



PC441-3 Practicum 1: BEGINNING MFT PRACTICE

FALL 2024 3 CREDITS

MONDAY 1:30-4:30 pm

ROOM: NELSON 119

PROFESSOR: Beth Seeger Troy, MAMFT, MDiv., LMFT, AAMFT Approved Supervisor (She/Her)

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Office Hours: in person or virtual by appointment

Office Location: Nelson 29

Communicating with Me: Please reach out to me via email. I will get back to you within 24 hours or possibly on Monday if I receive your message after 3pm on Thursday.

COURSE DESCRIPTION: This course provides students with the foundation for all practicum experiences. You will develop and demonstrate five core micro-skills through focused group practice to build relationships, conduct initial assessments, and create treatment plans with goals and interventions. You will also examine any values and beliefs that can enhance or hinder the helping process while acclimating to clinical practice in the Louisville Seminary Counseling Center. The course is designed as a content and practice-oriented skills development experience within a safe, brave, and encouraging environment. You will be expected to evaluate your and your peers' learning and improvement through self-reflection and peer-learning exercises.

PREREQUISITES: MFT Orientation

METHODS OF INSTRUCTION: This course will be taught in the following formats:

- **Instructional:** The class will be taught in seminar format, including lectures, readings, films, and discussions.
- **Experiential:** Students will engage in role plays and an abstinence project outside the classroom and share their experiences.
- **Individual:** Course readings have been organized to assist students in assimilating information into current understanding and begin to practically apply that understanding to their current and future clients.
- **Group:** Several learning tasks will be done in large and small groups. We will use this opportunity to use our peers' experience, understanding, and curiosity to advance knowledge.

OBJECTIVES, GOALS AND OUTCOMES:

MFT Program Goals:

- PG1: Provide students with the knowledge of foundational MFT and other systems theories and the clinical skills to provide individual, couple, and family therapy as an entry-level professional.
- PG2: Ensure that students demonstrate cultural competence and can provide individual, couple, and family therapy with diverse clients.
- PG3: Prepare students to integrate theological and spiritual perspectives into their clinical practice.
- PG4: Educate students to become MFTs committed to service, advocacy, antiracism, and public participation.

Program Student Learning Outcomes:

- SLO1: Graduating students will demonstrate a broad knowledge of systemic theory and MFT treatment models and apply these in evidence-based practice in face-to-face and telehealth contexts.
- SLO2: Graduating students will conduct evidence-based, systemic therapy with individuals, couples, and families that meets entry-level professional standards.
- SLO3: Graduating students will demonstrate appropriate professional comporment and apply an ethical and legal framework, including but not limited to the AAMFT Code of Ethics, to make appropriate decisions in therapy, advocacy, service, and public participation.
- SLO4: Graduating students will be able to use a multi-contextual, antiracist approach to Marriage and Family Therapy that attends to religious, cultural, racial, economic, gender, and sexual orientation diversity and intersectional contexts in client, client-therapist, supervisory, and broader social systems.
- SLO5: Graduating students will be able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy.

Course Learning Outcomes:

Upon completion of the course, students will:	SLO/Competency	Assessment/Assignment
Demonstrate basic MFT skills: listening, attending, paraphrasing, asking questions, summarizing, and structuring an effective session with multicultural sensitivity with peer learners in-class and remote settings.	SLO1, SLO2, SLO4, SLO5 Practice of relational/systemic therapy as a qualified behavioral/mental health provider. Awareness, knowledge, and skills to serve diverse communities	MFT Practice Groups Final Exam

