Course Description:
This course serves as an integrative link between theory and practice for the graduate student intern who is engaged in meeting the internship requirements of the program. It allows students in internship placements to confer with their University supervisor concerning the many situations encountered in the process of training to be family therapists. This course also continues to allow students to examine the application of theoretical models to actual therapy situations. A primary aim of the course is to assist intern’s continued understanding and implementation of their chosen model of therapy as well as help them to ensure that the termination and transfer process of cases goes smoothly. In addition, issues of therapist self care and ethical practice remain on the forefront throughout the internship experience.

Course Expectations:
This course is designed to support your initial learning towards being a therapist. Overall, you are expected to be on time, attentive, and invested in your learning experience. In addition, there are a few expectations I would like you to consider. First, please do not leave your cell phones on (or on vibrate) while in class, as it can be distracting to our group process. If you have a specific reason to be connected to your phone, please let the group know, but please do not be texting or checking your phone throughout class when we are not on breaks. It is my hope that we can give each other our undivided attention when we are engaged in live sessions, video sessions, case report supervision, and discussions. Second, I expect you to be thoughtful and aware of the kind of feedback you are giving to others. To me, learning to give balanced and useful feedback (and receiving this feedback) is as valuable to the learning process as seeing clients. Ultimately, we are giving feedback to each other that we would like to hear ourselves. Third, please be aware of what kind of “space” you take in the group. Do you speak a lot? Do you rarely share? How is the group supporting all members and does everyone have a voice? I expect ongoing metaconversations in this regard. Finally, I expect you to be prepared and “ready to go” for both class and our individual supervision meetings. Be aware of what you want out of our time together before you come to any supervision meeting. To me, advanced practicum is a co-creation of a learning environment where we each have a responsibility toward what kind of group experience is developed. We will discuss this process more as a group.

Internship Description:
The CFT intern will be engaged in face-to-face client counseling under the supervision of a professional therapist who has met national standards as an AAMFT Approved Supervisor or the equivalent. Students must have a minimum of 16 credits of supervised internship coursework including documentation of the minimum number of 400 client contact hours (50% with couples or families) to graduate from the program. The student will be responsible to the director of the internship site for all procedures and policies of that site. The faculty supervisor interacts with the student and the site director concerning details and evaluation of this internship experience.

Internship Objectives:
I. Professional Development in Agency Setting: Interns will develop increased levels of professional conduct and demonstrate the ability to work within the field of mental health:
   (1) demonstrate knowledge of agency policy and procedure,
   (2) develop a good working relationship with site director, on-site supervisor, faculty supervisor and CFT Director,
   (3) develop a cooperative relationship with supervision groups on-site and at the University,
   (4) demonstrate an openness to direct observation and taping of counseling sessions,
   (5) demonstrate a willingness to accept and use feedback related to professional conduct and counseling skills

II. Specific techniques and treatment programs to be learned: Interns will develop increased expertise in the following areas:
(1) develop a therapeutic relationship with clients,
(2) demonstrate systemic problem assessment,
(3) develop effective and appropriate treatment plans that lead to a therapeutic contract,
(4) select and utilize appropriate interventions that support the treatment plans,
(5) effectively evaluate client progress,
(6) demonstrate competence in case management issues (session participants, managing family secrets, missed appointments, crisis management, referrals, termination, etc.)
(7) evaluate client impact on the therapist involving issues related to transference and countertransference.
(8) evaluate client/therapist diversity and openly discuss in session when appropriate

Textbooks:
Required:
2. Theory of change text of your choice

Recommended:

Policies
Ethical Standards of Practice:
Each CFT student is expected to maintain the highest ethical standards of clinical practice, including strict adherence to the maintenance of client confidentiality. Specifically, students agree to the following:
- Awareness of the AAMFT Code of Ethics and maintaining the code at all times.
- Never disclosing any names or identifying information of client or cases outside of the observation or supervision areas.
- Not observing a session, inquiring about a case, or participating in a team if you know the client.
- To consistently maintain a professional and respectful manner when observing or interacting with clients.

Disclosure of Personal Information:
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies. The AAMFT Code of Ethics states in standard 4.7 (2001) that Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. With this in mind, the program would like to highlight those clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care.

