



“We are a community that commits itself to diversity and sustainability as dimensions of a just society” - *Mission Statement, Lewis & Clark College*

**MCFT 563-01: Treatment Issues in Family Therapy:
Teaching Family Therapy Skills**

SPRING 2022

Time & Day: 9:00am-12:15p OR 1-4:15p Fridays from January 13, 2022-April 21, 2022

Place: LCCC Classroom D

Instructor: Lori Henry

Office Hours: By appointment

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CATALOG DESCRIPTION

Applications of systems/relational approaches to treatment of clinical issues. Course offerings address a variety of topics. Each course includes an emphasis on clinical case conceptualization, treatment planning, and intervention.

COURSE DESCRIPTION

This course addresses how principles and techniques from family therapy, critical social justice lens, and intersectional identity impact and shape the process of therapy and feedback on clinical work. Students will learn how to identify processes, therapy skills, strengths and growth edges of students within the Practical Skills class, and engage in the process of clinical feedback.

Prerequisite: None

Credit: 1 semester hour (15 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO 1.3: Students will apply systems/relational theories to clinical case conceptualization.

SLO 2.1: Students will self-reflect on the implications of their own and others' social location in clinical practice.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

COURSE OBJECTIVES

The following MCFT 563 course objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.
2. Develop skills in creating and giving constructive, strengths-based, and empathic clinical feedback
3. Develop skills and knowledge to consider power of the therapist, social location, and dominant discourses when engaging in case conceptualization and clinical feedback

REQUIRED READINGS

None

CLASS ASSIGNMENTS

1) Attendance and Participation (20 points)

A core requirement of this course is prompt and dependable attendance and active participation. Toward this end, the following is expected:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by expanded written reflections on the required readings for the day.
- Come to class prepared.
- Give attention to the instructor and/or other students when they are speaking or making a presentation.
- Engage in group discussions and role plays.
 - The TA will be available via email or text to regularly communicate with the professor and other TAs regarding class preparation, grading, and other relevant course matters.
- Demonstrate respectful interaction with instructor and peers.

Your participation in class activities will be evaluated according to the following rubric:

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
Prompt and dependable presence in the class.	10	
Engages in course activities with a spirit of openness and curiosity.	10	
Helps to create an atmosphere of safety and mutual respect among all class members.	10	
TOTAL	30	

2) Verbal Clinical Feedback (30 points)

Student TAs will be required to model strong communication skills and provide empathic verbal reflections and strengths based feedback to first year students as they develop basic relational skills and the ability to practice these in weekly, simulated therapy experiences. TAs will learn how to broach difficult feedback and offer it in supportive and constructive ways.

The TA will demonstrate an awareness of classroom power dynamics and be respectful of diversity and sociocultural identity differences (gender, culture etc...). The TA will be prepared to learn from student's feedback or student's life experiences as they present them.

3) Written Clinical Feedback (30 points)

Student TAs will be required to practice giving clear, concise, and constructive written feedback to students on their weekly role play transcripts and other course assignments.

The TA will be aware of classroom power dynamics and show respect for diversity and differences (gender, culture etc...). The TA will be prepared to learn from student's feedback or student's life experiences as they present them. The TA will display and model empathic communication with students when providing feedback and reflections. The TA will facilitate learning through an empathic and strengths-based style. The TA will also demonstrate openness to learning and the ability to receive feedback from their instructor, colleagues, and students.

The students of Practical Skills will have six assignments each: two appx 15 page video, transcript, and analysis submissions, one appx 30 page transcript, video, and analysis, and three written reflection papers. TAs will be responsible for reviewing and grading approximately $\frac{1}{3}$ of the class assignments (subject to change slightly depending on class size and TA number). TA graded assignments will be due back to the instructor within 5-7 days (please see instructor for final details) of students' due date to the instructor. Written feedback for these assignments should include:

- Approximately 15 short notes throughout the transcript/reflection (a few words/a sentence)
- a comprehensive paragraph at the end highlighting overall strengths and challenges/places of improvement for the student

4) Example Video (20 points)

Working together with the GAs from the other sections, create a video (or series of videos) that give an example of each microskill that will be taught and looked for in the videos students are making. Make sure the microskill is clear and labeled in the video so students can look back on it as an example of what they are supposed to do. Upload your video to YouTube and email the link. This will have a hard deadline of 1/19/23.

EVALUATION & GRADING

Example Video 20 pts

Participation 20 pts

Verbal Clinical Feedback 30 pts

Written Clinical Feedback 30 pts

Total 100 pts

94-100 = A 90-93.5 = A- 88-89.5 = B+
83-87.5 = B 80-82.5 = B- 78-79 = C+
73-77.5 = C 70-72 = C

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 may be 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). 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 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.