Demonstrate awareness of one's own cultural biases and engage in ongoing self-reflection and growth.	SLO4, SLO5 Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies. Awareness, knowledge, and skills to serve diverse communities.	MFT Practice Groups Class Discussions Reflection Papers
Demonstrate professional behavior by arriving to class and submitting assignments on time, adhering to course policies and guidelines, maintaining confidentiality of course discussions, reflecting on personal reactions and responses to class discussions to foster self-awareness, recognize multiple points of view.	SLO1, SLO2, SLO4, SLO5 Practice of relational/systemic therapy as a qualified behavioral/mental health provider.	Practice Groups Exercises Discussions
Develop the beginning ability to conduct clinical assessments, including the collection of relevant client information, formulation of case conceptualizations, and identification of presenting problems.	SLO1, SLO2, SLO3, SLO4 Development and Application of research to further the knowledge and practice of the MFT Professions. Awareness, knowledge, and skills to serve diverse communities.	Clinical Documentation in the EHR
Evaluate personal and professional growth throughout the practicum experience to enhance their personal growth and self-understanding as a developing MFT.	SLO1, SLO2, SLO3, SLO4 Practice of relational/systemic therapy as a qualified behavioral/mental health provider.	Reflection Papers
Design case conceptualization, treatment plans, and progress notes tailored to the unique needs of diverse clients.	SLO1, SLO2, SLO3, SLO4 Development and Application of research to further the knowledge and practice of the MFT Profession. Awareness, knowledge, and skills to serve diverse communities. Commitment to ethical practice through ethical codes of the MFT	Clinical Documentation in the EHR Final Exam

	profession and pertinent regulatory bodies.	
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RELATION TO THE CURRICULUM: This course meets the requirements for the MAMFT Degree and is one of the courses for meeting the educational requirements for those pursuing licensure as a Licensed Marriage and Family Therapist (LMFT) in Kentucky.

REQUIRED TEXTS:

- Chen Feng, J & Stone, D. 2019. *Finding your voice as a beginning marriage and family therapist*. Milton: Routledge.
- Gehart, D. 2018. *Mastering competencies in family therapy: a practical approach to theories and clinical case documentation*. 3rd ed. NY: Cengage. ***
- 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.
- 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): https://www.aamft.org/AAMFT/Legal_Ethics/Code_of_Ethics.aspx
- Arzt, N. 2020. *Sometimes therapy is awkward: a collection of life-changing insights for the modern clinician*. HMDpublishing.
- Cameron, S., & Turtle-Song, I., 2002. *Learning to write case notes using the SOAP format*. Journal of Counseling & Development, 80(3), 286.
- Cozolino, L. (2004). *The Making of a therapist*. W.W. Norton Publishing Co.
- Ivey, A.E., Ivey, M.B., Zalaquett, C.P. 2016. *Intentional interviewing and Counseling: facilitating client development in a multicultural society*. United States: Cengage Learning.

All assigned readings are on Canvas.

*** You will want to purchase the Gehart book as it will be helpful in other classes, on your Exit Exam and on the Licensure Exam.

COURSE REQUIREMENTS

Attendance Participation..... 110 points

Attendance is essential because much of your learning happens while working face-to-face with peers in class discussions and MFT group practice sessions. Class participation is crucial to developing your skills and knowledge as a beginning Marriage and Family Therapist.

Each class is worth 10 points and will be assessed by:

- Arriving to class on time
- Actively participating in class discussions
- Asking relevant questions to advance class discussions
- Offering thoughtful responses that build on previous comments with unique ideas and personal examples
- Providing evidence from our course texts and materials in all activities.

Self-Awareness Reflection Papers..... 20 points for 1st paper, 45 points for 2nd paperfor total of 65 points

These assignments are due: 9/15 by 5pm and 12/9 by 9pm

Share your understanding of therapy and how you understand your role as a therapist. Include thoughts about difficult clients, self-awareness, self-disclosure to clients, your understanding of counter-transference, how you feel about therapy for yourself, and your self-care plan. You may include other learnings and thoughts about ‘being a therapist.’

The first paper should be a minimum of 2 pages and no more than 4, double-spaced, 12-point Aptos or Arial.

The second paper should be a minimum of 4 pages and no more than 7, double-spaced, 12-point Aptos or Arial.

