



## **Faculty Instructional Guide – Online PSY7360 Practicum**

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### **Course Information**

**Term and Year:** Spring 2022

**Synchronous Meetings Dates and Times:** Tuesdays 6:00-8:50pm PST

**Credits:** 1.5

### **Instructor Information**

**Name:** Barbara Cox, Ph.D.

**Phone:** 858-531-5310

**Email:** Barbara.Cox@alliant.edu

**Availability:** By appointment

### **University Mission Statement**

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

### **Course Description**

This class will involve the observation and supervision of marital and family therapy in an approved clinic or public agency, and case presentations, live and videotaped supervision of therapy experiences. The CFT program requires 500 hours of direct client contact, 200 of which must be relational or with couples or families. **Students receive 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation, videotape or audiotape, and at least 25 of the 50 based only on live observation or videotape.** Students must be enrolled in a practicum course until all hourly requirements are complete. The practicum course must be taken a minimum of 6 times continuously for a minimum total of 9 units.

### **Program Learning Outcomes**

The Master's and Doctoral programs in Couple and Family Therapy supports students to achieve the following learning outcomes:

- **PLO1:** Masters and doctoral students comprehend and demonstrate MFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills.
- **PLO2:** Masters and doctoral students comprehend and demonstrate knowledge of human diversity with a multicultural and international emphasis.
- **PLO3:** Masters and doctoral students provide MFT-related services in the community.
- **PLO4:** Masters and doctoral students demonstrate a basic knowledge of MFT scholarship and research methodologies.

## Student Learning Outcomes

- **SLO1:** Practice Foundational Knowledge and Skills: Masters and doctoral students comprehend and demonstrate CFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills.
- **SLO2:** Diversity Knowledge and Skills: Masters and doctoral students comprehend and demonstrate knowledge of human diversity with a multicultural and international emphasis.
- **SLO3:** Community Knowledge and Skills: Masters and doctoral students comprehend and demonstrate knowledge of how to engage community behavioral health care resources.

## Course Learning Outcomes

This course is the first in a series. Thus, students should begin to meet the below listed outcomes and should continue to progress throughout the practicum series:

- **CLO1:** Demonstrate ability to examine contextual issues such as age, class, culture, disability, gender, nationality, race, religion/spirituality, and sexual orientation, in relation to the application of culturally appropriate and relevant interventions with clients. (PLO1, PLO2, PLO3, PLO4).
- **CLO2:** Demonstrate a basic working knowledge of the theoretical models and interventions as evidenced by ability to conduct therapeutic session with individuals, couples, and families. (PLO1, PLO4).
- **CLO3:** Demonstrate ability to reflect on self-of-the-therapist in context of clinical work and supervision, in a way that addresses the relationship between client and therapist and in a way that promotes sound ethical behavior. (PLO1, PLO3).

## Student Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

## Required Course Materials

Alliant International University (2017-2018) *Online CFT program practicum clinical training manual*. CA: Alliant International University. **Students are expected to have read the Clinical Training Manual prior to the start of practicum to become familiar with the requirements of clinical and supervisor hours, and policies and procedures. A copy of this book can be found on the CFT Resources page on Canvas.**

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> edition). Washington, DC: American Psychiatric Association.

## Recommended Course Materials

Griffin, W. A., & Greene, S. M. (1999). *Models of family therapy: The essential guide*. Philadelphia: Brunner/Mazel.

Nichols, M. P. (2008). *Family therapy: Concepts and methods* (8th ed.). Boston: Allyn and Bacon.

## Additional Notes on Resources

- Students may need to refer to textbooks from prior classes to complete the required case presentation and assignments.
- The instructor will share additional relevant materials in class.
- Students are highly encouraged to bring in relevant materials to share with the class.

## Instructor Policies

### Late Assignments

Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, assignments submitted after the last day of class will not be accepted.

