

**CHFD 9070: Practicum in Marriage and Family Therapy**  
**The University of Georgia - Spring 2009**

Instructor: J. Maria Bermúdez, Ph.D.

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Class Time: Tuesday, 5:00 - 8:30 p.m.

Place: McPhaul Family Therapy Clinic

**I. Course Description:** Supervised experiences designed to prepare the student for involvement in the practice of marriage and family therapy.

**II. Suggested Readings:**

Doherty, W. J. (1995). *Soul Searching: Why psychotherapy must promote moral responsibility*. New York: Basic Books

Gehart, D. R. & Tuttle, A. R. Tuttle (2003). *Theory-Based Treatment Planning for Marriage and Family Therapists*. Pacific Grove, CA: Brooks/Cole- Thomson Learning

Nichols, M. P. (1995). *The lost art of listening: How learning to listen can improve relationships*. (1995). New York: The Guilford Press.

Piercy, F. P., Sprenkle, D. H., & Wetchler, J. L. (1996). *Family Therapy Sourcebook* (2<sup>nd</sup> Ed.). New York: The Guilford Press.

**II. Course Objectives:**

1. To provide supervised experience in marriage and family therapy.
2. To provide experience in working with a therapy team.
3. To provide experience in presenting cases to professional colleagues.
4. To increase the student's therapy skills, develop a theory of therapy, ability to use supervision, ability to work with a team, and skills in case presentation.

**III. Course Requirements:**

1. Attend and participate actively in group and individual supervision.
2. Formally present at least three cases during the semester.
3. Keep an adequate caseload.
4. Turn in a statement of clinical goals at the beginning of the semester and at the end of the semester (during individual supervision).
5. Maintain responsibility for assigned cases through the course (scheduling, appointments, paperwork, monitoring client progress, referrals, follow-up, termination).
6. **Attend ALL practicum classes**, actively engage in group and individual supervision by providing colleagues with honest, respectful, critical, and encouraging feedback on their clinical work, and respect the confidentiality when personal information is shared.
7. Conduct therapy for practicum to observe during practicum time. Everyone must schedule clients every week and observe colleagues when you are not doing therapy.
8. Write a personal theory of change paper illustrating your model of therapy and make a copy of the paper for everyone in the class.
9. Present your theory of therapy at the end of the semester.
10. Conduct a final evaluation in individual supervision to review your goal statement, and give and receive feedback regarding the supervisory experience.

**IV. Course Evaluation and Grading :** Grades will be based on student's fulfillment of the course requirements, practicum participation, professionalism, theory development and progress toward goals. Please be mindful of what constitutes professionalism: professional dress (no jeans, athletic wear, tight clothing, heavy perfume, etc.) consistent attendance and being on time for practicum, maintaining clinic files in order, professional demeanor toward clients and case management. This is a major component in determining your grade. Plus and minus will be assigned based to the degree in which the instructor thinks the student fulfilled the below mentioned requirements.

A =

- Attend all practicum and individual supervisions
- Demonstrate clinical work by demonstrating **at least 3 sessions** during practicum time.
- Consistently record every session
- Apply basic MFT theories and systems thinking **every time** you discuss a case, regardless if it is your own or not. Know the difference between process, content, and context.
- For students with MFT Masters degree, demonstrate knowledge of all major MFT theories (including post-modern theories) and offer a deeper understanding, critique, and application of a specific model.
- Create an atmosphere conducive to learning and growing. Give direct and honest feedback to peers and support peers' progress by giving encouragement
- Openly discuss self-of-the-therapist issues (family of origin, personal struggles, growth areas, emotional reactivity, etc.) and be clear about clinical and personal goals
- Be willing to learn by taking risks, applying new models or ideas to therapy, and by being receptive to feedback
- Be responsible and professional in your demeanor, dress, and work ethic.
- Write Theory of Therapy Paper as stated in the syllabus

B =

- Miss 2 practicum classes and/or individual supervision, regardless of reason.
- Record most sessions
- Demonstrate clinical work by demonstrating at least 2 sessions during practicum time
- Be open with self-of-the-therapist issues and clear about clinical and personal goals
- Demonstrate knowledge and ability to apply MFT theories/models and systems thinking, however more vaguely than for the criteria listed for the A grade.
- You are professional in your demeanor, dress, and work ethic; however, improvement is needed in these areas.
- Write Theory of Therapy Paper as stated in the syllabus; however, it lacks some of the requirements, is poorly written, or lacks depth of description and quality.