Students with Disabilities:
Appropriate accommodations will be provided for students with documented accessibility needs. This documentation must come in writing from the Accessibility Education Center in the Office of Academic Advising and Student Services. To obtain this document contact Molly Siros at 541-346-1073 or sirois@uoregon.edu. If you have a documented need and require accommodation, you must meet with the course instructor within the first two weeks of the term.

Student Conduct:
The College of Education (COE) Policy Regarding Dismissal of Students from Programs is contained in the COE Academic Policies and Procedures Handbook in Section A and in the UO Bulletin. The CFT program has a specific set of policies with regard to Professional Conduct and Ethical Standards that can be found in the CFT Program Handbook. It is the student’s responsibility to review these policies.
Respect for Diversity:
The CFT program embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects of our program. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. We aim to honor and value diverse ways of learning, knowing, and experiencing. We also hope to create a forum where dialogues can take place that foster individual as well as collective self-awareness and growth. In keeping with our commitment to these values, we ask that everyone (students, faculty, staff and supervisors) partner in a shared responsibility to build inclusion, equity, and respect of diversity across the CFT program. This can only happen if we continue to reflect on how our cultural backgrounds and diverse life experiences influence our work with clients. Thus, while we each bring unique perspectives to our professional work, as a program we expect that our students, faculty and staff, as human service professionals, will strive toward competency in meeting our clients' diverse needs and respecting all people.

Course Requirements

Below is a list of assignments that link to the Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

1. **Attendance and participation (25 points; SLO1).** This area acknowledges the time and commitment each student makes in preparing for class through clinical work, completing assigned readings, and completing assignments. Attentive, rigorous, thoughtful, and supportive participation is appreciated and expected during client presentations. Absences and late arrivals will be reflected in the course grade and have the potential to jeopardize successful completion of this class. You are expected to stay current on a new theory of change text and discuss as you participate in supervision across the term.

2. **Formal presentation of clinical work (30 points; SLO3, SLO4, SLO5).** The presentation and supervision of clinical work is one of the most vital aspects of training as a couples and family therapist. Each student is expected to make one live clinical presentation during the term. We may also add video presentations to our schedule in order to watch each other in this way, too. The therapist is responsible for scheduling the client session and for all preparations for the presentation. Only CFT clients should be presented in the live team format. In **sum**, a live client presentation should include an introductory handout following the format listed below, a genogram (if available), and a client presentation paper.

   **Live presentation preparation:**
   - Students who are scheduled to make a “live” clinical presentation should be prepared to present a video of the most recent session with same client/family if the “live” client does not show for their appointment. All presentations require your preparation ahead of time and should be “planned out” in terms of what you present to your colleagues.
   - All live presentations should include a **handout** that details the information below and a genogram for the team (if available). **Please have one handout available for each team member.**
     - I. The presenting concern—according to the client(s).
     - II. The demographics and key cultural variables of the system.
     - III. What do you notice about yourself working with this system (self-of-the-therapist)?
     - IV. The status of therapy (how many sessions/progress).
     - V. What are your “initial impressions” of a systemic description/action map for this client system (what is happening systemically)?
     - VI. Genogram information (include copy of genogram if available).
     - VII. The model(s) you currently identify with and what you are implementing with this system that is model-specific.
     - VIII. What are three relevant questions or difficulties you want to discuss/process with the team (though you may have many, be thorough and succinct)? In essence, what are you hoping to walk away with after reviewing the client system with your team?
   - Each student will also turn in a **Client Presentation Paper** (due at the time of your live presentation). This paper is a very abbreviated FCP, should be well written and follow APA standards, should be approximately 6-8 pages and include the following:
I. Sections 1-5 and section 7 in the Clinical Practicum Manual. Please give considerable attention to the context section.

II. Include a section that reviews your current theory of change and how you are applying this model with the client system. Integrate information from your current model text.

Note: If we schedule video presentations, the format is a bit condensed from a live presentation. You will conduct the pre-session (though you do not need to prepare a handout, unless you would like to) and then share your clip(s). Our video presentations will be informal. We should view about 15 minutes of data as a team and you should have clarity about where in the video to cue your clip(s). During the viewing of the clips, I may pause and discuss. Overall we are attentive to the clip(s) to gain context to the therapists identified needs/questions. We will stop at the desired stopping place as decided by the presenter and/or supervisor and then discuss the client system.

