



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Texas A&M University – Central Texas
MFT 5394.110-Clinical Practicum IV
Thursdays 0900-1200
Fall 2018- August 27, 2018- December 14, 2018

Instructor: Maria Medina Ph.D., Clinical Psychologist, AAMFT Clinical Supervisor, LMFT-S, LPC-S, LCDC, NCC
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Office Hours: by appointment

Method of Instruction and Course Access:

This course is a face to face course, and will not use TAMUCT's Blackboard (Bb) system (<http://TAMUCT.blackboard.com>) for turning in assignments and for selected portions of the course.

This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions in face-to-face class meetings.

Student-Instructor Interaction: a minimum of two hours per week (group or individual supervision)

Class Decorum:

UNILERT:

UNILERT is an emergency notification service that gives TAMUCT the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at www.ct.tamus.edu/unilert.

COURSE INFORMATION

1.0 Course Overview

This course is oriented towards those students who are preparing for field placement. It is designed to provide interviewing and training skills in the Marriage and Family Therapy program. MFT's in training are expected to gain an understanding of the role of the therapist, how clients change, and basic therapeutic strategies. Students will be exposed to basic skills and tools necessary to become competent clinicians. Role-playing, videotapes, and use of the video camera will be utilized as part of the learning process. Also, a review of the on-campus clinic policies will be addressed.

Prerequisites: MFT 5391, 5392, 5393

2.0 Intended Student Outcomes

Relevant Core Competencies (CCs) from the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE) are referenced. See Bb for the full list of COAMFTE CCs.

- 2.1** Students will demonstrate the ability to conceptualize client systems through a MFT lens.
 - 2.1.2.1** Students will describe members of client systems, including identified patient, significant others, relevant identifiers, and background information. Addresses CCs 1.3.2, 1.5.3, 2.3.7, and 5.3.2.
 - 2.1.2.2** Students will identify the client system's presenting problem. Addresses CCs 1.3.1 and 2.3.9.
 - 2.1.2.3** Students will analyze client systems using various MFT theoretical concepts of their choosing (e.g. Structural Therapy, Solution-Focused, Narrative, etc.) by developing appropriate hypotheses regarding the client system based on these concepts. Addresses CCs 1.1.1, 1.1.2, 1.2.1, 2.2.3, 2.3.8, 4.1.1, and 4.1.2.
- 2.2** Students will clinically assess client systems.

- 2.1.1 Students will assess an IP's mental status and diagnose them according to the latest version of the DSM. Addresses CCs 1.2.2, 2.1.1, 2.1.2, 2.1.5, 2.1.6, 2.3.1, and 2.3.4.
 - 2.1.2 Students will assess medical issues that should be considered in assessment and treatment. Addresses CCs 2.2.5 and 3.1.3.
 - 2.1.3 Students will assess relevant legal and ethical issues as they arise in therapy. Addresses CCs 3.3.6, 3.4.3, 5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.4, 5.3.5, and 5.3.6.
 - 2.1.4 Students will recommend appropriate medical, psychiatric, or other support referrals as they arise in therapy. Addresses CCs 1.2.3, 2.2.4, and 3.5.2.
 - 2.1.5 Students will develop prognoses of client systems, appropriate treatment modalities, and appropriate frequency of therapy. Addresses CCs 1.3.2, 1.4.1 and 2.1.2.
 - 2.1.6 Students will evaluate their assessment in light of contextual and systemic factors. Addresses CCs 2.4.1, 2.4.2, 2.4.3, and 2.4.4.
- 2.3 Students will critically analyze and further develop their approach to therapy.
- 2.1.1 Students will analyze how MFT theories are used with various client and contraindications of use of theories. Addresses CCs 1.1.1, 1.1.2, 1.1.4, 2.1.6, 2.3.3, 2.4.2, 3.1.1, 4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.5.3, and 5.3.8.
 - 2.1.2 Students will articulate how change occurs based on use of theories. Addresses CCs 2.2.1, 3.3.3, 4.2.2, and 4.3.1,
 - 2.1.3 Students will consider how client factors and contextual factors influence student's therapeutic approach Address CCs 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.2.3, 4.3.1, 4.5.2, and 5.4.2.
 - 2.1.4 Students will define their role in the therapeutic process. Addresses CCs. 1.3.6, 3.5.1, 5.3.10, and 5.4.2.
- 2.4 Students will assess the influence of their social location and personal experiences on the conceptualization and intervention of cases.
- 2.1.5 Students will identify their social location. Addresses CCs 1.2.1 and 3.4.5
 - 2.1.6 Students will be conscious of and analyze their reactions and interactions with clients. Addresses CCs 3.4.5, 5.3.10, and 5.4.2.
 - 2.1.7 Students will articulate how social location and personal experiences influences therapeutic work. Addresses CCs 3.4.5, 5.3.10, 5.4.2, and 5.5.2.
- 2.5 Students will complete program practicum requirements legally, ethically, and competently.
- 2.1.8 Students will comply with federal, state, and local laws regarding necessary client contact practicum hours, liability insurance, HIPAA, etc. Addresses CCs 5.1.1 and 5.3.9.
 - 2.1.9 Students will understand and explain the rules and practices of their practicum sites Address CCs 1.3.4 and 5.1.3.
 - 2.1.10 Students will report documentation in accordance with legal and ethical obligations (e.g. HIPAA-compliant). Addresses CCs 1.5.2 and 1.5.3.
 - 2.1.11 Students will solicit and integrate supervisor feedback. Addresses CCs 2.5.1, 4.3.12, 4.5.1, 5.2.4, 5.5.2, and 5.5.3.

