



Family, Consumer, and Human Development

2905 Old Main Hill, Logan UT 84322-2905
<http://www.usu.edu/fchd>

Practicum in Marital and Family Therapy

FCHD 6390

Fall, 2015

Mondays, 1:30pm - 6:30pm

Professor: Megan Oka, PhD
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Office Hours: By appointment

Purposes of Course:

This course is designed to prepare students to work in the mental health field. Specifically, this course is focused on expanding your clinical abilities as you begin your clinical work at an off-site agency. This will be accomplished by combining both didactic content and experiential activities within a seminar and team treatment model. Material presented throughout the course will focus on building and strengthening clinical skills as well as addressing Self-of-the-Therapist Issues that are critical in becoming an effective clinician. You are expected to demonstrate perceptual, conceptual and executive skills in all aspects of assessment and treatment planning, as well as the development of your own theory of therapy.

More than that, it is an opportunity for you to get feedback about yourself as a therapist. I believe that supervision should be a place where therapists feel safe, but also where they are able to be challenged. As a supervisor, I try to foster an atmosphere of trust and structure, which, I feel, allows me to both challenge and support those I supervise.

This semester, we will also be focusing on client feedback. Research has shown that when therapists solicit feedback from their clients, therapy outcomes improve.

Program outcomes

The program will:

1. Prepare competent therapists to work in the mental health field.
2. Prepare students for successful completion of the MFT national exam and MFT licensure
3. Adhere to the advertised student graduation timeframe
4. Provide an atmosphere of learning by engaging the students and faculty in professional development experiences

Student Learning Outcomes

Each student will:

1. Demonstrate competence in the assessment, diagnosis, treatment, and client management of individuals, couples, and families (SLO 1).
2. Understand and apply ethical principles and decision making to clinical practice (SLO 2).

3. Demonstrate cultural competence and sensitivity to diversity of clients, colleagues, faculty, supervisors, and the public (SLO 3).
4. Interpret and integrate scholarly work into her or his clinical work (SLO 4).

Required Texts:

Therapy book of your choice

Objectives:

By the end of the course, students will be able to:

1. Demonstrate substantive understanding of experiential models of marriage and family therapy.
2. Demonstrate through clinical work, presentation, and class discussions how the major models of marriage and family therapy apply with a wide variety of presenting problems.
3. Demonstrate appropriate documentation of clinical work.
4. Demonstrate diagnostic, treatment planning, and intervention skills within a clinical context (e.g., both dysfunctional relationship patterns and mental disorders within the context of marital and family systems).
5. Demonstrate an emerging ability to think independently in making clinical decisions using theoretical, legal, ethical, and professional standards.
6. Demonstrate awareness of self-of-the-therapist issues and ability to recognize and address one's own self of the therapist issues as it relates to clients, clinical work, and professional development.
7. Students will demonstrate professionalism in dress, behavior, and in all communications with clients, FLC staff, and other professionals.
8. Demonstrate awareness of self of the therapist issues and ability to recognize and address one's own self of the therapist issues as it relates to clients, clinical work, and professional development.
9. Demonstrate how issues of gender, sexual orientation, sexuality, ethnicity, race, culture, spirituality, and socioeconomic status inform and influence clinical work.
10. Demonstrate an ability to work with other professionals in the treatment of a wide variety of clients.
11. Articulate an approach to therapy that informs your clinical work.

Evaluation Criteria

Participation and Preparedness

1. **Participation:** Attend all classes, client sessions, and supervision as scheduled on time. As a clinical course, most of your learning will occur through **active participation** in class discussions, assignments, clinical cases/work (your cases as well as other students' cases), and supervision.
2. **Preparation:** Read assignments prior to class and be prepared to participate in *informed* discussions about assigned and voluntary readings and to apply it to clinical work. You are expected to select additional readings, as needed, to prepare for working with your clients. *[Note: Failure or refusal to actively prepare for and participate as stated above may result in a failing grade for the course.]*

Clinical Administration

1. **Client Hours:** Maintain an average of 4 client contact hours weekly. Active participation during scheduled clinic in the role of primary therapist, secondary therapist, or team member.
2. **Management of FLC:** Actively participate in the management of the FLC as described in the policies and procedures manual. *[Note: Failure or refusal to participate in the management of the FLC may result in up to a 20% reduction in your grade.]*
3. **Professionalism:** Present yourself in a professional manner (e.g., dress, language) in all of your interactions with clients and other professionals, including FLC staff. *[Note: Failure to demonstrate professionalism with clients and other professionals may result in a failing grade for the class.]*
4. **Ethical and Legal Standards:** Adhere to the ethical standards of the profession of Marriage and Family Therapy and conduct yourself in a legal and ethical manner with clients, colleagues, supervisors, and other professionals. *[Note: Violation of ethical standards or failure to effectively demonstrate the use of ethical principles may result in a failing grade for the class.]*
5. **Supervision:** Be prepared to briefly and concisely provide case overview to supervision group, engage in relevant, informed, and appropriate supervision discussions, actively participate in critiquing and providing feedback of peer clinical work, and utilize feedback of supervision group in professional development and clinical cases.

