



PSY 678-02-3; Internship A-Marriage and Family Therapy Marriage and Family Therapy • Spring 2024

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Office Hours: By appointment- email me to set up a time to meet.

Class ZOOM link: <https://chaminade.zoom.us/j/94553510468>

Day/Time: Tuesday 5:30-9:20pm

Office: BS118

Textbooks & Readings:

Recommended:

AAMFT Code of Ethics (2015)

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.

Additional readings will be posted on Canvas.

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*

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program marriage and family counseling emphasis student learning outcomes of knowledge and skills for the practice of marriage and family counseling. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

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 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.

Course Learning Outcomes (CLOs):

At the completion of this course students will be able to:

1. Apply professional competencies & skills through assessment, diagnosis, therapeutic intervention, charting, case-conceptualization, and the referral process within the context of marriage and family therapy (PLO 1).
2. Evaluate professional and ethical issues and employ cultural diversity considerations within the context of marriage and family therapy (PLO 2).

3. Synthesize marriage and family therapy theories and develop their own conceptual framework (PLO 1 & 3).
4. Appropriately use supervision including the construction of case study, consultation seeking behavior, and case presentation relative to the practice of marriage and family therapy (PLO 2).
5. Critically and systemically evaluate clinically related research with implications and applications to the helping professions and the MFT field (PLO 1 & 3).

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.

Course Expectations:

This course is designed to support your initial learning towards being a Marriage and Family Therapist. Overall, you are expected to be on time, attentive, and invested in your learning experience. In addition, there are a few expectations to be aware of.

1. First, it is my hope that we can give each other our undivided attention when we are engaged in video presentations, case report supervision, and discussions. Please do not leave your cell phones/iPads, etc on while in class as it can be distracting to our learning process. If you have a specific reason to be connected to your phone/device, please arrange with me ahead of time and let the class know.
2. Second, I expect you to be thoughtful and aware of the kind of feedback you are giving to others. I think of feedback in both a process and a content way. We should be sharing feedback to each other that we would like to hear ourselves (no one wants to hear personal criticism, for example). However, being constructive and helping each other learn and grow is expected. In addition, it's important that we are aware of the feedback the other person is seeking/needing before we decide what feedback to offer. You should always ask for the kind of feedback the therapist is seeking before assuming you have the best feedback to give. Bottom line---we all need to metacommunicate about feedback.
3. Third, I expect you to be prepared and ready to go for internship meetings. Be aware of what you want out of our time together before you come to any supervision class/meeting. If you are having difficulty preparing, or knowing what to discuss, please be communicative as we can discuss this as a part of supervision. Complete your Supervision Preparation form to aid in this process.
4. Fourth, part of our work as therapists (and evolving humans) is to continuously build our cultural competency. We are each on a different developmental path for this work. I note this as I would like you to consider each other's multicultural identity, share with each other as it seems relevant, and be working *with* each other versus *against* each other in this developmental process. In essence, nobody in the group is any "better" than anyone else with regard to cultural competency. I expect you to build a supportive infrastructure to best understand all facets of a client's identity, each other, and yourself.

5. Finally, Advanced Practicum is a *co-creation* of an environment where we each have a responsibility toward what kind of group experience is developed and experienced. Be thinking about your role in contributing to a good experience for yourself and your colleagues. Please be aware of what kind of “space” you take in the group. Do you speak a lot? Do you rarely share? How is the group supporting all members and does everyone have a voice when they want to have a voice? Do you present as someone that is rigid to feedback and growth? Are you demonstrating a learning posture to your peers and your supervisor? I expect ongoing meta-conversations in this regard.

Professionalism. This criterion addresses the essential elements that are necessary to perform professionally as a therapist, such as dependability, professional presentation, initiative, empathy, and cooperation. These behaviors are developed through the recognition of skills, practice, experience, role mentorship, and evaluative feedback. Emphasizing the importance of these behaviors will strengthen you for your professional roles.

Personal Criteria:

As a counselor in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of assignments, interpersonal interactions with other students and clients, if appropriate, etc. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills. (Neukrug, E. (1999). *The World of the Counselor*. Pacific Grove, CA.: Brook/Cole.)

In general, you are expected to exhibit behaviors and attitudes that are consistent with professional standards in all of your interactions.

Course Requirements and Assessment

During internship, aspects of your maturity, social skills/awareness and judgment are integral to your success. You will be evaluated in terms of your personal competencies, including your attitude toward yourself and others, your ability to handle conflict and stress, and your sense of ethics, responsibility and professionalism. At your internship sites, you will be responsible to your onsite supervisor for all procedures and policies of that site. The faculty supervisor will interact with the student and the site supervisor concerning details and evaluation of this experience.

Ethical Standards of Practice:

Each MFT student is expected to maintain the highest ethical standards of clinical practice, including strict adherence to the maintenance of client confidentiality. Specifically, students agree to the following:

- Awareness of the AAMFT Code of Ethics and maintaining the code at all times.
- Never disclosing any names or identifying information of clients outside of the observation or supervision areas.
- Recusing oneself of observing a session, inquiring about a client system, or participating in a team if you know the client.
- To consistently maintain a professional and respectful manner when observing or interacting with clients at all times.

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.