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;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: 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 at instructor's discretion

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 13, 2023	<p>Didactic:</p> <ul style="list-style-type: none"> - Course overview - Introduction to Family Therapy Skills & Interviewing Techniques - Intentional Interviewing <p>Family Introduction: Sex Education</p> <p>Interactive (Assigned Groups)</p> <ul style="list-style-type: none"> - Create family - Identify presenting problem - Define practice schedule 	<p>Reading: Patterson (ch 1)</p>
Week 2 Jan 20, 2023	<p>Didactic:</p> <ul style="list-style-type: none"> - Ethics, Multicultural Competence, & Wellness - Examining Power, Privilege, & Oppression - Conducting Assessment - Attending and Empathy Skills <p>Interactive Recommendations:</p> <ul style="list-style-type: none"> - Practice initial session script with family while in role play 	<p>Reading: Patterson (ch 3, 4)</p> <p>Assignment Due: First Session Script</p>
Week 3 Jan 27, 2023	<p>Didactic:</p> <ul style="list-style-type: none"> - Observation Skills - Opening Communication & Interventions 	<p>Reading: Patterson (ch 2)</p>

	<ul style="list-style-type: none"> - Questioning From a Family Systems Perspective <p>Interactive Recommendations:</p> <ul style="list-style-type: none"> - If not yet achieved, ensure that you have identified your video for your V&TA due next week 	
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<p>Week 4 Feb 3, 2023</p>	<p>Didactic: - Gender and Sexual Orientation - Treatment Focus</p> <p>Family Introduction: Pose</p> <p>Interactive Recommendations: - Create family - Identify presenting problem</p>	<p>Reading: Patterson (ch 5, 6)</p> <p>Assignment Due: First V&TA Assignment</p>
<p>Week 5 Feb 10, 2023</p>	<p>Didactic: - Active Listening - Reflecting Feelings</p>	<p>Reading:</p>
<p>Week 6 Feb 17, 2023</p>	<p>Didactic: - Empathic Confrontation - Focusing: Context and Story - Reflection of Meaning - Interpretation/Reframing</p> <p>Interactive Recommendations: - By the end of today, each therapist should have had practiced at least 30 minutes with this family at least twice.</p>	<p>Reading:</p>
<p>Week 7 Feb 24, 2023</p>	<p>Didactic: - Self Disclosure - Influencing Skills - Skill integration - Co-constructing Stories</p> <p>Interactive Recommendations:</p>	<p>Reading:</p>
	<p>- If not yet achieved, ensure that you have identified your video for your V&TA due next week</p>	

<p>Week 8 March 3, 2023</p>	<p>Didactic: - Families & Children -Communication Among Family Members -Joining with Multiple Members of the Family</p> <p>Family Introduction: Jane the Virgin</p> <p>Interactive Recommendations: - Create family - Identify presenting problem</p>	<p>Reading: Patterson (ch 7)</p> <p>Assignment Due: Second V&TA Assignment</p>
<p>Week 9 March 10, 2023</p>	<p>Didactic: - Working with Couples - Deescalating conflict</p> <p>Individual student feedback meetings</p>	<p>Reading: Patterson (ch 8)</p>
<p>Week 10 March 17, 2023</p>	<p>Didactic: - Getting Unstuck - Working with Mental illness</p>	<p>Reading: Patterson (ch 9,10)</p> <p>Assignment Due: Midterm Cultural Reflection</p>
<p>Week 11 March 24, 2023</p>	<p>Didactic: - Integrating Skills - Determining Personal Style</p> <p>Interactive Recommendations: - 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!</p>	<p>Reading:</p>
<p>Week 12 March 31, 2023 *No Class*</p>	<p>SPRING BREAK! (practice recommended but not required)</p>	<p>*No Class*</p>

Week 13 April 7, 2023	Didactic: -Termination Interactive Recommendations:	Reading: Patterson (ch 11)
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	- If not yet achieved, ensure that you have identified your video for your V&TA due next week	
Class 14 April 14, 2023	Didactic: Special Topics [Class Request / Instructor Choice] Interactive: Musical Chairs: Whole Class Rotating Role Play	Assignment Due: Final V&TA Assignment
Week 15 April 21, 2023	Didactic: - Video clips presented for reflection of student growth - Individual student meetings (final rubric)	Assignment Due: 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 resilience	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)	
7. Tracking pattern(s) of interaction	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. Influencing Techniques	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. Addresses systemic dynamics	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. Emotionally attunes to sociocultural experience	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/privilege, oppression/liberation	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	

Student: _____ Professional Development Raw Score: ____/____

Clinical Skills Raw Score: _____/._____ Clinical Skills Scored By: _____

Professional Development Scored By: _____