

FCHD 6390: PRACTICUM IN MARRIAGE AND FAMILY THERAPY

Spring 2017 – Syllabus
M 1:00 – 6:20 PM
Marriage and Family Therapy Clinic

INSTRUCTOR:

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COURSE DESCRIPTION: This course is designed to enhance your delivery of therapeutic services as well as your professional development. The overall goal is to following these improvement guidelines:

1. Identify objectives just beyond your current ability
2. With my help, develop and execute a plan with steps and strategies for reaching your performance objectives
3. Pay attention to small errors and mistakes so that corrective feedback can be provided
4. With time and repetition, slow but steady improvement will result.

CORE IDEA OBJECTIVES:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

READINGS:

Selected Readings

Michael:

Duncan, B. L., & Miller, S. D. (2009). *Heart and soul of change: Delivering what works in therapy*. (2nd ed.). Washington DC: American Psychological Association.

Melanie:

van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking Books.

Loni:

Fruzzetti, A. E. (2006). *The high-conflict couple: A dialectical behavior therapy guide to finding peace, intimacy, and validation*. Oakland, CA: New Harbinger Publications.

Laurin:

Cozolino, L. (2010). *The neuroscience of psychotherapy: Healing the social brain* (2nd ed.). New York: W.W. Norton & Company.

Preston:

Southam-Gerow, M. A. (2013). *Emotion regulation in children and adolescents: A practitioner's guide*. New York: Guilford Press.

Colton:

Baucom, D. H., Snyder, D. K., & Gordon, K. C. (2009). *Helping couples get past the affair: A clinician's guide*. New York: The Guilford Press.

CORE COMPETENCIES:

- **Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, religion/spirituality, larger systems, social context, personal history)** (Perceptual 1.2.1).
- **Establish and maintain appropriate and productive therapeutic alliances with the clients** (Executive – 1.3.6)
- **Solicit and use client feedback throughout the therapeutic process** (Executive 1.3.7)
- **Diagnose and assess client behavioral and relational health problems systemically and contextually** (Executive – 2.3.1)
- **Demonstrate the ability to deliver developmentally appropriate services to children** (Executive 2.3.2)
- **Identify clients' strengths, resilience, and resources** (Executive 2.3.8)
- **Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective** (Executive 3.3.1)
- **Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches** (Conceptual – 4.1.1)
- **Recognize how different techniques may impact the treatment process** (Perceptual – 4.2.1)
- **Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes** (Perception – 4.2.2)
- **Match treatment modalities and techniques to clients' needs, goals, and values** (Executive 4.3.1)

- **Evaluate ability to deliver interventions effectively** (Evaluative 4.4.2)
- **Monitor issues related to ethics, laws, regulations, and professional standards** (Executive 5.3.1)
- **Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities** (Professional – 5.5.4)

GENERAL EVALUATION CRITERIA:

Management of FLC: You will see a minimum of 4 clients per week at the FLC and do at least five marketing hours this semester. You will be expected to conduct yourself professionally and respectfully with all supervisors, office staff, clients, and students. If you have an issue, the proper pattern is not to triangulate or go “above a person’s head.” The first step is to talk to the person and work it through with them. If that is not possible, then you can move up the supervisory ladder (advisor/supervisor, then the program director, and then the department head). This process is **crucial** to your development as good therapists.

Ethical and Legal Standards (CC 5.3.1): You will provide evidence of student membership in the American Association of Marriage and Family Therapy (AAMFT) and adhere to its ethical standards and conduct yourself in a professional manner.

Case Management (CC 2.3.1, 3.3.1): You will complete the assessment packet, treatment plans, case notes, case summaries, and other clinic paperwork on time and in accordance with the policies and procedures of the FLC. As part of this,

- Case notes must be completed within 48 hours of your session
- Treatment plans must be completed by the beginning of the 3rd and 10th sessions
- Case summaries must be turned in weekly prior to practicum.
- You must also consistently track ALL of your FLC clients’ progress using the Outcome Rating Scale (<http://scott-d-miller-ph-d.myshopify.com/collections/performance-metrics/products/performance-metrics-licenses-for-the-ors-and-srs>) and the Common Factors of Change Scale. You must identify those clients who are not making consistent progress on your weekly case summaries.
- Client files must be closed in a timely manner (within 7 days of last session for negotiated terminations).
- All files must be up to date by April 20, 2015

Evaluation (CC 4.4.2): Complete a self-evaluation of your clinical skills and development using the Basic Skills Evaluation Device (BSED) by April 20, 2015. Participate in an evaluation interview with your faculty supervisor at the end of the semester. You will also be required to have a BSED completed by the on-site supervisor for your practicum placement and turned into me by April 20, 2015.

Lack of compliance in one of these areas will result in a maximum 10% grade reduction. Lack of compliance in more than one area may result in a failing grade for the course.