<table>
<thead>
<tr>
<th>Stage of Live Presentation</th>
<th>Therapist/Presenter Tasks</th>
<th>Team Members’ Tasks</th>
<th>Approximate Time</th>
</tr>
</thead>
</table>
| Pre-Session                | - Present the **relevant** information about the clients to the team via handout.  
  - You will not be able to say **everything** about the client system. Choose the content of your pre-session presentation **carefully** given the amount of time you have to present (15-20 minutes). | Assist the therapist in formulating:  
  - Relevant hypotheses for the session  
  - Relevant questions related to hypotheses  
  - Alternative explanations for the client situation | 15-20 Minutes     |
| Session Part 1             | - Conduct the session. The therapist should not work to demonstrate any specific skill or intervention, but simply to conduct the session as routine.  
  - The supervisor may **call-in to the therapy room with any emergent questions or helpful information.** | Assist the therapist in formulating:  
  - Additional hypotheses about the client system  
  - Additional questions related to hypotheses  
  - Alternative explanations for the client situation  
  - A list of client strengths/concerns that can be shared with the therapist/client system  
  - A list of possible interventions to be delivered in Session Part 2 | 30 Minutes        |
| Session Break              | - Receive feedback and input from the team. Bring follow-up questions to the team. | - Share formulations made during Session Part 1 with the therapist  
  - Dialogue with the therapist regarding additional questions that may have arisen.  
  - Formulate an “intervention” to share with the client system (when appropriate). | 15 Minutes        |
|                           | **It is important that we do not overwhelm the therapist at the break. The idea is to offer the most important feedback at that time and we will review the rest in the post session.** |                                                                                                                                 |                  |
| Session Part 2             | - Conduct the session as informed by the team input.  
  - The supervisor may **call-in to the therapy room with any emergent questions or helpful information.** | - Continue to develop ideas and possible interventions for future sessions.  
  - Assist the therapist in developing any alternative systemic diagnosis. | 15 Minutes        |
| Post-Session               | - Dialogue with team about the session. Listen for key feedback and responsiveness to initial questions/needs. | - Support the therapist’s work and offer feedback.  
  - Share any general questions about the client system.  
  - Share feedback based on the therapists needs outlined in the pre-session  
  - Assist the therapist in planning for future sessions. | 15 Minutes        |
3. **Match assignment (15 points):** Each student will complete the match log (provided as a handout) that needs to be filled out after each meeting/observation with your first year match. You will turn in this match log at the end of the term. Throughout the term, please discuss your experiences directly with your supervisor. During the term, you will inevitably gain skills in mentoring and sharing your perspective as a current intern with your match. Your overall role in the match relationship is to provide a supportive experience for the first year student. This assignment will be due at the beginning of Class #10.

4. **Ethics Scenario Activity (10 points; SLO1):** Each student will write up a summary of an ethical dilemma you have experienced since your entry into the human service field. You will each have a turn to present this ethical dilemma to the practicum group. In turn, the group will serve as consultants to you on your ethical dilemma and help you think through the ethics, laws and morals that are at play. Your presentation should include handouts for your consultation team that includes (a) brief review of the context of the client(s), (b) the ethical situation, (c) and your question/need (why does this client situation present an ethical quagmire). This assignment will be due at the beginning of class #9.

5. **Form Submission & File Auditing (20 points; SLO1):** All CFT practicum students are required to turn in the following forms listed below at their coordinated due dates. Students are encouraged to keep copies of their paperwork (especially hour log forms). Students are responsible for ensuring that they are maintaining an adequate level of client contact experience and that they are accruing sufficient supervision and relational therapy contact. Inform me right away if you feel you are dropping below an adequate amount of client contact or supervision or if you are having difficulties with your externship site in any way.

Your files will be audited at some point during the academic term to ensure that interns are following the ethical guidelines for writing case notes as well as program requirements for treatment planning and supervision. As a reminder, clinical notes are to be written within 24 hours of a clinical session. Failure to properly manage clinical files may result in student remediation. The following forms are due throughout the term.