C =

- Miss more than 3 practicum classes and/or individual supervisions, regardless of reason
- Records sessions, but inconsistently
- Bring in only 1 case to observe during practicum/live supervision
- Give doubt that you understand systems thinking and/or basic MFT theories such as Structural, Strategic, and Transgenerational models such as Bowen Systems Theory
- Refrain from discussing self-of-the therapist issues
- Demonstrate a lack of willingness to learn, take risks, apply new models or ideas to therapy, and discount feedback provided in practicum or individual supervision
- You are professional in your demeanor, dress, and work ethic; however, considerable improvement is needed in these areas.
- Fail to write Theory of Therapy Paper as stated in the syllabus

D =

- Miss more than 4 practicum classes and/or individual supervision
- Fails to record sessions
- Fail to bring in a case to observe during practicum
- Give considerable doubt that you understand or know how to apply systems thinking or basic MFT theories such as Structural, Strategic, or Transgenerational models
- Refrain from discussing self-of-the therapist issues,
- You are clearly unprofessional in your demeanor and work ethic

F =

- Miss more than 5 practicum classes and/or individual supervision.
- Give unquestionable doubt that you understand or know how to apply basic family systems theory or basic MFT theories such as Structural, Strategic, and Transgenerational
- You are clearly unprofessional in your demeanor and work ethic

**V. Goal Statements:** Your statement should include a few goals you wish to accomplish in your practicum this semester. These statements do not need to be done in an essay format. You must give a copy of your goals for everyone and bring them every time in your practicum folder.

- Describe your strengths as a therapist
- Describe your growth areas as a therapist
- List the goals you wish to accomplish
- Provide a behavioral description (for each goal) of how you will strive to meet those goals
- Briefly list resources you can utilize to meet your goals or how you plan to overcome any impediments toward your goals

#### **VI. End of Semester Goal Review:**

- Bring your initial goals to individual supervision
- Use a behavioral description of how you saw yourself meeting your goals (or an explanation for why you may have not fully met your goals). Use scaling questions or other means to measure your progress.
- Describe what you learned about yourself as a therapist as a result of working toward your goals

#### **VII. Theory of Change Paper and Presentation:**

You will write a Theory of Change paper and present it to the class. Papers are to be written in APA format with subheadings or organize your work and references. You are encouraged to use the format you will use to do your clinical presentation for the program (see below). You will need to BRING COPIES of the paper for everyone in the class one week before our presentation. This exercise is meant to help you prepare for your qualifying exams and help you learn to articulate your approach to couple and family therapy. You will only have 30 minutes and will mainly focus on the paper and do not have to show a video clip of your work. You may exceed the page limit and add more subheadings if you would like.

#### **Amended Policy for Clinical Presentation as described in the MFT Policy and Procedure Manual**

“All MFT students are required to do a clinical presentation. This presentation is to be done after passing off the Core Clinical Skills (See Appendix C) and prior to starting their internship. The purpose of the clinical presentation is for the student to demonstrate knowledge and competency in a setting similar to a job interview. The presentations require two products: 1) a written paper in APA format (10 to 12 pages plus references), and 2) an oral presentation that is open to students and faculty in the department.”

“The paper should describe the philosophical and epistemological orientations for conducting therapy, be grounded in the MFT literature, and demonstrate an integration of theory, practice and research. In your paper describe your theory of therapy (assumptions about how change occurs, theories of human behavior in social contexts, practices utilized in conducting therapy, and the use of self in therapy) and how you address issues such as diversity, gender, and power inequities.”

### **VIII. Group Supervision:**

Two therapists are responsible for demonstrating their session each week. You will all be responsible for scheduling clients for live supervision during practicum. You **MUST** have at least 3 sessions observed in the clinic by the class during the course of the semester.

### **Outline for Case Presentations (Individual and Group Supervision)**

1. Show and discuss the **genogram** for the client/family.
2. State your **purpose** for presenting the case (interesting, stuck, theoretical illustration, etc.) and what you want from the team.
3. Briefly outline **therapy progress** to date (number of sessions, context of therapy)
4. Give your **analysis of the case**, mentioning the pertinent theories you have used to conceptualize the case in systemic terms.
5. Discuss any **self-of-the-therapist issues** that may be affecting your work.
6. **Provide an overview** of how you see the case progressing toward therapeutic goals.
7. Tell the team what you want from supervision. How can we help you reach your goals?

