

Chaminade University
PSY-646MF Practicum – Counseling Techniques
Marriage and Family Therapy • FALL 2023

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Office Hours: Email to make an appointment.

Room: Virtual
Day/Time: Mondays 5:30pm-9:20pm
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Textbooks & Readings:

Required:

Diagnostic & Statistical Manual of Mental Disorders, 5th Edition. American Psychiatric Association. Washington, DC.

AAMFT Code of Ethics (2015).

https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

Practicum Handbook –Chaminade University, 2020 version

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.

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

Recommended:

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

Supervised experience in counseling utilizing videotapes, role-playing, audio tapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) of supervised service at a practicum site. Supervision will be with a licensed Marriage and Family therapist. Prerequisites: PSY 611, 636, 756

The MSCP Program Learning Outcomes (PLOs)

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

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).

Course Requirements and Assessment

During practicum, 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.

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.

Professionalism in a Virtual Environment: The following specific expectations relate to your virtual practicum class and supervision experience:

Behave professionally on camera. Except for those times when your instructor requests for you to turn off your camera (i.e., during video presentations), you should plan on keeping your camera turned on during the entire class. Our clinical classes are intended to be face-to-face.

They are simply taking place in a digital space rather than a physical space. Seeing your face in the digital environment is just as important as seeing your face in the physical environment.

Dress professionally. Shirts are required. Casual shirts are acceptable, as long as there is nothing obscene on the shirt. Pajamas are not appropriate. Virtual meeting mullet wardrobes are acceptable (business on top, casual on bottom) as long as no one is able to see your lower half at any point during the meeting. **Sit in a chair.** Treat supervision meetings and practicum course meetings as you would treat a therapy session where you are the therapist providing services. Sit in a chair. Your instructor and classmates should not see you lounging or laying on a bed or other surface.

Eating and Drinking. Due to the timing of our class meeting, it is expected that you will need to eat/drink at some point and possibly throughout the duration of the class. Please be mindful of the expectation that the camera will remain on, even while you are eating/drinking.

Position the camera appropriately. Show your face, not the side of your face or the top of your head. Show your whole face, and have sufficient lighting for others to see you and your facial expressions. Consider the information you are broadcasting to your supervisor and cohort in the background of your camera image.

Be mindful of noise. You may want to keep your microphone muted except when you are actually talking. That can minimize any unintended or unexpected disruptions of the class. Microphones pick up lots of ambient noise from your physical space (computer fans, people talking in another room, televisions). Don't eat, floss, use the restroom, etc. with your camera or phone unmuted.

Demonstrate commitment and presence in the course. If you would not do an activity while sitting in the conference room at your clinical training site, you should not be doing that activity in the digital conference room for your practicum or internship class.

- Do not surf the internet or post to social media during class.
- Do not drive while you are attending class
- Do not prepare meals (heating up your food doesn't count as preparing a meal)
- Do not write emails while in class
- Do not perform hygiene tasks (brushing your teeth, washing your face) while in class
- You should not be responsible for childcare during class meeting time

• If for some reason you need to excuse yourself briefly, it is appropriate to send a private chat message to your instructor to inform your instructor. You should return to the meeting as expeditiously as possible and inform your instructor that you are back, again via private chat message.

Turn off or mute your cell phone. You would not normally take non-emergency calls during supervision at your site. The same should apply to non-emergency calls during your practicum class. If you expect an emergency call, you can leave your phone on vibrate so you can discreetly check the call without disturbing others. If you are expecting an emergency call (or if you are on call for your site) you should let your clinical instructor know in advance so she/he can be prepared if you must suddenly leave. You can discuss what to do about make-up time during that advanced notice.

Protect Client Confidentiality. Guard the confidentiality of all clients whose cases are being discussed. It is not just the primary therapist who has a moral and ethical obligation to guard the confidentiality of the client. All of us participating in the case consultation share in that ethical responsibility. This means that family members, coworkers, or others not directly involved in the class should not be able to see the screen or hear the audio on the case presentation. Again, if you would not invite this person into your clinical site's physical conference room, you should not invite them into the digital conference room, since we often are discussing people's lives and very sensitive matters.