### Feedback

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

### Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made, every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

## University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

### Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along

with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

### **Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

### **Attendance**

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

*NOTE: Academically related activities are used to calculate a student's official last date of attendance with the institution. In order to be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.*

### **Technology Requirements and Support**

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking "Help" link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: [Helpdesk@alliant.edu](mailto:Helpdesk@alliant.edu) or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

**Course Overview**

**Week 1: Introduction, Clinical Practice ..... 7**

**Week 2: Clinical Practice ..... 9**

**Week 3: Clinical Practice ..... 10**

**Week 4: Clinical Practice ..... 11**

**Week 5: Clinical Practice ..... 12**

**Week 6: Clinical Practice ..... 13**

**Week 7: Clinical Practice ..... 14**

**Week 8: Clinical Practice ..... 15**

## Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

## Course Assessments

Assessment	Day of the Week Due	Point Value
<b>Week 1</b>		
Introductions, Clinical Practice	7	10
Weekly Synchronous Meeting Reflection	7	5
<b>Week 2</b>		
Weekly Synchronous Meeting Reflection	7	5
<b>Week 3</b>		
Weekly Synchronous Meeting Reflection	7	5
<b>Week 4</b>		
Weekly Synchronous Meeting Reflection	7	5
Practicum Weekly Log of Hours	7	10
<b>Week 5</b>		
Weekly Synchronous Meeting Reflection	7	5
<b>Week 6</b>		
Weekly Synchronous Meeting Reflection	7	5
<b>Week 7</b>		
Weekly Synchronous Meeting Reflection	7	5
<b>Week 8</b>		
Weekly Synchronous Meeting Reflection	7	5
Practicum Weekly Log of Hours	7	10
Self-Care Reflection	7	25
Case Presentation and Treatment Plan	Various	160
<b>Total Points</b>		<b>255</b>

## Week 1: Introduction, Clinical Practice

### Learning Objectives

1.1 Identify legal and ethical Issues related to the practice of Couple and Family Therapy.	CLO1, CLO2, CLO3
1.2 Practice the application of theory and techniques based upon CFT therapeutic models.	CLO1, CLO2, CLO3
1.3 Demonstrate the ability to explore self of the therapist as it relates to clinical work with clients and supervision work.	CLO1, CLO2, CLO3

### Activities and Resources

Readings and Resources	WEEK
Read the <i>Online CFT Program Practicum Clinical Training Manual</i> .	
Read the American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders</i> .	

Synchronous Meeting	WEEK
This course requires weekly 3-hour synchronous meetings.	
Your instructor will work with your class to determine the best time to meet; however, your attendance is <b>REQUIRED</b> . You should come to these sessions prepared to offer constructive and professional feedback to classmates. Class discussions are an important component in practicum and will be of the means for evaluating student competence. It is important to respect confidentiality when personal information is shared in class. All aspects of the practicum experience will be explored.	

Case Presentation and Treatment Plan	WEEK
During this course you will be completing a formal Case Presentation. In Week 1, your instructor will assign you a week to present and discussion your Case Presentation and Treatment Plan.	
In preparation for this assignment, review the Case Presentation and Treatment Plan Form located on the Activities and Resources page for Week 1 in Canvas. Clinical awareness of larger contextual issues will be evaluated including culture, socio-economic status, and gender impacts therapy and the therapeutic relationship. Case presentation forms should be completed without identifying data and copies should be provided to your classmates during your presentation.	

Assignment Preparation: Self-Care Reflection	CLOs
In preparation for you Self-Care Reflection due on <b>Day 7 of Week 8</b> , engage in at least 5 different self-care activities during Weeks 2-7. You are encouraged to engage in at least one activity each week. The following is a list of self-care activities you can engage in:	
<ul style="list-style-type: none"> <li>• Watch a favorite movie</li> <li>• Exercise</li> <li>• Listen to music or dance</li> <li>• Create a vision board</li> </ul>	

- Have coffee or lunch with a friend
- People watch
- Go to a museum
- Write a letter
- Color
- Get a massage
- Wear your favorite outfit
- Have a home spa day

Practicum Weekly Log of Hours	WEEK
<p>If you have begun to log hours at your site, complete the Weekly Log of Hours form located in your Practicum <i>Student Handbook (Online Campus)</i>.</p> <p>A copy of your log is due in Weeks Four and Eight of this course.</p>	

### Assignments

Introductions, Clinical Practice	Course Preparation
<p><b>Prepare</b> a substantive response to the following:</p> <ul style="list-style-type: none"> <li>• What are 2 -3 Goals you have for your first Term in Practicum? Reflect on both professional and personal (relevant to professional practice) goals. Please be specific and challenge yourself.</li> </ul> <p><b>Post</b> your initial response to the Discussion Forum by <b>Day 3 of Week 1</b>.</p> <p><b>Apply</b> the RISE model in responding your classmates' posts by <b>Day 7 of Week 1</b>. If possible, please respond to a post that has not yet received a response from a classmate.</p> <p>For information on the RISE model please access the Student Resources Page.</p>	

