the short summary that instructors provide in class, the clip, your imagination and your personal experience. Make it meaningful to you.** • There will be the same practice groups for each story & movie clip.

### **Choosing your character**

Everyone will play a character each week. Playing out a character is about putting yourself in someone else's shoes (empathy). Thus:

- Study your character. Understand your character's physical characteristics, as well as emotional and mental state. Know the character's history by understanding the context and the time period of the story
- Communicate your character through spoken and body language
- Practice characterizing the other players in the scene. Think of how your character sees and thinks of the other characters

### **Videotaping**

- Make sure you videotape all sessions in which you are the therapist; before you begin your practice session check that your equipment works and turn it on, you are responsible for your own recordings, transcriptions and interview analysis; develop a filing system and choose the data that fulfill the video/audio assignment per the course's syllabus.

### **Time keeping**

- Every time there is a practice session, one person in the group should keep track of time. Part of the time should be devoted to the role play and part of the time should be devoted to providing each other feedback.
- When possible practice with each therapist for 15/20 minutes and spend 5 filling the scoring sheet and providing feedback.

### **Feedback**

You are responsible for the content, timing and style in which you provide feedback to your peers. Be honest and mindful of the impact you have on your peer; the student who played the client is the first one to provide feedback to whoever played the therapist, others will follow afterward; be as specific as possible and stay close to the immediate experience.

- “Keeps”: describe what the therapist did that was useful (content, style, non-verbal communication, use of silence, etc). What was the impact of \_\_\_? You may use the guideline provided in the syllabus.
- “Work-ons”: What else could have been done? What could have been done differently? What was the impact of \_\_\_? Observations about non-verbal communication, content & style, etc.
- Use the scoring sheet provided in the syllabus to identify specific areas

The feedback that faculty and students offer is:

- Primarily descriptive (rather than evaluative)
- Specific, not general
- Integrates “keeps” and “work-ons”

## ASSIGNMENTS & EVALUATION

### 1. Attendance, Participation, & Disposition: 15 points (15%)

- Regular attendance and active participation is expected for all classes. 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.
- Students who incur two or more absences will have their grade lowered by one full grade and will be asked to repeat the course or will fail the course.
- Students are obligated to be available to your team. If you miss a practice session or class your classmate is left without a client and may miss an opportunity to practice skills.
- Active participation is required and is an additional way for the instructor to evaluate students' learning. Participation includes the following:
  - o Open discussion within the group regarding theory, content and process of the counseling sessions.
  - o Disclosure of client issues for which you need assistance from the instructor and peers
  - o Facilitating the growth and development of self and others by providing and accepting regular constructive feedback.
- Disposition: Supervision is a critical tool for learning about how your qualities, style and skills may facilitate or impede therapeutic relationships.
  - o In order to facilitate growth in others, you must be able to accept constructive feedback about your own clinical skills.
  - o A lack of openness to receiving constructive feedback and responding accordingly in a professional manner will negatively impact your development as a family therapist and your grade for this course.
  - o Openness to feedback from the instructor and other class members is pertinent to the development of micro skills in family therapy.

### 2. Practice Sessions & Videotape Assignments: 70%

You will practice your clinical skills in a role-play format weekly. Three times during the course, you will submit a video of a session of your choice with a full transcription and analysis.

- Every practice session in class should be videotaped
- Therapy sessions may be viewed in class for feedback and evaluation, used for self-reflection, and will be used for transcription assignments during semester. • The objectives for each session will be based on the cumulative skills for each week. Students are expected to demonstrate an understanding of the assigned skill(s), practice and demonstrate the respective skill(s) on video.
- Feedback should be demonstrated in subsequent sessions.

**Each Video & Transcription Analysis will include a written critique of a transcription of videotaped interview, including an introduction to the family and summary of the entire session.**

- Students are expected to use the transcription template provided.
  - o This template is designed to highlight important aspects of the session and your decision making and skill development.
  - o The template also contributes to increased clarity for the person grading your transcript (which increases ease and accuracy of scoring).

- The grading rubric provided to you outlines the criteria for receiving full credit on each assignment.
- You must provide alternative statements or behaviors that serve as possible improvement over what you originally said or did, as well as to demonstrate your ability to identify the various skill options you have available to you.
- You are evaluated on your ability to demonstrate an acceptable level of clinical skills presented in the course. The emphasis of this evaluation procedure will be on the *actual* demonstration of micro skills in family therapy as well as self- evaluations and peer evaluations.

### **Rubric Expectations and Grading Structure for Transcript Analysis and Video •**

You will receive a grading rubric that will be used for all three video transcripts. This rubric identifies two professional development skills and twelve clinical skills, totaling fourteen skills.