COURSE ASSIGNMENTS:

Practicum Journal (50 points, CC 1.3.7, 5.5.4): Every week with your case summary, you will turn in a one-page reflection of the previous week and how you are doing in terms of accomplishing your goals and objectives we identified. This will include your therapy experiences that week (successes and struggles), what you learned, and resources you used to become a better therapist. You are welcome to type this or to get an actual journal and write by hand in it. Just make sure you are thoughtful and complete in what you write.

Book Discussion (50 points, CC 5.5.4): It is important that you begin the habit of consistently seeking to improve your therapeutic skills by gaining additional information. As a result, in addition to the assigned readings, I have chosen a book that I think will interest you and contribute to your therapeutic development. Your responsibility is to give a 30-45-minute training on the **practical implications of your book for therapy**. You will present highlights and also provide everyone with a detailed 2-page summary of the book.

Cultural Diversity Experience (50 points, CC 1.2.1): As specified in the policies and procedures manual, you will “complete a cultural competence experience” and then write a 2-page paper “on the experience, how it impacts your thinking [diversity] in general, how it impacts your thinking about therapy in terms of client resources and constraints, and how these interact with your worldview, values, etc.” Please approve your planned experience with me prior to doing it.

Clinically-Relevant Topic (50 points CC 5.5.4): You will each choose a particular topic or intervention that you want to learn more about. Then you will study it and come up with a packet of resources that you will provide. You will also talk for 10-15 minutes about the materials you found. Please let me know what topic you choose early in the semester.

OTHER POLICIES:

APA Format: 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.

Late Work: For your papers, 10% will be deducted for every day late. After five days late, the maximum you can receive is 50%, and you will need to turn in all late assignments by the last day of class.

Respecting others: One of my most important requirements for this class is that we respect each other, even when our views are different. Please do not demean or discriminate other people or their views in any way, including in terms of race/ethnicity, gender, class (SES), sexual orientation, age, ability, or religion.

Honor Code Policy: As stated in the student code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students.” You have also all signed the Honor Pledge, which states, “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Cheating or plagiarism in any form will result in a failing grade and may also result in further action according to university policy.

Physical Impairments: Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for accommodations to aid the learning process. If you qualify, please coordinate accommodations with the Disability Resource Center (DRC; www.usu.edu/drc) in Room 101 of the University Inn or by calling (435) 797-2444. Please call the DRC as early as possible in the semester.

Grievance Process: If you feel that you have been treated unfairly, please consult <http://www.usu.edu/student-services/student-code/article7.cfm>, for information on how to proceed. Please note that I am usually the first step for handling the grievance. I would hope you would discuss any issues of fairness with me directly.

GRADING:

<u>Percentage</u>	=	<u>Points</u>	=	<u>Grade</u>
93-100%	=	186-200	=	A
90-92.9%	=	180-185.9	=	A-
87-89.9%	=	174-179.9	=	B+
83-86.9%	=	166-173.9	=	B
80-82.9%	=	160-165.9	=	B-
77-79.9%	=	154-159.9	=	C+
73-79.9%	=	146-153.9	=	C
70-72.9	=	140-145.9	=	C-

COURSE SCHEDULE

DATE	Discussion Topics	Information	Due
Monday January 9	Course Overview	None	
Monday January 16	No Class – MLK Day		
Monday January 23	Therapist Burnout & Self-Care	Bush (2015)	Practicum Journal
Monday January 30	Principles of Therapeutic Change	Castonguay & Beutler (2005)	Practicum Journal CRT: PRESTON TofTC Due 1/31
Monday February 6	Important Factors in Change	Sparks (2015)	Practicum Journal Cultural Diversity CRT: COLTON
Monday February 13	Evidence-Based Therapists	Blow & Karam (2016)	Practicum Journal CRT: LONI
Monday February 20	No Class – President’s Day		
Monday February 27	Resumes and Cover Letters	Coghill-Behrends & Anthony (2011)	Practicum Journal CRT: LAURIN
Monday March 6	Interviews and Job Fit	http://otpotential.com/blog/ot-job-interview	Practicum Journal CRT: MELANIE
Monday March 13	Couple Interventions	Baucom et al. (2014)	Practicum Journal CRT: MICHAEL
Monday March 20	Interventions for Couple Patterns	Epstein & Baucom (2002)	BD: COLTON Practicum Journal
Monday March 27	Couple Treatment of Infidelity	Gordon et al. (2015)	Practicum Journal BD: LONI TofTC Due 3/31
Monday April 3	Coping with Trauma	Mezey (1997) https://nij.gov/multimedia/presenter/presenter-campbell/Pages/welcome.aspx	Practicum Journal BD: LAURIN
Monday April 10	Mindfulness	Bach (2004)	Practicum Journal BD: MELANIE
Monday April 17	Personality Disorders and MFT	Lebow & Uliaszek (2010)	Practicum Journal BD: MICHAEL
Monday April 24	Associate Level Licensing, Hours, & Licensing Exam		Practicum Journal BD: PRESTON

OUTLINE OF EACH PRACTICUM:

- 1:00 – 3:00 Discussion, Presentations, Supervision
- 3:00 – 5:50 Live sessions
- 5:50 – 6:20 Debriefing, as needed