### **IX. Class Schedule:**

5:00- 5:30	Brief Case Presentation for Therapist being observed- see guidelines
<b>5:30-6:30</b>	<b>Observe Session as a team (for those who do not have a session)</b>
<b>6:30-7:30</b>	<b>Observe Session as a team (for those who do not have a session)</b>
7:30-8:30	Post-Session Review and theory building discussion

### **X. Individual Supervision:**

- Will be scheduled every other week for 2 hour intervals, in groups of 2.
- You **MUST** bring your supervision forms **EVERY** time we meet for individual supervision.
- We will meet **every other week** starting January 14, 2008.

#### **Group 1**

Day: \_\_\_\_\_ Time: \_\_\_\_\_

#### **Group 2**

Day: \_\_\_\_\_ Time: \_\_\_\_\_

#### **Group 3**

Day: \_\_\_\_\_ Time: \_\_\_\_\_

**XI. Emergency Coverage:** You **MUST contact me in case of an emergency**, especially concerns about violence, suicide, or any thing else you are worried about that cannot wait until individual supervision. First call my office, then my cell, then my home. If I am not in town, please call my cell and or talk with the supervisor on call. Your mentor must also be abreast of your crisis situations in the clinic.

## **XII. UGA Academic Honesty Policy**

*All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.* There will be NO TOLLERANCE for cheating of any kind. This includes plagiarism, writing papers for others or having someone write a paper for you, cheating on an assessment given in class, etc. You must complete all of the assignments without the assistance of anyone! I am required to follow due process in the case that I suspect cheating of any kind. You are responsible for reading the University policy on academic honesty at: [http://www.uga.edu/ovpi/honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/honesty/culture_honesty.htm)

## **XIII. Important Dates:**

First day of class.....	1-13-09
Spring Break- NO CLASS.....	3-10-09
Last day of class.....	4-28-09

## **XIV. Class Policies and Other Information**

*Student Accommodations:* Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during regular office hours or by appointment as soon as possible in order to make proper arrangements.

*Protection of Private Information:* If you have requested a restriction of your personal information please call or email the instructor as soon as possible and I will use an alternate way of calling your name in class.

## **XV. Student Self Care, as per the MFT Policy and Procedure Manual**

“Graduate school and maintaining a clinical practice is a stressful endeavor. To promote self care students are encouraged to maintain and share their hobbies and interests with their colleagues and faculty members. It is also important to maintain balance between self care and obligations associated with graduate studies. To help maintain balance the program uses the following definition: Self care includes taking responsibility for your schedule and planning your life to complete your obligations. For example, if you have classes or clients scheduled all day on Wednesday and you need to prepare or relax some on Tuesday prior to your busy day, you start taking care of other obligations, such as studying for classes, earlier in the week to ensure you have time on Tuesday to relax, read something fun, exercise, etc.. Missing class or clients because you are tired is not self care, self care is planning ahead so you don’t miss class or cancel clients. You have the right to miss class or cancel clients but depending on the class or practicum it can adversely affect your grade. All self care practices that affect clients must be discussed with your current supervisor before changes in client schedules are made.”

**MFT Student and Faculty Evaluation of Student's Clinical Skills**

This form is used for MFT faculty and students to rate student's clinical progress each semester. Please mark the appropriate response to each question and respond to the open-ended questions that follow. This form should be reviewed and signed by **both** the supervisor and student, and then returned to the MFT Clinical Training Director (Dr. Gale). The purpose of the evaluation is to provide valuable feedback to students about their clinical progress.

Student/Year in Program:

Supervising Faculty:

Period of Supervision:

**WE HAVE REVIEWED AND DISCUSSED THESE RATINGS AND COMMENTS:**

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Supervisor Signature Date

As you respond to the questions, consider your goals for practicum this semester.

- 1.
- 2.
- 3.
- 4.

