



**Chaminade University of Honolulu
PSY 646MF-04-3 Practicum – Counseling Techniques
Marriage and Family Counseling**

Fall 2020

Instructor: Nate Beralas, LMFT, LMHC, NCC
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Classroom: TBD
Day and Time: Thursdays, 5:30pm – 9:20pm
Office Hours: By appointment

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.

Required Texts

AAMFT Code of Ethics. (2015): https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

American Psychiatric Association. (2013). *Diagnostic & Statistical Manual of Mental Disorders, 5th Edition*. (Text Revision). Washington, DC.

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

Marriage and Family Practicum and Internship Handbook 2020-2021 – Chaminade University.

Required Journal Article Readings

Constrastano, C. (2020). Trainee's Perspective of Reciprocal Vulnerability and Boundaries in Supervision. *Journal of Psychotherapy Integration, 30* (1): 44-51.

Wrape, E.R. & McGinn, M.M. Clinical and Ethical Considerations for Delivering Couple and Family Therapy via Telehealth. *Journal of Marital and Family Therapy, 45*(2): 296–308.

Zahniser, E. Rupert, P.A. & Dorociak, K.E. (2017). Self-Care in Clinical Psychology Graduate Training. *Training and Education in Professional Psychology, 11* (4) 283-289.

Recommended Texts:

Jongsma, A.E., Peterson, L.M., & Bruce, T.J. (2014) *The Complete Adult Psychotherapy Treatment Planner: 5th Edition*. Hoboken, NJ: John Wiley & Sons Inc.

Dattilio, F.M. & Jongsma, A.E. (2014) *The Family Therapy Treatment Planner: 2nd Edition*. Hoboken, NJ: John Wiley & Sons Inc.

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.

NJ:

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.

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.

Program Linking Statement

Upon completion of the M.S. in Counseling Psychology, students will:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas).
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

The MSCP Core Learning Outcomes (PLOs)

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

Marriage and Family Therapy Emphasis Learning Outcomes

1. Students will identify counseling theories, principles, concepts, techniques, and facts in marriage and family counseling.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a marriage and family setting.
3. Students will identify the relationship between adaptation and change, and the counseling process in a marriage and family setting.

Student Learning Outcomes (SLOs)

Students will demonstrate an understanding of:

1. Intake procedures, mental status exam, DSM-V 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. **(PLO1)**
2. Legal and ethical standards for marriage and family therapists (informed consent, limits of confidentiality, dual relationships, record keeping and client rights). **(PLO1)**
3. Clinical records, their content, and application, and writing progress notes and preparing other clinical reports in a timely fashion. **(PLO1)**
4. Their own developing personal theoretical orientation, incorporating knowledge of evidence-based approaches and available research. **(PLO2)**

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). **(PLO2, PLO3)**
6. Scientific method and research relative to marriage and family counseling. **(PLO1)**
7. Why supervision is important and ways to get the most benefit from their supervision experiences in the practicum site. **(PLO2)**
8. Comparing and contrasting similarities and differences between supervision and consultation. **(PLO1)**
9. Integrating basic counseling skills and techniques in counseling contexts processing their experiences with the instructor and classmates for feedback and support. **(PLO2)**
10. Cultural diversity as it relates to counseling individuals from the perspective of marriage and family theory. **(PLO3)**
11. Clinically related research and the components of constructing and conducting research with implications and applications to the helping profession and the MFT field. **(PLO1)**
12. 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. **(PLO1, PLO3)**

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 others, ability to handle conflict and stress, and sense of ethics, utilization of supervision, responsibility and professionalism.

