

Associated Canadian Theological Schools

MFT 553: Advanced Skills in Marriage and Family Therapy

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Fall 2010

3 credit hours

Prerequisite: MFT 525 or an equivalent basic counselling skills course. Recommended: take with MFT 552 in preparation for MFT 590 Practicum and MFT 660 MFT I.

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Class Dates: Sept 13th – Dec 14th 2010

Class time(s): 2:30 – 5:20

I. Course Description

This course is designed to introduce students to introductory therapy and counseling skills, including forming a therapeutic relationship, clinical documentation, and crisis management. The focus of the course is on developing practical skills, which will be learned through regular practice sessions with their peers. Issues that are related to diversity and power and privilege as they relate to the areas of age, gender, sexual orientation, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

II. Objectives

This course is designed to assist students in becoming prepared for supervised practice in various community settings by seeking:

1. To further develop advanced skills in communication and listening (advanced accurate empathy, appropriate utilization of immediacy, confrontation, self-disclosure, and other related techniques) with a diverse range of clients.
 - To be measured by the performance on the Midterm and Final video presentation
2. To develop competency in assessment and conceptual skills.
 - To be measured by the quality of the case conceptualization in the final video.
3. Assist clients in moving toward change and document efforts to do so.
 - To be measured on the progress note.
4. To develop competency in documentation skills.
 - To be measured by the quality of the clinical assessment.
5. To develop familiarity with the experience of being observed and supervised (hearing, giving, and receiving constructive feedback).
 - To be measured by the student's attendant response
6. To provide the opportunity for self exploration regarding one's own internal reaction to issues in counseling.
 - Linked to the student's experiential engagement to therapy, triad work, and journal entries.
7. Respond to the unique needs of clients, including diversity issues related to gender, ethnicity, race, religion, sexual orientation, and ability.
 - To be measured by video presentation as well as depth of conceptualization on clinical assessment, case conceptualization, and treatment plan.

III. Course Textbooks

Martha Davis, [Elizabeth Robbins Eshelman](#), [Matthew McKay](#) and [Patrick Fanning](#) (2008). The Relaxation & Stress Reduction Workbook 6th ed. (New Harbinger Self-Help Workbook)

Gehart, D. (2010). Mastering Competencies in Family Therapy. Brooks/Cole

Manning, B. (2005). The Ragamuffin Gospel. Multnomah

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. Guilford

IV. Course Assignments

A. Advanced Counseling Skills: Weekly Triads

The students will be expected to work in triads on a weekly basis (3 hours minimum) to practice advanced counseling skills (some of you may need or desire additional practice with certain skills). Assignment to groups will be conducted in the first class. Students are expected to fulfill the roles of client, counsellor, and observer each week on a rotational basis. You will not be expected to practice skills from the text; these will be conducted in class. .

As **Client**, the student will role play, or preferably, share a small problem with the counsellor. The client will also provide feedback during the feedback session about how he/she felt being counseled.

As **Counselor**, the student will apply advanced empathy skills learned in class.

As **Observer**, the student will document and provide positive feedback and helpful alternatives to the counsellor. It is expected that the observer will document both positive and negative feedback to be given to the counselor. A Master copy of the feedback sheets will be supplied.

Time should be divided such that each participant has an opportunity to be in all three roles. In the beginning of the semester it is anticipated that a student may be a counselor for 30 minutes with 20 minutes of feedback time.

Students must audiotape or videotape all their sessions and review them. Students are expected to submit a **10 minute** transcript (accompanied by a disk of the video in Windows Media Player format) of a session at midterm. The format is to consist of 4 columns. The verbatim dialogue of client and counselor is to be in the left hand column with timer indicators. The second column consists of a 10 point rating (the rating sheet is attached to the syllabus). Alternatives (minimum of 3 and numbered) are presented in the third column. The fourth column thoughtfully reflects and analyses 1) your original response, 2) why you chose the particular rating you did and 3) the rationale behind the alternatives suggested. Give reasons that demonstrate your understanding of your skills and how you can improve upon them. The bulk of the grading will focus on the rationale behind alternatives as well as the alternative responses. Please make sure that ratings, alternatives, and discussion are in the same row as the original response for ease of marking.