<table>
<thead>
<tr>
<th>ITEM DUE</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Log: This allows me to see the clients you have currently. Please complete this form thoroughly (see attached).</td>
<td>Please complete prior to our second individual supervision meeting and bring with you so we can discuss.</td>
</tr>
<tr>
<td>Monthly Client Contact Reporting Forms: Complete and correct with all signatures in place.</td>
<td>First week of the month for the period covering the previous month. Please give these to Lindsey Elliot, Internship and Contracts Coordinator.</td>
</tr>
<tr>
<td>Clinical Development Goals Form PART I (the first two columns): This forms provides an opportunity for students to set their personal/clinical goals for the term. When writing your goals, be sure to do so in a way that can be measured (how will you know if you have completed this goal)?</td>
<td>Second week of the term. Please bring this form to your individual supervision meeting. I will sign and then you will save for the end of the term.</td>
</tr>
<tr>
<td>Clinical Development Goals Form PART II (last column completed in the 10th week of term): Completed by the student at the end of the term as a way to evaluate their progress toward the goals they set at the beginning of the term.</td>
<td>Bring to your individual meeting with supervisor at the end of the term.</td>
</tr>
<tr>
<td>Site Supervisor Term Evaluation Form: Filled out by the student, evaluating the supervision experience of the on-site supervisor(s) for the term.</td>
<td>Bring to your individual meeting with supervisor at the end of the term.</td>
</tr>
<tr>
<td>End of Term Practicum Evaluation Form: Filled out by on-site supervisor as an evaluation of the intern’s performance for the term.</td>
<td>Bring to your individual meeting with supervisor at the end of the term.</td>
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</table>
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Assignments Due</th>
<th>Client Presentations</th>
</tr>
</thead>
</table>
| Week #1         | • Review term and group expectations  
                  • Confirm individual supervision schedule  
                  • Assign days for client presentations  
                  • Review high risk clients               | X                    |
| Sept. 30th      |                                                                                  | X                    |
| Week #2         | • Tell supervisor about theory of change text  
                  • Clinical Developmental Goals Due (bring to individual supervision)  
                  • Client Log due (bring to individual supervision)  
                  • Hours Due to Lindsay this week  
                  • CFT Meeting This Week         |                      |
| Oct. 7th        |                                                                                  |                      |
| Week #3         | • Read theory of change text                                                   |                      |
| Oct. 14th       |                                                                                  |                      |
| Week #4         | • Read theory of change text                                                   |                      |
| Oct. 21st       |                                                                                  |                      |
| Week #5         | • Read theory of change text                                                   |                      |
| Oct. 28th       |                                                                                  |                      |
| Week #6         | • Read theory of change text                                                   |                      |
| Nov. 4th        | • Hours Due to Lindsay this week  
                  • CFT Meeting This Week         |                      |
| Week #7         | • Read theory of change text                                                   |                      |
| Nov. 11th       |                                                                                  |                      |
| Week #8         | • Read theory of change text                                                   |                      |
| Nov. 18th       |                                                                                  |                      |
| Week #9         | • Read theory of change text                                                   | X                    |
| Nov. 25th       | • Ethics Scenario Activity                                                     | X                    |
| Week #10        | • CFT Meeting This Week  
                  • Individual final evaluation meetings  
                  • Evaluation forms (bring forms to final supervision meeting)  
                  • Hours Due to Lindsay this week or next  
                  • Group Outing/Closure          | X                    |
| Dec. 2nd        |                                                                                  | X                    |

**Course Grading:**  
≥ 80 Pass  
< 80 No Pass  

***The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course. You will promptly be notified of any changes.***
<table>
<thead>
<tr>
<th>A) Client Code</th>
<th>B) Who comes to session? (constellation)</th>
<th>C) # of sessions to date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Therapist:</th>
</tr>
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<tbody>
<tr>
<td>Primary focus of therapy?</td>
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</table>

**Comments:**
**Advanced Practicum**

**Theory of Change Text Assignment**

*(This form is due Week 2 in individual supervision)*

Student Name:

<table>
<thead>
<tr>
<th><strong>Theory of Change Text Previously Read During Summer Term:</strong></th>
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<table>
<thead>
<tr>
<th><strong>Theory of Change Text Planned Reading for Fall Term:</strong></th>
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<table>
<thead>
<tr>
<th><strong>Currently I am most interested in these models (either to use for self in the room or just intrigue):</strong></th>
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<td></td>
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</table>
University of Oregon CFT Educational Outcomes

Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.