Assignment	Description	Points	SLO
Site Supervisor Evaluation	You MUST have a satisfactory and passing performance (per site supervisor’s evaluation) in your practicum in order to pass this course.	25 pts	2, 3, 4, 5, 7, 9,10
Participation	Group supervision is vital for your clinical growth and professional identity as a therapist in training. You will be expected to be an active member, respect the diversity and the learning pace of others, contribute to discussions, provide specific feedback to your classmates, implement learning from supervision in work with clients, maintain confidentiality of your clients and classmates, share insights and focus on your personal goals as a therapist. *Assigned journal article readings will also be discussed in group.	25 pts	1,2,3,4,5,6, 7,8,9,10,11, 12
Marriage and Family	Students who choose the independent research project (Route A) will need to complete	20 pts	2, 4, 6, 11, 12

Therapy Research (Route A or B):	<p>recruitment and data collection by week 9 of Practicum. At that time you will share the status of your project with your practicum instructor.</p> <p>Students who choose the cumulative evidenced-based paper (Route B) will choose one diagnosis that you will be working with in your practicum/internship site and turn in a DSM-5 diagnostic review paper (10 pages, adhere to APA 7th edition style and formatting, and include 10 or more empirically based journal articles).</p>		
Mandatory Telehealth Training (by American Psychological Association)	<p>You will register by September 30, 2020 and complete segments one (<i>Telepsychology Best Practices 101: Clinical Evaluation and Care: Cultural Competencies; Documentation</i>) and two (<i>Telepsychology Best Practices 101: About the Tech... Video, Email, Text Messaging & Apps</i>). Certificate of completion will be submitted as proof of completion.</p>	5 pts	1, 2, 3, 9, 10
Practicum Hours Log	<p>Log must be kept with all hours entered and categorized with <u>100 hours (50 hours of Direct Services and 50 hours of Administrative)</u>. <i>{this is a pre-requisite for beginning Internship}</i> The log must be signed by both your site supervisor and practicum instructor. Refer to Practicum Handbook (page 7-8) for a list of direct/administrative activities.</p>	5 pts	2,3
Site Supervision Preparation Form	<p>You will complete the supervision preparation form (See Practicum Handbook, Appendix H, page 44) before meeting with your site supervisor each week. After meeting with your supervisor complete the “lesson’s learned” section and submit.</p> <p>IMPORTANT: if any client(s) present with (1) suicide ideation, (2) homicide ideation, (3) confirmed, possible or suspected Child/Vulnerable Adult abuse or neglect, or (4) non-suicidal self injurious (NSSI) behaviors, you MUST notify your site supervisor and practicum instructor within 24 hours of discovery. Your action taken will then be documented in the Site Supervision Preparation Form.</p>	5 pts	3,7,8,12
Weekly Journal	<p>You will complete and submit a weekly journal that includes lessons learned, concerns, thoughts, feelings and experiences from counseling and supervision experiences. Please document issues related to ethical and cultural considerations.</p>	5 pts	2,4, 5,9,10

	<p>Also, Per ACA 2014 Code of Ethics, Section C: Professional Responsibility, "...counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities."</p> <p>C.2.g: Impairment: "Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients."</p> <p><i>Students will document and reflect in their journals</i> <i>(1) how specifically they are maintaining self-care,</i> <i>(2) if/when impairment is identified, what action steps are being taken to seek assistance, resolve, and uphold professional responsibility. Please discuss any issues related to self-care with the site supervisor and practicum instructor.</i></p> <p>If you have any problems related to your practicum site it is expected that you will document them in your journal and discuss them with either your practicum instructor, site supervisor, and/or clinical director.</p>		
<p>Case Conceptualization Summary Presentation</p>	<p>To prepare for case studies you will be expected to do in Internship A & B , you will select a current or former client at your practicum site to present to the class. Using the case presentation format (See Practicum Handbook, Appendix D1, page 28-31), write the case summary, 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-5 diagnosis, and a treatment plan. You must also find and attach <u>two</u> relevant journal articles to your case. During your case presentation, summarize the</p>	<p>5 pts</p>	<p>2, 3, 4, 5,10,12</p>

	main points of the articles and your evaluation of them and how they apply to your case.		
Case Vignette	You will be given a high risk case vignette to present to the class. Your presentation will include your clinical course of action. You will be allowed to utilize resources, notes, and assessment tools to aid your decision making process. Your instructor will be providing you with additional information based on the decisions you make.	5 pts	1,2,3,10

Assignment

	<u>Weight</u>
1. Site Supervisor Evaluation	25 pts
2. Participation	25 pts
3. Marriage and Family Research Project	20 pts
4. Mandatory Telehealth Training	5 pts
5. Practicum Hours Log	5 pts
6. Site Supervision Preparation Form	5 pts
7. Weekly Journal	5 pts
8. Case Presentation	5 pts
9. Case Vignette	5 pts

Total	100 pts

PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course.