- There are 3 grading levels for the fourteen skills: Beginning Level 1, Beginning Level 2, and Beginning Level 3.
- The expectation for demonstration of skills increases for each transcript.
  - o First VT&A: Students will meet Beginning Level 2 professional skills, and Beginning Level 1 clinical skills.
  - o Second VT&A: Students will meet Beginning Level 3 professional skills, and Beginning Level 2 clinical skills.
  - o Third VT&A: Students will meet Beginning Level 3 professional skills, and Beginning Level 3 clinical skills.
- You must demonstrate all skills at Beginning Level 2 *at a minimum* in your final assignment.
  - o A score of Beginning Level 1 on any item will only be acceptable on your final assignment if you receive scores of Beginning Level 3 on other items. They should average to Beginning Level 2 overall.
  - o You will also not receive credit for this assignment if you receive a score of unsatisfactory on any single item (receiving no points in a clinical skills category, and receiving Beginning Level 1 in professional skills).

At the end of the term, a final rubric will be submitted to your permanent student file and will be reviewed to determine your readiness to enter internship. This final rubric will be a summary of your highest scores from your three V&TAs. Your instructor will review this rubric with you as well as incorporate your feedback on your own self-identified competency in each skill category.

**Details for each video & transcription are the same, though the length of time and transcription will change. See details below.**

#### **First Video & Transcription Analysis: 32 points (10%)**

20-25 consecutive minutes of session

15 minutes of transcription

#### **Second Video & Transcription Analysis: 54 points (30%)**

**\*\*Use a session taped after first video assignment**

30 consecutive minutes of session

30 minutes of transcription

#### **Final Video & Transcription Analysis: 66 points (30%)**

**\*\*Use a session taped after second video assignment**

30 consecutive minutes of session

30 minutes of transcription

### **3. Initial Interview and Reflections: 15%**

#### **Initial Interview Script: 5 points (5%)**

- Using chapter 3 in Patterson create a script for the first few minutes of your initial interview with clients. Include:
  - o Warm up comments/questions,
  - o Pertinent issues of informed consent,
  - o Relevant clinic or private practice considerations.

#### **Midterm Cultural Reflection: 5 points (5%)**

- A 2-3 page paper will be due at the middle of the semester. This paper will include a description of two or three experiences you intentionally partook in to get familiarized with your character. Get creative during the semester and take risks! (smart, legal, relevant, healthy risks please)

#### **Final Self Reflection: 5 points (5%)**

- A 2-3 page paper will be due at the end of the semester. This paper will serve as a global assessment of your skills and areas for growth. This will serve as a learning contract and will be placed in your permanent student file.
- Write a self-reflection of the semester focusing on your counseling skills including:
  - o Changes in your counseling style over the course of the semester including detailed exploration of what might account for differences in your
    - (a) counseling style, such as client's race, ethnicity, age, religion, gender, sexual orientation, and
    - (b) content issues, such as, was the topic similar or dissimilar from your own life, did the topic hit your hot button, etc.
  - o Address your readiness to move forward in as a therapist in training in the MCFT program
  - o Strengths and weaknesses, and plan for future development of skills

**Format & Importance of Written Assignments:** All written submissions for this course should be typed, in 12-point, Times New Roman, and double-spaced with one inch margins. Attention to writing style and expression is important. The ability to express yourself and think critically through writing is an important skill in your professional development. Thus, please proofread your writing and be coherent with your writing style.

#### **Grading:**

Participation, Attendance & Disposition: 15%

Initial Interview / Reflections: 15%

Videotape & Transcription Assignment 1: 10%

Videotape & Transcription Assignment 2: 30%

Videotape & Transcription Assignment 3: 30%

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Total: 100%

**\*\*Late assignments will lose 10% of your grade each day that they are late and will not be accepted more than two days late\*\***

The grading system used by Lewis & Clark College will be used for final grades:

A = 93-100% (169-182) A- = 90-92% (163-168)

B+ = 88-89% (160-162) B = 83-87% (151-159) B- = 80-82% (145-150) C+ = 78-79% (142-144) C = 73-77% (133-141) C- = 70-72% (127-132)

**A FAIL grade will be given if:**

1. You miss more than 2 class sessions or fail to make-up a maximum of missed sessions.
2. You minimally participate in class discussions on a regular basis. You offer very little constructive feedback to other students in the class.
3. The transcription of your videotaped session is poorly done or not representative of micro skills in counseling. Your critical analysis is merely descriptive in nature rather than evaluative and does not demonstrate any real understanding of what you as a counselor did correctly, incorrectly, or could have done instead.
4. You receive too many scores of Barely Passing and not enough scores of Outstanding; they should average to adequate overall. You will also not receive credit for this requirement if you receive a score of unsatisfactory on any single item.