You must present videotaped examples of your clinical work (on a minimum of 2 occasions). You also must be observed by faculty during practicum AT LEAST 2 times during the semester *[Note: Failure or refusal to bring in video tapes of session material as appropriate or have at least 2 live observations during practicum may result in a maximum of a 20% reduction in your grade.]*

6. **Case Management:** Complete assessment package, treatment plans, progress notes, case summaries, and other clinic paperwork on time and in accordance with the policies and

procedures of the FLC. **A weekly case summary log will be used to track paperwork and must be updated weekly and turned in to your supervisor.**

Note that treatment plans, progress notes, and case summaries must all be signed by your practicum supervisor. Client case files must be closed within *1 week* of closing client case. Finally, all files must be up to date by **July 17, 2012 and August 6, 2012**. A grade will not be issued until all files are up to date. Thus, if a file is incomplete following this date, a grade of incomplete will be issued. *[Note: Failure to keep up on paperwork may result in a failing grade for the class.]*

7. **Evaluation:** Complete and turn in self-evaluation of your clinical skills and development using the Basic Skills Evaluation Device (BSED) by **August 6, 2012**. Participate in an evaluation interview with your faculty supervisor at the end of the semester in which you are enrolled in practicum.

Participate in an evaluation interview with your faculty supervisor at the end of the semester in which you are enrolled in practicum. *[Note: Failure or refusal to turn in your self-evaluation may result in a maximum 10% reduction in your grade.]*

Finally each on-site supervisor for your practicum placement will be required to complete the *Basic Skills Evaluation Device (BSED)*. You will be responsible for providing the BSED to your practicum supervisor, and must be returned to me by August 2, 2012. *[Failure to receive the BSED, will result in an incomplete for the class and a 10% reduction of your grade.]*

8. **Marketing:** All students will market the clinic for a minimum of 5 hours per semester. Activities including posting flyers, talking with media (e.g., newspaper stories), radio or TV interviews, etc. Hours will be recorded each month at the time clinical hours are turned in and will be reported to practicum supervisors. *[Note: Failure to do your marketing hours may result in a failing grade for the class.]*

Course Assignments

1. **Participation:** You are expected to attend every class, barring a family or medical emergency (a family emergency must be medical). You are expected to have at least one client scheduled during practicum every week. You are also expected to keep current on your case notes (48 hours from the time of the session or less).
2. **Outcomes for Theory Change Paper:** Part of your development as a therapist should be to demonstrate your effectiveness based on your theory of change. For 5 clients/systems on your case load, pick an assessment to identify their progress, and administer it 3 times over the course of the semester. Graph the trajectory, and explain what the mechanism of change (or lack of change) is. See example.
3. **Book Assignment/Reaction:** You will select a therapy book to read over the course of the semester. You will be on your honor to read, but you will sign up for a day to give a presentation on the book and explain to your classmates why it would or would not be a good book to recommend to clients.
4. **Video Assignment:** You will choose 3 10-minute video clips of you doing therapy from 3 different sessions. Two clips should include you doing something that fits with your theory

of therapy, and one should include you doing something you are embarrassed you did, or something you want help with. You will fill out a video summary sheet for each of the 15 minute clips. (See attached).

5. **Theory of Change Paper Draft:** You will revise your latest draft of your theory of change paper and turn it into a cohort member on October 13. They will have a week to read it and return it to you on Oct 20. You will have another week to revise it and return it to me on Oct 27.
6. **Diversity/Service Experience:** You will identify a group that you can have a volunteer/service experience with. You will write a short (1-2 page) paper on the particular bias you selected, a summary of the experience, how it impacts your thinking in general, how it impacts your thinking about therapy, and how those things interact with your worldview.

Grading Policies:

	Points
1. Participation	150
2. Clinical Outcomes	75
3. Book reaction	50
4. Video Assignment	75
5. Theory of Change Paper	75
6. Diversity/Service experience	50
7. BSED (minimum average of 3)	50
a. USU	
b. Advanced practicum site	
 Total Possible	 525

The final grade will be based on your level of competency in meeting objectives of the course. Your in-class work and completed assignments will be used in assessing your competency.

Below is a general description of each grade. However, each assignment will include a set of criteria that will be used to grade your work. No extra credit work is provided in this class.

- A = Exceptional work in all areas.
- B = Competent work in all areas.
- C = Generally competent work in most areas, but isolated indications of inconsistent or marginal work in some areas.
- D = Indication of inconsistent or marginal work, with the possibility of improvement through continued supervision.
- F = Indication of habitually inconsistent or marginal work.

