Instructor: ALL SECTIONS
Phone: ALL SECTIONS

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 therapist intern’s continued understanding and implementation of their chosen model of therapy and family therapy clinical competencies. In addition, issues of therapist self-care and ethical practice remain on the forefront throughout the internship experience.

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. Internship experience takes place in an approved clinical setting for 400 client contact hours, 50% with couples and families. 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:

Recommended:
1. American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders,
   York: John Wiley & Sons.

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 that 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 needing accommodations:**
Appropriate accommodations will be provided for students with documented disabilities. This documentation must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. To obtain this document contact Molly Sirois at 541-346-1073 or sirois@uoregon.edu. If you have a documented disability 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 in supervision class and clinical discussion (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 case presentations. Absences and late arrivals will be reflected in the course grade and have the potential to jeopardize successful completion of this class. That being said, please let me know about extenuating circumstances. *(30 pts.)*

2. **Formal client presentations (SLO3, SLO4, SLO5):** One of the essential elements of the class is a student presentation of actual clinical work. Presentation and supervision of clinical work is one of the most important aspects of training in family therapy. Each student is expected to make one “live” case presentation during the term. Students who are scheduled to make a
“live” case presentation should be prepared to present a video of the most recent session with same client/family if the live client(s) does not show for their appointment. In addition to a “live” presentation, students should bring recorded sessions to dyadic and group supervision on a regular basis. (30 pts.)

**Elements of a Successful Case Presentation:**

- Client presentations will typically take about 75-90 minutes to complete. The presentation will occur in 5 stages, following the “Milan” model. These stages will include: 1) Pre-session presentation of the client system; 2) Session Part 1; 3) Session Break; 4) Session Part 2; 5) Post-Session Discussion. All 5 components must be complete to earn credit for the presentation (see table below).

- 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.

- Given that this is your last term in the program and you will be working on your formal client presentation papers, you do not need to submit a paper with this assignment. Instead, please prepare and present an outline (does not need to be typed, but if hand-written please make neat) of the key components of your presentation as a handout for your colleagues. Please pass out this handout before starting your oral presentation.

<table>
<thead>
<tr>
<th>Stage of 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 case to the team. Presenters should be guided by the outline in the *Clinical Internship Manual* and the intern’s chosen model for therapy. - You will not be able to say everything about the case. Choose the content of your pre-session presentation carefully given the amount of time you have to present (30 minutes). - Bring thoughtful and relevant questions or problems to process with the team. | - 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, (as informed by the team comments in the pre-session). The therapist should not work to demonstrate any specific skill or intervention, but simply to conduct the interview and bring about the information/process discussed in the pre-session. | - 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 | 30 Minutes |
therapist/client system
• a list of possible interventions to be delivered in Session Part 2
- Call-in to the therapy room (typically the faculty supervisor) with any emergent questions or helpful information.

| 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). - Support the therapist’s work and offer any positive feedback. | 15 Minutes |
| Session Part 2 | - Conduct the session as informed by the team input. | - Continue to develop ideas and possible interventions for future sessions. - Assist the therapist in developing any alternative systemic diagnosis. - Call-in to the therapy room (typically the faculty supervisor) with any emergent questions or helpful information. | 15 Minutes |
| Post-Session | - Dialogue with team about the session. | - Support the therapist’s work and offer any positive feedback. - Share any general questions about the case. - Assist the therapist in planning for future sessions. | 15 Minutes |

3. **Form Submission & File Auditing (SLO1):** All CFT practicum students are required to turn in the following forms listed below at their perspective 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 your group supervisor if you feel you are dropping below an adequate amount of client contact or supervision.

Your files will be audited at some point during the academic term to ensure that students are following the ethical guidelines for note taking as well as program requirements for treatment planning and supervision. As a reminder, notes are to be written within 24 hours of a clinical session. Failure to properly manage clinical files may result in student remediation. (20pts.)

<table>
<thead>
<tr>
<th>ITEM DUE</th>
<th>DEADLINE</th>
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<tbody>
<tr>
<td>Monthly Client Contact Reporting Forms: Complete and correct with all signatures in place. (5pts)</td>
<td>First week of the month for the period covering the previous month.</td>
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After I sign and approve, please give these to Lindsay Elliott, Internship and Contracts Coordinator.

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<tr>
<th><strong>Clinical Development Goals and Self-Evaluation Form:</strong> Where students set their personal/clinical goals for the term: Include theory, practice, and professional development. Also when writing your goals, be sure to do so in a way that can be measured i.e. How will you know if you have completed this goal? (8pts)</th>
<th>Second and final week of the term</th>
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<tbody>
<tr>
<td><strong>Site Supervisor Term Evaluation Form:</strong> Filled out by the student, evaluating the supervision experience of the on-site supervisor(s) for the term. (3pts)</td>
<td>To be discussed at your individual meeting with supervisor.</td>
</tr>
<tr>
<td><strong>End of Term Practicum Evaluation Form:</strong> Filled out by on-site supervisor as an evaluation of the intern’s performance for the term. (4pts)</td>
<td>To be discussed in your individual meeting with supervisor.</td>
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4. **FCP Draft for Feedback:** You have the option to turn in as complete of a draft of your FCP paper as you want to me for feedback on April 21st by the end of practicum class (5:50p). This is not a requirement but is recommended. This is not a pre-grading arrangement but instead an opportunity for you to get feedback on your paper from one of the supervisors. If you only have five sections done but want my feedback on those five sections then please feel free to turn in a partial draft. I will not accept or review drafts of your FCP papers after April 21st. I will provide feedback to you by the following Monday, April 28th, giving you one week to incorporate my feedback.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Assignments Due/Other Notes</th>
<th>Live Presentation</th>
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<tbody>
<tr>
<td>Week#1/March 31st</td>
<td>*Assign days for live presentations and confirm individual/dyadic supervision times. &lt;br&gt;*Identify group goals/hopes for term. &lt;br&gt;*Management of high risk cases. &lt;br&gt;*Other client report questions. &lt;br&gt;*FCP questions and syllabus review.</td>
<td>None</td>
</tr>
<tr>
<td>Week#2/ April 7th</td>
<td>*Clinical Developmental Goals Due in dyadic supervision meeting. &lt;br&gt;*Reminder to turn in monthly client contact form. &lt;br&gt;*Share goals with group.</td>
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<tr>
<td>Week#3/ April 14th</td>
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<td>Week#4/ April 21st</td>
<td>*FCP Drafts due!</td>
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<tr>
<td>Week#5/ April 28th</td>
<td>*Receive back FCP drafts.</td>
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<tr>
<td>Week#6/ May 5th</td>
<td>*FCPs due! &lt;br&gt;*Practice Oral Presentations (?) &lt;br&gt;*Reminder to turn in monthly client contact form.</td>
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<tr>
<td>Week#7/ May 12th</td>
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<td>Week#8/ May 19th</td>
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<tr>
<td>Week#9/ May 26th</td>
<td>*Memorial Day – NO CLASS!!!</td>
<td>None</td>
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<tr>
<td>Week#10/ June 2nd</td>
<td>*All forms Received. &lt;br&gt;*Group Closure Activity.</td>
<td>None</td>
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**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 be notified of any changes. ***
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.