

Dyads and Triads

BMFT 601: Pre-Internship

TASK: Your task is to begin the practice of establishing therapeutic relationships by role-playing therapy sessions with your peers each week, beginning in the third week of class. In addition, you will write dyad/triad summaries to be handed in each week. You will also be evaluating your classmates by participating in peer evaluation groups.

AUDIENCE: Your audience for this task consists of two groups of people: (1) your peers and professor as they evaluate your progress in the attainment of essential therapeutic skills, and (2) your peers as they play the role of your clients.

FORMAT:

- Conducting the sessions
 - The modality to be used in conducting your dyads/triads will be demonstrated and discussed in class. Do not do your first dyad or triad prior to this discussion occurring in class.
 - Each week, you will pair up with a different classmate(s), completing a total of 10 role-played therapy sessions. The first six sessions will be dyads (you as therapist and one “client”), three sessions will be triads (you as therapist with two “clients”), and a final dyad representing your best work will be turned in at the end of the semester.
 - When doing a dyad, each person is to be the therapist for 25 minutes and the client for 25 minutes. When doing triads, each person will be the therapist for 20 minutes.
 - Initially, the material processed in the session can be real or role-play; however, beginning with Dyad #3, when you are in the role of the client, you must talk about real material from your life.
 - You must reserve a room in which to conduct your dyad/triad sessions. This can be done in the black binder at the front desk of MFI. Second years have priority on the use of therapy rooms. It is recommended that you do not conduct dyads/triads in the evening hours because this is when the majority of therapy sessions are taking place.
 - Sessions must be recorded in MFI using our recording system. Dr. Goff’s graduate assistant will instruct you on how to use the system. Be sure to record the date, time, and room number in which you conduct your dyad/triad. You will need this information to later access the session from the server.
- Peer evaluation groups
 - Students will be placed in peer evaluation groups of 3-4 students.
 - The rating scale by Truax and Carkhuff will be presented to you in class that will be used in the critique of tapes throughout the semester.
 - Both your fellow students and Dr. Goff will be involved in the weekly critiques of sessions. You will rate one another and give verbal feedback. You must include at least one suggestion with feedback. Written peer evaluations will be handed in to Dr. Goff each week so that she may watch your progress throughout the semester.

- During the last 30 minutes of each class period in which a dyad/triad is due, Dr. Goff will meet with one of the groups to evaluate the sessions of each student in that group. The other groups will also meet at this time in another location in the clinic where recorded sessions can be viewed.
- Each student in the group should plan to show 5-10 minutes of their session. Prior to your group's meeting, you should identify which 5-10 minutes you wish to show and record the date, starting time, and room number.
- Each group must turn in their evaluation forms to Dr. Goff immediately after class on Monday.
- Dyad/triad summaries
 - Write a ½ to 1 page summary of your experience as both therapist and client following each dyad/triad session. Include the content and process of each session and the affect of the client. Type words of affect in **bold**. Content and process will be defined and examples given in class.
 - When summarizing a dyad, your summary will have two sections, one with you as therapist and one with you as client. When summarizing a triad, your summary will have three sections, one with you as therapist and two with you as client.
 - Summaries are to be typed with correct grammar and style. Date and number each session.
 - The correct format for a dyad is included in this handout, and an example will also be provided.
- Confidentiality – All material of a personal nature will be handled in a sensitive manner. Content from your sessions is to remain only with those participating in the class.
Process only those concerns that would be appropriate for class.

CRITERIA FOR EVALUATION:

- Each dyad/triad session that you conduct will be worth 1 point, for a total of 9 points throughout the class. You will receive these points as long as you conduct the session and are critiqued by your peer evaluation group.
- Each dyad/triad summary is worth 1 point, for a total of 9 points throughout the semester. Points may be deducted for failing to use the required format and for mistakes in identifying the client's affect.

DUE DATE: Dyad/triad recordings and summaries are due on Mondays as follows:

- Dyad #1 – Sept. 14
- Dyad #2 – Sept. 21
- Dyad #3 – Sept. 28
- Dyad #4 – Oct. 5
- Dyad #5 – Oct. 26
- Dyad #6 – Nov. 2
- Triad #1 – Nov. 9
- Triad #2 – Nov. 16
- Triad #3 – Nov. 23

Format: Dyad (or Triad) Summary

Name:

Date of Summary:

Number of Summary: 1-10

Client: Describe both the content and process of the dyad/triad session when you were in the role of the client. Use bold type for affect words (**happy, mad, sad, etc.**).

Client: When doing triads, you will have two sections summarizing the session in the role of the client.

Therapist: Describe both the content and process of the dyad/triad session when you were in the role of the therapist. Use bold type for affect words (**happy, mad, sad, etc.**).

Dyad Summary Example

Name: Janice

Date of Summary: September 10

Number of Summary: 4

Client: As the client, I told Michael, my counselor, of my **depression** and **loneliness** as the result of a recent break-up with my boyfriend. I informed her of the relationship I had with my ex-boyfriend's family in that I had essentially been a part of the family for two years. I told her that my family was too far away to have any contact with other than by phone and that my good friends had all either moved away or gotten married recently. Michael asked me about friends I might have at school, and I told him that I felt too **self-conscious** to break into already-established circles of friends. When Michael asked me how that made me feel, I told him that I was feeling **afraid** of rejection and therefore rarely ever made the first move in forming friendships. Michael explored with me other options, such as work, where I might find friends. I told Michael that there was one girl my age at work I enjoyed talking to while I was there. However, I did not see her outside of work because she enjoyed doing things that were against my values. Michael suggested I ask her to do something that was within my value system, such as going to a movie or going out to lunch. Although I entered the session in a **depressed** mood, I left feeling more **confident** and **hopeful** of finding new friendships.

Therapist: As the therapist, I counseled Michael, who told me of the **dread** he felt about going to his family of origin's home for Thanksgiving. Michael informed me that he did not particularly enjoy these visits and that when he does visit, he usually limits his time there to three days. His **anxiety** about going home stems mainly from the relationship that he has with his mother and with his older brother. Michael chose to spend this session speaking mostly about his relationship with his brother. He told me that as a child, he had always sought the approval of his older brother, but rarely received it. He informed me that he often felt **disrespected** by his brother and the rest of the family. He said he was feeling **anxious** about returning to the role of the youngest sibling when he would visit his family over Thanksgiving. Michael believes he deserves to be treated like the adult he is instead of still being looked upon as the youngest child. He reported feeling **hurt** that his family does not seem to respect his feelings and his opinions. I could tell throughout the session that he felt **uncomfortable** about talking about this subject with me. He fidgeted in his chair throughout the session, and the topic seemed to be one that indeed brought him a lot of **anxiety**.