

**Advanced Family Practicum**  
MFT 773, Section 001, Spring 2008  
Department of Marriage and Family Therapy

Professor:	Stephen T. Fife, Ph.D.	Class Time:	Tuesday, 4:00-6:45pm
Office:	MPE 115	Room:	CICFC Group Therapy Room
Phone:	895-3117	Office Hours:	Mon. 4-5pm; Tue. 10am-12pm; Wed. 3pm-5pm
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**Required Textbooks and Readings:**

Wright, L. M., Watson, W. L., & Bell, J. M. (1996). *Beliefs: The heart of healing in families and illness*. New York: Basic Books.

See WebCampus

**Recommended Texts:**

Gehart, D. R., & Tuttle, A. R. (2003). *Theory-based treatment planning for marriage and family therapists*. Toronto, Canada: Brooks/Cole.

Nelson, T., & Trepper, T. (Eds.). (1993). *101 interventions in family therapy*. New York: Haworth.

Nelson, T., & Trepper, T. (Eds.). (1998). *101 more interventions in family therapy*. New York: Haworth.

Patterson, J., Williams, L., Grauf-Graounds, C., Chamow, L. (1998). *Essential skills in family therapy: From first interview to termination*. New York: Guilford.

Weeks, G. & Treat, S. (2001). *Couples in treatment*. New York: Brunner/Mazel.

**Course Description:**

The course is an advanced marriage and family therapy practicum. It is designed to provide supervision and counseling experience for the development of clinical skills in working with couples and families.

**Course Objectives and Student Learning Outcomes (SLO):**

Student therapists are to build upon their understanding of systems theory and marriage and family therapy approaches by providing therapy to individuals, couples, and families. Students who successfully complete this course will:

1. Integrate clinical services with other professional activities such as record keeping, supervision, information and referral, in-service and staff meetings.
2. Integrate MFT theories, sensitivity to diversity, and human development theories into therapeutic practice.
3. Diagnose and assess client problems, develop treatment plans, and deliver therapeutic interventions systemically and contextually.
4. Apply the appropriate professional and ethical standards, as well as legal mandates, appropriate to the clinical setting.
5. Integrate issues of diversity into the practice of marriage and family therapy.

**Additional Expectations:**

Students in the practicum will learn to do the following:

1. Work with couples and families from a systemic perspective.
2. Conceptualize and treat couples and families using a variety of MFT approaches.
3. Work collaboratively with a co-therapist and/or clinical team.
4. To identify and improve their clinical strengths and areas for improvement.
5. Use supervision and therapy experience to increase clinical skills.

In addition, students who successfully complete this course will achieve following **Departmental Educational Outcomes (DEO)**: Complete substantive clinical experience in the treatment of individual, family, and couple problems (DEO #14)

**Method of Instruction:**

This class will be taught using combined methods including didactic methods, experiential methods, and interactive activities. Instruction will include group supervision and individual supervision.

- *Group Supervision* will include a combination of clinical training/demonstration, case presentations, review of students' videotaped therapy sessions, group discussion of assigned readings and clinical cases, clinical role plays, and live supervision.
- *Individual Supervision* will include a combination of discussion of clinical cases, review of students' videotaped therapy sessions, clinical training/demonstration, and live supervision.

**Assignments:**

**Assigned Readings and Reflections** Throughout the course, you will have several assigned readings. These readings will be from the required texts as well as other articles listed on the course website. As a way to enhance your reading, you will come to class prepared to discuss topics from the readings that you would like to comment on during our discussion.

**Measurement Procedure:** Students will be evaluated on the degree to which they demonstrate thoughtful reflections, an understanding of the assigned readings, and write professionally.

This fulfills SLO 1-5 and department educational outcomes (DEO) 14.

**Semester Goals** Effective supervision occurs when it matches a practicing therapist's developmental level. In order to supervise you in the best way possible for you, I need to know a little bit about your background and your goals for the semester. Please reflect on your experience and develop three goals for this semester. You are to bring these to the second practicum.

**Measurement Procedure:** Students will be evaluated on the degree to which they fully and thoughtfully complete this assignment.

This fulfills SLO 1-5 and department educational outcomes (DEO) 14.

**Client Articles and Handouts** You will receive a group of articles and handouts that can potentially be used with clients in session or as homework. Please review all the articles/handouts and complete the accompanying evaluation form. Additionally, you will be required to identify an article or handout that can be used with clients and share this with the class on an appointed day (TBA).

**Measurement Procedure:** Students will be evaluated on the degree to which they complete the readings and evaluations.

This fulfills SLO 1-5 and department educational outcomes (DEO) 14.

