



PSY 677; Internship A-Marriage and Family Therapy Marriage and Family Therapy • Winter 2023

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Office Hours: By appointment

Location: Brogan 103
Day/Time: Thursdays, 5.30 p.m-9.20 p.m

Textbooks & Readings:

Required:

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

AAMFT Code of Ethics (2015)

Yalom, I.D. (2002). *The Gift of Therapy*. Harper Collins. (Provided by instructor).

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.

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*

MSCP Core Program Learning Outcomes (PLOs)

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

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage and Family Therapy or School) counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

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.

Class structure

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

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 therapy 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.

Course Learning Outcomes:

By the completion of this course, students will be able to:

1. Perform professional competencies & characteristics (including: assessment, diagnosis, therapeutic intervention, charting, case-conceptualization and logging) within the context of marriage and family therapy (PLO 3).
2. Assess ethical issues and cultural diversity contexts within the context of marriage and family therapy (PLO 2).
3. Implement appropriate use of supervision relative to the practice of marriage and family therapy (PLO 2 & 4).
4. Evaluate and incorporate evidence-based systemic literature into clinical work (PLO 4).

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.

Assessment	Description	Points	Applicable CLO
Weekly Supervision Preparation Form	You will complete and submit a weekly supervision preparation form, from weeks 2-9 (<u>This must be typewritten and written in full sentences to receive credit</u>). Please number each form 2-10.	10 pts	3
Log	Your clinical hours log must be kept with all hours entered and categorized with <u>150 hours of Administrative and 150 hours if Direct Services</u> . <i>{by the end of Internship A}</i> . The log must be signed by both your supervisor and Practicum Instructor. Print out 2 copies of your form each week and have your site supervisor sign both. At the end of the semester, you will have an original set to hand in and one set to keep.	10 pts.	1

Attendance & Participation	Class begins at 5.30 p.m. Tardies due to traffic, or coming directly from your site (unless there has been an emergency with a client) will be penalized (minus 1 point per tardy or 2 points per absence). Please be respectful of your classmates and their time by being ready to begin class at 5.30 p.m. Additionally, you are responsible for following the directions in the syllabus regarding paperwork and assignment completion, refer to it and the handbook often!	10 pts	
Case conceptualization presentation	You will complete 2 written case presentations 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 and present one case conceptualization in-class.	10 pts each	1 & 4
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 20 minutes. You will also complete a case presentation form. <ul style="list-style-type: none"> i) Introduce the client system and provide demographic and contextual information, including all the key people involved in the problem ii) Summarize the client's presenting concerns and the treatment goals iii) Introduce the video clip and specify what you would like your colleagues recommendations on iv) Play the clip (20 minutes; may be a combination of up to 2 separate clips from the same session; you will have to repeat this presentation if the video is unviewable or the voices cannot be heard; the video should capture both you and the client system unless there are special circumstances) v) Provide time for your colleagues to ask further questions about the case and to provide suggestions <p>Complete your video reflections form. *Your instructor may ask you to pause the tape to clarify or address something in the clip.</p>	10 pts	1 & 3
Book Club Discussion	You will choose 4 chapters from the book <i>The Gift of Therapy</i> to lead a discussion on. Plan for 10 -15 minutes per chapter to discuss and do any activities (such as role plays, demonstrations, discussions etc). Be creative! You will also be responsible for completing the readings ahead of time. (Note: you may present 2 chapters at a time).	10 pts	
Clinically-related Research Project	Paper- Treatment Planning <ul style="list-style-type: none"> A. Premise <ul style="list-style-type: none"> 1) Brief review of one client, family, or group demographics and reasons for referral to the counseling setting. 2) Identify your case conceptualization MFT theory lens you will be utilizing and the justification for your choice. B. Treatment Planning Overview <ul style="list-style-type: none"> 1) Explain the details of what will occur with the client, family, or group in counseling. How many counseling sessions will be 	30 pts	1, 2, 3 & 4

	<p>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.</p> <p>2) 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?</p> <p>3) 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>1) 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>2) 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, <u>DUE WEEK 8</u></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 Practicum.</p> <p>PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course (MSCP policies and procedures handbook and MF Internship Handbook).</p>	Pass/ Fail	1, 2, 3 & 4

Grading		
Weekly Supervision Preparation Form	10	90-100 (90%↑) = A
Clinical Hours Log	10	80-89 (80%↑) = B
Attendance/Participation	10	
Case Conceptualization Presentation	20	
Video Case Presentation	10	
Book Club Chapter Presentations	10	
Research Project (part 2)	30	
<u>Site Supervisor Evaluation</u>	<u>Pass/Fail</u>	
Total Points	100	

Assignments

All assignments need to be submitted in person on the due date. Late assignments will be accepted until the last day of class with a 50% point deduction.

Attendance

Since a part of the class will include practical applications of your knowledge from your internship sites, which will include required off-site supervision of direct clinical experiences, 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.

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.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

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).

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.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for

approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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.

Tentative Course Schedule

Week/Date	Activities	Student Presentations	Assignments Due
Week 1 1/12/23	Syllabus review and course expectations Determine schedule for student presentations Therapist self-care Group Supervision Counseling Role plays Book Club introduction	Sign up for presentations	Logs from break
Week 2 1/19/23	Group supervision	Case conceptualization: Book chapter presentations:	Clinical logs Sup form #1
Week 3 1/26/23	Group supervision	Video Presentation: Case conceptualization: Book chapter presentations:	Clinical logs Sup form #2
Week 4 2/2/23	Group supervision	Video Presentation: Case conceptualization: Book chapter presentations:	Clinical logs Sup form #3 Case Conceptualization paper #1 Video recording reflections
Week 5 2/9/23	Group supervision	Video Presentation: Case conceptualization: Book chapter presentations:	Clinical logs Sup form #4 Video recording reflections
Week 6 2/16/23	Group supervision	Video Presentation: Case conceptualization: Book chapter presentations:	Clinical logs Sup form #5 Video recording reflections

Week 7 2/23/23	Group supervision	Video Presentation: Case conceptualization: Book chapter presentations:	Clinical logs Sup form #6 Video recording reflections
Week 8 3/2/22	Group supervision	Video Presentation: Case conceptualization: Book chapter presentations:	Clinical logs Sup form #7 *Research Project Video recording reflections
Week 9 3/2/22	Group supervision	Case conceptualization: Book chapter presentations:	Clinical logs Sup form #8 Site supervisor evaluation Video recording reflections
Week 10 3/16/22	Group supervision	TBD	Clinical logs Sup form #9 Logs summary sheet and all originals

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

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

Additional Readings on Canvas:

Bowen, M. (1976). Theory in the practice of psychotherapy. *Family therapy: Theory and practice*, 4(1), 2-90.

Brown, J. (1997). Circular questioning: An introductory guide. *Australian and New Zealand Journal of Family Therapy*, 18(2), 109-114.

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

McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. Norton.

Minuchin, S. (1998). Where is the family in narrative family therapy?. *Journal of marital and Family Therapy*, 24(4), 397-403.

Trepper, T. S., Dolan, Y., McCollum, E. E., & Nelson, T. (2006). Steve De Shazer and the future of solution-focused therapy. *Journal of marital and family therapy*, 32(2), 133-139.

