**PSY 678; Internship B-Marriage and Family Therapy**
**Marriage and Family Therapy ● Spring 2024**

Instructor: Abby Halston, Ed.D, LMFT                Location: In person
Contact Number: 808-739-4641.                        Day/Time: 5:30 PM  - 9 PM
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Office Hours: By appointment on Mondays

**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)
*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 systematic 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 |
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| **Weekly Supervision Preparation Form** | You will complete and submit a weekly supervision preparation form, from weeks 1-10 (This must be typewritten to receive credit). **Due weekly by Wednesday class time. No late papers will be accepted.** | 10 pts | 3 |
| **Log** | Your clinical hours log must be kept with all hours entered and categorized with 150 hours of Administrative and 150 hours if Direct Services. *{by the end of Internship A}*. The log must be signed by both your supervisor and Practicum Instructor. **Please have it turned in weekly by class time. If it is turned in late it will be signed but no point will be given for the week.** | Mandatory 10 pts. | 1 |
| **Case conceptualization presentation** | You will complete two written case presentations including a treatment plan, the theories/models you are using with the client system, and research showing how you have accessed the literature | 30 pts | 1, 2 & 4 |

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| | to inform your work with the client system (minimum 2 references). Research needs to match the theory you are using. For example: If you are using Solution Focused Theory with your client, you will need to justify why you are using that theory for your client backed with reference. (i.e ID relatively stable in all areas of life and coming in for a situational issue; therefore, we will be utilizing Solution Focused Theory which is a short term therapeutic modality that focuses on present focused issues [reference]). **You will use the Case Conceptualization Summary outline and present case conceptualization in-class. The treatment plan should be formatted from examples provided in Canvas. Theoretical approach must be of two types. If you use Solution Focused in one, the next one must be another theory in the next video.** <u>**Late work will be accepted until week 9 of class. 5 points a week will be deducted from final score.**</u> | | |
| **Video case presentation** | You will record two 50 minute sessions with your clients (after acquiring their written consent) and present a video/audio clip of your session. You will present 20 minutes of the session. You will also complete a **case conceptualization form**. <br>   i)    Introduce the client system and provide demographic and contextual information, including all the key people involved in the problem <br>   ii)    Summarize the client's presenting concerns and the treatment goals <br>   iii)    Introduce the video clip and specify what you would like your colleagues recommendations on. <br>   iv)    Play the clip (20 minutes; will be a combination of up to 3 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) <br>   v)    Provide time for your colleagues to ask further questions about the case and to provide suggestions <br>   vi)    Transcribe the best 5 to 10 minutes of the session and explain why you felt it was the best part. Provide where that part is located in your video (i.e. 1.35 mark). <br> Complete your **video reflections form**. <br> *Your instructor may ask you to pause the tape to clarify or address something in the clip. <br> <u>**Late work will be accepted until the last day of class 5 points a week will be deducted from final score.**</u> | 30 pts | 1, 2 & 3 |
| **Site Supervisors Evaluation** | 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. <br>    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). | Pass/ Fail | 1, 2, 3 & 4 |

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| <u>**Grading**</u> <br> Weekly Supervision Preparation Form   10 | |

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| Clinical Hours Log | 10 | 90–100 (90%↑) = | A |
| Case Conceptualization Presentation 2 | 30 | 80–89 (80%↑) = | B |
| Video Case Presentation | 30 | | |
| Site Supervisor Evaluation | 20 | | |
| **Total Points** | **100** | | |

**Assignments**
All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). 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 ʻIke: 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 ʻIke'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 ʻIke 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 ʻIke: 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)).

**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.

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Research Design And Counseling
Heppner, Kivlighan, and Wampold

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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.

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Research Method In Social Relations
Kidder
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**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.

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Methods In Behavioral Research; Cozby
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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.

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http://allpsych.com/researchmethods/replication.html
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## 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 | Topic/Reading | In-Class Activity / Assessments |
|---|---|---|
| **Week 1 : 4/10/2024** | **Overview of course** | **Check in / clinical log**<br>**Syllabus review**<br>**Weekly supervision preparation form**<br>**schedule video presentations** |
| **Week 2: 04/17/2024** | **Ethics, theories, therapeutic process** | **Check in /clinical log**<br>**Weekly supervision preparation form** |
| **Week 3: 04/24/2024** | **Ethics, theories, therapeutic process** | **Check in /clinical log**<br>**Weekly supervision preparation form**<br>**Video Presentations / Case Conceptualization** |
| **Week 4: 05/01/2024** | **Ethics, theories, therapeutic process** | **Check in /clinical log**<br>**Weekly supervision preparation form**<br>**Video Presentations / Case Conceptualization** |
| **Week 5: 05/08/2024** | **Ethics, theories, therapeutic process** | **Check in /clinical log**<br>**Weekly supervision preparation form**<br><br>**Video Presentations / Case Conceptualization** |
| **Week 6: 05/15/2024** | **Ethics, theories, therapeutic process** | **Check in /clinical log**<br>**Weekly supervision preparation form**<br>**Video Presentations / Case Conceptualization** |
| **Week 7: 05/22/2024** | **Ethics, theories, therapeutic process** | **Check in /clinical log**<br>**Weekly supervision preparation form**<br>**Work on reflection form and completing all missing assignments** |
| **Week 8: 05/29/2024** | **Ethics, theories, therapeutic process** | **Check in /clinical log**<br>**Weekly supervision preparation form**<br>**Video Presentations / Case Conceptualization** |
| **Week 9: 06/05/2024** | **Wrap up, overview, takeaways** | **Check in /clinical log**<br>**Weekly supervision preparation form**<br>**All Case Conceptualization & video review must be in order to receive full credit.** |

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| **Week 10: 06/12/2024** | **Reflection of the Quarter.** | **Final Group check -in**<br>**Clinical hours log = All due**<br><br>**Weekly supervision preparation form = all due**<br>**Review clinical goals** |

*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:**