Practicum 1B—Beginning MFT Practice
PC 441-3
Section 1 January 6-9, 9:00am-4:00pm
Section 2 January 27-30, 9:00am-4:00pm

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Course Description

Practicum 1 (A) and (B) orient 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 prepare students both ethically and practically to begin clinical practice in the LSCC and external practicum sites. Practicum 1(B) is a four day intensive experience that focuses on beginning therapy skills, problem assessment, goal-setting, safety plans, administrative procedures and expectations for practice in the LSCC and other practice sites.

Objectives and Expected Student Learning Outcomes

By the end of Practicum 1, students will demonstrate. . .	SLOs and Competencies	Learning/Teaching Method	Assessment
1. Ability to use basic attending skills in role-played therapy sessions.	**SLO 1** **MFTC Domain 1**	-MIcrotraining	Submission of recorded role-played session with scores of acceptable or above on rubric.
2. Basic ability to: (1) gather information, (2) articulate presenting problems, (3) implement assessment protocol (4) use data to formulate treatment goals, and (5) formulate a treatment plan	**SLO 1** **MFTC Domain 1, 2, 3**	-Class discussion -Discussion groups -Mock case review and documentation in Titanium	Faculty/supervisor observation
3. Be able to describe, implement and document basic client safety plan with supervisor's assistances	**SLO 1** **MFTC Domain 1, 2, 3**	-Class discussion -Mock case review and documentation in Titanium	Faculty/supervisor observation
4. Be able to assess suicidal threat, implement CAMS, document intervention and follow up with supervisor.	**SLO 1** **MFTC Domain 1, 2, 3**	-Class presentation -Mock case review and documentation in Titanium	Faculty/supervisor observation
5. Demonstrate basic ability to: (1) Document using Titanium (2) Record and replay sessions using Noldus	**SLO 1** **MFTC Domain 1**	-Class discussion -Entering notes for practice sessions	Faculty, supervisor, and administrative assistant observation

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 (for example, using the ORS/SRS).	

Requirements and Grading:

Requirement	Assessment
Attendance and Participation. Clinical work is a relational and participatory. Both require that therapists in training "show up" and engage in clinical community and activities which include: 1. Attendance at each class period. 2. Engage in experiential exercises.	Sign in sheet and professor's observation of participation.
Recorded Mock Session or Live Demonstration. Students will provide a recorded (or live) role-played counseling session that demonstrates mastery of basic therapeutic skills (see Appendix C).	Practicum 1 Rubric
Beginning Proficiency using Noldus and Titanium Programs	Practicum 1 Rubric
Proficiency in basic listening, attending, assessing, treatment planning skills required to begin Practicum 2.	Practicum 1 Rubric
Grading, P/F: Professor's observation and rubrics presented in class	

__Reference Texts__

Gehart, D. (2014). *Mastering competencies in family therapy, 2rd ed.* NY: Cengage (**CAMS)**

Ivey, A. E., Gluckstern, N.B., & Bradford, M.B. (1997). *Basic attending skills.* N.Amherst, MA: Microtraining Associates. **(Reference Reserve in MFT office and library)**

Marriage and Family Therapy Program Manual, Louisville Seminary, 2018 edition.

AAMFT Core Competencies:
https://www.coamfte.org/Documents/COAMFTE/Accreditation%20Resources/MFT%20Core%20Compet encies%20(December%202004).pdf

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

Schedule

Monday, January 6 (Section 1)/27 (Section 2), 2020

- Initial phone call to set appointment with client (Becky)
    - Give client center information – times available, identify therapists as Master level interns
    - Explain initial session fee and sliding scale
    - Enter placeholder in Titanium and schedule appointment in Noldus and Outlook programs
    - Confidentiality and Ethics from telephone call to first session (telehealth & confidentiality)
    - Mock phone calls with each other (GP/CR 5) (Becky and Loren)

- Basic attending skills
    - Practice active/reflective listening with each other (GP/CR 5) (Loren)

Tuesday, January 7/28, 2020

- Initial Session:
    - What to do with paperwork and preparation (Becky & Loren)
        - Individual, multiple family members
        - Initial Session form
        - Preparing to use assessment tools
        - Addressing financial agreement, attendance slip and client receipt (Becky)
    - Mock first session (GP/CR5) (Loren)
        - Getting from telephone to waiting room to session room
        - Conducting the first session live demonstration
    - Mock supervision session related to first session (Loren)
    - Writing progress note #1 (**should be written within 24 hours of session)** (Loren)
        - Elements
        - Parsimony
        - Clarity about presenting problem
        - Change placeholder in Titanium to appointment
- Documenting clinical hours--Practicum log hours (Becky)
- Psychotherapy Notes as separate record (Loren)

Wednesday, January 8/29, 2020

- Second session:
    - What to do with assessments prior to session (Loren)
    - What to do with assessments during second session (Loren)
        - Review
        - Interpreting
        - Summarizing
    - Mock second session (GP/CR 5) (Loren)
    - Supervision session for second session (Loren)
    - Documenting second session (Becky and Loren)
        - Diagnosis/Systemic assessment
        - Treatment plan

- Goal
- Expected interventions
  - Progress notes 2-5

Thursday, January 9/30

- Discharging clients (process, ethical, liability, and documentation issues) (Becky and Loren)
- Use of supervision – dyad and group, what to expect (Loren)
  - Supervision Forms
    - Supervision Practices Agreement
    - Supervision Contract
  - Mock group supervision
- Threat of Harm (Loren and Becky)
  - Mandatory reporting requirements
  - LSCC policies and procedures for responding to threat of harm
  - Support: When to call supervisor, Clinical Director, Program Director
- CAMS (Loren)
- Mock session: responding to threat of harm (Loren)
- Orientation to Practicum 2 (if time)
  - Syllabus
  - Practicum Case Write-Up Guides and Rubric
  - Practicum Evaluations
  - Accumulation of hours, competencies and progress through Practicum 2-3

Grading: Grade Scale and Philosophy

Practicum 2 is a pass/fail course based on competencies practice and performed in class.

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 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*. 6th ed. Washington, DC: American Psychological Association, 2010. Copies of this manual are available at the library and in the Academic Support Center.

Electronic Technology Policy
Practicum is a low-to-no technology course during class time. There will rarely, if ever, be a need for using laptops, tablets, phones, or any other technology that takes attention away from the classroom. A paper notebook will be sufficient. If there is an overwhelming need for use of technology, please request permission from the professor. 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.

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. **Please note that this course meets two 1 ½ hour class periods on the same day. Any absence including both sections counts as two missed class periods (a full week of classes).** Due to the nature of practicum, students may not miss more than two (2) class sessions per semester.