Role Plays and Videos 100 points

MFT Role Plays are essential to simulate the therapy experience. You will be in a triad with 2 other students to practice essential therapy skills as a speaker and as a listener. To simulate accurately the content, verbal, and nonverbal behaviors of the client in a therapy session, you will be provided a case scenario that you may use. You may also choose to use a scenario loosely based on your own life experiences but are not required to use scenarios based on personal experiences. The types of issues appropriate for practice sessions will be discussed in detail in class. These types of experiential learning

allow you to self-observe skill development and receive feedback from your Professor and Peers. You will be required to sign an informed consent noting the following expectations:

- Information shared during practice sessions is considered strictly confidential. You are not to discuss practice sessions outside of class with members of the class or with anyone not in class. Breach of confidentiality is regarded very seriously and may result in an administrative withdrawal from the class.
- As an MFT-in-training, you are not providing personal therapy.
- To keep classroom exercises within the boundaries of an academic experience and not move into personal counseling, you are strongly encouraged not to use current personal issues that disclosure to the group may cause embarrassment or unnecessary emotional distress to you or others.

Video and Self-Evaluations: One Role Play Session will be recorded to assess and evaluate your use of the core micro-therapy skills learned. Within each triad each person will have the opportunity to be an observer, a speaker, and a listener. As the observer you will provide a written evaluation to the peer you are observing and write an evaluation of yourself when you are the listener. Both of the evaluations and the videos will be submitted for the assignment.

The observer evaluation should include observation of attending skills, reflecting/paraphrasing, clarifying and open-ended questions, reflection of feelings. What was done well, what might need some improvement.

The listener evaluation should include thoughts about what was done well, what needs work, reflection on what was happening inside your mind, emotions, body, etc., were there any verbal villains, was there anything distracting me?

Recording Date: November 4

Due Date: November 7, 9pm

25 points for each written evaluation and 50 points for the video.

Clinical Documentation..... 125 points

You will complete the following clinical documentation on a clinical case study:

- Clinical Assessment 25 points
- Case Conceptualization 25 points
- Treatment Plan 25 points
- 2 Progress Notes 50 points

Due Date: December 2, 9pm

Grading Scale

A	96.6-100
A-	93.6-96.5
B+	90.6-93.5
B	87.6-90.5
B-	85.6-87.5
C+	83.6-85.5
C	81.6-83.5
C-	79.6-81.5
D	70.6-79.5
F	70.5 and below

Course Policies and Resources

Preparation and Participation

Attendance: While it is strongly recommended that you do not miss any classes, per Seminary policy, you are permitted to miss 4 class periods. More than 4 absences will result in failure of the course. However, since you are given points for attendance, if you miss a class, you will not receive any points. If you are going to miss a class, it is expected that you will notify the professor.

Punctuality: You are expected to arrive at class on time. If you are more than 15 minutes late, 5 points will be deducted from your attendance points.

Participation: Participation is an essential component of this course. You are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

Late Assignment Policy: Assignments are due on the date posted. There is a 10% reduction for each

date the assignment is late up to one week. Assignments submitted after one week will receive 0 points. **ALL** assignments must be submitted to pass the course.

Informed Consent Statement

Faculty members are dedicated to your educational, personal, and professional growth and development. Faculty are in a unique position as both instructors who assess academic skills and Marriage and Family Therapists with an ethical obligation to the profession. In both roles, it is the faculty's responsibility to evaluate your competencies within the realm of professional Marriage and Family Therapy and to address any concerns regarding your professional competence. As such, please be aware of the following information regarding this course:

- The Marriage and Family Therapy profession encourages professionals to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness and exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage you to be open to self-exploration since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required to successfully pass any course; however, you may be expected to share your reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should you disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the AAMFT Code of Ethics.
- You may experience personal growth as you progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary clinical skills.
- Please be aware that, although all professors strive to create a safe and brave environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each your responsibility to determine an appropriate level of self-disclosure (i.e. – the content and depth of personal information that you share) in experiential learning activities.

Format for Written Assignments: All written assignments should be submitted to Canvas using the following formatting guidelines:

- Written using Microsoft Word

- Proofread to avoid spelling and grammatical mistakes
- Double-spaced with 1-inch margins
- 12-point Arial or 12 -point Aptos font

Citation Policy: Citations in your papers should follow Seminary standards. In this course, you will use the American Psychological Association (APA) 7th edition citation format for your assignments. Refer to the Publication Manual of the American Psychological Association. 7th ed. Washington, DC. These guides are available at the library and in the Academic Support Center.

Use of Technology: As a professional therapist or caregiver, you would not answer your cell phone, check your email, or surf the web while meeting with your client. Since this class is part of your professional preparation, the same level of professionalism is expected of you. You are encouraged to turn off cellphones, tablets, and any other technology that might interfere with focusing on the class. The expectation is that you will monitor yourself on this point, but I reserve the right to ask you to put away or disengage from your technology. Inappropriate or excessive use of these devices will lower your class participation grade.

All written work will be completed by a human. The use of Generative Artificial Intelligence in academic work does not show your work. Rather, it shows a mash-up of others' work, that in some cases is not completely accurate. In addition, it is an important part of a therapist's learning to know how to write in a professional, clinical way for each client's chart. This is best done using your own writing, not someone else's, nor by Generative Artificial Intelligence.

Communicating Late Work: Communication is a care professional skill crucial to success in the field. A key component of the expectations for this class is a demonstration of professional behaviors. If you have challenges that might interfere with the timely completion of assignments, please talk to me. Sharing your concerns and challenges with me does not guarantee there will be no penalty for the late assignment. Still, accommodation is much more likely if I know before the potential conflict.

Requests for Extensions and Incompletes: Incompletes and extensions to due dates on specific assignments will only be considered in grave circumstances, such as the loss of an immediate family member, hospitalization, or severe illness on a case-by-case basis.

Classroom and Professional Values: Safety and respect are prioritized in our classroom space. All students will need to work with me and one another to uphold the inherent right of each student to feel safe and to be respected. Our interactions will challenge you to practice self-awareness and cultural humility, honor the diverse nature of the classroom community, and consider ethical principles. During our time together, we will examine the nature of both privilege and marginalization. These systems underline all clinical interactions. You will have the opportunity to respectfully and earnestly learn how to recognize, name, and begin to challenge and even dismantle systems of power and oppression that replicate themselves in the counseling field within the therapeutic alliance and relationship systems. Please be aware that some of your classmates may have marginalized identities and are not enrolled in this course to experience further marginalization. If a classmate requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this.

Fostering Professionalism: As an MFT-in-training student, you must consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time for class and with assignments
- Respectful interactions with students and faculty
- Proactive engagement in the learning process and assignments
- Being organized and prepared
- Managing paperwork effectively
- Managing technology effectively
- Managing personal crises effectively
- Managing personal information (own and others) appropriately
- If you have trouble in one or more of these areas, your participation grade will be lowered, and in severe cases, you may be referred for a self-development plan.

Personal Pronoun Preference: Professional courtesy and sensitivity are especially important to individuals and topics dealing with differences of race, culture, religion, politics, ability, sexual orientation, gender, gender variance, and nationalities. Class rosters contain your legal name; I will gladly honor your request to be addressed by a name different than what appears on the roster and by the gender pronouns you use. Please advise using this preference early in the semester so I may make appropriate changes to my records.

Confidentiality and Ethical Guidelines: Students are expected to follow the ethical guidelines of the American Association of Marriage and Family Therapy (AAMFT). Guidelines, parameters, and boundaries are implemented into assignments and class discussions. Assignments, presentations, and class discussions are expected to remain confidential. Follow these guidelines to ensure the class is successful. Some of our topics may bring up personal opinions on politics, religion, bodies, gender, and more. Part of your final grade will also be determined by how you conduct yourself in class, engage with others, and manage challenges.

Attention to Self-Care: The course may include case material and other intense content related to the human experience. You may have strong reactions to this material. As you read and complete class assignments, I encourage you to develop and use self-care strategies. Please use support outside the classroom to safely handle your strong reactions.

Course Evaluation: Louisville Seminary highly values the quality of courses it offers students. The end-of-course evaluation is one of the ways Louisville Seminary strives to maintain and improve the quality of its courses and students' learning experience. Student involvement in this process is critical to enhancing the general quality of teaching and learning.