Weekly Synchronous Meeting Reflection	WEEK
<p><b>Access</b> the synchronous discussion for the week using the information provided by your instructor.</p> <p><b>Complete</b> at least a 50-word reflection on what you learned from the discussion. As a part of your reflection you can also discuss something interesting going on at your placement site or any self or therapist issues that have come up for you this week.</p> <p><b>Submit</b> your reflection by <b>Day 7 of Week 1</b> by clicking on the assignment on your Canvas Course Webpage.</p>	

## Week 2: Clinical Practice

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### Learning Objectives

2.1 Identify legal and ethical Issues related to the practice of Couple and Family Therapy.	CLO1, CLO2, CLO3
2.2 Practice the application of theory and techniques based upon CFT therapeutic models.	CLO1, CLO2, CLO3
2.3 Demonstrate the ability to explore self of the therapist as it relates to clinical work with clients and supervision work.	CLO1, CLO2, CLO3

### Activities and Resources

Readings and Resources	WEEK
Read the Online CFT Program Practicum <i>Clinical Training Manual</i> located on your Canvas Course Webpage	
Read the American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders</i> .	

Practicum Weekly Log of Hours	WEEK
If you have begun to log hours at your site, complete the Weekly Log of Hours form located in your Practicum <i>Student Handbook (Online Campus)</i> .	
A copy of your log is due in Weeks Four and Eight of this course.	

### Assignments

Weekly Synchronous Meeting and Reflection	WEEK
<p><b>Access</b> the synchronous discussion for the week using the information provided by your instructor.</p> <p><b>Complete</b> at least a 50-word reflection on what you learned from the discussion. As a part of your reflection you can also discuss something interesting going on at your placement site or any self or therapist issues that have come up for you this week.</p> <p><b>Submit</b> your reflection by <b>Day 7 of Week 2</b> by clicking on the assignment on your Canvas Course Webpage.</p>	

Case Presentation and Treatment Plan	WEEK
<p>If you are presenting a Case Presentation and Treatment Plan during this week’s synchronous meeting:</p> <ul style="list-style-type: none"> <li>• <b>Provide</b> each member in your course with a copy of your Case Presentation and Treatment Plan.</li> <li>• <b>Present</b> your case and share supporting video footage during your presentation.</li> <li>• <b>Submit</b> a copy of your Case Presentation and Treatment Plan by <b>Day 7 of Week 2</b> by clicking on the assignment on your Canvas Course Webpage.</li> </ul> <p>Those individuals not presenting are expected to be prepared to discuss the Case Presentation and Treatment Plan being presented and provide additional video footage.</p>	

## Week 3: Clinical Practice

### Learning Objectives

3.1 Identify legal and ethical Issues related to the practice of Couple and Family Therapy.	CLO1, CLO2, CLO3
3.2 Practice the application of theory and techniques based upon CFT therapeutic models.	CLO1, CLO2, CLO3
3.3 Demonstrate the ability to explore self of the therapist as it relates to clinical work with clients and supervision work.	CLO1, CLO2, CLO3

### Activities and Resources

Readings and Resources	WEEK
Read the Online CFT Program Practicum <i>Clinical Training Manual</i> located on your Canvas Course Webpage	
Read the American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders</i> .	

Practicum Weekly Log of Hours	WEEK
If you have begun to log hours at your site, complete the Weekly Log of Hours form located in your Practicum <i>Student Handbook (Online Campus)</i> .	
A copy of your log is due in Weeks Four and Eight of this course.	

### Assignments

Weekly Synchronous Meeting and Reflection	WEEK
<p><b>Access</b> the synchronous discussion for the week using the information provided by your instructor.</p> <p><b>Complete</b> at least a 50-word reflection on what you learned from the discussion. As a part of your reflection you can also discuss something interesting going on at your placement site or any self or therapist issues that have come up for you this week.</p> <p><b>Submit</b> your reflection by <b>Day 7 of Week 3</b> by clicking on the assignment on your Canvas Course Webpage.</p>	

Case Presentation and Treatment Plan	WEEK
<p>If you are presenting a Case Presentation and Treatment Plan during this week's synchronous meeting:</p> <ul style="list-style-type: none"> <li>• <b>Provide</b> each member in your course with a copy of your Case Presentation.</li> <li>• <b>Present</b> your case and share supporting video footage during your presentation.</li> <li>• <b>Submit</b> a copy of your Case Presentation and Treatment Plan by <b>Day 7 of Week 3</b> by clicking on the assignment on your Canvas Course Webpage.</li> </ul> <p>Those individuals not presenting are expected to be prepared to discuss the Case Presentation and Treatment Plan being presented and provide additional video footage.</p>	

## Week 4: Clinical Practice

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### Learning Objectives

4.1 Identify legal and ethical Issues related to the practice of Couple and Family Therapy.	CLO1, CLO2, CLO3
4.2 Practice the application of theory and techniques based upon CFT therapeutic models.	CLO1, CLO2, CLO3
4.3 Demonstrate the ability to explore self of the therapist as it relates to clinical work with clients and supervision work.	CLO1, CLO2, CLO3

### Activities and Resources

Readings and Resources	WEEK
Read the Online CFT Program Practicum <i>Clinical Training Manual</i> located on your Canvas Course Webpage	
Read the American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders</i> .	

### Assignments

Weekly Synchronous Meeting and Reflection	WEEK
<p><b>Access</b> the synchronous discussion for the week using the information provided by your instructor.</p> <p><b>Complete</b> at least a 50-word reflection on what you learned from the discussion. As a part of your reflection you can also discuss something interesting going on at your placement site or any self or therapist issues that have come up for you this week.</p> <p><b>Submit</b> your reflection by <b>Day 7 of Week 4</b> by clicking on the assignment on your Canvas Course Webpage.</p>	

Case Presentation and Treatment Plan	WEEK
<p>If you are presenting a Case Presentation and Treatment Plan during this week’s synchronous meeting:</p> <ul style="list-style-type: none"> <li>• <b>Provide</b> each member in your course with a copy of your Case Presentation and Treatment Plan.</li> <li>• <b>Present</b> your case and share supporting video footage during your presentation.</li> <li>• <b>Submit</b> a copy of your Case Presentation and Treatment Plan by <b>Day 7 of Week 4</b> by clicking on the assignment on your Canvas Course Webpage.</li> </ul> <p>Those individuals not presenting are expected to be prepared to discuss the Case Presentation and Treatment Plan being presented and provide additional video footage.</p>	

Practicum Weekly Log of Hours	WEEK
<p><b>Submit</b> your log by <b>Day 7 of Week 4</b> by clicking on the assignment on your Canvas Course Webpage.</p>	

## Week 5: Clinical Practice

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### Learning Objectives

5.1 Identify legal and ethical Issues related to the practice of Couple and Family Therapy.	CLO1, CLO2, CLO3
5.2 Practice the application of theory and techniques based upon CFT therapeutic models.	CLO1, CLO2, CLO3
5.3 Demonstrate the ability to explore self of the therapist as it relates to clinical work with clients and supervision work.	CLO1, CLO2, CLO3

### Activities and Resources

Readings and Resources	WEEK
Read the Online CFT Program Practicum <i>Clinical Training Manual</i> located on your Canvas Course Webpage	
Read the American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders</i> .	

Practicum Weekly Log of Hours	WEEK
If you have begun to log hours at your site, complete the Weekly Log of Hours form located in your Practicum <i>Student Handbook (Online Campus)</i> .	
A copy of your log is due in Week Eight of this course.	

### Assignments

Weekly Synchronous Meeting and Reflection	WEEK
<b>Access</b> the synchronous discussion for the week using the information provided by your instructor.	
<b>Complete</b> at least a 50-word reflection on what you learned from the discussion. As a part of your reflection you can also discuss something interesting going on at your placement site or any self or therapist issues that have come up for you this week.	
<b>Submit</b> your reflection by <b>Day 7 of Week 5</b> by clicking on the assignment on your Canvas Course Webpage.	

Case Presentation and Treatment Plan	WEEK
If you are presenting a Case Presentation and Treatment Plan during this week’s synchronous meeting:	
<ul style="list-style-type: none"> <li>• <b>Provide</b> each member in your course with a copy of your Case Presentation and Treatment Plan.</li> <li>• <b>Present</b> your case and share supporting video footage during your presentation.</li> <li>• <b>Submit</b> a copy of your Case Presentation and Treatment Plan by <b>Day 7 of Week 5</b> by clicking on the assignment on your Canvas Course Webpage.</li> </ul>	
Those individuals not presenting are expected to be prepared to discuss the Case Presentation and Treatment Plan being presented and provide additional video footage.	

## Week 6: Clinical Practice

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### Learning Objectives

6.1 Identify legal and ethical Issues related to the practice of Couple and Family Therapy.	CLO1, CLO2, CLO3
6.2 Practice the application of theory and techniques based upon CFT therapeutic models.	CLO1, CLO2, CLO3
6.3 Demonstrate the ability to explore self of the therapist as it relates to clinical work with clients and supervision work.	CLO1, CLO2, CLO3

### Activities and Resources

Readings and Resources	WEEK
Read the Online CFT Program Practicum <i>Clinical Training Manual</i> located on your Canvas Course Webpage	
Read the American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders</i> .	