**Case presentations** During this course, each student will have two opportunities to present cases to the class for group consultation/therapy reflecting teams. Students are asked to use the format attached to this syllabus as a guideline for the information to be presented to the class. Enough copies of this form should be made to distribute to all of the practicum students and the instructor.

**Measurement Procedure:** Students will be evaluated on the degree to which they complete the assignment according to the instructions and are receptive to feedback from others.

This fulfills SLO 1-5 and department educational outcomes (DEO) 14.

**Personal Model Paper & Presentation** The purpose of this assignment is to assist you in further developing your personal model. Specific guidelines for the paper and evaluation criteria will be provided on WebCampus. You will also be required to present your model to the class and illustrate it with video clips from couples and families with whom you have worked.

Measurement Procedure: Students will be evaluated on the degree to which they demonstrate an understanding of their theory of change, complete the above criteria, and write professionally  
This fulfills SLO 1-5 and department educational outcomes (DEO) 14.

**Participation** *Participation* is defined as (1) class attendance, (2) your contributions during class, and (3) your involvement in live supervision. You are expected to attend all classes (both group and individual supervision), arrive on time, and stay through the duration of the class. On Tuesday nights, you will be required to participate in class and live supervision (4-6:45pm). You may schedule your own clients at 7:00 pm. However, it is expected that if you are not seeing clients at this time, you will be observing one of your classmates. As a professional representing the field, you are required to be on time for your therapy sessions and for class. I will expect that you arrive on time, and make every effort to attend class, including live supervision of yourself and your classmates.

Measurement Procedure: ***Excused absences*** are those which refer to medical emergencies. A health professional note is required to be presented to the instructor by the next class period. ***Unexcused absences*** refer to arriving at class more than five minutes after class has begun, leaving class prior to dismissal without a medical emergency, or not attending class at all. **Any unexcused absences beyond one can/will result in a drop of one letter grade. Accumulating more than 3 unexcused absences is cause for a failing grade.**

This fulfills SLO 1-5 and department educational outcomes (DEO) 14.

**Professionalism** This criterion addresses the essential elements that are necessary to perform professionally as a therapist, such as dependability, professional presentation, initiative, empathy, and cooperation. These behaviors are developed through the recognition of skills, practice, experience, role mentorship, and evaluative feedback. Emphasizing the importance of these behaviors will strengthen you for your professional roles.

Measurement Procedure: As a counselor in training, you are expected to conduct yourself as a professional. This includes, but is not limited to, the following behaviors:

- Be on time for appointments and class
- Present yourself in a manner that honors the profession and that is accepted by patients, faculty, preceptors, and employers.
- Abide by all CICFC policies and procedures and the AAMFT Code of Ethics. Violation of the AAMFT code of ethics or CICFC policy can result in “F” in the course and dismissal from the program.
- Accept and apply constructive criticism from faculty and peers
- Adhere to deadlines on the syllabus
- Refrain from engaging in disruptive behaviors while in class (i.e., side conversations with peers; cell phones, etc.) or in sessions
- Talk to other students and faculty with respect

In general, you are expected to exhibit behaviors and attitudes that are consistent with professional standards in all of your interactions. **Failure to do so may result in a lowered course grade, being “red flagged”, or dismissal from the course.**

This fulfills SLO 1-5 and department educational outcomes (DEO) 14.

### **Clinical Hours and Practice**

One purpose of practicum is to help you develop your clinical skills. My efforts will be focused on helping you improve as a clinician. You will be evaluated on the quality of your clinical skills and the degree of improvement over the course of the semester. Students are required to have a MINIMUM of 50 clinical hours over the course of the semester. Students are expected to maintain a client load of 5-8 clients *throughout the semester*. Students are also required to fulfill their ethical and professional responsibility and see clients *throughout the semester, even if they have completed 50 clinical hours*.

Measurement Procedure: Students are required to have a minimum of 40 clinical hours during the semester in order to receive a grade for the class (anything less results in an Incomplete). Students will be evaluated in terms of their ability to integrate theory into their practice, their ability to effectively use supervision, their relationship with co-therapists and colleagues, and their development in terms of the ability assess, conceptualization, and intervene systemically Evaluation will be primarily based on the categories outlined on the Evaluation Form (see WebCampus).

This fulfills SLO 1-5 and department educational outcomes (DEO) 14.

