



## PSY 678-02-3; Internship B-Marriage and Family Therapy Marriage and Family Therapy • Spring 2020

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Room: ONLINE  
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### Textbooks & Readings:

#### Required:

Schwartz, B., & Flowers, J. V. (2010). *How to fail as a therapist: 50+ ways to lose or damage your patients*. Impact Publishers.

Baldwin, M. (Ed.). (2013). *The use of self in therapy*. Routledge.

*AAMFT Code of Ethics* (2015)

*Marriage and Family Therapy Core Competencies* (2004)

#### Recommended:

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.

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.

#### Additional readings, scholarly research:

Wrape, E. R., & McGinn, M. M. (2019). Clinical and ethical considerations for delivering couple and family therapy via telehealth. *Journal of marital and family therapy*, 45(2), 296-308.

Miller, J. K., & Gergen, K. J. (1998). Life on the line: the therapeutic potentials of computer mediated conversation. *Journal of marital and family therapy*, 24(2), 189-202.

Luxton, D. D., O'Brien, K., Pruitt, L. D., Johnson, K., & Kramer, G. (2014). Suicide risk management during clinical telepractice. *The International Journal of Psychiatry in Medicine*, 48(1), 19-31.

### 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 & PSY 677M*

### 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.**

## **Class structure**

This course will include consultative conversations, case presentations, mini-lectures and discussions, and mentorship around research.

## **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.
10. Clinically-related research and the components of constructing and conducting research with implications and applications to the helping profession and the MFT field.
11. Utilizing a Practitioner-Researcher framework to demonstrate an understanding of how to critically and systemically evaluate, and incorporate empirically supported and evidence-based literature into clinical work.

## **Internship Objectives:**

Professional Development in Agency Setting: Interns will develop increased levels of professional conduct and demonstrate the ability to work within the field of mental health:

- (1) Demonstrate knowledge of agency policy and procedure,
- (2) Develop a good working relationship with site director, on-site supervisor, faculty supervisor and MFT Director,
- (3) Develop a cooperative relationship with supervision groups on-site and at the University,
- (4) Demonstrate an openness to direct observation and taping of counseling sessions,
- (5) Demonstrate a willingness to accept and use feedback related to professional conduct and counseling skills

Specific techniques and treatment programs to be learned: Interns will develop increased expertise in the following areas:

- (1) Develop a therapeutic relationship with clients,
- (2) Demonstrate systemic problem assessment,
- (3) Develop effective and appropriate treatment plans that lead to a therapeutic contract,
- (4) Select and utilize appropriate interventions that support the treatment plans,
- (5) Effectively evaluate client progress,
- (6) Demonstrate competence in case management issues (session participants, managing family secrets, missed appointments, crisis management, referrals, termination, etc.)
- (7) Evaluate client impact on the therapist involving issues related to transference and countertransference.
- (8) Evaluate client/therapist diversity and openly discuss in session when appropriate.

## **Writing Policy**

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page.

### Special Circumstances & Requirements (COVID-19 necessitating tele-supervision)

This course will be conducted online via Zoom (due to the current Hawaii statewide stay-at-home order because of the COVID-19 pandemic). To ensure security and confidentiality of the clients, the following information should not be disclosed or discussed over Zoom:

- Names (Full or last name and initial)
- All geographical identifiers smaller than a state, except for the initial three digits of a zip code if, according to the current publicly available data from the U.S. Bureau of the Census: the geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and the initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000
- Dates (other than year) directly related to an individual
- Phone Numbers
- Fax numbers
- Email addresses
- Social Security numbers
- Medical record numbers
- Health insurance beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers (including serial numbers and license plate numbers)
- Device identifiers and serial numbers;
- Web Uniform Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger, retinal and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code except the unique code assigned by the investigator to code the data

### 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.

Assessment	Description	Points	Applicable SLO
<b>Attendance &amp; Participation</b>	You will be expected to be an active member of the class, contributing to discussions, providing strength-based feedback to your colleagues, <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>	10pts	1, 2, 8, 9
<b>Completed PESI Telehealth Training</b>	You will complete the 12.5 hours Telehealth Training offered by Pesi: Telehealth for Mental Health Professionals: 2-Day Distance Therapy Training. Your certificate of completion will be due by the end of the first week of the term and should be uploaded to Canvas.	10pts	1, 2, 7
<b>MFT Competencies self-evaluation and Clinical Goals</b>	You will engage in self-assessment at the beginning and end of the term using the MFT Core Competencies skills. From your self-evaluation, you will construct a list of 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	15pts	1, 2, 3, 8

