Regis University
Masters in Liberal Studies
Marriage and Family Therapy Emphasis
MFT Counseling Techniques - MMFT 615
TERM INFORMATION

Course Description:
Introduces psychotherapeutic process and dynamics of the helping relationship. Development of counseling skills used in marriage and family therapy, such as clinical interviewing, clinical record keeping and report writing, DSM-IV-TR diagnosis, assessment, and treatment planning using different treatment modalities.

Course Objectives:
By the end of this course, the learner will be able to:
1. Understand and demonstrate basic counseling skills such as establishing a supportive counseling relationship, conducting a basic clinical interview, maintaining client records, developing assessment and diagnostic skills, preparing a clinical case presentation, and applying different therapeutic / intervention strategies.
2. Develop a conscious awareness of the self in the therapeutic relationship and demonstrate the ability to critique one’s own work and offer critical feedback to others.
3. Conceptualize and engage in treatment planning within the context of one’s theoretical orientation; learn to use different intervention strategies with certain clients (e.g. suicidal, violent, non-verbal); determine appropriate treatment strategies from the continuum of counseling modalities and orientations.
4. Demonstrate an understanding of ethical issues (e.g. confidentiality, client rights) and develop professional behaviors in relation to supervisors and colleagues.
5. Prepare for the Practicum/Internship experience by creating a professional resume, practicing interview skills, and selecting and contacting placement sites.

Textbooks and Materials:


You will also need to provide one 90 minute blank VHS tape for use during the course.

Revised, December 2004
Optional Readings:


Learning Activities:
1. **Basic Counseling Skills:** This activity requires the learner to demonstrate an understanding of and ability to establish a therapeutic alliance and build rapport. Working with another learner, each student will complete one 20 minute videotape. In the session, the learner will demonstrate basic listening skills and attending behaviors, restatement of concerns and issues, and recognition of professional boundaries. (15% of grade)

2. **Initial Interview:** This activity requires the learner to demonstrate an understanding of and ability to complete an initial interview with a client. Working in pairs, students will complete a 50-minute videotape demonstrating their ability to establish a therapeutic relationship, gather information for the psychosocial history and conduct a mental status examination. Learners will begin the session by building rapport and proceed through information gathering, clarification of concerns and issues and terminating the session. The session should be uninterrupted and genuine (for example, if the learner makes a mistake, they simply continue with the session). (30% of grade)

3. **Maintaining Client Records:** This activity requires the learner to demonstrate an understanding of and ability to appropriately document interactions with clients. Learners will view in class a portion of videotape of a counseling session and will complete an entry for the client’s file that summarizes the session. (5% of grade)

4. **Assessment and Diagnostic Skills:** This activity requires the learner to demonstrate clinical skills in completing a multi-axial diagnosis of a client. The facilitator will role play a client, and will be interviewed by learners to obtain appropriate information. Learners will then complete a multi-axial diagnosis. (5% of grade)

5. **Treatment Planning:** This activity requires the learner to demonstrate skills in completing a treatment plan that is appropriate to the client’s presenting problem. The facilitator will role play a client, and learners will complete a treatment plan and recommendations. (5% of grade)
6. **Ethical Issues:** This activity requires learners to demonstrate an understanding of ethical issues and to apply that understanding in practice. Learners will be given case vignettes in class involving a variety of ethical issues. Based on each vignette, learners will write a 1-page paper identifying the issues and outlining appropriate counselor responses to those issues based on the User’s Guide to the AAMFT Code of Ethics. (10% of grade)

7. **Resume Construction:** This activity requires learners to create a professional resume that will be used by the student to explore future practicum / internship and employment opportunities in counseling / therapy-related fields. (5% of grade)

8. **Counselor Self-Assessment:** This activity requires learners to explore their role as a professional. Learners will complete the Counselor Self-Assessment, “Who Am I As A Professional” questions on pages 111-112 in the Counselor Intern’s Handbook. (20%)

### Course Calendar, Readings and Assignments:

<table>
<thead>
<tr>
<th>Meeting Day</th>
<th>Session</th>
<th>Topics / Activities</th>
<th>Assignments Due</th>
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| 1           |         | **Topics / Discussion:**
|             |         | Adult Learning Expectations  
|             |         | Course Expectations / Guidelines  
|             |         | Peer Partner – Role Play Diads  
|             |         | Bios of instructor and students  
|             |         | The Therapeutic Philosophy?  
|             |         | My Beliefs About People  
|             |         | Developing a Treatment Philosophy  
|             |         | Setting Your Environment  
|             |         | **Read:** n/a  
|             |         | **In-class Activities:** |
| 2           |         | **Topics / Discussion:**
|             |         | The Initial Interview  
|             |         | The Clinical Interview  
|             |         | Client Records  
|             |         | Assessment and Diagnosis (DSM)  
|             |         | Preparing a Clinical Case Presentation  
|             |         | Actual Patient Cases  
|             |         | Early Stage Relationship Formation  
|             |         | Therapist as a Teacher  
|             |         | **Read:**  
|             |         | **In-class Activities:** Role-play interview  
|             |         | ▪ Assigned reading review  
|             |         | ▪ In-class activities |
| 3           |         | **Topics / Discussion:**
|             |         | The Mental Status Exam  
|             |         | Discussion: NLP, Mirroring, Breathing  
|             |         | Nutritional Treatment  
|             |         | Introduction to Hypnosis  
|             |         | Hypnosis is Experience  
|             |         | Client Centered Tx. – Rogers  
|             |         | Early – Middle – Final Phase  
|             |         | Resume Plan  
|             |         | **Read:**  
|             |         | **In-class Activity:** New Patient Role Play  
|             |         | ▪ Assigned reading review  
|             |         | ▪ In-class activities  
|             |         | ▪ Watch video: Allergies / Hypnosis |
| 4           |         | **Topics / Discussion:**
|             |         | Cognitive Behavior Tools  
|             |         | Suicide Assessment  
|             |         | **Read:**  
|             |         | **In-class Activities:**  
|             |         | ▪ Assigned reading review  
|             |         | ▪ In-class activities |
| Letter Work |
| Cognitive Techniques |
| Cognitive Distortions |
| Behavioral Techniques |
| Panic Log |

**Read:**  
**In-class Activity:** Role-play panic disorder.

### 5 Topics / Discussion:
- Psychopharmacology I  
- Grief Work  
- Psychopharmacology II  
- Gestalt Therapy (Peris)  
- Focusing (Gendlin)

**Read:**  
**In-class Activity:** Role-play dealing with grief and loss

### 6 Topics / Discussion:
- The Lay Therapies  
- PSI, Choices, EST  
- More NLP: EMDR, Sex Addictions / Sexual Dysfunctions  
- Family Sculptures, Second Change  
- The Bio Energy Treatments  
- Thought Field Therapy  
- Heart Rate Variable

**Read:**  
**In-class Activity:** Role-play family issues

### 7 Topics / Discussion:
- TFT Algorithms  
- Heat Rate Variability  
- Internet Addiction  
- Substance Abuse Disorders and Treatments

**Read:**  
**In-class Activity:**

### 8 Topics / Discussion:
- Offices: Private / Public  
- Marketing  
- Billing  
- Liens  
- Evaluations  
- Treatment Evaluations  
- Managed Care

**Read:**  
**In-class Activity:**

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*A supplemental Faculty syllabus will be distributed on the first night of class; the supplemental syllabus will address specific grading, attendance, and assignment criteria as well as provide additional pertinent course information.*