Grading:

A = 100-90

B = 89-80

C= 79 and below (requires class retake)

Attendance

You are responsible to inform me prior to the start of class should an emergency prevent you from attending. Please note that regardless of reason, **more than one (1) missed class will result in a failing grade.** 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.

Writing Policy

All papers should be typed 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 (COVID-19 necessitating any part of the class to be conducted online)

Due to the current COVID-19 pandemic, safety precautions such as social distancing and staying 6+ feet apart at all times, and wearing a mask are being used on campus. Students

who have been exposed to someone ill, or are not feeling well, or are on quarantine for any reason, or have been advised by their doctor to stay home, or have requested to attend the class remotely will still need to attend class via Zoom and/or view the lecture asynchronously.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access

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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Tentative Course Schedule *(subject to change at instructor's discretion)*

<p>Week 1 <i>October 8, 2020</i></p>	<p>Introductions, information exchange, review syllabus, review practicum expectations (handbook), AAMFT code of ethics, (Telehealth), discuss schedule for case presentations and case vignette, high risk clients review, group supervision expectations, and self-care.</p>
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<p>Week 2 October 15, 2020</p>	<p>Initial Group Supervision, journal 1 due, practicum hours log due, supervision prep. form due. *Telehealth segment one (Telepsychology Best Practices 101: Clinical Evaluation and Care: Cultural Competencies; Documentation) certificate due Special Topics: suicide assessment and safety planning.</p>
<p>Week 3 October 22, 2020</p>	<p>Group Supervision, journal 2 due, practicum hours log due, supervision prep. form due *Telehealth segment two (Telepsychology Best Practices 101: About the Tech... Video, Email, Text Messaging & Apps) certificate due. Special Topics: homicide assessment .</p>
<p>Week 4 October 29, 2020</p>	<p>Group Supervision, journal 3 due, practicum hours log due, supervision prep. form due Case Presentation 1 _____ Vignette 1 _____ Special Topics: Child Welfare Services reporting *Be prepared to discuss journal article: Zahniser, E. Rupert, P.A. & Dorociak, K.E. (2017). Self-Care in Clinical Psychology Graduate Training. <i>Training and Education in Professional Psychology</i>, 11 (4) 283-289.</p>
<p>Week 5 November 5, 2020</p>	<p>Group Supervision, journal 4 due, practicum hours log due, supervision prep. form due Case Presentation 2 _____ Vignette 2 _____ Special Topics: TBD *Be prepared to discuss journal article: Constrastano, C. (2020). Trainee’s Perspective of Reciprocal Vulnerability and Boundaries in Supervision. <i>Journal of Psychotherapy Integration</i>, 30 (1): 44-51.</p>
<p>Week 6 November 12, 2020</p>	<p>Group Supervision, journal 5 due, practicum hours log due, supervision prep. form due Case Presentation 3 _____ Vignette 3 _____ Special Topics: TBD</p>
<p>Week 7 November 19, 2020</p>	<p>Group Supervision, journal 6 due, practicum hours log due, supervision prep. form due, *site supervisor evaluation due Case Presentation 4 _____ Vignette 4 _____ Special Topics: TBD</p>
<p>Week 8 November 26, 2020</p>	<p><i>HAPPY THANKSGIVING! No class this week. BUT...Journal 7 due, practicum hours log is due, supervision prep. form due.</i></p>
<p>Week 9 December 3, 2020</p>	<p>Group Supervision, journal 8 due, practicum hours log due, supervision prep. form due Marriage and Family Research Project due Case Presentation 5 _____</p>

	Vignette 5 _____ Special Topics: TBD
Week 10 <i>December 10, 2020</i>	Final Group Supervision, journal 9 due, practicum hours log due, supervision prep. form due, potluck

*Additional reading may be assigned and posted in Canvas

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 in 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

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.