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 |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------|
| Attendance & Participation | You will be expected to be an active member of the class, contributing to discussions, providing strength-based feedback to your colleagues, <i>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.</i> | 10pts | 1 |
| Clinical Goals | You will construct a list of 2-3 clinical goals that you plan on working towards and steps you will take to reach those goals during this term and as you look towards your clinical development after graduation. | 5pts | 1,2,4 |
| Weekly Supervision Preparation Form | You will complete and submit a weekly supervision preparation form, from weeks 2-9. 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 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 site to be discussed with either your site supervisor, clinical director, or internship instructor. | 32pts | 1,2,3,4 |
| Clinical Hours Log | You clinical hours log must be kept with all hours entered and categorized with <u>300 hours of Administrative and 300 hours if Direct Services.</u> <i>{by the end of Internship B}</i> . The log must be signed by both your supervisor and Internship Instructor. | Mandatory 5 pts. | 1 |
| Internship A Services Log Summary | At the end of the term you will have to submit the Practicum/Internship Services Log Summary which will show the total indirect and direct hours accumulated during the Practicum, and will need to be signed by the instructor. <i>{this is a prerequisite for beginning Internship}</i> . | Mandatory Pass/Fail | 1 |
| Video case presentations | You will record two of your sessions with clients (after acquiring their written consent) and present two video/audio clips of your session lasting between 20-30 minutes. You will also complete a case presentation form. You will use the Case Conceptualization Summary outline (attached at the end of the syllabus). Your presentation in the class will be a summary of your paper along with <u>3-4 specific consultative questions to your colleagues.</u> The presentations will be between 45-60 minutes and the format for your presentation in class is as follows: i) Introduce the client system and provide demographic and contextual information, including all the key people involved in the problem | 22 pts | 1,3,4,5 |

| | | | |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|
| | <ul style="list-style-type: none"> 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 (20-30 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) v) Provide time for your colleagues to ask further questions about the case and to provide suggestions <p>*Your instructor may ask you to pause the tape to clarify or address something in the clip.</p> | | |
| Student Intern’s Evaluation of Supervisor Candidate | At the end of the term you will submit your evaluation of the Supervisor Candidate from the DMFT program. For this assignment, completing and submitting it online will result in full points. Any responses, comments or feedback will not be directly shared with the Supervisor Candidate instead a cumulative score and compiled themes will be provided to them without identifying who it specifically came from. | 10pts | 1,2 |
| 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 Internship. ➤ PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course. | Pass/ Fail | 1,4 |

| | | |
|----------------------------------------------------|------------|-----------------------------|
| <u>Grading</u> | | |
| Attendance & Participation | 10 | |
| Clinical Goals | 5 | |
| Weekly Supervision Preparation Form | 32 | |
| Clinical Hours Log | 5 | |
| Video Case Presentation | 22 | |
| <u>Intern’s Evaluation of Supervisor Candidate</u> | <u>5</u> | |
| Total Points | 100 | |
| | | <u>Grading Scale</u> |
| | | 90-100 (90%↑) = A |
| | | 80-89 (80%↑) = B |
| | | Below 80/Fail = C |

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.

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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. Therefore, a traditional three credit hour undergraduate course would require 135 hours of

engagement. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

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.

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend the following number of hours per class activity:

| <i>Educational activity</i> | <i>Expected hours of Student Engagement:</i> | <i>Details (if any):</i> |
|-----------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Course attendance | 40 | Class meetings weekly (240 mins each x 10) |
| Assigned readings | 10 | Assigned readings related to clinical development |
| Key assessments | 30 | Clinical goals, Hour logs, Supervision preparation forms, Presentations, Evaluation of Supervisor Candidate, etc. |
| Practicum direct hours at clinical site | 150 | Minimum accumulated direct hours at internship required |
| Total hours: | 230 | |

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.

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.

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 | Topic/Reading | In-Class Activity | | Assessments |
|--------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------|
| | | Video Presentation 1 | Video Presentation 2 | |
| W1- 4/9/24 | Overview of Course Determine schedule for video case presentations | | | |
| W2- 4/16/24 | Therapeutic presence & reflexivity Individual meetings to evaluate and assess according to AAMFT core competencies. | Therapist video presentations: | Therapist video presentations: | <ul style="list-style-type: none"> • Clinical Goals Due • Clinical hours log due |
| W3- 4/23/24 | Ethical Decision-making Code of Ethics & Rules and Laws | Therapist video presentations: | Therapist video presentations: | <ul style="list-style-type: none"> • Clinical hours log due |
| W4- 4/30/24 | Advanced Assessment & Theory-informed Intervention Skills | Therapist video presentations: | Therapist video presentations: | <ul style="list-style-type: none"> • Clinical hours log due |
| W5- 5/7/24 | Advanced Assessment & Theory-informed Intervention Skills | Therapist video presentations: | Therapist video presentations: | <ul style="list-style-type: none"> • Clinical hours log due |
| W6- 5/14/24 | Individual/Dyadic meetings with Supervisor Candidates (Karisa, Yvonne) | Therapist video presentations: | | <ul style="list-style-type: none"> • Clinical hours log due |
| W7- 5/21/24 | Individual/Dyadic meetings with Supervisor Candidates (Arika, Yvonne) | Therapist video presentations: | | <ul style="list-style-type: none"> • Clinical hours log due |
| W8- 5/28/24 | Individual/Dyadic meetings with Supervisor Candidates (Karisa, Arika) | Therapist video presentations: | | <ul style="list-style-type: none"> • Clinical hours log due |
| W9- 6/4/24 | Individual/Dyadic meetings with Supervisor Candidates (Farewell: Yvonne, Karisa, Arika) | Therapist video presentations: | | <ul style="list-style-type: none"> • Clinical hours log due |
| W10- 6/11/24 | WRAP-UP | | | <ul style="list-style-type: none"> • ALL Paperwork due: Supervisor Evaluations and Logs due. |

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

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