

Chaminade University
PSY 646M-02-3/04-3 Practicum – Counseling Techniques
Marriage and Family Therapy • FALL19

Instructor: Blendine P. Hawkins, Ph.D., LMFT Room: Henry Hall 104/Kieffer Hall 10
Contact Number: 808-739-7495 Day/Time: Wed/Thurs 5:30-9:20pm
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Office Hours: By appointment- email me to set up a time to meet.

Textbooks & Readings:

Required:

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation.

Diagnostic & Statistical Manual of Mental Disorders, 5th Edition. American Psychiatric Association. Washington, DC.

AAMFT Code of Ethics (2015)

Practicum Handbook –Chaminade University, 2019 version

Recommended:

Smith-Acuna, S. (2010). Systems theory in action: Applications to individual, couple, and family therapy. John Wiley & Sons.

American Association for Marriage and Family Therapy, & Caldwell, B. E. (2015). User's Guide to the 2015 AAMFT Code of Ethics. American Association for Marriage and Family Therapy.

Jobes, D. A. (2016). Managing suicidal risk: A collaborative approach. Guilford Publications.

Wilcoxon, A., Remley Jr, T. P., & Gladding, S. T. (2013). Ethical, legal, and professional issues in the practice of marriage and family therapy. Pearson Higher Ed.

Catalog Course Description

Supervised experience in counseling utilizing videotapes, role-playing, audio tapes, 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. Supervision will be with a licensed Marriage and Family therapist. 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

The purpose of this course is to provide you with the opportunity to identify, learn, develop, and practice basic skills to successfully complete your 100 hour practicum training. This class will be highly experiential by offering opportunities to role play and practice counseling skills and administrative responsibilities with supervised feedback.

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.

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.
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 and 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. [*theoretical foundation and eclecticism, scientific method & research/cultural diversity*]
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*]

Professionalism. This criterion addresses the essential elements that are necessary to perform professionally as a therapist, such as dependability, professional presentation, initiative, empathy, and cooperation. These behaviors are developed through the recognition of skills, practice, experience, role mentorship, and evaluative feedback. Emphasizing the importance of these behaviors will strengthen you for your professional roles.

Personal Criteria:

As a counselor in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills. (Neukrug, E. (1999). *The World of the Counselor*. Pacific Grove, CA.: Brook/Cole.)

In general, you are expected to exhibit behaviors and attitudes that are consistent with professional standards in all of your interactions.

Course Requirements and Assessment

During practicum, aspects of your maturity, social skills/awareness and judgment are integral to your success. You will be evaluated in terms of your personal competencies, including your attitude toward yourself and other, ability to handle conflict and stress, and sense of ethics, responsibility and professionalism.

At your internship sites, you will be responsible to your onsite supervisor of the internship site for all procedures and policies of that site. The faculty supervisor will interact with the student and the site supervisor concerning details and evaluation of this experience.

Ethical Standards of Practice:

Each CFT student is expected to maintain the highest ethical standards of clinical practice, including strict adherence to the maintenance of client confidentiality. Specifically, students agree to the following:

- Awareness of the AAMFT Code of Ethics and maintaining the code at all times.
- Never disclosing any names or identifying information of clients outside of the observation or supervision areas.
- Not observing a session, inquiring about a client system, or participating in a team if you know the client.
- To consistently maintain a professional and respectful manner when observing or interacting with clients at all times.

Assessment	Description	Points	Applicable SLO
Attendance & Participation	<p>You will be expected to be an active member of the class, contributing to discussions and volunteering to participate in role-plays.</p> <p><i>If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.</i></p>	10pts	
Clinical Goals	<p>You will construct a list of 2-3 clinical goals that you plan on working towards and steps you will take to reach those goals during this term to be submitted to your instructor by the end of week 2 of the term and for which you will discuss your progress on with your instructor at the end of the term.</p>	5pts	
Role-plays	<p>This term, you will have an opportunity to role-play a role in a client system and a therapist working with a client system during weeks 2 and 3. We will combine classes with another practicum class for these role-plays. You will be given the vignettes to prepare for both roles.</p>	8pts	
Weekly Supervision Preparation Form	<p>You will complete and submit a weekly supervision preparation form (attached at the end of the syllabus). <u>This must be typewritten to receive credit.</u></p> <p>It is imperative that you document i) any case with potential risk (any client presenting with Suicidal Ideation (SI) or non-suicidal self injurious (NSSI) behavior needs to be staffed with a supervisor within 24 hours), ii) any possible abuse or suspected abuse (all mandated reports are required within 24 hours of discovery), iii) any problems related to your practicum site to be discussed with either your site supervisor, clinical director, or practicum instructor.</p>	40pts	
Log	<p>You clinical hours log must be kept with all hours entered and categorized with <u>100 hours of Administrative and 100 hours if Direct Services.</u> <i>{this is a prerequisite for beginning Internship}</i>. The log must be signed by both your supervisor and Practicum Instructor.</p>	Mandatory 10 pts.	