### **Additional Policies:**

- Students are required to keep accurate and up-to-date records. This means completing progress notes of sessions within 24 hours of the session. Students are responsible for keeping track of their hours.
- Students are expected to act in a professional manner. This means that students are to be on time for clients and to observe a professional dress code when seeing clients. The dress code is business casual. The dress code **prohibits** seeing clients in jeans, cargo pants, cutoffs, t-shirts, flip-flops, low-cut shirts, or other casual wear. You may wear khakis (either dockers or slacks), polo shirts, skirts (at least knee length), button down shirts, etc. If you have any questions about appropriate dress, please feel free to see me or another clinical supervisor.
- Students are asked to provide one intake hour per week this semester to the Center for Individual, Couple, and Family Counseling (CICFC).
- Students are required to videotape all of their sessions. These tapes are property of the CICFC.
- Students must observe professional standards of confidentiality for their own and colleagues cases.
- At the completion of each month, students must provide their clinical/supervision hours log for me to sign. Students must give one copy to the Departmental Office *NO LATER than the 15<sup>th</sup> of the month*, one copy to their supervisor, and keep the original for their records.
- Students are required to carry malpractice/liability insurance. Copies of proof of insurance **MUST** be on file at the Center.

**Failure to do comply with these responsibilities may result in a lowered grade, being “red flagged”, or dismissal from the course.**

### **Evaluation/Grading Guidelines:**

1. Students will receive on-going evaluation throughout the semester.
2. Formal evaluation will use the UNLV MFT Practicum Evaluation Form.
3. Student’s grades will be determined by completion of /adherence to the assignments, expectations, and policies as outlined above.
4. **Grades:** A grade of “A” will be given to work that is consistently excellent and/or shows exceptional development over time. A grade of “B” is given to work that is acceptable and adequate and shows acceptable improvement over time. A grade lower than a “B” will be given to substandard, unacceptable, or poor work, or work indicating a lack of development over time. Plus and minus grades are also given.

### **Personal Criteria:**

As a counselor in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills. (Neukrug, E. (1999). *The World of the Counselor*. Pacific Grove, CA.: Brook/Cole.)

## **Additional Policies:**

**Academic Integrity:** It is expected that all work done for this class will be in strict compliance with the principles of academic honesty and integrity, as outlined in the student catalogue.

**Cell Phones & Pagers:** Please turn off cell phones and pagers during class, unless you have made arrangements with the instructor prior to the class period.

**Personal Criteria:** As a therapist in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills. (Neukrug, E. (1999). *The world of the counselor*. Pacific Grove, CA.: Brook/Cole.)

**Ethical Behavior:** Students will abide by the American Association of Marriage and Family Therapy (AAMFT) Ethical Guidelines – see [www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp](http://www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp) There are eight guiding principles – 1.) Responsibility to Clients, 2.) Confidentiality, 3.) Professional Competence and Integrity, 4.) Responsibility to Students and Supervisees, 5.) Responsibility to research Participants, 6.) Responsibility to the Profession, 7.) Financial Arrangements, 8.) Advertising. It is your responsibility to be familiar with the guidelines and principles. Ethical violations are serious and may lead to disciplinary action, which could lead to separation from the counseling program.

**Copyright:** UNLV requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Copyright and fair use policies can be found at: <http://www.unlv.edu/committees/copyright>

**Note:** This syllabus is prepared as a guideline for the course. It is *not* a contract between the professor and student, and the professor reserves the right to modify the syllabus as necessary (i.e., extend or limit discussion on a topic, add additional assignments or readings, subtract assignments or readings, etc.). Students will be notified promptly of any changes.

**Tentative Class Calendar:**

<b>Date</b>	<b>Topic</b>	<b>Assigned Readings</b>	<b>Assignments Due</b>
1/22	Class Introduction		
1/29	CICFC Policies and AAMFT Code of Ethics	CICFC Policies and AAMFT Code of Ethics	Semester Goals
2/5	Beliefs book	Acknowledgments, Introduction, Appendix A&B	
2/12	Beliefs: Lenses & Explanations	Ch. 1	
2/19	Beliefs about Families & Illness	Ch. 2	
2/26	Beliefs about Therapeutic Change	Ch. 3	
3/4	Creating a Context for Change	Ch. 4	
3/11	Uncovering Beliefs	Ch. 5	
3/17	<i>Spring Break – No Class</i>		
3/26	Challenging Constraining Beliefs	Ch. 6	
4/2	Distinguishing Change; Clinical Exemplar	Ch. 7 & 8	
4/9			Personal Model Paper Due
4/16	Avoiding Bad Couples Therapy	Assigned Readings (WebCampus)	
4/23	Impasses in Couples Therapy	Assigned Readings (WebCampus)	
4/30	Common Factors in Couples Therapy	Assigned Readings (WebCampus)	
5/6	Role of the Therapist in Therapy	Assigned Readings (WebCampus)	
5/13			

## COU 773 Case Presentation Form

Counselor(s):

Case number:

Number of sessions to date:

Presenting problem:

Genogram:

Assessment/diagnosis:

Client strengths:

Theory guiding case:

Treatment/interventions employed thus far and their effectiveness:

Topics for practicum discussion: