

Practicum 2 – Assessment, Models and Treatment Skills

PC 442

Description

Practicum: Level 2 builds on the entry-level skills of Level I. Level 2 is designed to assist students in developing the foundation for more autonomous functioning as Marriage and Family Therapy interns at an intermediate level. This includes focus on theoretical understanding of the therapeutic process and development of specific intervention skills in therapy. In the supervised clinical experience, the student establishes treatment plans appropriate to more complex client issues and utilizes knowledge of theoretical models to assess client needs and establish the course of treatment. Practicum: Level 2 includes, but is not limited to, a range of 150-175 hours of counseling at a ratio of 5 client hours to 1 supervision hour.

Objectives and Expected Student Learning Outcomes

By the end of Practicum: Level 2, students will . . .	Student Learning Outcomes (SLO) & MFT Competencies (MFTC)	Assessment / Signature Assignments
1. Demonstrate the ability to use a specific MFT theoretical lens to observe and describe family structure, power dynamics, and processes.	SLO: 2, 4 MFTC: 1.1.1 Understand systems concepts, theories, and techniques ...foundational to MFT. 1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy 1.2.1 Recognize contextual and systemic dynamics	Case report Session video Working phase treatment plan
2. Demonstrate the ability to conceptualize a family structure using theoretical language that illuminates the client problem within the context of family and larger systems.	SLO 1, 2, 4 MFTC: 1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy 1.3.1: Gather and review intake information...balanced attention to individual, family, community... contextual factors 2.1.1: Understand principles of...family development and processes 2.3.6...Assess family...using a genogram or other instruments	Genogram Case report Final case write-up
3. Utilize appropriate therapeutic assessment tools to complete client diagnosis and treatment planning, considering multi-cultural and diverse frameworks with the assistance of supervision.	SLO 1, 2 MFTC: 2.1.4 Comprehend...assessment... appropriate to presenting problem... 2.1.5...Understand current models of assessment... 2.3.2 Provide assessments and deliver developmentally appropriate services... 2.3.6...Assess family...using a genogram or other instruments 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients	Client diagnosis form Assessment tools Working phase treatment plan Final case write-up
4. Establish appropriate client treatment goals using observation, assessment, and conceptualization skills including client feedback and supervisory consultation.	SLO: 1, 2, MFTC: 2.1.5...Understand current models of assessment... 2.1.6 -Understand the strengths and limitations of models of assessment and diagnosis... 2.3.1...Diagnose...systemically and contextually 2.3.2 Provide assessments and deliver developmentally appropriate services... 2.4.4 Assess the therapist-client agreement of	Client diagnosis form Working phase treatment plan Assessment tools ORS/SRS

	<p>therapeutic goals and diagnosis</p> <p>2.5.1 ...Utilize consultation and supervision effectively</p> <p>3.2.1 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan</p>	
5. Establish and utilize theoretically-based interventions to work toward accomplishment of client treatment goals.	<p>SLO 1, 2</p> <p>MFTC: 3.1.1 Know which models...are most effective for presenting problems</p>	<p>Case report</p> <p>Session videos</p> <p>Working phase treatment plan</p>
6. Demonstrate an increasing ability to focus on client issues as separate from therapist view of self and/or concern with own process in the therapeutic setting.	<p>SLO: 3, 4, 5</p> <p>MFTC: 4.5.2 set appropriate boundaries, manage issue of triangulation, and develop collaborative working relationships</p> <p>5.4.2 Monitor attitudes...personal issues...to ensure they do not impact therapy adversely or create vulnerability to misconduct</p>	<p>Case report</p> <p>Session video</p> <p>Supervisor observation</p>
7. Demonstrate effective and appropriate use of supervision to enhance understanding of self as therapist, challenges around issues of diversity, and pastoral practice of spiritually-informed marriage and family therapy.	<p>SLO: 2, 3, 5</p> <p>MFTC: 5.2.4 Recognize when clinical supervision or consultation is necessary</p> <p>5.5.2 Consult with peers...supervisors if personal issues, attitudes or beliefs threaten to adversely impact work</p>	<p>Case report</p> <p>Session video</p> <p>Supervisor observation</p>
8. Demonstrate awareness of ethical and legal issues that arise in the course of therapy including establishing boundaries in the therapeutic relationship and maintaining role of self as therapist.	<p>SLO: 1, 3,</p> <p>MFTC: 4.5.2 set appropriate boundaries, manage issue of triangulation, and develop collaborative working relationships</p> <p>5.1.2 Know professional ethics and standards of practice [for] MFT</p> <p>5.2.1 -Recognize the situations in which ethics, law, professional liability...apply</p>	<p>Case report</p> <p>Working phase treatment plan</p>
9. Demonstrate an intermediate level of therapeutic skills as a counseling intern.	<p>SLO 1, 2, 3</p> <p>MFTC: 1.3.2 Determine who should attend therapy...and configuration</p> <p>1.3.3 Facilitate therapeutic involvement of all...participants in treatment</p> <p>1.3.9 Manage session interactions with individuals, couples & groups</p> <p>2.1.4 comprehend... assessment ...appropriate to presenting problem...</p> <p>2.3.2 Provide assessments and deliver developmentally appropriate services...</p> <p>2.3.8 Identify client's strengths, resilience and resources</p> <p>5.3.7 Practice within defined scope of practice and competence</p>	<p>Complete 150-175 clinical hours</p> <p>Practicum log</p> <p>Final case write-up</p>
10. Demonstrate ability to appropriately administrate developing client case load at LSCTC and other Practicum sites.	<p>SLO 1</p> <p>MFTC: 1.5.2 Complete case documentation in a timely manner and in accordance with...laws and policies</p> <p>1.5.3 Develop, establish, and maintain policies for fees, payment, record keeping and confidentiality</p> <p>5.1.3 Know policies and procedures of practice setting</p> <p>1.5.2, 1.5.3, 5.1.3</p>	<p>Quarterly client file audits</p> <p>Benchmarks as established by agencies</p>

