



**Mercer University**  
*School of Medicine*  
Department of Psychiatry and Behavioral Medicine



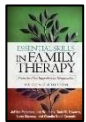
**MFST 671: Practicum I**  
*"Pre-Practicum"*  
3 Credits

<b>Instructor:</b>	Christopher K. Belous, PhD LMFT	<b>Semester:</b>	Summer 2014
<b>Office:</b>	Mercer Family Therapy Center – Suite 107 1938 Peachtree Rd, Atlanta GA 30309	<b>Class Room:</b>	Classroom 7 and 8 in Piedmont Hospital
<b>Email:</b>	belous_ck@mercer.edu	<b>Class Times:</b>	Wednesdays, 6pm-10pm
<b>Phone:</b>	(678) 547-6779	<b>Office Hours:</b>	By appointment

#### REQUIRED TEXTBOOKS



Gehart, D. (2013). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation* (2nd ed.). Belmont, CA: Cengage Learning.  
ISBN: 978-1285075426; Amazon.com Price (3/15/14): ~\$90



Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination* (2nd ed.). New York, NY: Guilford Press.  
ISBN: 978-1606233054; Amazon.com Price (3/15/14): ~\$35

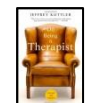
#### Recommended Textbooks



Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (2009). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). Washington DC: American Psychological Association.  
ISBN: 978-1433807091; Amazon.com Price (3/15/14): ~\$37



Gehart, D. R., & Tuttle, A. R. (2003). *Theory-based treatment planning for marriage and family therapists: Integrating theory and practice*. Belmont, CA.: Brooks/Cole.  
ISBN: 978-0-534-53616-9; Amazon.com Price (3/15/14): ~\$105



Kottler, J. A. (2010). *On being a therapist* (4th ed.). Hoboken, NJ: Wiley-Jossey Bass  
ISBN: 978-0470565476; Amazon.com Price (3/15/14): ~\$14

#### COURSE DESCRIPTION

This course has been designed to prepare the students enrolled for clinical work in both their placement settings at agencies in the community, as well as to serve as an orientation to the Mercer Family Therapy Center (MFTC), our on-campus training facility. Students will receive training in the best practices for clinical work as well as policies, procedures, and administrative responsibilities of seeing clients in the MFTC. This includes knowledge of AAMFT/COAMFTE Core Competencies, measuring and

tracking outcomes in clinical work, implementing evidence based practices as well as an awareness of the common factors of psychotherapy, and the process of providing psychotherapy.

### STUDENT LEARNING OUTCOMES / COURSE OBJECTIVES

Student Learning Outcomes (SLO) are program-wide objectives that are statements of what we as a training program have decided will be the overall outcomes for students. We assess these SLO's differently throughout the program; not every SLO is incorporated into each class. For a complete listing of all outcomes associated with the Family Therapy Program, please refer to your program manual. For this course, the following SLO's are being applied. Below each SLO is a link between them and COAMFTE/AAMFT Core Competencies, and Assignments for this course (where evidence of achieving the SLO's will be shown). This course will cover 76 (59%) of the 128 Core Competencies as identified by the COAMFTE/AAMFT.

*Upon completion of this course, student will...*

**SLO 1:** Students have the basic core competencies to infuse systemic and biopsychosocial/spiritual perspectives into their academic work and clinical activities.

*Which coincides with Core Competencies: 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.4.1, 2.1.1, 2.1.2, 2.1.3, 2.2.2, 2.3.2, 2.3.3, 3.2.1, 3.3.1, 3.3.3, 4.1.1, 4.3.2*

**\*As Evidenced By:** Attendance/Participation; Final Project

**SLO 2:** Students have the basic core competencies to provide scholarship and clinical activities from multiple philosophical and theoretical frameworks.

*Which coincides with Core Competencies: 1.1.1, 1.1.2, 1.3.2, 2.1.1, 2.1.3, 2.2.3, 3.1.1, 3.1.4, 3.2.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.9, 4.3.10, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 5.3.7, 6.1.1, 6.3.1*

**\*As Evidenced By:** Attendance/Participation; Clinical Observation/Teaming Hours (Observation/Teaming Note); Weekly Contact Logs

**SLO 3:** Students have the basic core competencies to recognize, articulate, and account for influences of contextual factors on client systems (especially those in rural or underserved populations) and adjust scholarship and clinical activities as appropriate.