Practicum Weekly Log of Hours	WEEK
If you have begun to log hours at your site, complete the Weekly Log of Hours form located in your Practicum <i>Student Handbook (Online Campus)</i> .	
A copy of your log is due in Week Eight of this course.	

### Assignments

Weekly Synchronous Meeting and Reflection	WEEK
<p><b>Access</b> the synchronous discussion for the week using the information provided by your instructor.</p> <p><b>Complete</b> at least a 50-word reflection on what you learned from the discussion. As a part of your reflection you can also discuss something interesting going on at your placement site or any self or therapist issues that have come up for you this week.</p> <p><b>Submit</b> your reflection by <b>Day 7 of Week 6</b> by clicking on the assignment on your Canvas Course Webpage.</p>	

Case Presentation and Treatment Plan	WEEK
<p>If you are presenting a Case Presentation and Treatment Plan during this week's synchronous meeting:</p> <ul style="list-style-type: none"> <li>• <b>Provide</b> each member in your course with a copy of your Case Presentation and Treatment Plan.</li> <li>• <b>Present</b> your case and share supporting video footage during your presentation.</li> <li>• <b>Submit</b> a copy of your Case Presentation and Treatment Plan by <b>Day 7 of Week 6</b> by clicking on the assignment on your Canvas Course Webpage.</li> </ul> <p>Those individuals not presenting are expected to be prepared to discuss the Case Presentation and Treatment Plan being presented and provide additional video footage.</p>	

## Week 7: Clinical Practice

### Learning Objectives

7.1 Identify legal and ethical Issues related to the practice of Couple and Family Therapy.	CLO1, CLO2, CLO3
7.2 Practice the application of theory and techniques based upon CFT therapeutic models.	CLO1, CLO2, CLO3
7.3 Demonstrate the ability to explore self of the therapist as it relates to clinical work with clients and supervision work.	CLO1, CLO2, CLO3

### Activities and Resources

Readings and Resources	WEEK
Read the Online CFT Program Practicum <i>Clinical Training Manual</i> located on your Canvas Course Webpage	
Read the American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders</i> .	

Practicum Weekly Log of Hours	WEEK
If you have begun to log hours at your site, complete the Weekly Log of Hours form located in your Practicum <i>Student Handbook (Online Campus)</i> .	
A copy of your log is due in Wee Four of this course.	

### Assignments

Weekly Synchronous Meeting and Reflection	WEEK
<b>Access</b> the synchronous discussion for the week using the information provided by your instructor.	
<b>Complete</b> at least a 50-word reflection on what you learned from the discussion. As a part of your reflection you can also discuss something interesting going on at your placement site or any self or therapist issues that have come up for you this week.	
<b>Submit</b> your reflection by <b>Day 7 of Week 7</b> by clicking on the assignment on your Canvas Course Webpage.	

Case Presentation and Treatment Plan	WEEK
If you are presenting a Case Presentation and Treatment Plan during this week's synchronous meeting:	
<ul style="list-style-type: none"> <li>• <b>Provide</b> each member in your course with a copy of your Case Presentation and Treatment Plan.</li> <li>• <b>Present</b> your case and share supporting video footage during your presentation.</li> <li>• <b>Submit</b> a copy of your Case Presentation and Treatment Plan by <b>Day 7 of Week 7</b> by clicking on the assignment on your Canvas Course Webpage.</li> </ul>	
Those individuals not presenting are expected to be prepared to discuss the Case Presentation and Treatment Plan being presented and provide additional video footage.	

## Week 8: Clinical Practice

### Learning Objectives

<p><b>8.1</b> Identify legal and ethical Issues related to the practice of Couple and Family Therapy.</p>	<p>CLO1, CLO2, CLO3</p>
<p><b>8.2</b> Practice the application of theory and techniques based upon CFT therapeutic models.</p>	<p>CLO1, CLO2, CLO3</p>
<p><b>8.3</b> Demonstrate the ability to explore self of the therapist as it relates to clinical work with clients and supervision work.</p>	<p>CLO1, CLO2, CLO3</p>

### Activities and Resources

<p><b>Readings and Resources</b></p>	<p>WEEK</p>
<p><b>Read</b> the Online CFT Program Practicum <i>Clinical Training Manual</i> located on your Canvas Course Webpage</p>	
<p><b>Read</b> the American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders</i>.</p>	

### Assignments

<p><b>Weekly Synchronous Meeting and Reflection</b></p>	<p>WEEK</p>
<p><b>Access</b> the synchronous discussion for the week using the information provided by your instructor.</p> <p><b>Complete</b> at least a 50-word reflection on what you learned from the discussion. As a part of your reflection you can also discuss something interesting going on at your placement site or any self or therapist issues that have come up for you this week.</p> <p><b>Submit</b> your reflection by <b>Day 7 of Week 2</b> by clicking on the assignment on your Canvas Course Webpage.</p>	

<p><b>Case Presentation and Treatment Plan</b></p>	<p>WEEK</p>
<p>If you are presenting a Case Presentation and Treatment Plan during this week’s synchronous meeting:</p> <ul style="list-style-type: none"> <li>• <b>Provide</b> each member in your course with a copy of your Case Presentation and Treatment Plan.</li> <li>• <b>Present</b> your case and share supporting video footage during your presentation.</li> <li>• <b>Submit</b> a copy of your Case Presentation and Treatment Plan by <b>Day 7 of Week 8</b> by clicking on the assignment on your Canvas Course Webpage.</li> </ul> <p>Those individuals not presenting are expected to be prepared to discuss the Case Presentation and Treatment Plan being presented and provide additional video footage.</p>	

<p><b>Self-Care Reflection</b></p>	<p>COURSE</p>
<p><b>Prepare</b> a 500-750-word reflection on the different self-care activities you engaged in during Weeks 2-7 of this course. Be sure to address the following in your reflection:</p>	

- **Summarize** at least 5 of the self-care activities you engaged in during Weeks 2-7.
- **Identify** the most useful activities you engaged in and explain why you found them so useful.
- **Describe** the dangers of not practicing self-care.
- **Explain** the importance of integrated self-care activities into your life as you continue to grow within the field of counseling.
- **Identify** the different thoughts, feelings, and emotions that self-care activities help to manage.

**Submit** your assignment by **Day 7 of Week 8** by clicking on the assignment in Canvas and uploading your document.

**Practicum Weekly Log of Hours**

WEEK

**Submit** your log by **Day 7 of Week 8** by clicking on the assignment on your Canvas Course Webpage.

**Rubrics**

**Introduction: 10 points**

<b>POINTS</b>	<b>8</b>	<b>6.5</b>	<b>5</b>	<b>3.5</b>	<b>0</b>
<b>Prepared an initial response that accurately addresses the requirements of the questions.</b>	Exemplary; completed with no discernible deficiencies; exceeds expectations; advanced level of preparedness / exceptional understanding	Completed with few deficiencies; at expected level; satisfactory; demonstrated expected level of preparedness and/or understanding	Completed with multiple minor deficiencies; overall below graduate level; indicative of below average preparedness or understanding	Completed but deficient in some significant way; well below graduate level; demonstrated very little preparedness or very little understanding	Not completed or completed insufficiently; demonstrated no preparedness or no understanding
<b>POINTS</b>	<b>2</b>	<b>1.75</b>	<b>1.5</b>	<b>1.25</b>	<b>0</b>
<b>Initial posts and peer responses included correct grammar and syntax and were easy to understand.</b>	Exemplary; completed with no discernible deficiencies; exceeds expectations; advanced level of preparedness / exceptional understanding.	Completed with few deficiencies; at expected level; satisfactory; demonstrated expected level of preparedness and/or understanding	Completed with multiple minor deficiencies; overall below graduate level; indicative of below average preparedness or understanding	Completed but deficient in some significant way; well below graduate level; demonstrated very little preparedness or very little understanding	Not completed or completed insufficiently; demonstrated no preparedness or no understanding

