



**Chaminade University of Honolulu
PSY 677-04-3; Internship A-Marriage and Family Therapy
Marriage and Family Therapy**

Winter 2021

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Online: <https://chaminade.zoom.us/j/99397026073>
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

Haber, R. (2002). Virginia Satir: An integrated, humanistic approach. *Contemporary Family Therapy, 24*(1), 23-34.

Hecker, L. & Edwards, A.B. The Impact of HIPAA and HITECH: New Standards for Confidentiality, Security, and Documentation for Marriage and Family Therapists. *American Journal of Family Therapy, 42* (2), 95-113.

Leibovich, L., Nof, A., Auerbach-Barber, S., & Zilcha-Mano, S. (2018). A practical clinical suggestion for strengthening the alliance based on a supportive–expressive framework. *Psychotherapy, 55*(3), 231–240.

Recommended Text

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

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 (300 direct service hours, 300 administrative hours) of supervised service with individuals, couples, and/or families. *Prerequisite: PSY 646M*

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.

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. 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.

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.	Pass/Fail	1, 2, 3, 4, 5, 8, 11
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.	21 pts	1, 2, 3, 4, 5, 8, 11
Marriage and Family Therapy Research (Route A or B):	<p>Research Paper: Treatment Planning</p> <ol style="list-style-type: none"> 1. Premise <ol style="list-style-type: none"> a. Brief review of one client, family, or group demographics and reasons for referral to the counseling setting. b. Identify your case conceptualization MFT theory lens you will be utilizing and the justification for your choice. 2. Treatment Planning Overview <ol style="list-style-type: none"> a. Explain the details of what will occur with the client, family, or group in counseling. How many counseling sessions will be needed? Are they individual, family, or group sessions? Cite exactly which evidence-based interventions you use with the client in these counseling sessions to meet the client's objectives. b. Explain any possible needs for medication referral. If the client might benefit from a medication, what is one medication that should be considered and what is one medication that should be avoided? If the client would not benefit from psychotropic medications, what are two psychotropic medications that would be harmful to the client at this time? c. Identify and explain at least one referral to another provider that you could make for this client that could improve their wellbeing (for example, medical assessment, housing, career services, state services, etc). 3. Goals <ol style="list-style-type: none"> a. Early-Phase Goals, Middle-Phase Goals, and Late-Phase Goals based on the empirical research and MFT theory. Goals should be specific, measurable, attainable, realistic and be accomplished by the client/family/group. 	21 pts	2, 6, 7, 10, 11

	<p>b. Early-Phase Goals should be implemented and client progress/treatment revision should be documented.</p> <p>Papers should be 10 pages, adhere to APA 7th edition style and formatting, and include 10 or more empirically based journal articles</p>		
Video Case presentation	<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 20 minutes. You will also turn in a written “case conceptualization summary” -- see Practicum Handbook, Appendix D1, page 28-31.</p> <ol style="list-style-type: none"> 1. Introduce the client system and provide demographic and contextual information, including all the key people involved in the problem 2. Summarize the client’s presenting concerns and the treatment goals 3. Introduce the video clip and specify what you would like your classmates’ recommendations on 4. Play the clip (20 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) 5. Provide time for your classmates to ask further questions about the case and to provide suggestions <p>Complete your video reflections form (Appendix G page 43).</p> <p>Your instructor may ask you to pause the tape to clarify or address something in the clip.</p> <p>While your classmate is presenting, use Appendix G (page 43) to guide your feedback.</p>	18 pts	2, 4, 5, 9, 10
Progress Note presentation	<p>You will complete <u>two</u> clinical progress notes (two different clients) and present them to the class. Clients to be identified as A or B to protect confidentiality. You may use any format that you prefer (see Appendix D3, D4, D5; page 33-35). Progress note to include symptom description and subjective report, relevant content of session (assessments used, specific interventions applied, handouts provided, important content discussed) goals addressed, progress made, and plans for next session (see attached form).</p>	10 pts	1, 2, 3, 4, 5, 8
Relaxation Exercise	<p>We are living in stressful times (with COVID-19 and political unrest to name a few). At the beginning of class you will each lead our group in a 2-5 minute exercise (guided meditation, mindfulness, relaxation, CBT, EMDR, Play therapy, EFT, TFT) to center and calm our nervous systems. This skill is essential to helping our clients to learn self-regulation. Each student will lead a total of two exercises (e.g. two classes).</p>	10 pts	1, 5, 11
Internship Hours Log	<p>Log must be kept with all hours entered and categorized with <u>300 hours (150 hours of Direct Services and 150 hours of Administrative)</u> <i>{by the end of Internship A}</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>	10 pts	1, 2, 8
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>	10 pts	1, 2, 3, 4, 5, 8, 9

	<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>		
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Assignment

	<u>Weight</u>
1. Site Supervisor Evaluation	Pass/Fail
2. Participation	21 pts
3. Marriage and Family Research Project	21 pts
4. Video Case Presentation	18 pts
5. Progress Note Presentation	10 pts
6. Relaxation Exercise	10 pts
7. Internship Hours Logs	10 pts
8. Site Supervision Preparation Form	10 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)

Date	Agenda/Topic	In-Class Activity	Assignment Due
Week 1 <i>January</i> <i>14, 2021</i>	Review syllabus, expectations for Internship A, sign hours logs (if applicable), complete schedule for video case presentations, progress note presentations, and relaxation exercises, Group supervision.	Relaxation demonstration.	Hours Log (if completed hours during break)
Week 2 <i>January</i> <i>21, 2021</i>	Sign Hours Log Group Supervision Chapter 2 (Guise textbook)	Relaxation exercise: _____	Hours log due, supervision prep. form due.
Week 3 <i>January</i> <i>28, 2021</i>	Sign Hours Log Group Supervision Chapter 3 (Guise textbook)	Relaxation exercise: _____ Prog. Note: _____ Video Pres: _____	Hours log due, supervision prep. form due.
Week 4 <i>February</i> <i>4, 2021</i>	Sign Hours Log Group Supervision Chapter 4 (Guise textbook)	Relaxation exercise: _____ Prog. Note: _____ Video Pres: _____	Hours log due, supervision prep. form due.

Week 5 <i>February</i> <i>11, 2021</i>	Sign Hours Log Group Supervision Chapter 5 (Guise textbook)	Relaxation exercise: _____ Prog. Note: _____ Video Pres: _____	Hours log due, supervision prep. form due.
Week 6 <i>February</i> <i>18, 2021</i>	Sign Hours Log Group Supervision Chapter 6 (Guise textbook)	Relaxation exercise: _____ Prog. Note: _____ Video Pres: _____	Hours log due, supervision prep. form due.
Week 7 <i>February</i> <i>25, 2021</i>	Sign Hours Log Group Supervision Chapter 7 (Guise textbook)	Relaxation exercise: _____	Hours log due, supervision prep. form due. Marriage and Family Research Project due
Week 8 <i>March 4,</i> <i>2021</i>	Sign Hours Log Group Supervision Chapter 8 (Guise textbook)	Relaxation exercise: _____	Hours log due, supervision prep. form due.
Week 9 <i>March</i> <i>11, 2021</i>	Sign Hours Log Group Supervision Chapter 10 (Guise textbook)	Relaxation exercise: _____	Hours log due, supervision prep. form due *Site Supervisor Evaluation due
Week 10 <i>March</i> <i>18, 2021</i>	Sign Hours Log Final Group Supervision		Hours log due, supervision prep. form due.

*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.