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” (Gehard, 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).

Methods

- ◆ All Practicum students will be assigned to a clinical supervisor who is responsible for the student’s clinical work and who will meet with them on a weekly basis and evaluate the student’s progress in practicum.
- ◆ All Practicum students will serve at Louisville Seminary Counseling Training Center and at an additional off-campus counseling site.
- ◆ All Practicum students will participate in twice-monthly class sessions, twice-monthly Live Supervision Groups and periodic large group Case Conferences and/or informational meetings.
- ◆ All Practicum students will complete a final Practicum case write-up with a draft due at the mid-point of the level.

Schedule and Assignments

<i>Practicum 3 Class Meeting Schedule, Fall 2016-Spring 2017 (Live Supervision: See Live Supervision Master Schedule)</i>		
Date	Topic	Resources and Assignment
9/19/16	Assessment and its relationship to treatment models and intervention planning—Introduction	Thomlison, B. (2016). <i>Family Assessment Handbook</i> . Pp. 37-75. Class discussion.
10/3/16	Multicultural Framework for Family Assessment	Sue, D. W. & Sue D. (2013) <i>Counseling the culturally diverse: theory and practice</i> , 6 th ed. New York: John Wiley & Sons. 57-87; 209-233. <ul style="list-style-type: none"> • Prepare a two-page multicultural analysis of one family to turn in. • Discussion of student presented case. Case presenter:
10/24/16	Integrating Spirituality	Frame, M. W. <i>Journal of Marital and Family Therapy</i> Volume 26, Issue 2 , pages 211–216, April 2000.

