

**CHAMINADE UNIVERSITY OF HONOLULU**  
**Fall 2017**

**PSYCHOLOGY 646 M –PRACTICUM IN COUNSELING TECHNIQUES, MARRIAGE &  
FAMILY THERAPY**

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Office Hours: T & W 3-5pm and by appointment  
Classroom Assignment: Brogan Hall 103

**Catalog Course Description:**

Supervised experience in counseling utilizing videotapes, role-playing, video and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) of supervised service at a practicum site. Prerequisites: Psy 611, 636, 756

**Program Linking Statement:**

This course, incorporating a 100-hour supervised marriage and family counseling practicum, develops and assesses the integrative clinical skills and competencies for the MSCP program student learning outcome of clinical instruction.

**Course Description:**

This class is designed to assist students in the transition from theory to practice in the “real world” as they move into the practicum stage of their training. Along with further development in applying basic counseling skills in role-play and actual counseling sessions, we will focus on the “infrastructure” required in an actual agency setting – knowledge and skills about ethical and legal issues, clinical writing, use of supervision, assessment, DSM diagnosis, treatment plans, progress notes, etc. It is conducted in a professional, seminar or online type format.

***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:**

1. DSM-5 American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. Arlington: American Psychiatric Publishing.
2. AAMFT Code of Ethics – download from [www.aamft.org](http://www.aamft.org)
3. *Practicum and Internship Handbook, 2017-2018 Edition* - Chaminade University
4. Baird, B. (2016). *Internship, practicum, and field placement handbook*. Routledge.

**Student Learning Outcomes:**

Students will demonstrate an understanding of:

1. Intake procedures; mental status exam; DSM-IV diagnosis; assess problems, needs, strengths and weaknesses (taking into account any cultural issues impacting these areas) and design a treatment plan with measurable and behavioral goals for a client at their practicum site. *[assessment/cultural diversity]*
2. Legal and ethical standards for Marriage and Family Therapists (informed consent, limits of confidentiality, dual relationships, record keeping and client rights). *[ethics]*
3. Clinical records, their content, and application, and writing progress notes and preparing other clinical reports in a timely fashion. *[record keeping/clinical writing]*
4. Their own developing personal theoretical orientation, incorporating knowledge of evidence based approaches and available research. *[theoretical foundation/research/practical experience]*

5. Techniques they are adopting in forming their own “systematic technical eclecticism” (selecting and employing techniques that they have found to be effective that are consistent with their theoretical approach and the cultural populations they are working with). *[theoretical foundation & eclecticism, scientific method & research/cultural diversity]*
6. Scientific method and research relative to marriage and family counseling. *[theoretical foundation and eclecticism, scientific method & research/cultural diversity]*
7. Why supervision is important and ways to get the most benefit from their supervision experiences in the practicum site. *[consultation/supervision]*
8. Comparing and contrasting similarities and differences between supervision and consultation. *[consultation/supervision]*
9. Integrating basic counseling skills and techniques in counseling contexts, processing their experiences with the instructor and classmates for feedback and support. *[practical experience]*
10. Cultural diversity as it relates to counseling individuals from the perspective of marriage and family theory. *[cultural diversity]*