The following scale will be used at the end of the semester to determine the final grade.

A.....94% or higher	C.....74% or higher
A-.....90% or higher	C-.....70% or higher
B+.....87% or higher	D+.....67% or higher
B.....84% or higher	D-.....64% or higher
B-.....80% or higher	D.....60% or higher
C+.....77% or higher	F.....below 60%

Grading Policies

Note: All papers must be written in APA format, including references. Failure to use APA formatting will result in a reduction in your grade for that assignment. You will also be graded on spelling, grammar, sentence structure, and other aspects of writing.

Assignments are due no later than 9:00am on the date specified in the syllabus.

Late Assignments: Turning in assignments late will result in a 10% per day reduction in your grade for that assignment. If your assignment is turned after class on the day it was due, your grade will still be deducted by 10% for being turned in late.

Honor Pledge:

To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

Diversity Statement:

The Utah State University is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act.

Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the Utah State University to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Disability Resource Center, 0101 Old Main Hill, (435) 797-2444.

Class Schedule

1:30 – 3:00pm Seminar/Case staffing/Book presentations
3:00 – 3:50pm Sessions 1
4:00 – 4:50pm Sessions 2
5:00 – 5:50pm Sessions 3
6:00 – 6:30pm Post session debriefings

Theory of Change Grading Rubric

Student Name _____

Theoretical formulations/world view

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

Normal family development

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

How problems arise for individual, couples and families

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

Goals of therapy

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

How change occurs

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

Assessment procedures/processes

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

Intervention procedures/processes

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

The role of the therapist

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

Evaluating therapeutic effectiveness

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

Ethical Decision Making Model (1 – Poor 2- Fair 3 – Marginal 4- Competent 5- Exceptional) ____/5
 How has the student demonstrated their ethical decision making model and how they apply the principles to their personal theory?

Cultural Competence (1 – Poor 2- Fair 3 – Marginal 4- Competent 5- Exceptional) ____/5
 How has the student integrated culture and diversity into their personal model of therapy?

MMFT Required Questions

1. How well did I follow my proposed integrated model? What did I add? What changed?
2. Did clients report change between sessions? Did clients report change over the course of my therapy with them?

Inadequate	Emerging	Meets expectations	Exceeds Expectations	Exceptional	
Under 12	12-15	16	18	19-20	____/20

MMFT Only

Cultural Competence Score ____/5
 Ethical Decision Making ____/5
 Total Score _____/190(210 for MMFT)

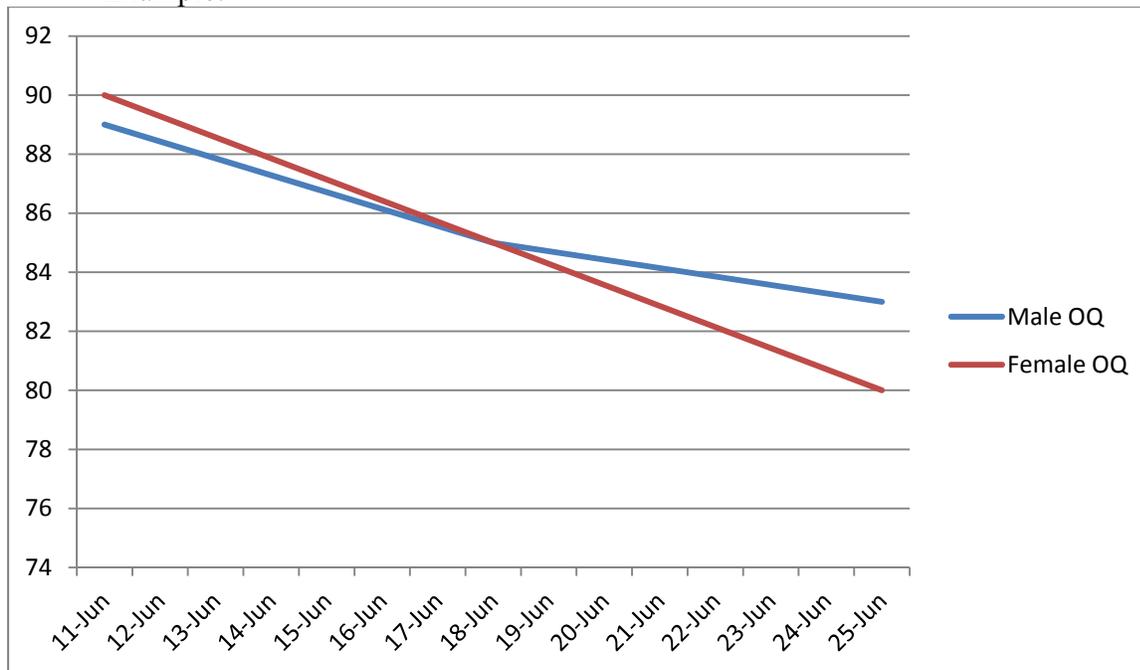
SLOs –
 Cultural competence minimum score of 4
 Ethical Decision making minimum score of 4
 Total score minimum of 152/190 or 168/210

Profile Analysis Example

It is up to you to make the case for your effectiveness. You will maintain a scoring sheet of your client assessments within the case file along with inter-related case-note and treatment plans. While you will graph specific assessments, you may **refer to** any assessment used within the scoring packet.

