



**Chaminade University - Honolulu**  
**PSY 677-03-3 Internship A – Marriage and Family Counseling**  
2020-2021 Winter Masters

**Instructor:** Kristina Lum, LMFT

**Room:** Virtual

**Contact Number:** 391-0876

**Day/Time:** Monday 5:30-9:20pm

**Email:** [kristina.lum@chaminade.edu](mailto:kristina.lum@chaminade.edu)

**Office Hours:** By appointment – email me to set up a time to meet

**Texts:**

***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, 5<sup>th</sup> Edition. American Psychiatric Association, Washington, DC.

AAMFT Code of Ethics (2015)

**MFT Codes:**

[https://www.aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)

**Catalog Course Description**

This course offers the student an opportunity to practice family systems approaches to counseling in a mental health counseling setting, under the supervision of a licensed marriage and family therapist. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible, but should include a “reasonable” number of hours which will enable the student to meet course and program requirements. During Internship B, the remainder of the 600 hours will be completed. *Prerequisite: PSY 646M.*

**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 applications, etc.**

**Program Linking Statement**

This course develops and assesses the skills and competencies for the MSCP program Marriage and Family emphasis student learning outcomes of:

- 1) Students will identify core 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, and
- 3) Students will identify the relationship between adaptation and change, and the counseling process in a marriage and family setting.

### **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**

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. **(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)**

### **Assessment**

Students will be expected to demonstrate a working knowledge of basic clinical skills through audio/video taping, 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.

<b>Assessment</b>	<b>Description</b>	<b>Points</b>	<b>SLOs</b>
Weekly Supervision Preparation Form	You will complete and submit a weekly supervision preparation form. 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	20pts	1, 4, 8, 9

	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/internship site to be discussed with either your site supervisor, clinical director, or internship instructor.		
Case Conceptualization Presentations	You will complete 2 written case conceptualizations (1 will be with video) 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. Your presentations in the class will be a summary of your paper along with 3-4 specific consultative questions to your colleagues. Case presentation forms should never include the client's names, phone numbers, or addresses. The client system for your case conceptualization presentation will need to be a different client system from your video case presentation.	15pts	2, 3, 8, 9
Video case presentation	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: <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>	15pts	2, 3, 8
<b>Clinically Related Research Project or Paper</b>	Paper- Treatment Planning A. Premise - Brief review of one client, family, or group demographics and reasons for referral to the counseling setting. - Identify your case conceptualization MFT theory lens you will be utilizing and the justification for your choice. B. Treatment Planning Overview - 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. - 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	40pts	2, 6, 7, 10, 11

	<p>client would not benefit from psychotropic medications, what are two psychotropic medications that would be harmful to the client at this time?</p> <p>- 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).</p> <p>C. Goals</p> <p>- Early-Phase Goals, Middle-Phase Goals, and Late-Phase Goals based in the empirical research and MFT theory. Goals should be specific, measurable, attainable, realistic, and to be accomplished by the client/family/group.</p> <p>- 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>		
Site Supervisors Evaluation	<p>You must submit this by <u>Week 9</u>. This will factor strongly into your grade. If you do not pass this you will not pass Internship.</p> <p>➤ PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course.</p>	Pass/Fail	
Log	<p>Your clinical hours log must be kept with all hours entered and categorized with 150 hours of Administrative and 150 hours of Direct Services. The log must be signed by both your supervisor and Internship instructor.</p>	Mandatory 10pts	1

### **Grading**

Weekly Supervision Presentation Form	20pts
Clinical Hours Log	10pts
Case Conceptualization Presentations	15pts
Video Case Presentation	15pts
Clinically related Research Project/Paper	40pts

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Total Points: 100pts

A = 90-100

B = 80-89

C = below 79 (requires 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.

### **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](mailto: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.

### **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.

### **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.

*The above quotes were taken directly from:*

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.

*The above quotes were taken directly from:*

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.

*The above quotes were taken directly from:*

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.

*The above quotes were taken directly from:* <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.

## **ACA 2014 Code of Ethics**

### **Section C: Professional Responsibility**

#### **Introduction**

... 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.

