

Practicum 1 – Beginning MFT Practice

PC 441

Fall 2022

Tuesdays 9-11:50 am

Nelson Hall #118

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Office hours – 8a-2p (except when in Class or Group Sup.)

Office Location: NH 29

If you need to reach me, feel free to reach out to me via email. I will get back to you within 24 hours or on Monday if I receive your message after 12 noon on Friday.

Course Description

Practicum 1 orients students to the basic clinical attitudes, skills, procedures, theoretical frameworks and alliances needed to begin supervised practice and advance to Practicum 2. The primary purpose of this course is to ground MFT history and theories to concrete clinical applications and processes.

Concurrent enrollment in PC 3043 required.

Objectives and Expected Student Learning Outcomes

| By the end of Practicum 1, students will demonstrate. . . | SLOs and Competencies | Learning/Teaching Method | Assessment |
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| 1. Ability to use basic attending skills in role-played therapy sessions. | SLO 1 Dev. Competency Component: 1, 2, 5 | -Microtraining | Scores of acceptable or above on role-played therapy sessions. |
| 2. Basic understanding of systemic and evidence-based framework to guide case conceptualization and beginning clinical procedures. | SLO 1, 4 Dev. Competency Component: 1, 2, 3, 5 | -Reading -Class discussion | Class discussion and reflection questions |
| 3. Basic ability to (1) gather information, (2) articulate and assess client presenting problems, (3) use data to formulate treatment goals, and (4) formulate a treatment plan consistent with systemic framework. | SLO 1 Dev. Competency Component: 1, 2, 5 | -Class discussion -Discussion groups | Class discussion and reflection questions |
| 4. Understanding of interview and screening instruments to evaluate treatment effectiveness. | SLO 1 Dev. Competency Component: 1, 2, 5 | -Class discussion -Discussion groups | Class discussion and reflection questions |

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| 5. Awareness and adherence to basic MFT ethics, legal issues, and standards of professional practice appropriate for a beginning therapist. | SLO 3 Dev. Competency Component: 1, 2, 3, 5 | -Reading -Class Discussion | Pass basic ethics examination at the end of the semester. |
| 6. Demonstrate thorough knowledge of LSCC administrative and clinical policies and procedures. | SLO 1 Dev. Competency Component: 1, 2, 5 | -LSCC admin. orientation -TheraNest training -LSCC clinical orientation | Pass examination on LSCC administrative and clinical policies and use of Titanium |
| 7. Beginning ability to think pastorally, theologically, and (or) spiritually about the therapeutic experience. | SLO 5 Competency Component: 1, 2, 3, 5 | -Class Discussion | Class discussion and reflection questions |
| Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “..can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008) | | | |
| Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehart, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families. | | | |

Requirements and Grading:

| Requirement | Assessment | Grading |
|---|--|--------------------------------|
| <p>Attendance and Participation. Clinical work and preparation for clinical work is a relational and participatory. Both require that therapists in training “show up” and engage in clinical community and activities which include:</p> <p>1. Regular class attendance. Any missed class should be the result of an unavoidable emergency.</p> | <p>Student’s presence in class sessions and professor’s observation of participation. Participation is foundational. While not a percentage of the assigned grade, failure to participate (attend and engage) will result in dismissal from the class.</p> | <p>Required to pass course</p> |

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| Role-Play Sessions. Students will role-play counseling sessions that demonstrate mastery of basic therapeutic skills | Students must receive an overall score of “acceptable” on the Role-Play session rubric (Appendix A). | Required to pass course |
| Reflection questions and exercises. | Students must respond to questions and written exercises posted in Canvas. | Required to pass course |
| Ethics Exam. | Students must receive a passing score on an examination covering the AAMFT Code of Ethics to pass the course. | Required to pass course |
| LSCC Administrative and Clinical Policy Exam. | Students must receive a passing score on an exam covering these policies to pass the course. | Required to pass course |
| Entering a Client and Completing 3 Notes in TheraNest | Students must receive an “acceptable” score on the TheraNest rubric. (Appendix B). | Required to pass course |

Readings from

Becvar, R. & Becvar, D. (2018). *Systems Theory and Family Therapy: A Primer*. Maryland: Hamilton Books.

** Gehart, D. (2018). *Mastering competencies in family therapy, 3rd ed.* NY: Cengage

Ivey, A. E., Gluckstern, N.B., & Bradford, M.B. (2006). *Basic attending skills, 4th ed.* Hanover, MA: Microtraining Associates.

** Patterson, J., Williams, L., Edwards, T.M., Chamow, L., & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination. 3rd Ed.* NY: Guildford Press.

Reiter, M. (2014). *Case Conceptualization in Family Therapy*. The Merrill Counseling Series. Pearson.

** Louisville Seminary Counseling Center Manual, 2022 edition.

Marriage and Family Therapy Program Manual, Louisville Seminary, 2022 edition.

AAMFT Core Competencies:

[https://www.coamfte.org/Documents/COAMFTE/Accreditation%20Resources/MFT%20Core%20Competencies%20\(December%202004\).pdf](https://www.coamfte.org/Documents/COAMFTE/Accreditation%20Resources/MFT%20Core%20Competencies%20(December%202004).pdf)

AAMFT Code of Ethics (2015): <http://aamft.org/iMIS15/AAMFT/Content/LegalEthics/code-of-ethics.aspx>.

10 Things I Wish I Knew About Case Conceptualization

<http://www.therapistdevelopmentcenter.com/sites/default/files/10%20Things%20Case%20Conceptualization.pdf>

** books/manual you will find helpful throughout your time at LPTS and after. (The Gehart book will help you study for the National Exam.)