**Case Presentation and Treatment Plan: 160 points**

<b>POINTS</b>	<b>20</b>	<b>17</b>	<b>14</b>	<b>11</b>	<b>0</b>
<b>Included all requested information in the handout and Case Presentation form.</b>	Exemplary; completed with no discernible deficiencies; exceeds expectations; advanced level of preparedness / exceptional understanding.	Completed with few deficiencies; at expected level; satisfactory; demonstrated expected level of preparedness and/or understanding	Completed with multiple minor deficiencies; overall below graduate level; indicative of below average preparedness or understanding	Completed but deficient in some significant way; well below graduate level; demonstrated very little preparedness or very little understanding	Not completed or completed insufficiently; demonstrated no preparedness or no understanding
<b>POINTS</b>	<b>20</b>	<b>17</b>	<b>14</b>	<b>11</b>	<b>0</b>
<b>An appropriate assessment was conducted and is consistent with theory and practicum placement requirements</b>	Assignment shows an in-depth reflection with a firm understanding of the concepts. Examples are relevant with a strong connection to the week's topics.	Assignment shows a level of reflection with a clear understanding of concepts. Examples are used to support the reflection; however, some components are unclear,	Assignment provides some level of reflection, but connections made are unclear or appear inaccurate. Some examples are used but does not clearly	Lacks an in-depth reflection and fails to provide an understanding of the concepts. Examples are not used or do not support the reflection.	Not completed or completed insufficiently; demonstrated no preparedness or no understanding

		irrelevant, or inaccurate.	support the reflection.		
<b>POINTS</b>	20	17	14	11	0
<b>Cultural and contextual issues are adequately taken into account</b>	Assignment shows an in-depth reflection with a firm understanding of the concepts. Examples are relevant with a strong connection to the week's topics.	Assignment shows a level of reflection with a clear understanding of concepts. Examples are used to support the reflection; however, some components are unclear, irrelevant, or inaccurate.	Assignment provides some level of reflection, but connections made are unclear or appear inaccurate. Some examples are used but does not clearly support the reflection.	Lacks an in-depth reflection and fails to provide an understanding of the concepts. Examples are not used or do not support the reflection.	Not completed or completed insufficiently; demonstrated no preparedness or no understanding
<b>POINTS</b>	20	17	14	11	0
<b>The diagnosis is consistent with case conceptualization and presenting symptoms</b>	Assignment shows an in-depth reflection with a firm understanding of the concepts. Examples are relevant with a strong connection to the week's topics.	Assignment shows a level of reflection with a clear understanding of concepts. Examples are used to support the reflection; however, some components are unclear, irrelevant, or inaccurate.	Assignment provides some level of reflection, but connections made are unclear or appear inaccurate. Some examples are used but does not clearly support the reflection.	Lacks an in-depth reflection and fails to provide an understanding of the concepts. Examples are not used or do not support the reflection.	Not completed or completed insufficiently; demonstrated no preparedness or no understanding
<b>POINTS</b>	20	17	14	11	0
<b>Treatment plan is consistent with theory and seems tailored and appropriate for the client</b>	Assignment shows an in-depth reflection with a firm understanding of the concepts. Examples are relevant with a strong connection to the week's topics.	Assignment shows a level of reflection with a clear understanding of concepts. Examples are used to support the reflection; however, some components are unclear, irrelevant, or inaccurate.	Assignment provides some level of reflection, but connections made are unclear or appear inaccurate. Some examples are used but does not clearly support the reflection.	Lacks an in-depth reflection and fails to provide an understanding of the concepts. Examples are not used or do not support the reflection.	Not completed or completed insufficiently; demonstrated no preparedness or no understanding
<b>POINTS</b>	20	17	14	11	0

<p><b>Interventions are consistent with the theory and stage of therapy</b></p>	<p>Assignment shows an in-depth reflection with a firm understanding of the concepts. Examples are relevant with a strong connection to the week's topics.</p>	<p>Assignment shows a level of reflection with a clear understanding of concepts. Examples are used to support the reflection; however, some components are unclear, irrelevant, or inaccurate.</p>	<p>Assignment provides some level of reflection, but connections made are unclear or appear inaccurate. Some examples are used but does not clearly support the reflection.</p>	<p>Lacks an in-depth reflection and fails to provide an understanding of the concepts. Examples are not used or do not support the reflection.</p>	<p>Not completed or completed insufficiently; demonstrated no preparedness or no understanding</p>
<p><b>POINTS</b></p>	<p>20</p>	<p>17</p>	<p>14</p>	<p>11</p>	<p>0</p>
<p><b>Video clips are recent and relevant; shows sense of presence with client(s).</b></p>	<p>Assignment shows an in-depth reflection with a firm understanding of the concepts. Examples are relevant with a strong connection to the week's topics.</p>	<p>Assignment shows a level of reflection with a clear understanding of concepts. Examples are used to support the reflection; however, some components are unclear, irrelevant, or inaccurate.</p>	<p>Assignment provides some level of reflection, but connections made are unclear or appear inaccurate. Some examples are used but does not clearly support the reflection.</p>	<p>Lacks an in-depth reflection and fails to provide an understanding of the concepts. Examples are not used or do not support the reflection.</p>	<p>Not completed or completed insufficiently; demonstrated no preparedness or no understanding</p>
<p><b>POINTS</b></p>	<p>20</p>	<p>17</p>	<p>14</p>	<p>11</p>	<p>0</p>
<p><b>Student is able to adequately evaluate her/his skill level and needs; is responsive to feedback; acts in a professional manner</b></p>	<p>Assignment shows an in-depth reflection with a firm understanding of the concepts. Examples are relevant with a strong connection to the week's topics.</p>	<p>Assignment shows a level of reflection with a clear understanding of concepts. Examples are used to support the reflection; however, some components are unclear, irrelevant, or inaccurate.</p>	<p>Assignment provides some level of reflection, but connections made are unclear or appear inaccurate. Some examples are used but does not clearly support the reflection.</p>	<p>Lacks an in-depth reflection and fails to provide an understanding of the concepts. Examples are not used or do not support the reflection.</p>	<p>Not completed or completed insufficiently; demonstrated no preparedness or no understanding</p>