#### **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.

### Tentative Course Schedule

Day	Topic	Readings	Assignments Due
W1 - 1/11/21	- Overview of Course; Syllabus Review - Determine schedule for video/case presentations	Chapter 1: History of Marriage and Family Therapy	
W2 - 1/18/21	Suicide Risk Assessment	Chapter 23: Crisis Management Chapter 2: Conceptual Foundations	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> <li>• Weekly Supervision Preparation Form</li> </ul>
W3 - 1/25/21	Writing a safety/crisis plan	Chapter 25: Diagnosis and Assessment Chapter 3: Transgenerational Models	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> <li>• Weekly Supervision Preparation Form</li> </ul>
W4 – 2/1/21	Therapist presentation	Chapter 4: Strategic and Systemic Models	<ul style="list-style-type: none"> <li>• Clinical hours log due</li> <li>• Weekly Supervision Preparation Form</li> <li>• Case conceptualization</li> </ul>
W5 – 2/8/21	Therapist video presentation	Chapter 5: Structural Family Therapy	<ul style="list-style-type: none"> <li>• Video Recording Reflections</li> <li>• Clinical hours log due</li> <li>• Weekly Supervision Preparation Form</li> <li>• Case conceptualization</li> </ul>
W6 – 2/15/21	Therapist presentation + 1 video	Chapter 6: Experiential Models	<ul style="list-style-type: none"> <li>• Video Recording Reflections</li> <li>• Clinical hours log due</li> <li>• Weekly Supervision Preparation Form</li> <li>• Case conceptualization</li> </ul>
W7 – 2/22/21	Therapist presentation + video	Chapter 7: Constructivist Models	<ul style="list-style-type: none"> <li>• Video Recording Reflections</li> <li>• Clinical hours log due</li> <li>• Weekly Supervision Preparation Form</li> <li>• Case conceptualization</li> </ul>
W8 – 3/1/21	Therapist presentation + 1 video	Chapter 8: Behavioral and Cognitive-Behavioral Models	<ul style="list-style-type: none"> <li>• Video Recording Reflections</li> <li>• Clinical hours log due</li> <li>• Weekly Supervision Preparation Form</li> <li>• Case conceptualization</li> </ul>



W9 – 3/8/21	Therapist presentation + 1 video	Chapter 9: Psychoeducational Models	<ul style="list-style-type: none"> <li>• Video Recording Reflections</li> <li>• Supervisor Evaluation</li> <li>• Student Evaluation</li> <li>• Clinical hours log due</li> <li>• Weekly Supervision Preparation Form</li> <li>• Case conceptualization</li> </ul>
W10 – 3/15/21	Individual meetings to evaluate and assess according to AAMFT core competencies	Chapter 13: Ethics	<ul style="list-style-type: none"> <li>• Service Logs Summary</li> <li>• Clinically Related Research Project/Paper</li> <li>• Paperwork Checklist</li> </ul>

**References and Resources**

T. C. Zortea et al. (2020). The Impact of Infectious Disease-Related Public Health Emergencies on Suicide, Suicidal Behavior, and Suicidal Thoughts. *Crisis Journal*, 10, <https://doi.org/10.1027/0227/a000753>

Shawn Christopher Shea, Christine Barney (2015). Teaching Clinical Interviewing Skills Using Role-Playing: Conveying Empathy to Performing a Suicide Assessment A Primer for Individual Role-Playing and Scripted Group Role-Playing. *Psychiatr Clin N Am*, 38, 147–183

Burke, L., Kells, M., Flynn, D. *et al.* (2019). Exploring staff perceptions of the utility of clinician connections when working with emotionally dysregulated clients. *Borderline Personality Disorder Emotion Dysregulation*, 12, <https://doi.org/10.1186/s40479-019-0109-0>

Akshar Aiyer, Salim Surani, Yash Gill, Ramya Iyer, Zoya Surani (2020). Mental Health Impact of Covid-19 on Students in the USA: A Cross-Sectional Web-Based Survey. *Journal of Depression and Anxiety*. 9:375, doi: 10.35248/2167-1044.20.9.375