Schedule

| Date | Topic | Reading and/or other assignment |
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| 9/13 | <ul style="list-style-type: none"> Go over syllabus and expectations Introduction: What are MFT Core Competencies? Domain, subdomains and individual competencies Basic attending skills and establishing a therapeutic alliance | <ul style="list-style-type: none"> Ivey, Ch. 1 Patterson, Ch. 1 AAMFT Core Competencies In class practice |
| 9/20 | <ul style="list-style-type: none"> Theory and case conceptualization | <ul style="list-style-type: none"> Reiter, Ch. 1; Gehart, Ch. 1; Patterson, Ch. 2 Class discussion Practice with Family Map and structural logic/conceptualization In class practice: Applying basic skills |
| 9/27 | <ul style="list-style-type: none"> Theory and case conceptualization | <ul style="list-style-type: none"> Gehart, pp. 497-526 (ch. 11); Patterson Ch. 3 Class discussion Practice with Family Map and structural logic/conceptualization In class practice: Applying basic skills |
| 10/4 | <ul style="list-style-type: none"> Clinical logic and clinical procedures <ul style="list-style-type: none"> -- Presenting Problems -- Assessment logic and procedures | <ul style="list-style-type: none"> Patterson, Ch. 4 Gehart, pp. 527-558 (Ch. 12) In class practice/class discussion |
| 10/11 | <ul style="list-style-type: none"> Orientation to LSCC screening and basic assessment tools Specific tools and how to use them Genogram construction and analysis Level 2 assessments Diagnosis | <ul style="list-style-type: none"> Patterson, Ch. 4 Gehart, pp. 527-558 (Ch. 12) Class discussion/in class practice |
| 10/18 | <ul style="list-style-type: none"> Research and Reading Week | |
| 10/25 | <ul style="list-style-type: none"> Treatment goals and planning Monitoring progress – note writing Termination Spiritual/theological considerations Applying theory to cases Writing a case study | <ul style="list-style-type: none"> Gehart, pp. 563-576 (ch. 13) Class discussion Spiritual/theological considerations In class practice: Applying basic skills |
| 11/1 | <ul style="list-style-type: none"> Introduction to LSCC Clinical records, policies, procedures LSCC policies and procedures Code of Ethics | <ul style="list-style-type: none"> Clinical Director and Administrative Assistant |
| 11/8 | <ul style="list-style-type: none"> Introduction to TheraNest | <ul style="list-style-type: none"> Administrative Assistant |
| 11/15 | <ul style="list-style-type: none"> Telehealth basics, law and ethics | <ul style="list-style-type: none"> In class conversation/discussion In class practice |

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| 11/22 | <ul style="list-style-type: none"> • What to do with suicidality, intimate partner violence, CPS reporting | <ul style="list-style-type: none"> • Class discussion |
| 11/29 | <ul style="list-style-type: none"> • Person of the therapist & the therapeutic alliance • Theological and spiritual reflection and clinical tasks | <ul style="list-style-type: none"> • Townsend, L.L. (2009). Forming transforming alliances. In <i>Introduction to pastoral counseling</i>, pp.103-133. • Townsend, L.L. (2006) Theological reflection and the formation of pastoral counselors. In Bidwell & Marshall (eds). <i>The formation of pastoral counselors</i>. Pp. 29-46. |
| 12/6 | Wrap-up – final questions | 3 sessions in TheraNest due |
| Finals Week | <ul style="list-style-type: none"> • Examination on AAMFT Code of Ethics • Examination on LSCC policies and procedures & TheraNest | |

This course is Pass/Fail. If you complete the work satisfactorily and participate in class, you will pass.

Seminary Policies

Excerpted from the Faculty Handbook

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible’s images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another’s language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (bherringtonhodge@lpts.edu) during the first

two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards. For MFT courses you should use the American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2021. Copies of this manual are available at the library and in the Academic Support Center.

Program Expectations for Student Participation on Zoom

Due to the confidential nature of course discussion related to student and client experience, no video or audio recording should take place during class time other than recordings related to course assignments.

While using Zoom for class time – cameras must be on and microphones muted unless you are speaking. Side conversations on external devices can be distracting and need to be reserved for emergency situations only. Students are encouraged to engage the conversation while unmuted and then mute their microphone following their comment or question. Usual expectations of participation in the classroom are also expectations on Zoom including the following:

- Student comes to sessions prepared to engage with a positive orientation toward the learning milieu, having completed the readings, and readily volunteers.
- Student is attentive, respectful to others, and offers constructive and relevant comments and questions.
- Students listens courteously to others without interruption and supports collaborative dialogue.
- Student offers any disagreements by making “I” statements and being kind, criticizing intellectual arguments not persons.
- All questions or comments are pertinent, sincere, and considerate reflecting scholarly concern.

-- If connectivity issues are a problem, please notify the professor via email. Ongoing connectivity issues need to be addressed between classes to maximize participation.

Attendance Policy

According to the Seminary Catalog, students are expected to attend class meetings regularly. Students are also expected to arrive to class on time. Students who miss more than 15 minutes of a class period will be considered absent for that course meeting. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session.

Other Items Relating to Fall Instruction, Learning, and Technology at LPTS

1. To access the Library and its resources, visit: <https://lpts.edu/library/>
2. To request a library laptop loan, contact the Online Help Desk – library@lpts.edu.

3. For general help with campus network access, Outlook (email), contact support@lpts.edu.
4. For help with Google Classroom credentials, contact Erin Hamilton at ehamilton@lpts.edu.
5. For help with Canvas, contact Carolyn Cardwell at ccardwell@lpts.edu.
6. For information on Student Assistance Funds to help with costs associated with learning technology and access (\$300 maximum), contact Lisa Lias with the Dean of Community Life at llias@lpts.edu.