**Self-Care Reflection – 25 points**

<b>POINTS</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>0</b>
<p><b>Summarized at least 5 of the self-care activities you engaged in during Weeks 2-7.</b></p> <p><b>Identified the most useful activities you engaged in and explain why you found them so useful.</b></p>	Exemplary; completed with no discernible deficiencies; exceeds expectations; advanced level of preparedness / exceptional understanding	Completed with few deficiencies; at expected level; satisfactory; demonstrated expected level of preparedness and/or understanding	Completed with multiple minor deficiencies; overall below graduate level; indicative of below average preparedness or understanding	Completed but deficient in some significant way; well below graduate level; demonstrated very little preparedness or very little understanding	Not completed or completed insufficiently; demonstrated no preparedness or no understanding
<b>POINTS</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>0</b>
<p><b>Described the dangers of not practicing self-care.</b></p> <p><b>Explained the importance of integrated self-care activities into your life as you continue to grow within the field of counseling.</b></p>	Exemplary; completed with no discernible deficiencies; exceeds expectations; advanced level of preparedness / exceptional understanding	Completed with few deficiencies; at expected level; satisfactory; demonstrated expected level of preparedness and/or understanding	Completed with multiple minor deficiencies; overall below graduate level; indicative of below average preparedness or understanding	Completed but deficient in some significant way; well below graduate level; demonstrated very little preparedness or very little understanding	Not completed or completed insufficiently; demonstrated no preparedness or no understanding
<b>POINTS</b>	<b>4</b>	<b>3.5</b>	<b>3</b>	<b>2.5</b>	<b>0</b>
<p><b>Identified the different thoughts, feelings, and emotions that self-care activities help to manage.</b></p>	Assignment contains almost no errors in grammar, punctuation, or spelling. Length is appropriate with standard margins and font.	Assignment contains very few errors in grammar, punctuation, or spelling. Length is very near expected with standard margins and font.	Assignment contains several errors in grammar, punctuation, or spelling. Length is somewhat less than expected.	Assignment contains far more errors in grammar, punctuation, or spelling than is acceptable. Length is far less than expected.	Not completed or completed insufficiently; demonstrated no preparedness or no understanding
<b>POINTS</b>	<b>3</b>	<b>2.5</b>	<b>2</b>	<b>1.5</b>	<b>0</b>
<p><b>APA Format, grammar, punctuation, &amp; spelling</b></p>	Assignment contains almost no errors in grammar, punctuation, or spelling. Length is appropriate with standard	Assignment contains very few errors in grammar, punctuation, or spelling. Length is very near expected with	Assignment contains several errors in grammar, punctuation, or spelling. Length is somewhat	Assignment contains far more errors in grammar, punctuation, or spelling than is acceptable. Length is far	Not completed or completed insufficiently; demonstrated no preparedness or no understanding

	margins and font.	standard margins and font.	less than expected.	less than expected.	
<b>POINTS</b>	<b>2</b>	<b>1.75</b>	<b>1.5</b>	<b>1.25</b>	<b>0</b>
<b>Structure</b>	Structure of Assignment is easy to follow; Sentences are clear and writing is at an advanced level.	Structure of the Assignment is generally easy to follow. Sentences are clear.	Structure of the Assignment is not easy to follow. Sentences are occasionally unclear.	There is very little structure to the Assignment. Sentences are often unclear.	Not completed or completed insufficiently; demonstrated no preparedness or no understanding