*Which coincides with Core Competencies: 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.4.1, 2.1.1, 2.1.2, 2.1.3, 2.2.2, 2.3.2, 2.3.3, 3.2.1, 3.3.1, 3.3.3, 4.1.1, 4.3.2*

**\*As Evidenced By:** Attendance/Participation; Clinical Observation/Teaming Hours (Observation/Teaming Note); Final Project

**SLO 4:** Students have the basic core competencies to collaborate across disciplines when necessary in order to successfully provide clinical services in both academic and non-academic professional mental health and/or medical settings.

*Which coincides with Core Competencies: 1.1.3, 1.2.3, 1.3.3, 1.3.8, 1.4.1, 1.5.1, 2.5.1, 3.1.4, 3.3.7, 3.3.8, 3.3.9, 3.5.1, 4.4.5, 4.5.1, 4.5.2, 5.2.4, 5.3.7, 5.5.2, 5.5.3, 5.5.4*

**\*As Evidenced By:** Attendance/Participation; Final Project

**SLO 5:** Students have the basic core competencies to be discerning consumers and/or producers of empirical research and/or program evaluation in their scholastic work and/or clinical services.

*Which coincides with Core Competencies: 1.3.7, 1.4.1, 2.4.1, 3.1.1, 3.2.1, 4.5.3, 6.1.1, 6.1.2, 6.2.1, 6.3.1, 6.3.2, 6.4.1*

**\*As Evidenced By:** Attendance/Participation

**SLO 6:** Students have the basic core competencies to: (A) meet or exceed minimal legal, ethical, and other professional regulatory standards (i.e., national and state laws, the AAMFT Code of Ethics, and ethical agency policies and procedures); and (B) account for the influence of

higher order moral principles (i.e., beneficence, non-maleficence, autonomy, justice, and fidelity) and moral reasoning schemas (e.g., duty-based, ends-based, care-based, and/or narrative based) on moral/ethical decisions faced by clients, therapists, and scholars.

*Which coincides with Core Competencies: 1.4.1, 1.5.1, 1.5.2, 1.5.3, 3.4.5, 3.5.3, 4.5.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.4.1, 5.5.2, 5.5.3, 6.1.3*

**\*As Evidenced By:** Attendance/Participation; Background Check; Clinical Observation/Teaming Hours; Weekly Contact Logs; Final Project

\*As Evidenced by a passing grade of 90% or more per grading element.

\*\*Core Competency Domains: A full breakdown and listing of all core competencies, and description of domains and components are available at; [http://www.aamft.org/imis15/Documents/MFT\\_Core\\_Competencie.pdf](http://www.aamft.org/imis15/Documents/MFT_Core_Competencie.pdf)

## GRADING AND EVALUATION METHODS

Course grades will be maintained on the Blackboard grading system. In addition, rubrics will be used for all assignments in the course.

### Attendance/Participation

*(11 class periods @ 1pt = 11 points possible)*

You are required to be in attendance for each and every course meeting. Participating in course discussions, experiential learning activities, and all projects are necessary for your successful learning and integration of course material. As such, an attendance sheet will be passed at the beginning of each class. If you are not present, or more than 15 minutes late to class, you will be considered "absent" for that class period. This means that you will lose 1 point for each missed period, as well as being required to complete the following requirements per unexcused absence you incur;

<i>1<sup>st</sup> Unexcused Absence</i>	You must submit an outline of the readings (1 page)
<i>2<sup>nd</sup> Unexcused Absence</i>	All above, plus a reduction of 1 letter grade
<i>3<sup>rd</sup> Unexcused Absence</i>	All above, plus you will be ineligible for a grade above "C"
<i>4<sup>th</sup> Unexcused Absence</i>	You will automatically receive a "F" for the course

*\*Pre-excused or university-approved absences are exempt from this attendance policy.*

A component of this course will include the use of "process groups" that will occur at least three times over the duration of the semester. These process groups will take place during our class time, most often at the end. The purpose of the process groups will be a time when you can reflect and process with your colleagues/peers about your anxieties related to seeing your first clients. More information will be provided during class and during the process groups themselves.

