

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

Mission Statement, Lewis & Clark College



**MCFT 526- Practical Skills in MCFT
SPRING 2024**

Time & Day: Wednesday 1-415p; 5-815p

Place: L&C Counseling Center (4445 SW Barbur)

Instructor: Lori Henry, LMFT

Office Hours: By appointment

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Phone: 971-808-3312

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 (3RD 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 learning activities, 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.

ASSIGNMENTS & EVALUATION

1. Attendance, Participation, & Disposition: (10% of grade)

- 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. In-Class Practice Sessions & Video Transcription & Analysis (VT&A) Assignments: (3 Assignments totaling 75% of grade)

You will practice clinical skills through weekly role plays, in class. There will be 3 case vignettes presented in class that will serve as the content for these role plays. Each vignette will be based off of a clip from a movie or show. The vignette and the clip will give you an idea of the characters, their social location, and the context of their lives. **The character and storyline of the show/movie itself is not particularly important so try not to get too preoccupied with learning every detail of it. Instead, work with the short summary that instructors provide in class, the clip they provide, your imagination, and your personal experiences that might be related. Make it meaningful to you.**

Playing therapist and client roles

Students will take turns playing the role of therapist and client(s). The therapist's goal is to practice demonstrating the 12 clinical skills listed at the end of the syllabus, as well as integrating instructor and student feedback in subsequent practice sessions. Playing the role of the client(s) is about putting yourself in someone else's shoes (empathy). Thus, when you play this role:

- Pay attention to your character. Notice and attune to your character's physical characteristics, as well as their emotional and mental state. Consider the character's

context, paying attention to the time period and family history

- Communicate your character through speech and body language
- Think about how your character sees and thinks of the other characters

Following these role plays, the instructor and peers will provide verbal feedback and reflections. **This verbal feedback will comprise the majority of the feedback you will receive, therefore it is recommended that you take notes.**

Guidelines for giving in-class peer feedback

The practice of being observed and learning to give/receive feedback mirrors the training format of group supervision, which you will experience in during MCFT 582 Internship in MCFT. The student who played the client will provide feedback to whoever played the therapist, students who were observers will also give feedback to the student(s) who played the therapist.

When giving peer feedback, students should try to be:

- Primarily descriptive (rather than evaluative)
- Specific, not general
- Honest, but mindful of delivery and how comments may impact their peers
- Focus on:
 - **“Keeps”**: describe what the therapist did that was useful (content, style, non-verbal communication, use of silence, etc).
 - **“Work-ons”**: What was the impact of___? What else could have been done? What could have been done differently? Observations about non-verbal communication, content, and style, etc.

Video Transcription and critical Self-Analysis (VT&A) Instructions

The role plays that are practiced in-class will be videotaped. During the term, students will submit three transcription analyses.

1. Students are required to watch their video recordings and transcribe them in full, identifying when therapist and client(s) each speak.
2. Then, based on the transcription, students should conduct a critical self-analysis of their clinical work.
3. Begin the analysis with a one paragraph, brief description of client demographics of the case, presenting issue, and focus of the session.
4. Every time the therapist speaks, students should: (i) comment on the clinical skill demonstrated, (ii) explain the purpose or rationale for what was said, (iii) discuss the outcome of the intervention/what the therapist said or did, (iv) discuss alternatives that could have been said/did, and (v) discuss what was happening as a part of your internal process during the role play session and identify self-of-the-therapist developmental edges.
5. Embed each of the comments related to #4 above directly into the transcription. Refer to the example below that illustrates how your assignment should be formatted.

Sample formatting:

Therapist

Hello, good morning, welcome back. Um, I just want to start off and remind everybody that I'm not here to be an expert of anyone's experience. Um, I'm just here to be held accountable and to understand everyone in this space and to help the best way that I can. So, with that being said, how was each of your guys' morning?

Skill Used: Considers issues of power and privilege

Purpose/Rationale: Acknowledging differences in power and privilege to create a sense of trust and to build a relationship with the family by taking a “not-knowing” stance.

Comments regarding the outcome of the intervention, alternatives to what was said/done, discussion about internal process and self-of-the-therapist development: I wanted to try to address the power and privilege I have not only as a white, cisgender woman, but also as the therapist in the room. I wanted to address it in beginning and acknowledge the space that we are in before the start of the session. It honestly felt a little uncomfortable and a little wonky to throw it in there and just move on. I think it would fit in nicely during an intake session with a client where I can address it and see how we all feel in the space and get feedback. I’m glad I had the ability to try it out, but I don’t think I would say it again like that. I want to continue to play around with the wording and make it feel like a discussion, maybe find places to add it in during the session with disclosure (ex. I don’t know what it’s like to be __, but I have experienced __ before and I know how hard it is).

Further notes that will be helpful (I hope!)

1. You do not need to note non-verbals every time, but if you are acknowledging a skill or message coming from or in relation to non-verbals, the non-verbals should be noted.
2. Yes, it is tedious. Yes, it is time consuming. I really feel you on this. But the break down is very important in order to allow your reviewer to follow your thought process and see that you can see what’s happening.
3. The more insight, the better! Insight doesn’t mean only insight into the client. It means insight into what is driving you in the moment or what you’re reacting to.
4. Finally, we are here to support you, to challenge you, and to keep you accountable. We are on your team. I know that this is vulnerable, challenging, and frustrating. This is part of growth, change, and development, which is not always comfortable, but is very necessary.

