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## LEWIS & CLARK COLLEGE

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### GRADUATE SCHOOL OF EDUCATION AND FAMILY THERAPY

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#### CPSY 584-Practicum in Marriage, Couple, and Family Therapy SUMMER 2012

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Time & Day:	1:00 pm - 9:00 pm Wednesdays
Location:	L&C Community Counseling Center 4445 SW Barbur Blvd., Portland, OR 97239
Instructor:	Andraé L. Brown, Phd; ALBrown@lclark.edu
Office Location:	Rogers 319
Office Hours:	Mondays 10:00 am – 12:00 pm; By appointment

#### CATALOG DESCRIPTION

Supervised practicum bridging theoretical and practical topics; students apply their emerging skills and understanding of family therapy models to their work with individuals, couples, families, and groups; overview of basic family therapy concepts and skills, including skill development through role-playing and simulated family therapy experiences.

**Credits:** 4 semester hours.

#### COURSE DESCRIPTION

This practicum provides experience in applying family therapy theory to clinical practice in our departmental clinical training facility, the L&C Community Counseling Center. Through live supervision and team consultation, students will have the opportunity to apply in treatment a variety of systemic ideas and practices reflective in social justice based marriage and family therapy approaches. Throughout your clinical practice, you will participate in group and occasionally in individual supervision. You may be asked to meet with your supervisor alone or with one other MFT trainees in the program. Individual supervision is defined as no more than two supervisees meeting with a supervisor face to face. You will also meet as a group with up to 10 other MFT students who are working at various sites. This group supervision will be led by an AAMFT Approved Supervisor or the equivalent.

This syllabus serves as a contract between you, the program, and your individual faculty supervisor.

#### COURSE PURPOSE

Throughout your clinical experience and supervision, you will be working on numerous areas of your clinical work. This includes, but is not limited to, the AAMFT Core Competency subsidiary domains, which are focused on the types of skills or knowledge that MFTs must develop. These

are: a) Conceptual, b) Perceptual, c) Executive, d) Evaluative, and e) Professional. Areas that will be included in your evaluation at the end of the semester include:

- **Therapeutic Relationship**, *e.g., conveying respect to client; attending to the therapeutic relationship; using self of the therapist*
- **Conceptual Abilities**, *e.g., adopting a systemic view; attending to multiple systems; basing goals, hypotheses and interventions on theory*
- **Contextual Awareness, Knowledge and Skill**, *e.g., acknowledging family development; attending to culture and context in therapy; incorporating awareness of gender, race, ethnicity, abilities, language, sexual orientation, etc.; integrating analysis of power and social justice/advocacy*
- **Perceptual Competencies**, *e.g., identifying and intervening in patterns of interaction; distinguishing process from content; identifying self as part of the system*
- **Structuring Therapy**, *e.g., organizing session; communicating clearly, precisely and effectively; establishing and reviewing goals*
- **Intervention and Evaluative Skills**, *e.g., linking interventions to theory; recognizing impact of interventions on wider system; intervening intentionally consistently throughout the therapeutic relationship; following up on interventions; formulating and altering treatment plan as needed*
- **Executive/Case Management**, *e.g., maintaining complete, relevant case notes in a timely manner; completing all required paperwork, letters, contacts, etc. in a professional and timely manner; contacting referral sources/other professionals involved in a timely manner and sharing relevant information; competing effective assessments and appropriately using the DSM IV*
- **Professional Development**, *e.g., being prepared for supervision /seeking and incorporating feedback from supervisor; being aware of own professional development and self as a therapist; maintaining a professional image, professional boundaries, and positive relationships with colleagues*
- **Other Specific Goals**, *(1) Articulate the basic principles of just therapy; (2) Provide an introduction to the Cultural Context Model; (3) Develop an understanding of tools and techniques utilized in the Transformative Family Therapy Model; (4) Learn concepts useful for understanding and delivering social-justice based interventions; (5) Increase critical consciousness around issues of race, class, gender, sexual orientation, community and domestic violence.*

Please review the therapist-in-training evaluation instrument. This can help guide you further in understanding the specific areas of development that are expected in the program and field.

