

**CHAMINADE UNIVERSITY OF HONOLULU**  
**Summer 2013**  
**Psychology 678IS – Internship B - MF**

---

Instructor: Tim W. Ficklin, Ph.D., LMFT    Office: BS 118  
Email: [tim.ficklin@chaminade.edu](mailto:tim.ficklin@chaminade.edu)    Office Telephone: 808-739-4641

**Catalog Course Description**

Offers the student an opportunity to practice family systems approaches to counseling in a community counseling setting, under the supervision of a licensed Marriage and Family Therapist. In Internships A and B students will complete a total of 600 hours total (300 direct service hours, 300 administrative hours) of supervised service with individuals, couples, and/or families. *Prerequisite: PSY 646M*

**Program Linking Statement**

This course, incorporating a 300-hour supervised marriage and family counseling internship, further develops and assesses the integrative clinical skills and competencies for the MSCP program student learning outcome of Clinical Instruction.

**Course Description**

Students will complete 300 hours (150 direct service hours, 150 administrative hours) of supervised service with individuals, couples and/or families. This course continues the advanced training in Marriage and Family Counseling skills, case management, using supervision, and developing self and other awareness crucial to clinical work in this field. Students will be encouraged to develop their own theoretical orientation and style and to explore the impact of their personal histories on their work with clients.

**It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.**

**TEXTS:**     [AAMFT Code of Ethics](#) – download from [aamft.org](http://aamft.org)  
[DSM-IV-TR](#) or [DSM 5](#)

**Student Learning Outcomes:**

Students will demonstrate an understanding of:

1. Counseling/professional competencies & characteristics (including: assessment, diagnosis, therapeutic intervention, charting, case-conceptualization and logging) within the context of marriage and family therapy.
2. Professional and ethical issues within the context of marriage and family therapy.
3. Marriage and family counseling theories and your own conceptual framework.
4. Referral agencies in the community relative to the practice of marriage and family therapy.
5. Cultural diversity relative to the practice of marriage and family counseling.
6. Research relative to the practice of marriage and family counseling.

7. Scientific method relative to the practice of marriage and family counseling.
8. Appropriate use of supervision relative to the practice of marriage and family counseling.
9. Case study/report writing relative to the practice of marriage and family counseling.

### **Assessment**

Students will be expected to demonstrate a working knowledge of basic clinical skills through audio/video taping, role playing, written exercises, written case summaries and oral case presentations. Students will be encouraged to become self-reflective about their role within the therapeutic process through written journals.

### *Required Assignments:*

**Weekly Journal-** this is a brief 1 page paper on how your internship experiences are contributing to your personal and professional development. Include your impressions, thoughts, feelings and concerns as you evaluate your internship situation, both as a developing therapist and as part of the “system” at your site. You are also expected to attempt to make links between your personal style of relating, your personal history, and your experiences with counseling your clients.

**Weekly Supervision Review** – Complete the *Supervision Preparation Review* form before each meeting with your site supervisor and the Lessons Learned segment afterwards.

**Written Case Summaries** – Using the Case Summary outline, write **three (3) case summaries** with clients/families you have seen at least three times (if at all possible). Appropriate consent forms and two (2) journal articles relevant to the case must accompany each. Be sure to incorporate the articles in your discussion of the case. Summaries are also to be signed by your site supervisor. **All written cases must be submitted no later than the 9th week.** You should have completed a **minimum of 2 cases by the 6th week if possible - do not delay!** **Instructor may increase OR decrease number required based upon the quality of those submitted.**

**Case Presentation** – Choose **one (1)** of your case summaries to present via email to the instructor. This can be a brief overview of one of your case summaries (above). Please do not divulge confidential information.

**Videotaped Role Play & Self-Evaluation** – You will role-play a family systems oriented counseling session with another student (or professional) in which you will be the counselor for approximately 20 minutes. Then you will switch places (as client and counselor) and do another 20 minutes. After a feedback session with your partner and review of the video, you will write up *a video self-evaluation form* on your counseling

skills in the role play. The video may be shared with the instructor for further feedback and growth. There is a form to be completed in eCollege documents/handbook.

**Presentation of Technique** – You are to choose a particular counseling technique you would like to know more about, research its applications, and present a brief discussion and/or demonstration of the technique to the instructor.

### **Forms**

- A. Hours Logs, Log Summary** – To be submitted on a regular weekly basis, denoting professionalism, and avoiding any “last minute rush”
- B. Site Supervisor’s Evaluation** – Must be turned in not later than the 9<sup>th</sup> week of class. This will constitute 30% of your final grade so do not put it off!
- C. Student Evaluation of Site and Site Supervisor** – To be submitted in the 6<sup>th</sup> week of class or whenever requested by the Internship Director.

**Please submit all forms to me.**

**Participation & Attendance** – Professionalism is expected at all times and will be reflected in regular attendance on site, informed and active participation, timely completion of assignments and accountability in relating with peers, instructor and practicum site.

***Points Possible:***

Weekly Journal	90 points (9 @ 10 points)
Supervision Review	90 points (9 @ 10 points)
Case Summaries	90 points (3 @ 30 points)
Case Presentation	30 points
Video Role Play	50 points
Technique Presentation	25 points
Forms (timely submission)	25 points
Participation/Attendance	100 points (10 @ 10 points)
Site supervisor evaluation	<u>100 points</u>

Total: 600 points

**GRADING:**

**A=540-600 points**

**B=480-539 points**

➤ **If student does not receive a passing grade from the Clinical Supervisor, the student will not pass the course. Student will then not progress to Internship B.**

### **Academic Honesty**

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then by the program director. The penalty for dishonesty can range from an "F" grade to expulsion from the University.

### **Attendance**

*University policy on attendance: "Students are expected to attend classes regularly and to be on time for class. Since our courses are offered on accelerated semesters, a student who misses more than one (1) class has missed a substantial portion of the material presented. In this case, the student will automatically receive a "C" for the course, requiring the student to retake the course in its entirety. The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors. Missing one class may, at the discretion of the instructor, result in the student's grade being lowered one letter grade. " [University policy effective Spring 2005]*

### **Students with Disabilities**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **735-4845 or Dr. June Yasuhara, 739-4603**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

## **MARIANIST EDUCATIONAL VALUES**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

## **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

## **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

## **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

## **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

***Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton***

Each of these characteristics is integrated, to varying degrees, in this course.

## Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

**Tentative Course Schedule:**

**Class Structure: (This will be the basic structure for every class – only differences are mentioned in Schedule below)**

1. Check-in (paperwork) and addressing general practicum site concerns
2. Discussion of specific concerns – e.g. cases, personal reactions, frustrations, etc.
3. Case presentation/theory and technique presentation/other topical issues
4. Experiential applications - this may include videos, role plays, and other activities as determined by class needs.

**IS students will need to have weekly on-site supervision by a licensed MFT who is qualified to be a supervisor under HI State Law. They will also need to provide verification of professional liability insurance through their employer or personally covered (group policy through AAMFT is acceptable). Required documents can be emailed to the instructor as an attachment. A signed ‘contract’ with the site (site supervisor) should be on file with CUH prior to accumulating hours.**