3.0 Ethics

Students are expected to conduct themselves in a professional and ethical manner at all times. They are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student's responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation, including tapes. Students shall secure tapes and other client information that may be necessary for class in a way that is secure, legal, and ethical. Tapes, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding) as soon as they have been evaluated unless it is the policy of the site to maintain and secure all tapes. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

Committing an ethical violation during practicum/internship would have academic consequences. At minimum, the supervisor's evaluation (which includes an ethics component) will reflect the ethical violation(s). Depending on the severity of the violation, the student's response to becoming aware of the violation, and other circumstances, an ethical breach could potentially result in failure of the course.

All students must have appropriate liability insurance for the duration of their practicum experience or their hours will not be counted.

3.0 Required Reading

The purpose of this course is for gaining experience; students should already have sufficient knowledge on theory and technique to begin practice. As such, there are no required textbooks for this course. However, the professor may instruct students to read materials on topics relevant to cases they are treating for the purpose of better client care

COURSE REQUIREMENTS

4.0 Course Requirements

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches.

Assignments:

- 4.1 Case Presentation** - This assignment is intended for the student to learn how to analyze and summarize a current clinical case from their practicum site. The student is also expected to identify current needs/issues and present it orally for peer consultation and feedback. The instructions for this assignment are below. Students are expected to prepare a case presentation about one of your current clients. Full names should NOT be used in this assignment, please use initials instead. The written portion should contain: Genogram, relevant demographic information, assessment/diagnostic evaluation, individual, couple, or family strengths, theoretical model(s) applied to case and course of treatment, and assistance needed. The written portion should be emailed to me before your presentation. I will upload the presentations into appropriate folder. Students are expected to read the presentations and come to class prepared with questions about the case and suggestions for assistance needed. (Addresses Student Outcome 2.1 & 2.2)
- 4.2 Theory of Change Paper** - This assignment is intended for students to critically analyze their approach to therapy. Students are expected to answer 5 questions in depth related to their therapeutic approach and use the subheading provided in the instructions in class to structure assignment. The document should be in proper APA format and include at least 2 references. The paper should be between 3-6 pages doubled space. (Addresses Student Outcome 2.1, 2.3, & 2.4)
- 4.3 Supervision Evaluation** - The faculty supervisor will meet weekly with students for two hours of individual/group supervision each week and will sign off on time sheets as well. Students must attempt to schedule clients during Practicum hours to receive live supervision that will be used in the evaluation process. If unable to schedule live sessions, students will be required to submit recordings of sessions that will be used in the evaluation process. Both faculty and site supervisors are required to submit a grade on the TAMUCT evaluation and grade sheet for the student at the end of the practicum experience. Faculty and site-supervisor evaluations are averaged together for a final score. (Addresses Student Outcome 2.1, 2.2, 2.3, 2.4, 2.5)
- 4.4 Liability Insurance** - All students must have appropriate liability insurance. Practicing without liability insurance is grounds for failing the course and disqualifying from the program. (Addresses Student Outcome 2.5)

5.0 Grading Criteria Rubric and Conversion

This class is designated as a pass/fail course.