## Assignments

### Background Check

*10 points total – PASS OR FAIL ASSIGNMENT\**

You are required to submit and pass a background check prior to observing, teaming, or engaging in any clinical activity with the Mercer Family Therapy Program and Mercer Family Therapy Center. You must use the company that our program/university is contracted with; PreCheck. The background check is completed online and costs \$49.50.

To complete your background check:

1. Go to [www.mystudentcheck.com](http://www.mystudentcheck.com)
2. Select "Mercer University Marriage & Family Therapy – Macon"
3. A new selection drop down box will appear that asks you to select your program, select "Marriage & Family Therapy"

- This will take you to the registration/information and payment form. Enter all information as completely as possible.

It states on the website that it can take 3-5 business days for the background check to complete, so I would recommend doing it as soon as possible. Once your background check is returned, please print off a confirmation page/report and bring to class to submit. \*This is a PASS or FAIL assignment. If you have any questions about the PreCheck/MyStudentCheck Program, their FAQ page can be accessed via: <https://weborder.precheck.net/StudentCheck/StudentCheckFAQ.shtml>

### Clinical Observation / Teaming Hours

10 hours required @ 4 pts each = 40 points total

You will be required to begin your clinical training through the observation of actual live cases, and moderate participation in the “teaming” process of therapy. To record your ten hours, you must complete an “Observation / Teaming Note” for each of the ten hours; this is a worksheet to be complete by hand during your observation of the case, and verified/signed by the therapist whom you watched. The Observation/Teaming Note is available on Blackboard as a clean copy. Grading will be 2 points for completing the hour, and 2 points for fully completing the Observation/Teaming Note completely and thoroughly (as determined by the instructor). These hours that you spend observing/teaming in the clinic *will* count toward the 500 needed for graduation (100 of which may be these “teaming” hours).

Each day in class, we will have an opportunity to discuss the cases that you observed/teamed on. Please be prepared to discuss your experiences from a strengths-based positive approach. Negative critiquing or deconstructive criticism of your colleagues will not be tolerated.

### Weekly Contact Logs

11 required @ 1pt each = 11 points total

You are required to complete and submit Weekly Contact Logs of clinical activity for credit. Even if you have not observed/teamed on any cases that week, you are still required to submit the sheet (albeit with “0” on it). The Weekly Contact Log is to be signed by yourself, and given to the instructor of the course, who is serving as your “supervisor” for this semester. After the instructor signs the weekly contact log, you must submit a copy to Ms. Fisher-Beckett, the Program Specialist, via a folder in her work area in the clinic. Be sure to keep an electronic copy, a signed original copy for your records, and submit a paper signed copy to Ms. Fisher-Beckett. You must submit the “End of Semester Report” during Finals Week in addition to Week 11. Remember to keep logging hours after the class ends!

### Final Project

1 DVD of a Mock Session @ 8 pts + 5 Session Mock Client Chart @ 20pts = 28 points total

You must complete a role-play therapy session (at least 10 minutes in length; maximum 45 minutes) in the Mercer Family Therapy Center, and submit the DVD of the recording to the instructor. This session must coincide with a mock client chart that you will be creating based on a fictitious client system – of which you will be randomly assigned by the instructor.

After your mock session, you will complete a 1-page reflection paper on the process of “doing therapy” with this client. This paper must include your personal reactions, and a *positive* critique of your session. – E.g. *What did you do well? What strengths did you see? How did you “help” your client? What did it feel like to do the mock session?* Etc.

The client chart you will be creating must include all paperwork and administrative documents necessary for a client that had completed at least 5 sessions, and then terminated the case. This includes the client demographic form, case action cover page, teaming contract, consent form, fee agreement, educational release, two-way release of (if needed), assessment packet, bio-psychosocial assessment, treatment plan, DAP notes, and termination form.

The rubric that will be used to grade your project is included at the end of this syllabus.