**ACADEMIC HONESTY**

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear specific acknowledgement of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms or statements encountered must provide full citation in an appropriate form. Collaboration in studying and preparing for tests, papers and presentations is acceptable. However, all work submitted must be clearly reflective and distinctive of each individual's work. Plagiarism will result in a grade of zero (0%) on the assignment and a failing grade for the entire course. Further academic sanctions may also be taken.

**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.

**DISABILITY SERVICES STATEMENT**

- Option 1: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.
- Option 2: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.



## **DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for himself/herself/themselves 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.

**LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES** This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

## **LEARNING IN THE CONTEXT OF COVID-19**

Things are not normal. We are in the midst of a global public health crisis and sociopolitical unrest, and there have been both direct and indirect impacts on individuals, families, and communities. Each of us are also experiencing individual differences in the degree to which we can access resources to manage these crises, based on our unique intersecting identities.

Yet, we are intentionally choosing to show up in an academic and professional capacity for the purpose of learning and developing as therapists-in-training during this unprecedented time. Thus, we need to try and approach our work with understanding and compassion for ourselves and for each other. We also need to reflect on how we navigate this crisis context – how we attempt to cope (or don't), how we attempt to connect (or don't), and how we adapt and face uncertainty. As we continue to learn and grow in our academic, professional, and personal capacities, we must also invest appropriately in caring for ourselves so that we can help sustain one another.

The current crisis will continue to challenge, change, and shape the new norms in the sociopolitical, cultural, professional and personal contexts of our lives. Many things remain uncertain. But, over time, we will collectively construct some sense of predictability into the future. So, with that said, please know that there may be instances where we will need to adjust the course format, assignment deadlines, and reading schedule to adjust to the ever-changing circumstances. As the instructor, I will do my best to communicate transparently and in a timely manner about what you should anticipate in the course and any changes we need to make.

Because this course is designed to pilot the hybrid format, there are some class meetings where those who wish to be on campus will be in the classroom, while those who wish to take the course fully online will connect via Zoom. Because of the inherent limitations of technology and the complexities that social distancing guidelines pose, class in a hybrid format might not work out. It may also simply be irresponsible for us to take the risk of congregating in-person. We'll assess and make decisions together. One approach is that after trying this format, as a class, we can assess whether/if/how it is working for us and collaboratively decide whether to continue or simply move all class meetings fully online. We'll discuss this further when we meet.

Regardless of whether class meetings are hybrid or fully online, everyone will be required to:

- Have access to a personal computer both in the classroom as well as at home
- Have a

- set of personal headphones with a built-in microphone
- Be able to access a confidential space on weeks that we view recordings of clinical cases
  - Be able to access stable, high speed internet connection (cable modem, DSL recommended)
  - The most current version of Zoom downloaded as an application to your computer
    - o Download Zoom <https://zoom.us/download>
    - o Sign in with your Lewis & Clark email account
    - o For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
  - Be able to access course material uploaded to Moodle
  - Check email on a daily basis
  - Be able to access programs to Google suite and Microsoft Office
  - Commit to the time required to prepare for class
  - Demonstrate self-motivation and self-discipline.

### COURSE SCHEDULE

\*\*Subject to change by instructor\*\*

#### Class Schedule

9:00-10:15 pm Didactic

10:15-10:30 pm Break / Set Up

10:30-12:15 pm Role Plays / Interactive

WEEK / DATE	TOPIC	READINGS & ASSIGNMENTS DUE
Week 1 Jan 14, 2021 (In-Person)	<p><b>Didactic:</b></p> <ul style="list-style-type: none"> <li>- Course overview</li> <li>- Introduction to Family Therapy Skills &amp; Interviewing Techniques</li> <li>- Intentional Interviewing</li> </ul> <p><b>Family Introduction:</b> Sex Education</p> <p><b>Interactive (Assigned Groups)</b></p> <ul style="list-style-type: none"> <li>- Create family</li> <li>- Identify presenting problem</li> <li>- Define practice schedule</li> </ul>	<p><b>Reading:</b> Patterson (ch 1)</p>