		<ul style="list-style-type: none"> • Class discussion—Integrating Spirituality <p>Case Presenter</p>
11/7/16	Eco-maps & Social Network maps: Charting a families resources, connections and systemic connections	<p>Thomlison, B. (2016). <i>Family Assessment Handbook</i>. Pp. 79-84.</p> <ul style="list-style-type: none"> • Prepare an Eco-map or Social Network map for one client family • Class/case discussions of Eco-map and client resources, systemic connections, expanding the system in therapy
11/21/16	Genograms	<p>Becvar, D.S. and Becvar, R.J. (2014). <i>Family therapy: A systemic integration</i>. Pp: 148-153; 121-124.</p> <p>Penderhughes, E. (2008). “Black genealogy revisited,” in McGoldrick, M. and Hardy, K.V. (eds), <i>Revisioning family therapy: race, culture and gender in clinical practice</i>. New York: Guilford.</p> <p>http://swrtc.nmsu.edu/files/2013/10/Cultural-genogram-hardy-laszloffy-1995.pdf</p> <p>http://www.tandfonline.com/doi/pdf/10.1300/J085v15n01_13</p> <ul style="list-style-type: none"> • Prepare a genogram and analysis of the genogram for one client family to discuss and turn in. • Discussion of student presented case—in class discussion develop working hypothesis and treatment plan using assessment information. <p>Case Presenter:</p>
2/6/17	Genogram: Multiple uses and integration with models of assessment	Genogram continued
2/20/17	Structural Analysis	<p>http://www.minuchincenter.org/yahoo_site_admin/assets/docs/the_case_family_therapy.65165254.pdf (pp. 227-234 only)</p> <p>http://sfhelp.org/fam/map.htm</p> <ul style="list-style-type: none"> • Prepare a structural map and analysis of one client family to turn in. • Discussion of student presented case—in class discussion develop working hypothesis and treatment plan using assessment information. • Case Presenter: • Case Presenter:
3/6/17	Behavioral Family Therapy: Functional Analysis	<p>http://state.tn.us/youth/dcsguide/manuals/Documentation%20of%20the%20Family%20Functional%20Assessment%20Process%20..pdf</p> <p>Epstein, N. B., Bishop, C. R. Miller, I. & Keitner, G. (1993). The McMaster model. In Walsh, F. <i>Normal Family Processes</i> 2nd ed. NY: Guilford Press. Pp. 138-159.</p> <ul style="list-style-type: none"> • Prepare a functional analysis of one client family system to turn in. • Discussion of student presented case—in class discussion

		develop working hypothesis and treatment plan using assessment information. . Case Presenter:
3/20/17	Contextual Model??	
4/10/17	Olson's Circumplex Model (FACES, Prepare/Enrich)	Olson, D. (1993). Circumplex model of marital and family systems. In Walsh, F. Normal Family Processes 2nd ed. NY: Guilford Press. Pp. 104-137. Example: FACES worksheets Class discussion—understanding model, tools and how to use Circumplex model in clinical practice
4/24/17	Overview: Other Historical and Empirical Models	Beavers, W. R. & Hampson, R. B. (1993). Measuring family competence. In Walsh, F. Normal Family Processes 2nd ed. NY: Guilford Press. Pp. 73-103
5/1/17	Postmodern Models of Assessment: Not knowing	http://dulwichcentre.com.au/articles-about-narrative-therapy/collaborative-representation/ White, M. and Epston, D. (1990). <i>Narrative means to therapeutic ends</i> . NY: W.W. Norton. Pp. 1-37. https://postmoderntherapies.wikispaces.com/Collaborative+language+therapy https://www.youtube.com/watch?v=wZvIn9yHKLc Madsen, W. C. (1999) <i>Collaborative therapy with multi-stressed families</i> . NY: Guilford Press. Pp. 45-84.

Evaluation and Grading Policy

Practicum grade is determined by the Practicum professor and the student's clinical supervisor with written input from the following:

- The Clinical Supervisor's final evaluation.
- All case study results meet Program standards
- External practicum placement supervisor's report of professional clinical and administrative practices as external sites;
- Live Supervision supervisor's report of clinical competencies demonstrated in Live Supervision group;
- Director of Clinical Training's report of professional clinical and administrative practices related to work in the LSCC;
- Administrative Assistant's report of professional management of Program and client documentation, scheduling, etc.

Grading Process:

- The clinical supervisor will complete the clinical evaluation (see MFT Manual) for Practicum 3 and assign a grade that represents the student's level of accomplishment in meeting clinical competencies and SLOs for Practicum 3.

- The Practicum professor will assign a grade that represents the student's level of accomplishment on practicum classroom assignments.
- The Practicum professor will review the clinical supervisor's evaluation (and assigned grade), SIE results (Practicum III only), written input from external site supervisors, Live Supervision report, Director of Clinical Training report and Administrative Assistant report.
- Upon reviewing all assessment documents, the Practicum professor will assign a grade reflective of the student's accomplishments. A grade of C or better is required to pass any Practicum course.

Student Learning Outcomes

SLO 1

Graduating students will be able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards.

SLO 2

Graduating students will demonstrate a broad knowledge of systemic theory and MFT Treatment models and flexibly apply these to evidence-based practice.

SLO 3

Graduating students will be able to think ethically and make appropriate clinical decisions consistent with the highest ethical and professional standards as entry level clinical professionals.

SLO 4

Graduating students will demonstrate the ability to apply multicultural approaches to Marriage and Family Therapy and attend appropriately to religious, cultural, racial, economic, gender, and sexual orientation differences as these are experienced in client systems, client-therapist systems, supervisory systems, and broader social systems.

SLO 5

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.