### Overall Grade Breakdown & Grading Scheme

Item	Points Possible	Percentage of Overall Grade	Letter Grade	Points / Percentage Required
Attendance and Participation	11	11%	A	90%+
Background Check	10	10%	B+	87%-89%
Clinical Observation/Teaming	40	40%	B	80%-86%
Weekly Contact Logs	11	11%	C+	77%-79%
Final Project DVD	8	8%	C	70%-76%
Final Project Chart	20	20%	F / NC	0%-69%
<b>TOTAL POINTS POSSIBLE</b>	<b>100</b>	<b>100%</b>		

### COURSE POLICIES

#### Academic Honesty

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge without appropriate reference. Students who assist other students in academically dishonest acts are in violation of the policy. All academic work must meet the standards contained in Mercer University’s Code of Conduct for students. Any student found in violation of academic honesty statutes will be held to the highest consequence as determined appropriate by the instructor.

#### Late Assignment Policy

All assignments are due on the date listed in the course outline, at the beginning of class. Late assignments (any assignment received/submitted after the published start time of class) will be penalized as follows: *Any late assignment will receive a reduction in points of 10% of the overall grade for EACH day it is late.* This includes the day it is due, and weekends. No assignment will be accepted for credit after the third (3) day it is late. Examples;

An assignment is due on Wednesday at 6:00pm, and you...

1. Turn it in on Wednesday at 6:15pm. This assignment is considered one day late, and will receive a deduction of 10%.
2. Turn it in on Saturday at 7pm. This assignment is considered three days late, and will receive a deduction of 30%.

3. Turn it in on Sunday at 6:30pm. This assignment has passed the window of late submission, and will not be graded for credit. You will receive a "0" for the assignment.

Extensions may be granted on a limited basis; only university-approved excuses will be accepted. Students are responsible for requesting an extension, and must do so before the due date.

### **Questions on Grading and Assignments**

If you have any questions regarding assignments listed in this syllabus or grading practices, please consult the instructor. It is your responsibility to ensure that you understand what is required for each assignment prior to submitting it for credit. Every attempt will be made to fairly and consistently evaluate student's performance on assignments. If you would like the instructor to reconsider points that have been deducted from any assignment please set up a time to go over your concerns with the instructor.



### **Students with Special Needs**

Students with special needs should be registered with the ACCESS and Accommodation Office. Students should inform the professor as soon as possible of specific circumstances to ensure a class environment that will be conducive to an optimal learning experience. It is the instructor's responsibility to make every effort to create and promote an accepting and diverse learning environment without shame, guilt, or embarrassment.

### **Respecting Yourself and Others**

Whenever a group of people come together to discuss value-laden topics such as family life, it is inevitable that there will be strong opinions, shifting across the spectrum at different times. It is important that we all feel comfortable expressing our personal views. This means that we must respect the views of others, even if they don't match our own. All opinions or perspectives will be given voice in this class. The intent of this class is to provide information and new experiences. All belief systems will be supported in this class. Intentionally malicious or degrading comments will not be tolerated in our learning community. You are welcome to speak with the instructor regarding any concerns, questions, or problems at any time.