6.0 Posting of Grades

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| Case Presentation/Conceptualization | 25% |
| Theory of change paper | 25% |
| Supervision Evaluation | 50% |

TECHNOLOGY

7.0 Technology Requirements and Support

Requirements

This course will use the new TAMUCT Blackboard Learn learning management system for class communications, content distribution, and assessments.

Log on to <https://tamuct.blackboard.com> to access the course.

Username: Your Tarleton email address (the complete email address, e.g. john.doe@go.tarleton.edu)

Initial password: Your DuckTrax ID (UID)

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (your email and phone number) to discuss your situation.

Blackboard supports the most common operating systems:

PC: Windows 7, Windows XP, Windows Vista, Windows 2000

Mac: Mac OS 10.6 "Snow Leopard®", Mac OS 10.5 "Leopard®", Mac OS 10.4 "Tiger®"

Check browser and computer compatibility by following the "Browser Check" link on the TAMUCT Blackboard logon page. (<https://tamuct.blackboard.com>). This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

Upon logging on to Blackboard Learn, you will see a link to *Blackboard Student Orientation* under the *My Courses* tab. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. This orientation course will help you get there. There is also a link to *Blackboard Help* from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

7.1 Support

For technological or computer issues, students should contact the TAMUCT Blackboard Support Services 24 hours a day, 7 days a week:

Support portal with online chat: <http://www.ct.tamus.edu/bbsupport>

Phone: (855)-661-7965

For issues related to course content and requirements, contact your instructor.

8.0 Tentative Course Calendar: Thursdays

Weekly supervision: 2hrs per week (Ind/grp)

COURSE AND UNIVERSITY PROCEDURES AND POLICIE

9.0 Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

10.0 Academic Integrity

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and

improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

11.0 Disability Support Services

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please call (254) 501-5831 or visit Founder's Hall 114, Suite 114. Additional information can be found at <http://www.tamuct.edu/departments/disabilitysupport/index.php>

12.0 Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

13.0 Library Services

INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at <http://www.tamuct.edu/library>

14.0 Absences and Grading

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|--|------------|
| Case Presentation/Conceptualization | 25% |
| Theory of change paper | 25% |
| Supervision Evaluation | 50% |

15.0 Instructor's Personal Statement

Professionalism, Respect, and Effective Communication is expected at all times while working at the practicum site. Safety comes first and you are expected to take appropriate measures to ensure patient and staff safety. Patient care is extremely important; therefore, it should be a top priority. Finally, take the initiative to grow as a mental health professional and seek supervision when you need it.

List of Important Dates:

October 25th: Deadline for **Case Presentation**

November 29th: Deadline for **Theory of Change Paper**

December 13th: Deadline for your time sheets, summary log, and site supervisor's final evaluation by 5:00pm.

Case Presentation - This assignment is intended for the student to learn how to analyze and summarize a current clinical case from their practicum site. The student is also expected to identify current needs/issues and present it orally for peer consultation and feedback. The instructions for this assignment are below. Students are expected to prepare a case presentation about one of your current clients. Full names should NOT be used in this assignment, please use initials instead. The written portion should contain: Genogram, relevant demographic information, assessment/diagnostic evaluation, individual, couple, or family strengths, theoretical model(s) applied to case and course of treatment, and assistance needed. The written portion should be emailed to me before your presentation. I will upload the presentations into appropriate folder. Students are expected to read the presentations and come to class prepared with questions about the case and suggestions for assistance needed. (Addresses Student Outcome 2.1 & 2.2)

1. Demographic information
2. Genogram
3. assessment/diagnostic evaluation
4. individual, couple, or family strengths
5. theoretical model(s) applied to case and course of treatment
6. Any assistance needed.

Theory of Change Paper-This assignment is intended for students to critically analyze their approach to therapy. Students are expected to answer 5 questions in depth related to their therapeutic approach and use the subheading provided in the instructions on Blackboard to structure assignment. The document should be in proper APA format and include at least 2 references. The paper should be between 3-6 pages doubled space. (Addresses Student Outcome 2.1, 2.3, & 2.4)

5 Questions

1. What is your therapeutic approach?
2. Why did you select this approach?
3. What are the strengths of this approach?
4. What are the weaknesses of this therapy approach?
5. How does this therapeutic approach create change in the client?

****Professor reserves the right to amend the syllabus at any time****