<p>Case conceptualization presentation</p>	<p>You will complete a written case presentation including a treatment plan, the theories/models you are using with the client system, and an integration of research showing how you have accessed the literature to inform your work with the client system (minimum 2 references). You will use the Case Conceptualization Summary outline (attached at the end of the syllabus). Your presentation in the class will be a summary of your paper along with 3-4 specific consultative questions to your colleagues. You will provide copies of your case presentation form to your colleagues (case presentation forms should never include the client's names, phone numbers, or addresses. You will be responsible for securing the copies, transporting them in a locked box, and either submitting them to your instructor for shredding or shredding them immediately following the class.</p> <p>The client system for you case conceptualization presentation will need to be a different client system from your video case presentation.</p>	<p>12 pts</p>	
<p>Video case presentation</p>	<p>You will record one of your sessions with clients (after acquiring their written consent) and present a video/audio clip of your session lasting between 20-30 minutes. You will also complete a case presentation form. The presentation will be between 45-60 minutes and the format for your presentation in class is as follows:</p> <ul style="list-style-type: none"> i) Introduce the client system and provide demographic and contextual information, including all the key people involved in the problem ii) Summarize the client's presenting concerns and the treatment goals iii) Introduce the video clip and specify what you would like your colleagues recommendations on iv) Play the clip (20-30 minutes; may be a combination of up to 2 separate clips from the same session; you will have to repeat this presentation if the video is unviewable or the voices cannot be heard; the video should capture both you and the client system unless there are special circumstances) v) Provide time for your colleagues to ask further questions about the case and to provide suggestions <p>Complete your video reflections form. *Your instructor may ask you to pause the tape to clarify or address something in the clip.</p>	<p>15 pts</p>	
<p>Site Supervisors Evaluation</p>	<p>You must submit this by <u>Week 6</u>. This will factor strongly into your grade. If you do not pass this you will not pass Practicum.</p> <p>➤ PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course.</p>	<p>Pass/ Fail</p>	

Grading System: A = 100-90 B = 89 - 80

Grading

Attendance & Participation	10
Clinical Goals	5
Role-Plays	8
Weekly Supervision Preparation Form	40
Clinical Hours Log	10
Case Conceptualization Presentation	12
Video Case Presentation	15
Total Points	100

90-100 (90%↑) = **A**

80-89 (80%↑) = **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 the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

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>

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 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.

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) |

Tentative Course Schedule

Week/Date	Topic	In-Class Activity		Assessments
		Activities & Case Consultation Pres.	Video Pres.	
W1- 10/9/19	Introductions; Overview of Course; Syllabus Review Review Practicum handbook, AAMFT Core Competencies Determine schedule for video case presentations	Class Community Agreement Discussion Client management and review; high risk clients review		
W2- 10/16/19	Wellness and risk assessment, joining and establishing therapeutic alliance	7:30-9pm- In-vivo practice sessions		<ul style="list-style-type: none"> • Clinical Developmental Goals Due • Client log due • Clinical hours log due
W3- 10/23/19	Wellness and risk assessment, joining and establishing therapeutic alliance	7:30-9pm- In-vivo practice sessions Therapist presentations:		<ul style="list-style-type: none"> • Clinical hours log due
W4- 10/30/19	Completing an ecological and systemic wellness assessment Managing suicidal risk and understanding NSSE	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> • Video Recording Reflections • Clinical hours log due
W5- 11/6/19	History of the MFT field AAMFT Code of Ethics Person-of-the-therapist	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> • Video Recording Reflections • Clinical hours log due
W6- 11/13/19	Conceptual foundations of MFT AAMFT Code of Ethics	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> • Video Recording Reflections • Clinical hours log due
W7- 11/20/19	Schools & models of Family Therapy	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> • Video Recording Reflections • Clinical hours log due
W8- 11/27/19	Schools & models of Family Therapy	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> • Video Recording Reflections • Clinical hours log due
W9- 12/4/19	Applying models & theories		Therapist video presentations:	<ul style="list-style-type: none"> • Video Recording Reflections • Clinical hours log due
W10- 12/11/19	Individual meetings to evaluate and assess according to AAMFT core competencies.			<ul style="list-style-type: none"> • ALL Paperwork due: Supervisor Evaluations and Logs due.

*Additional readings will be provided by the instructor and posted on Canvas.

**Syllabus is subject to change by instructor according to class needs.