An email will be sent to students before the end of the course with a link to the online course evaluation. Professors will be informed of course evaluations once final grades are submitted and processed. Only the aggregated results of the class will be shared with the instructor, ensuring student confidentiality.

SEMINARY POLICIES AND RESOURCES

Drop/Withdrawal: If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. You can change course load during the first two weeks of regular semesters with no notation on your transcript. After the first two weeks, you may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. If you are seeking a withdraw-medical (WM), you must file a formal written request with the Dean of the Seminary no later than 5 p.m. on the last day of classes of the term in which the course is taught. In the case of medical causes, if you receive a withdraw-medical, you must submit certification from the treating physician or therapist of your ability to resume academic and professional work to the Dean of the Seminary before being readmitted to classes in the following term or semester.

Use of Inclusive Language: You are to use inclusive language in class discussions and written and oral communication by using language representative of the whole human community concerning gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of sacred religious texts do not have to be altered to conform to this policy. In your writing, however, when referring to God, you are encouraged to use various images and metaphors, reflecting the richness of sacred religious texts' images of God or Higher Being/Power. See for further assistance:

<http://www.lpts.edu/academics/academicresources/academic-forms/guides-policies-and-handbooks/inclusive-and-expansivelanguage>.

Special Accommodations: If you need accommodations for a documented physical or learning disability, contact the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and speak with me as soon as possible.

Other resources:

- Library: <https://www.lpts.edu/library>
- For general help with network access, Outlook (email) – contact support@lpts.edu.

For Academic Support for any of your studies, contact the ASC: Beth Herrinton-Hodge at bherrintonhodge@lpts.edu.

Course Schedule, Activities, and Assignments

DATE	TOPIC	READINGS FOR THE DAY	ASSIGNMENTS DUE/ACTIVITY
9/9 Week 1	Intro to MFT Profession and Practicum 1 Course	Mastering Competencies – Ch.1 MFT Core Competencies AAMFT Code of Ethics The Making of a Therapist – Introduction, Ch. 1	
9/16 Week 2	The Beginning MFT	Essential Skills – Ch. 1 Intentional Interviewing – Chs. 1, 3, 4	1 st Reflection Paper due at 9p
9/23 Week 3	Intake and Individual Interview	Essential Skills – Chs. 2, 3 Intentional Interviewing – Ch.5 The Making of a Therapist – Ch. 2	
9/30 Week 4	Clinical Assessment & Case Conceptualization	Essential Skills – Ch. 4 Mastering Competencies – Ch. 11,12 Intentional Interviewing – Chs. 7, 9 The Making of a Therapist – Ch. 3	
10/7 Week 5	Treatment Planning	Mastering Competencies, Chs. 13, 14 Essential Skills – Chs. 5, 6 Intentional Interviewing – Ch. 10	
10/14 Week 6	RESEARCH & STUDY WEEK	NO CLASS	
10/21 Week 7	SOAP Notes	Mastering Competencies – Ch. 15 Intentional Interviewing – Ch. 11 SOAP Note “handout”	
10/28 Week 8	Thera Nest Training		
11/4 Week 9	No Class	Work on TheraNest assignments and Role Play video	Role Play video and evaluations due 11/7 at 9p
11/11 Week 10	Self of the Therapist	Finding Your Voice – Introduction, Chs. 2, 3, 4, 5 Sometimes Therapy is Awkward – Chs. 1, 2, 4	
11/18 Week 11	Preparing for Clinical Practice & Supervision	Sometimes Therapy is Awkward – Ch. 5 Finding Your Voice – Chs. 6, 7, 8	

11/25 Week 12	LSCC tour, policies & procedures – confidentiality, etc	LSCC Manual, MFT manual (both will be provided to you) The Making of a Therapist – Chs. 8, 9	
12/2 Week 13	Wrap-Up and questions	Sometimes Therapy is Awkward – Ch. 7 The Making of a Therapist – Chs. 4, 5	All Clinical Documentation due at 9p
12/9	Research & Study – No class		2 nd Reflection Paper due 9p
12/11	Final Exam		