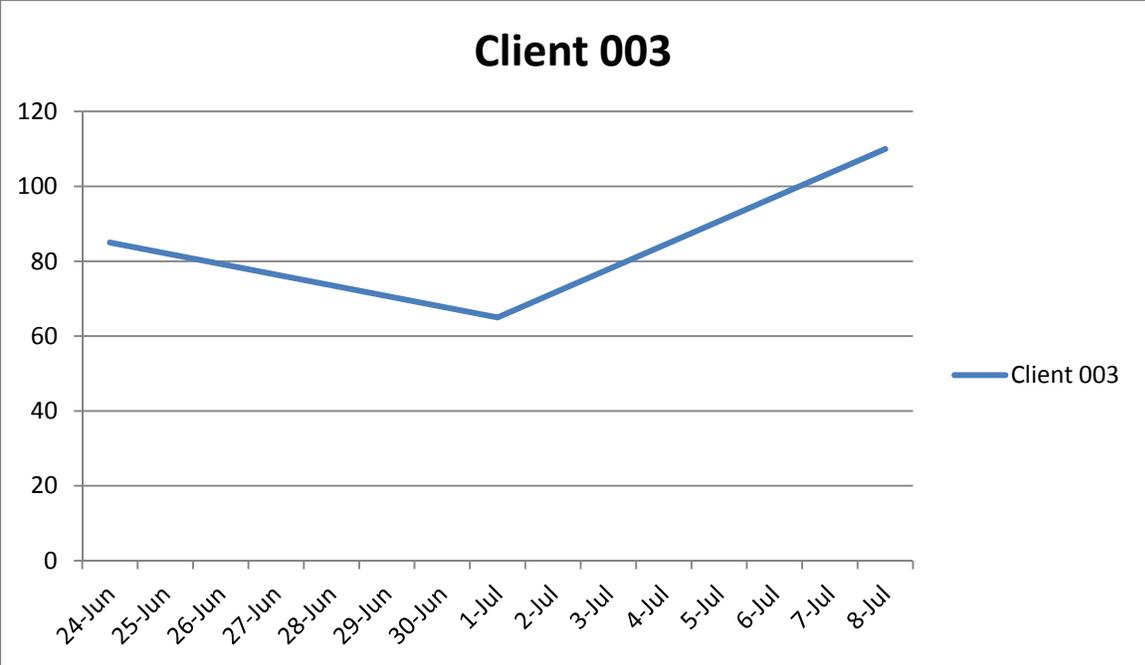
1. You will need to identify five of the clients you served as therapist or team member throughout the semester.
2. You will graph the OQ scores of those five clients who are a part of your caseload during the semester. Female and male client graphs will be separated into individuals, couples, and families.
3. You will interpret these scores, and make a case for why therapy is working.

Example:



Interpretation

When these clients arrived, AF was more distressed than AM. However, as couple therapy progressed, AF reported feeling like her husband was listening to her, which has caused her OQ score to decrease, which has, in turn decreased her level of stress. AM's level of distress has also decreased steadily. AM reports that "things are more pleasant at home."



AM's initial score was in the distressed range. After his first week in therapy, he reported "feeling better." However, between the second and third sessions, AM experienced workplace stress that he felt he could not control. Therapist is working with AM on coping strategies to decrease client's stress level while at work. Will continue to monitor client's ability to self-regulate at work.

Video Assignment

Therapist: _____ Client #: _____

Session Number & Date: _____

<i>Process Interventions</i>	Time	Time	Time	Time	Time
	(description)				
Redirection , Refocus, Immediacy comment, sculpting, making implicit explicit, etc.					

<i>Theory Specific Intervention</i>	Time	Time	Time	Time	Time
	(description)				
Genogram, role-play, deepening, empathic conjecture, enactment, paradox, Miracle Question, etc.					

Therapist Behaviors	Time (description)	Time	Time	Time	Time
<p>Over anxious (too many questions, wordy)</p> <p>Freeze (doing nothing)</p> <p>Failing to notice process, affect, validate, enforce structure</p>	<div style="background-color: #cccccc; height: 100px; width: 100%;"></div>				