**-: COURSE CALENDAR/SCHEDULE :-**

DATE	ROOM	TOPIC	READINGS/ASSIGNMENTS DUE
5/7/14	7	Introduction to Course / Syllabus MFTC Policies / Hours / Observations Tour of the Mercer Family Therapy Center	Syllabus Patterson, et al., Ch. 1, 12 Gehart, Ch. 1
5/14/14	7	Common Factors	Blow & Sprenkle, 2001 Gehart, Ch. 2 <b>Observation Sheets</b> <b>Contact Log #1 &amp; 2</b>
5/21/14	7	AAMFT/COAMFTE Core Competencies Measuring Outcome	<b>Background Check</b> <b>Observation Sheets</b> <b>Contact Log #3</b> Gehart, Ch. 16, Appendix A
5/28/14	8	Introduction to Seeing Clients Assessment	<b>Observation Sheets</b> <b>Contact Log #4</b> Patterson, et al., Ch. 2, 3, 4 Gehart, Ch. 14
6/4/14	7	Formal Assessments - RDAS, OQ-45, YOQ-30, FRI, IJS, ORS/SRS Electronic tracking, record keeping, and use	<b>Observation Sheets</b> <b>Contact Log #5</b>
6/11/14	8	MFTC Forms, Part 1 - Intake Form - Client Demographic - Consent Form - Fee Agreement - Teaming Contract - Assessment Forms - Case Action Cover Page Case Conceptualization	<b>Observation Sheets</b> <b>Contact Log #6</b> Patterson, et al., Ch. 5 Gehart, Ch. 3, 13
6/18/14	7	MFTC Forms, Part 2 - Treatment Plan - DAP Note - Biopsychosocial Assessment - Educational Release - 2-Way Release of Information - Termination Document - Miscellaneous Forms Case Conceptualization	<b>Observation Sheets</b> <b>Contact Log #7</b> Gehart, Ch. 4±, 5±, 6±, 7±, 8±, 9±, 10±, 11±, 12± Gehart, Ch. 17 ← <b>required</b>
6/25/14	8	Effective Treatment Planning Case Operationalization	<b>Observation Sheets</b> <b>Contact Log #8</b> Patterson, et al., Ch. 5, 6 Gehart, Ch. 15
7/2/14	7	 <b>NO CLASS – FOURTH OF JULY</b> YOU'RE WELCOME. 	
7/9/14	8	Working with Specific Presenting Systems	<b>Observation Sheets</b> <b>Contact Log #9, 10</b> Patterson, et al., Ch. 7±, 8±, 9±, 10
7/16/14	7	Terminations / How to End Therapy Guest Panel - GSO	<b>Observation Sheets</b> <b>Contact Log #11</b> Patterson, et al., Ch. 11
7/23/14	8	Supervision Forms -Practicum Requirements <b>Final Day!!</b>	<b>Observation Sheets</b> <b>Contact Log #12 &amp; Summary Sheet</b> <b>Final Project DVD &amp; Complete Chart</b>

\*Course Schedule, Readings, and Assignment Due Dates may change, with notice – by instructor only.

± “Required” reading with this mark is suggested strongly, aka “Skim” it – but not required to know details.

## RUBRIC

## “FINAL EXAM” – 5 Session Client Chart

### Point Level Explanation

**NOTE:** You will receive the highest level of achievement for which you qualify.

*Sophisticated:* 100% of all requirements met. This category was exceptionally complete, with little to no errors.

**Competent:** 80% of all requirements met. This category needed some improvement, with some errors.

Partially Competent: 60% of all requirements met. Several errors, to the point of impeding understanding.

**Not Yet Competent:** 40% of requirements met. Severe deficiencies in criteria.

*Needs Significant Improvement:* 0-20% Did not complete section, or only minimally mentioned criteria.

		Sophisticated 100%	Competent 80%	Partially Competent 60%	Not Yet Competent 40%	Needs Significant Improvement 0-20%	Points
FILE COMPONENT	Basic Requirements; 2 Points	2pts	1.6pts	1.2pts	.8pts	0-.4pts	
							+
	Client Demographic Form; 1 Point	1pt	“ALL OR NOTHING”			0	
							+
	Consent Document; 1 Point	1pt	“ALL OR NOTHING”			0-.2pts	
							+
	Teaming Contract; 1 Point	1pt	“ALL OR NOTHING”			0-.2pts	
							+
	Fee Agreement; 1 Point	1pt	“ALL OR NOTHING”			0-.2pts	
							+
	Educational Release; 1 Point	1pt	“ALL OR NOTHING”			0-.2pts	
							+
	Two-Way Release of Information; 1 Point	1pt	“ALL OR NOTHING”			0-.2pts	
							+
	Case Action Cover Page; 2 Points	2pts	1.6pts	1.2pts	.8pts	0-.4pts	
							+
DVD	Treatment Plan; 3 Points	3pts	2.4pts	1.8pts	1.2pts	0-.6pts	
							+
	Bio-Psychosocial Assessment; 3 Points	3pts	2.4pts	1.8pts	1.2pts	0-.6pts	
							+
	5 D.A.P. Notes; 5 Points	5pts	4pts	3pts	2pts	0-1pts	
							+
	Miscellaneous Paperwork; 1 Point	1pt	“ALL OR NOTHING”			0-.2pts	
							+
DVD	Basic Requirements; 4 Points	4pts	3.2pts	2.4pts	1.6pts	0-.8pts	
							+
Reflection; 4 Points							
							-
COMMENTS:							
							=
TOTAL POINTS:							