		Low effectiveness achievement (1)	Moderate effectiveness achievement (2)	High effectiveness achievement (3)
	The student must <b>CONSISTENTLY</b> be able to:			
	<b>ADMISSION TO TREATMENT</b>			
	Follow all MFT clinic policies and procedures with clients Set appropriate boundaries with clients			
	Maintain ongoing relationship with clients			
	Determine who should attend therapy and in what configuration			
	Develop a workable therapeutic contract with clients and attend to goals across sessions			
	Attend to larger-system issues that impact treatment (e.g., requesting releases to communicate with other healthcare providers, school and legal systems, etc.).			
	Present an awareness and appreciation of diversity (e.g. culture, gender, spirituality, sexual orientation, etc).			
	<b>CLINICAL ASSESSMENT AND DIAGNOSIS</b>			
	Make accurate DSM-IV diagnostic assessments, knowing both the value and limitations of diagnosis			
	Make accurate relational assessments knowing both the value and limitations of diagnosis			
	Demonstrate the ability to understand and use the clinical assessments			
	Assess each client's engagement in treatment			
	Communicate respect for clients			
	Attend to issues of relational (client and clinician) power			
	Apply systemic interviewing techniques and strategies			
	Assess contextual factors impacting the client's system			
	Assess how client change may impact extra-therapeutic relationships			
	Assess the client's strengths, resiliencies and resources			
	Elucidate presenting problem(s) from the perspective of each member of the therapeutic system			
	Deliver supervisor/team communications with accuracy and sensitivity			

	<b>TREATMENT PLANNING AND CASE MANAGEMENT</b>		
	Demonstrate skills in developing a collaborative relationship		
	Recognize when treatment plans need modification		
	Self-disclose to clients when appropriate		
	Complete all clinical and research paperwork in a timely manner		
	Manage sessions (time and flow)		
	Attend to sessions ethically and professionally		
	Demonstrate coherency and consistency with your theory and practice.		
	<b>LEGAL ISSUES, ETHICS AND STANDARDS</b>		
	Take appropriate action when ethical and legal dilemmas emerge		
	Practice within defined scope of practice and competence		
	Monitor personal issues and problems to ensure they do not impact the therapy process adversely or create vulnerability for misconduct		
	<b>USE OF SUPERVISION</b>		
	Have live or video cases to present in practicum		
	Actively solicit and implement supervision as an opportunity for learning, regardless of model		
	Actively participate in practicum, offering and requesting constructive feedback as appropriate.		
	Respect multiple perspectives (clients, team, supervisor)		
	Conceptualize and describe presenting problems systemically		
	Contribute systemic ideas to team discussions		
	Demonstrate knowledge of theory		
	Clearly state what you wish to obtain from supervision		
	Take risks to expand the use of a variety of theoretical models and techniques		
	Maintain an active case load		
	Collaborate with the supervision team.		
	Collaborate with the supervisor(s).		
	Articulate a coherent therapeutic model.		
	Demonstrate a coherent therapeutic model in team discussions, intervention development, and in practice delivery.		
	Be open to discussing and working on self-of-the-therapist issues.		
	Make progress on your supervision goals.		

**Please comment on each of the areas below**

1. What were your specific goals for supervision this semester?
  
2. In what ways are you satisfied with your effort in reaching these goals?
  
3. How did supervision help you or hinder your ability to reach these goals?
  
4. What grade do you believe you've earned in supervision this semester? Please comment.
  
5. What goals do you have for supervision next semester?

Your supervision grade is: \_\_\_\_\_

**Case Presentation/Observation Schedule**

1-13-09	Introduction to Practicum
1-20-09	5:30 _____ 6:30 _____
1-27-09	5:30 _____ 6:30 _____
2-03-09	5:30 _____ 6:30 _____
2-10-09	5:30 _____ 6:30 _____
2-17-09	5:30 _____ 6:30 _____
2-24-09	5:30 _____ 6:30 _____
3-03-09	5:30 _____ 6:30 _____
3-10-09	NO CLASS- Spring Break
3-17-09	5:30 _____ 6:30 _____
3-24-09	5:30 _____ 6:30 _____
3-31-09	5:30 _____ 6:30 _____
4-07-09	5:30 _____ 6:30 _____
4-14-09`	5:30 _____ 6:30 _____
4-21-09	5:30 _____ 6:30 _____
4-28-09	NO CLIENTS - Theory of Change Paper Due- Please bring a copy for every one in class. Presentations- Last day of class