#### **Assessment:**

#### **Course Requirements**

1. **SITE SUPERVISOR EVALUATION** – You **MUST HAVE** satisfactory and passing performance in your practicum (per the Site Supervisor’s Evaluation) to pass this course. **100 points** \*
2. **PRACTICUM LOGS** –To be submitted for review and signature **weekly**. MS Excel sheets must be complete, in correct format, clearly describe the type of experiences and be signed by the site supervisor. Be sure to add up the hours each week and keep a **running total**. **A minimum of 50 direct service hours and 50 administrative hours is REQUIRED** to be allowed to continue on with your practicum courses (**NO EXCEPTIONS**). Hours must be **COMPLETED** by the end of the term. **30 points (completeness and timeliness)**
3. **JOURNALS** - You will keep a journal in which you record your own thoughts, feelings and lessons learned during your days at the practicum site. Pay particular attention to issues and concerns regarding cultural sensitivity, ethics, and theoretical conceptualization. Bring journals to class each week and be prepared to share selectively. **30 points (depth of self-examination and analysis)**
4. **SUPERVISION PREPARATION REVIEW** – You will complete a Supervision Preparation Format (See Practicum Handbook) before meeting with the site supervisor each week. Complete the back portion “lessons learned” after your supervision and submit each week to discuss how effectively you had your supervision needs met. **35 points**
5. **VIDEO**– You will select a particular personal issue that you would like to explore and you will be paired with a fellow student for counseling who will be your “counselor”. You will **VIDEOTAPE** one of your sessions as a “counselor” at least 20 minutes, review the tape, complete the **VIDEOTAPE SELF-EVALUATION**, and present the session to the class for critique and feedback. (See Appendix N, Practicum Handbook) **90 points**
6. **PRACTICE CASE STUDY** –To prepare for the case studies you will be expected to do in Internships A & B, you will select a current or former client at your practicum site to present to the class. Using the case presentation format in Appendix C2 of the Practicum Handbook write up the case, collecting your data from the agency case files. If all the information is not available, use your own "best guess" or discuss with your site supervisor to fill in the blanks. Be sure to change any identifying information to protect the client's confidentiality. Your case study must include a mental status evaluation, a DSM five-axis diagnosis, and a treatment plan. You must also find and attach 2 relevant journal articles to

your case. In presenting the case, you will also need to give a summary of the main points of the articles and your evaluation of them (did you agree, find it useful, why/why not) and discuss how they apply to your case. 50 points

**\*If student does not get a passing grade from the Clinical Supervisor, student will not pass the course**

**Grading:**

**A = 302-335 points**

**B = 271-301 points**

**C = 270 points and below (requires class retake)**

**Attendance:**

If you miss more than one class, you will be given a “C” and you must retake the class. If you are taking this course as an elective, you may take any MSCP elective, you are not required to re-take this course. (Graduate programs policy)

**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 the program director. The penalty for dishonesty can range from an “F” grade to expulsion from the University.

**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 **Dr. June Yasuhara, 735-4845**, 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 her as soon as possible so that accommodations are implemented in a timely fashion.

**TITLE IX**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

**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 provides 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

Week 1 October 3, 2017	Introductions & Expectations Syllabus Review What to Expect in Practicum - Practicum Handbook Discuss schedule for videos of role playing
Week 2 October 10, 2017	Check-ins, sharing practicum experiences Review of Baird Chapters 1-2 Journal, Supervision Preparation review, and Log due
Week 3 October 17, 2017	Check-ins, sharing practicum experiences Skill Development –AAMFT code of ethics Baird Chapter 3 Journal, Supervision Preparation review, and Log due Videotaping of role plays begins
Week 4 October 24, 2017	Check-ins, sharing practicum experiences Baird Chapter 4 Journal, Supervision Preparation review, and Log due Videotaping of role plays begins
Week 5 October 31, 2017	Check-ins, sharing practicum experiences Baird Chapter 5 Journal, Supervision Preparation review, and Log due Videotape presentations
Week 6 November 7, 2017	Check-ins, sharing practicum experiences Baird Chapter 6 Journal, Supervision Preparation review, and Log due Videotape presentations
Week 7 November 14, 2017	Check-ins, sharing practicum experiences Baird Chapter 7 Journal, Supervision Preparation review, and Log due
Week 8 November 21, 2017	Check-ins, sharing practicum experiences Video-recordings due- Review with instructor Journal, Supervision Preparation review, and Log due Presentation of Case Studies
Week 9 November 28, 2017	Check-ins, sharing practicum experiences Baird Chapters 8 & 9 Journal, Supervision Preparation review, and Log due Presentation of Case Studies
Week 10 December 5, 2017	Do our final check-ins, sharing “lessons learned” and finish ALL Paperwork: Supervisor Evaluations, Journals, and Logs due.