	week 2 of the term and for which you will discuss your progress on with your instructor at the end of the term.		
<b>Weekly Supervision Preparation Form</b>	<p>You will complete and submit a weekly supervision preparation form, from weeks 2-9 on Canvas.</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>	8pts	1, 2, 3, 4, 5, 8, 9
<b>Log</b>	You clinical hours log must be kept with all hours entered and categorized with <u>300 hours of Administrative and 300 hours if Direct Services. {by the end of Internship B}</u> . The log must be signed by your on-site supervisor, scanned and emailed back to you for you to <u>upload onto Canvas every week</u> . The logs will be downloaded at the end of the term to be signed by your MFT Internship Instructor.	Mandatory 10 pts.	1, 2, 8
<b>Case conceptualization presentation</b>	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. You will use the Case Conceptualization Summary outline. Your presentation in the class will be a summary of your paper along with 3-4 specific consultative questions to your colleagues. You will not upload the Case Conceptualization but ‘screen share’ while you are presenting during the Zoom class session.	12 pts	1, 2, 3, 4, 5, 8, 9
<b>Video case presentation</b>	<p>You will audio or video record one telehealth session with either a client (after acquiring their written consent) or a non-client. The video/audio clip of your session should be between 20-30 minutes. You will also complete a case presentation form. You will not upload the Case Conceptualization but ‘screen share’ while you are presenting during the Zoom class session.</p> <ol style="list-style-type: none"> <li>i) Introduce the client system and provide demographic and contextual information, including all the key people involved in the problem</li> <li>ii) Summarize the client’s presenting concerns and the treatment goals</li> <li>iii) Introduce the video clip and specify what you would like your colleagues recommendations on</li> <li>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)</li> <li>v) Provide time for your colleagues to ask further questions about the case and to provide suggestions</li> </ol> <p>Complete your video reflections form. *Your instructor may ask you to pause the tape to clarify or address something in the clip.</p>	15 pts	1, 2, 8, 9

<b>Clinically-related Research Project</b>	<p>The goal of the clinically-related research project is to provide you with hands-on exposure to clinical research. You will work together with your colleagues and with your instructor and be actively involved in the development, execution, and dissemination of a clinical research project over Practicum, Internship A and Internship B. During the three consecutive terms, it is expected that you will be exposed to clinical research planning, protocol preparation, interaction with Institutional Review Boards, collaborating with different systems in the conducting of research, recruiting participants, the process of informed consent, study monitoring, data analysis, and any publication or presentation of the research findings.</p> <p>At the completion of Internship B, you will have completed the following based on your research project. For meta-analyses, you will complete and submit your first draft of your meta-analyses paper by week 9 of internship. For those conducting a research project, you will have to complete the data collection phase of your research project by week 9 of internship. For those constructing a program evaluation paper, you will complete and submit a draft of your manuscript.</p>	20 pts	2, 6, 7, 10, 11
<b>Site Supervisors Evaluation</b>	<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.          ➤ PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course.</p>	Pass/ Fail	1, 2, 3, 4, 8, 9

<b><u>Grading</u></b>		
Attendance & Participation	10	<b>90-100 (90%↑) = A</b>
Telehealth Training	10	<b>80-89 (80%↑) = B</b>
MFT Competencies & Clinical Goals	15	
Weekly Supervision Preparation Form	8	
Clinical Hours Log	10	
Case Conceptualization Presentation	12	
Video Case Presentation	15	
<u>Research Project (part 2)</u>	<u>20</u>	
<b>Total Points</b>	<b>100</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>

### 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.

### **Disability Access**

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

### Tentative Course Schedule

Week/Date	Topic/Reading	In-Class Activity		Assessments
		Case Consultation	Video Pres.	
W1- 4/8/2020	Overview of Course; Syllabus Review Review Practicum handbook, AAMFT Core Competencies  Determine schedule for video case presentations & case consultations			<ul style="list-style-type: none"> <li>• Upload Telehealth Training certificate of completion</li> </ul>
W2- 4/15/2020	Baldwin, Ch. 1, 2 & 12  Therapeutic presence & reflexivity	Case Consult:	Video Presentation:	<ul style="list-style-type: none"> <li>• AAMFT Competencies &amp; Clinical Goals Due</li> <li>• Clinical hours log due</li> </ul>
W3- 4/22/2020	Baldwin, Ch. 3 & 6 Schwartz & Flowers, VI  Conceptual foundations of MFT AAMFT Code of Ethics	Case Consult:	Video Presentation:	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> </ul>
W4- 4/29/2020	Schwartz & Flowers, I & II Baldwin, Ch. 5	Case Consult:	Video Presentation:	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> </ul>
W5- 5/6/2020	Baldwin, Ch. 9 Schwartz & Flowers, III & IV	Case Consult:	Video Presentation:	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> </ul>
W6- 5/13/2020	Schwartz & Flowers, V	Case Consult:	Video Presentation:	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> </ul>
W7- 5/20/2020	Baldwin, Ch. 10	Case Consult:	Video Presentation:	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> </ul>
W8- 5/27/2020	Schwartz & Flowers, IX	Case Consult:	Video Presentation:	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> <li>• Supervisor Evaluation due</li> <li>• Evaluation of Supervisor and Site due</li> </ul>
W9- 6/3/2020	Schwartz & Flowers, XI	Case Consult:	Video Presentation:	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> </ul>
W10- 6/10/2020	Individual meetings to evaluate and assess according to AAMFT core competencies.			<ul style="list-style-type: none"> <li>• ALL Paperwork due: due.</li> <li>• Research Project Pt. 2</li> </ul>

*\*Readings will be provided by the instructor and posted on Canvas.*

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