Recommendation for additional out of class practice

To facilitate ease of practice in class as well as to increase your skill development, it is **highly recommended** that you meet with peers outside of class to practice doing role plays. When practicing outside of class, try to videotape your work so that you get into the routine of regularly watching and reviewing your own work. Doing so will aid your own awareness of how you work and help you identify areas for growth. If you come across questions or concerns about your work while you engage in this additional practice, write these down so that you can raise them during class discussions.

Grading Rubric for Video Transcript Analysis (VT&A)

The grading rubric listed at the end of this syllabus will be used for all three transcription analyses. Note that you will be evaluated on your ability to demonstrate a satisfactory level of the clinical skills practiced in the course. You will also be graded on your self-evaluations and ability to give peer feedback.

The rubric identifies professional development skills and clinical 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.
 - First VT&A: Students will meet Beginning Level 2 professional skills, and Beginning Level 1 clinical skills.
 - Second VT&A: Students will meet Beginning Level 3 professional skills, and Beginning Level 2 clinical skills.
 - 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 VT&A.
 - 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.
 - 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 Taskstream and become part of your student file. 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. The scores on this final rubric will be reviewed by the MCFT faculty to determine your readiness to enter clinical internship.

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

First Video & Transcription Analysis: (15%)

20-25 consecutive minutes of session
15 minutes of transcription

Second Video & Transcription Analysis: (15%)

****Use a session taped after first video assignment**
30 consecutive minutes of session
30 minutes of transcription

Third Video & Transcription Analysis: (15%)

****Use a session taped after second video assignment**
30 consecutive minutes of session
30 minutes of transcription

Final Video Microskill Compilation: points (30%)

- You will put together a compilation of you demonstrating each microskill. These clips can be pulled from any video you did throughout the term.
- The point of this is to clearly demonstrate that you can reach a level 2-3 on each skill listed.
- The video compilation will be emailed to the professor.

3. Reflection Papers (3 Assignments totaling 15% of grade)

Initial Interview and Reflections: (5%)

- These papers are for you to learn more and prepare for active practice. You will get out of it what you put into it.

- This paper should include all the information that needs to be shared by the therapist in the first session. (Limits of confidentiality etc).

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). The point of this paper is for you to lean into the discomfort while being culturally respectful. This is a way for you to actively be learning about cultures you have not previously experienced.

End of term Self Reflection: 5 points (5%)

- 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. With everything in this course, you will get out of this what you put into it.
- A 2-3 page paper will be due at the end of the semester. 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: 10%
 Reflections: 15%
 Videotape & Transcription Assignment 1: 15%
 Videotape & Transcription Assignment 2: 15%
 Videotape & Transcription Assignment 3: 15%
 Final Video Microskill Compilation: 30%

 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 FAILING 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). 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;
- 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 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 January 10, 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 January 17, 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>

<p>Week 3 January 24, 2023</p>	<p>Didactic: - Observation Skills - Opening Communication & Interventions</p>	<p>Reading: Patterson (ch 2)</p>
	<p>- Questioning From a Family Systems Perspective</p> <p>Interactive Recommendations: - If not yet achieved, ensure that you have identified your video for your V&TA due next week</p>	
<p>Week 4 January 31, 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>Week 5 February 7, 2023</p>	<p>Didactic: - Active Listening - Reflecting Feelings</p>	<p>Assignment Due: First V&TA Assignment</p>
<p>Week 6 February 14, 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>	

Week 7 February 21, 2023	Didactic: - Self Disclosure - Influencing Skills - Skill integration - Co-constructing Stories Interactive Recommendations:	Reading:
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	- If not yet achieved, ensure that you have identified your video for your V&TA due next week	
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Week 8 February 28, 2023	Didactic: - Families & Children -Communication Among Family Members -Joining with Multiple Members of the Family Family Introduction: Jane the Virgin Interactive Recommendations: - Create family - Identify presenting problem	Reading: Patterson (ch 7) Assignment Due: Second V&TA Assignment
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Week 9 March 6, 2023	Didactic: - Working with Couples - Deescalating conflict Individual student feedback meetings	Reading: Patterson (ch 8)
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Week 10 March 13, 2023	Didactic: - Getting Unstuck - Working with Mental illness	Reading: Patterson (ch 9,10) Assignment Due: Midterm Cultural Reflection
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Week 11 March 20, 2023	Didactic: - Integrating Skills - Determining Personal Style -Termination 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	Reading: Patterson (ch 11)
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	consuming assignment of the three!	
Week 12 March 27, 2023 *No Class*	SPRING BREAK! (practice recommended but not required)	*No Class*
Week 13 April 3, 2023 *Work from home- Asynchronous	(Zoom filming: termination practice)	

Class 14 April 10, 2023	Didactic: Special Topics [Class Request / Instructor Choice]	Assignment Due: Third V&TA Assignment
Week 15 April 17, 2023	Didactic: - Individual student meetings (final rubric) - Special Topics [Class Request / Instructor Choice]	Assignment Due: -Self-Assessment Paper - Final Microskill Video Compilation Assignment

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	Convey respect to all family members; joins and maintains relationship with all members of	

		members over others	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: _____