<p>Week 2 Jan 21, 2021 (Virtual)</p>	<p><b>Didactic:</b> - Ethics, Multicultural Competence, &amp; Wellness - Examining Power, Privilege, &amp; Oppression - Conducting Assessment - Attending and Empathy Skills</p> <p><b>Interactive Recommendations:</b> - Practice initial session script with family while in role play</p>	<p><b>Reading:</b> Patterson (ch 3, 4)</p> <p><b>Assignment Due:</b> First Session Script</p>
<p>Week 3 Jan 28, 2021 (In-Person)</p>	<p><b>Didactic:</b> - Observation Skills - Opening Communication &amp; Interventions</p>	<p><b>Reading:</b> Patterson (ch 2)</p>

	<p>- Questioning From a Family Systems Perspective</p> <p><b>Interactive Recommendations:</b> - If not yet achieved, ensure that you have identified your video for your V&amp;TA due next week</p>	
<p>Week 4 Feb 4, 2021 (In-Person)</p>	<p><b>Didactic:</b> - Gender and Sexual Orientation - Treatment Focus</p> <p><b>Family Introduction:</b> Pose</p> <p><b>Interactive Recommendations:</b> - Create family - Identify presenting problem</p>	<p><b>Reading:</b> Patterson (ch 5, 6)</p> <p><b>Assignment Due:</b> First V&amp;TA Assignment</p>
<p>Week 5 Feb 11, 2021 (Virtual)</p>	<p><b>Didactic:</b> - Active Listening - Reflecting Feelings</p>	<p><b>Reading:</b></p>

<p>Week 6 Feb 18, 2021 (Virtual)</p>	<p><b>Didactic:</b></p> <ul style="list-style-type: none"> <li>- Empathic Confrontation</li> <li>- Focusing: Context and Story</li> <li>- Reflection of Meaning</li> <li>- Interpretation/Reframing</li> </ul> <p><b>Interactive Recommendations:</b></p> <ul style="list-style-type: none"> <li>- By the end of today, each therapist should have had practiced at least 30 minutes with this family at least twice.</li> </ul>	<p><b>Reading:</b></p>
<p>Week 7 Feb 25, 2021 (In-Person)</p>	<p><b>Didactic:</b></p> <ul style="list-style-type: none"> <li>- Self Disclosure</li> <li>- Influencing Skills</li> <li>- Skill integration</li> <li>- Co-constructing Stories</li> </ul> <p><b>Interactive Recommendations:</b></p>	<p><b>Reading:</b></p>

	<ul style="list-style-type: none"> <li>- If not yet achieved, ensure that you have identified your video for your V&amp;TA due next week</li> </ul>	
<p>Week 8 March 4, 2021 (In-Person)</p>	<p><b>Didactic:</b></p> <ul style="list-style-type: none"> <li>- Families &amp; Children</li> <li>-Communication Among Family Members -Joining with Multiple Members of the Family</li> </ul> <p><b>Family Introduction:</b> Jane the Virgin</p> <p><b>Interactive Recommendations:</b></p> <ul style="list-style-type: none"> <li>- Create family</li> <li>- Identify presenting problem</li> </ul>	<p><b>Reading:</b> Patterson (ch 7)</p> <p><b>Assignment Due:</b> Second V&amp;TA Assignment</p>
<p>Week 9 March 11, 2021 (In-Person)</p>	<p><b>Didactic:</b></p> <ul style="list-style-type: none"> <li>- Working with Couples</li> <li>- Deescalating conflict</li> </ul> <p><b>Individual student feedback meetings</b></p>	<p><b>Reading:</b> Patterson (ch 8)</p>

Week 10 March 18, 2021 (Virtual)	<b>Didactic:</b> - Getting Unstuck - Working with Mental illness	<b>Reading:</b> Patterson (ch 9,10)  <b>Assignment Due:</b> Midterm Cultural Reflection
Week 11 March 25, 2021 *No Class*	SPRING BREAK! (practice recommended but not required)	*No Class*
Week 12 April 1, 2021 (In-Person)	<b>Didactic:</b> - Integrating Skills - Determining Personal Style  <b>Interactive Recommendations:</b> - It is highly recommended that you attempt to obtain your third video for you V&TA. The third V&TA is the most time consuming assignment of the three!	<b>Reading:</b>
Week 13 April 8, 2020 (In-Person)	<b>Didactic:</b> -Termination  <b>Interactive Recommendations:</b>	<b>Reading:</b> Patterson (ch 11)

	- If not yet achieved, ensure that you have identified your video for your V&TA due next week	
Class 14 April 15, 2021 (In-Person)	<b>Didactic:</b> Special Topics [Class Request / Instructor Choice]  <b>Interactive:</b> Musical Chairs: Whole Class Rotating Role Play	<b>Assignment Due:</b> Final V&TA Assignment
Week 15 April 22, 2021 (In-Person)	<b>Didactic:</b> - Video clips presented for reflection of student growth - Individual student meetings (final rubric)	<b>Assignment Due:</b> Self-Assessment Paper