## **COURSE REQUIREMENTS**

### **1. Attendance, participation, disposition and dress code**

- Giving attention to the instructor and/or other students when they are making a presentation.
- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- Coming to class prepared (having read the assignment for the day)
- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with attention and energy.
- Asking questions of the instructor and/or other students regarding the material examined in that class.
- Providing examples to support or challenge the issues talked about in class.
- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
- Dealing with other students and/or the instructor in a respectful fashion.
- Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.
- Keep your supervisor informed regarding the status of all of your cases.
- Contact your supervisor immediately should you encounter a clinical emergency or suspect the need to report abuse or neglect.
- Dress code is business casual. How you dress always conveys a social message, even if none is intended. Please wear shoes and avoid short skirts and low cut chest exposing shirts. Present as neatly groomed at all times.
- Learning how to use the recording equipment, DVDs, and computer related technology.
- Cleaning up after yourself and keeping the clinic space neat and clean.
- Keeping paper work organized

2) Ethics. Practice according to the American Association for Marriage and Family Therapy (AAMFT) code of ethics and the Oregon State Laws. Inform your individual supervisor, CPSY 588 instructor/group supervisor, and/or the program coordinator of any potential ethical or legal infractions you may be involved in or know about.

### **3) Supervision**

- Let your supervisor know when supervision is and isn't "working" for you so that you can maintain a positive working relationship.

- Be involved and offer input about all cases presented during supervision, even if you are not directly seeing the clients.
- Keep complete and ongoing records of all client contact and supervision hours.
- Maintain contact and respond in a timely manner to clients and other professionals.
- Complete any additional requirements agreed on by you and your supervisor(s)

## **ASSIGNMENTS**

All assignments must be completed on time to receive full credit. Instructors may take points away for late assignments.

- 1) Follow up on assigned readings: Instructors will assess completion of readings via quizzes or class discussion
- 2) Case presentation (use supervision worksheet for case presentations – the presentation format can be found on the MCFT webpage)
- 3) Develop socio-educational tools that can be utilized in therapy as follows:
  - Students will identify a specific topic to address and develop an intervention i.e. socio-educational tool to address the issue.
  - Students will prepare the tool and demonstrate its effectiveness in class.
  - The individual socio-educational tools will be compiled into one package to represent comprehensive module
- 4) Practice the Cultural Context Model at the clinic: the socio-ed portion of the model will be practiced with students and clients
- 5) Other assignments will be developed based on preparation for case presentations

## **READINGS**

Weekly readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings and are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

## **CPSY Departmental Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

## **NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

### **SPECIAL ASSISTANCE**

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

### **TEXTS AND MATERIALS**

Almeida, R.V., Dolan-Del Vecchio, & Parker, L. (2008). *Transformative family therapy: Just families for a just society*. Boston: Pearson Education, Inc.

Cole, E. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170–180,

Sturm, D. & Gibson, D. (2012). *Social Class and the Helping Professions: A Clinician's Guide to Navigating the Landscape of Class in America*. New York New York: Taylor & Francis.

Afuape, T. (2010). *Power, Resistance, & Liberation In Therapy With Survivors Of Trauma*. New Jersey: Routledge

### **EVALUATION AND GRADING**

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

Attendance, participation & disposition	40 pts
Case conceptualization & presentation	30 pts
Socio-educational tool	30 pts

### **FINAL GRADING**

A = 93-100	B = 83-87	C = 73-77
A- = 90-92	B- = 80-82	C- = 70-72
B+ = 88-89	C+ = 78-79	

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### **SPECIAL NEEDS/ ACCOMMODATIONS**

Please see me individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

### **DISCLOSURE OF PERSONAL INFORMATION**

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

### **CELL PHONES**

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

### **TENTATIVE SCHEDULE**

<b>WEEK</b>	<b>TOPIC</b>	<b>READINGS</b>
Week 1	Orientation to the clinic and the clinical work in the practicum	
Week 2	The Transformative Family Therapy model Socio-education	Almeida et al Ch 1, 2
Week 3	The Transformative Family Therapy model Socio-education	Almeida et al Ch 1, 2
Week 4	Sponsors and Community Consultants  Culture Circles-Healing as a Community Effort	Almeida et al Ch 3, 4

Week 5	Expanding Gender Identities-Families as Subsystems Children	Almeida et al 5, 6, 7
Week 6	Expanding Gender Identities-Families as Subsystems Children	Almeida et al 5, 6, 7
Week 7	Domestic Violence Violence in the Lives of the Marginalized Case Narratives-Liberation Questions and the way forward	Almeida et al 8, 9, 10, 11
Week 8		Afuape part 1
Week 9		Afuape part 2
Week 10		Afuape part 3
Week 12		Sturm, part 1
Week 13		Sturm, part II
Week 14		Sturm, part III
Week 15		