Please Note: A template for your transcript will be posted on MyCourses titled 'transcript template'. Please submit your assignment on this template and send to the instructor via email along with our video file in windows media format.

Keep in mind that the amount of effort and improvement in to the labs will reflect in your final grade.

Your instructor will be observing you and giving feedback during the labs on a scheduled basis. Please be on time and set up **before** the lab times assigned so that you are not wasting valuable lab time (and professor time) for set up.

B. Live Observation Final Process Assignment

Students will arrange to counsel a fellow group member in a Live Observation room for 20 minutes. Two instructors may observe the session. The student must also videotape his/her session. A copy of the video file (in Windows Media Player format) and a transcript of a 10 minute section will be due one week after observation. An additional requirement for the transcript includes underlining key phrases spoken by the client that will be the focus of alternative advanced probe responses.

Sign up for observation will be provided in class towards the end of the semester. Instructors will be looking for demonstration of advanced skills, problem conceptualization and treatment strategy. Students will have the opportunity to receive direct feedback on their session. The grade will be divided between live observation (50%) and transcript (50%)

Please Note: A template for your transcript will be posted on MyCourses titled 'transcript template'. Please submit your assignment on this template and send to the instructor via email. Audio should be submitted in windows media format on a computer disk. Audio can be sent via email as long as you submit the actual video file.

C. Case Management File

As the counselor, each student will be responsible to "case manage" their client. It is expected that the counselor will utilize the forms that are in your text including:

- 1) Client Information form: p.78
- 2) A limits of confidentiality form (on my courses)
- 3) Case conceptualization and a treatment plan including treatment objectives: p.42
- 4) Clinical Assessment form: p. 63
- 5) Session reports: p. 118
- 6) Outcome Rating Scale: p.109, 110.

A file of completed documentation will be submitted with your final transcript. Details will be given in the first week of class.

D. Scriptures

Write a short paper (max 5 pages) reviewing 5 scriptural texts or stories from the Bible that demonstrates counselling principles. Spend some time in your devotions meditating how they demonstrate counseling principles. What is God teaching you about how he wants you to counsel. Discuss in your paper what you learned and how you will apply it to counseling. Incorporate your thoughts from reading The Ragamuffin Gospel into your paper. Submit via email.

E. The Relaxation and Stress Reduction Workbook

It is extremely important in any profession that we learn to take care of ourselves. We are the best tool that we can be. I not only want you to understand and be able to teach the techniques for your clients, I also want you to be able to incorporate these techniques into your own life. Do not read this book just for information.

With this in mind, write a short paper describing how you will incorporate what you have read into your own life. Also, describe which exercises/materials that you have tried and discuss how they have affected your life.

Incorporate the following:

1. Discuss how you react to stress: include your ‘Schedule of Recent Experience’ score. What does your score tell you?
2. Fill out ‘Symptoms Checklist’ to create a baseline of discomfort. What does your score tell you?
3. Fill out ‘Tactics for Coping with Stress Inventory’. What could you add or subtract to help you deal with stress? What does your score tell you?
4. Write a short paragraph describing techniques in chapters 4-20 (choose 8 of the 20 chapters). In an additional paragraph, describe your experience in engaging the technique and why or why not you would use it with clients.
5. Share your findings with one other student. The student will give constructive feedback in the form of 3 striking growth areas and 3 striking positive areas.

Note: Photocopy and submit completed sheets as indicated in bullets 1-3. Submit written work (4 above) via email to your marking partner. The marked sheet will be passed on to the instructor (track changes) via email.

F. Direct Participation and Observation

Students are expected to attend all classes and are expected to fully engage in the discussion of class material, the participation of group exercises, and in the observation of role-plays. Students must be prepared to provide constructive feedback to their fellow students or to the instructors. Readings are to be completed prior to class to facilitate meaningful discussion, to facilitate understanding of in class role plays, and optimally benefit from lab times. These factors will be considered in the final grade and may be determined by peer and self-evaluation.