## Clinical Skills Rubric

Competency	Beginning level 1 = 1 Point	Beginning level 2 = 2 Points	Beginning level 3 = 3 Points	Points
1. Attending Skills	Vocal qualities, eye contact, and body language are not consistently used appropriately throughout the session	Vocal quality, eye contact, and body language are used appropriately throughout most of the session	Vocal quality, eye contact, and body language are used appropriately throughout the entire session	
2. Joining	Primarily addresses one family member	Addresses all family members, but overall maintains relationship with one or more family members over others	Convey respect to all family members; joins and maintains relationship with all members of system	
3. Listening Skills	Used same type of questioning throughout the session and did not use reflection and/or summarization with the family. Student is not able to track or respond to verbal/nonverbal cues within the session	Used a limited range of questions and attempted to use reflection and/or summarization a couple times within the session. Student is able to track and respond to one client verbal/nonverbal cue within the session	Used a variety of types of questioning and was able to use reflection and summarization appropriately with the client throughout the entire session. Student is able to track and respond to client verbal/nonverbal cues throughout the session	
4. Exploring Problem(s)	Primarily asks for and/or listens to only one of the family perspective of the presenting problem	Asks for and listens to perspectives of the presenting problem from multiple family members	Uses circular questioning that invites multiple family members to reflect on the nature of their impact upon one another	
5. Encouraging relational understanding(s)	Encourages family members understanding of each other by “overhearing” conversation with therapist	Encourage family members understanding of each other by asking them to address each other’s points of view	Encourages family members understanding of each other by asking them to address each other’s points of view and contributes at least one unique relational framework that brings together all family members perspectives with a new understanding	
6. Identifying family strength and	Does not identify any family strengths or resilience that might help resolve the presenting problem(s)	Identifies at least one family strength or area of resilience that might help resolve the presenting problem(s)	Identifies two or more family strengths or areas of resilience that might help resolve the presenting problem(s)	

resilienc e				
7. Tracking pattern(s ) of interacti on	Does not explore presenting problems in terms of patterns	Develops systemic hypotheses and tracks partial patterns of interaction in relationship to presenting problem(s)	Develops systemic hypotheses and tracks a complete pattern of interaction surrounding presenting problem(s)	

8. Influen cing Techni ques	Does not use systemic/relational reframing, give feedback, or challenge the family within the session	Attempts to use systemic/relational reframing with the family and attempts to give feedback and/or challenge the family one time within the session	Is able to use systemic/relational reframing effectively with the family and is able to give feedback and challenge the family when appropriate	
9. Address es systemic dynamic s	Describes problem in linear manner focusing on how one member of the system might affect another contributing to the presenting problem(s)	Identifies at least one relational issue involving two members of the system affecting each other and potentially contributing to the presenting problem(s)	Identifies two or more relational issues involving all members of the system affecting each other and potentially contributing to the presenting problem(s)	
10. Emotion ally attunes to sociocul tural experien ce	Does not identify and emotionally attune to any sociocultural experiences that may contribute to the presenting problem(s)	Identifies and emotionally attunes to at least one sociocultural experience that may contribute to the presenting problem(s)	Identifies and emotionally attunes to multiple intersecting sociocultural experiences that may contribute to the presenting problem(s)	
11. Explores issues of power/ privileg e, oppress / liberatio n	Does not identify and explore any issues of power, privilege, oppression or liberation that may contribute to the presenting problem(s)	Identifies and explores at least one issues of power, privilege, oppression or liberation that may contribute to the presenting problem(s)	Identifies and explores two or more issues of power, privilege, oppression or liberation that may contribute to the presenting problem(s)	

12. Family therapy Style	Student seems uncomfortable throughout the whole session and does not take risks within the session. Student has not integrated their qualities and style into their role as a therapist	Student does not seem fully relaxed, composed or confident. Student attempts to take risks but sometimes appears uncomfortable. Student has not fully integrated their own qualities and style into their role as a therapist	Student is relaxed, confident and composed and takes risks within the session. Student is able to integrate their own personal qualities and style into their role as a therapist	
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Student: \_\_\_\_\_ Professional Development Raw Score: \_\_\_\_ / \_\_\_\_

Clinical Skills Raw Score: \_\_\_\_ / \_\_\_\_ Clinical Skills Scored By: \_\_\_\_\_

Professional Development Scored By: \_\_\_\_\_