G. Personal Therapy

All students are required to attend a minimum of 8 sessions of psychological counselling. Although students may wish to find their own Masters level therapist, a list of therapists has been posted on MyCourses. Some on the list have agreed to a reduced rate (usually \$45). Students unable to fulfill this requirement will loose participation marks as well as a full letter grade. Students are encouraged to take full advantage of this opportunity to work on personal issues as they come up. Students are encouraged to interview their therapists on how they work and to clearly lay out one’s own expectations to ensure suitability and optimization of this opportunity.

H. Personal Journal

Consider writing a journal of what you are learning about yourself, about your issues and about counselling (e.g. a place to write great questions or reflect on the wisdom of your teachers ;))

GRADING:

Midterm transcript	20%
Case Management File	**
Scripture paper	5%
Participation including readings	10%
Live Observation Final Process Exam	40%
Personal Therapy	**

GRADING SCALE:

98 — 100 = A+	80 — 82 = B-
93 — 97 = A	77 — 79 = C+
90 — 92 = A-	73 — 76 = C
87 — 89 = B+	70 — 72 = C-
83 — 86 = B	below 69 = F

The Relaxation and Stress Reduction Workbook 25%

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

6. Miscellaneous Notes/Policies

1. Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments.
2. Late assignments will be deducted 2% per day.
3. Those who have extenuating circumstances delaying their work, are required to fill out the necessary paperwork and pay the \$50 fee at the registrar. An incomplete (INC) will be entered on your transcript until all work is completed (15 weeks maximum).
4. Participants are to ensure their writing is graduate level. Carefully proof read the final written assignment to ensure that it is free of spelling and grammatical errors. The final assignment is to be neatly typed.
5. Please ensure that your assignment file names are clearly marked by assignment name and your name. E.g. ScripPprIanVers.doc.

7. Tentative Course Outline

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Class</u>	<u>Assignments</u>
Week 1: September 20	Syllabus Review Academic Helps Feedback		Feedback demo	Assign Triads

Week 2: September 20	Triad Feedback Call to Ministry Intensity and Conflict Makers	PWGC ch 1,2	Video examples Story of Us Ordinary People	Workbook ch 1,2
Weeks 3 September 27	Note Taking Theory informed assessment	PWGC ch 3 MCFT ch 6,1,2	Interview Demo	Workbook ch 3,4
Week 4 October 4	Clinical Assessment (Psych & Health)	PWGC ch 4-6 MCFT ch 3,4	Interview Demo Case conceptual and Tx plan Exercise	Workbook ch 5,6
Week 5 October 11	THANKSGIVING			Triads Workbook ch 7,8
Week 6 October 18	Evaluate Progress	MCFT ch 5	www.TalkingCure.com The Outcome and Session Rating Scales Simple, 4-item pencil and paper visual analog scale that you can use for Outcome and Session Ratings http://web.ebscohost.com/ehost/pdf?vid=3&hid=113&sid=4a58c70b-782a-464f-8074-e2de5f913bf1%40sessionmgr110	Tape and transcript Case conceptualization and treatment plan Workbook ch 9,10
Week 7 October 25	READING BREAK			Triads Workbook ch 11,12

Week 8 November 1		PWGC ch 7-9 Skim fort information		Workbook ch 13,14
Week 9 November 8	Getting unstuck: dealing with resistance	PWGC ch 10,11 Skim for information		Workbook ch 15,16
Week 10 November 15	Trauma			Workbook ch 17,18
Week 11, November 22	Stress management, relaxation			
Week 12 November 29	Behavioural strategies	The relaxation and stress reduction workbook		Scriptures due Workbook ch 21 RSRW Paper due
Week 13 December 6				Final Observation Mon 8-11; 2-5:30
Week 14 December 13 EXAM WEEK				Final Transcript and Video file due: December 14 Exam: December 14

Observation LAB

Group 1:

Group 2:

Group 3:

Time possibilities (please note changes from posted schedule)

Monday

Thursday

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of

varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.