Assessment	Description	Points	Applicable SLO
Attendance & Participation	You will be expected to be an active member of the class, contributing to discussions and volunteering to participate in role-plays. <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>	5pts	4, 5, 7, 8, 9
Clinical Goals	You will construct a list of 2-3 clinical goals, including steps that you will take to reach those goals during this term. You will submit these goals and steps to your instructor by the end of week 2 of the term. Your instructor will discuss your progress toward reaching the stated goals at the end of the term.	5pts	4, 5, 7
Ethics & Informed Consent	You will engage in a short role play/experiential component of class where you demonstrate how you are conducting your Informed Consent procedure with your clients at your site and you will submit a completed form located in Appendix C4 in the the Practicum Handbook.	5pt	1, 2
Weekly Supervision Preparation Form (Sup Prep Form)	You will complete and submit a weekly supervision preparation form (attached at the end of the syllabus). <u>This must be typewritten or written legibly to receive credit.</u> 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 practicum instructor.	45pts (9x5pts)	3, 4, 7, 8, 12
Clinical Hours Log	Your clinical hours log must be kept with all hours entered and categorized with <u>100 hours of Administrative and Direct Services.</u> <i>[this is a prerequisite for beginning Internship].</i> The log must be signed by both your supervisor and Practicum Instructor.	Mandatory Pass/Fail	2, 3, 7
Case conceptualization presentation	You will complete a written case presentation 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 presentation in the class will be a summary of your paper along with 3-4 specific consultative questions to your colleagues. You will screen share your case presentation form to your colleagues (case presentation forms should never include the client's names, phone numbers, or addresses). You are responsible for ethical handling of client information. Note: The client system for your case conceptualization presentation must be a different client system from your video case presentation.	10pts	2, 3, 4, 5, 10, 12
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	15 pts	1, 2, 4, 5, 9

	<p>be between 45-60 minutes and the format for your presentation in class is as follows:</p> <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 (20-30 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>Complete your video reflections form. *Your instructor may ask you to pause the tape to clarify or address something in the clip.</p>		
Clinically-related Research Project	<p>Route A: Independent Research Project At the completion of practicum, you will have completed CITI training, submitted IRB applications, met with potential stakeholders and community members to support recruitment, and possibly began collecting data.</p> <p>Route B: Evidence-Based Review Paper (Part 1) At the completion of practicum, you will submit a 10-page research paper on your selected diagnosis along with the following components:</p> <ol style="list-style-type: none"> 1. Summary of information in the DSM-V and include signs and symptoms, differential diagnoses, etiology, gender, cultural features, prognosis and prevalence. 2. Assessment tools that MFTs would utilize for the diagnosis 3. Review of the literature on systemic ideas, methods, and models used in the treatment of the disorder. 4. List the chemical and trade names of psychopharmacologic treatments commonly prescribed for the disorder. 5. Minimum of 10 academic sources 	15 pts	2, 4, 6, 11, 12
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. ➤ PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course.</p>	100pts Pass/ Fail	2, 3, 4, 5, 7, 9, 10

Grading System: A = 100-90 B = 89 - 80

Grading

Attendance & Participation	5
Clinical Goals	5
Ethics & Informed Consent	5
Weekly Supervision Preparation Form	45
Clinical Hours Log	Pass/Fail
Case Conceptualization Presentation	10
Video Case Presentation	15
Research Project (part 1)	15
<u>Site Supervisors Evaluation</u>	<u>Pass/Fail</u>
Total Points	100+100

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)
Assigned readings	10	Assigned readings related to clinical development
Key assessments	15	Clinical goals, Hour logs, Supervision preparation forms, Presentations.
Practicum direct hours at clinical site	100	Minimum accumulated direct hours at internship required
Final paper	15	Researching and constructing final research paper
Total hours:	180	

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 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>

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

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/Readings	In-Class Activity		Assessments
		Activities & Case Consultation Pres.	Video Pres.	
W1- 10/2/23	Introductions; Overview of Course; Syllabus Review Review Practicum handbook, AAMFT Core Competencies Determine schedule for video case presentations	Class Community Agreement Discussion Client management and review; high risk clients review		
W2- 10/9/23	Wellness and risk assessment, joining and establishing therapeutic alliance Therapeutic presence & reflexivity			<ul style="list-style-type: none"> ● Clinical Developmental Goals Due ● Client log due ● Clinical hours log due ● Sup Prep Form 1
W3- 10/16/23	Wellness & systemic assessment	Therapist presentations:		<ul style="list-style-type: none"> ● Clinical hours log due ● Sup Prep Form 2
W4- 10/23/23	Managing suicidal risk and understanding NSSI	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> ● Video Recording Reflections ● Clinical hours log due ● Sup Prep Form 3
W5- 10/30/23	AAMFT Code of Ethics	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> ● Video Recording Reflections ● Clinical hours log due ● Telehealth Training Certificate ● Sup Prep Form 4
W6- 11/6/23	Conceptual foundations of MFT AAMFT Code of Ethics	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> ● Video Recording Reflections ● Clinical hours log due ● Sup Prep Form 5
W7- 11/13/23	Schools & models of Family Therapy	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> ● Video Recording Reflections ● Clinical hours log due ● Sup Prep Form 6
W8- 11/20/23	Applying models & theories	Therapist presentations:	Therapist video presentations:	<ul style="list-style-type: none"> ● Video Recording Reflections ● Clinical hours log due ● Sup Prep Form 7
W9- 11/27/23			Therapist video presentations:	<ul style="list-style-type: none"> ● Video Recording Reflections ● Clinical hours log due ● ALL Paperwork due: Supervisor Evaluations & Logs ● Sup Prep Form 8
W10- 12/4/23	Individual meetings to evaluate and assess according to AAMFT core competencies.			<ul style="list-style-type: none"> ● Sup Prep Form 9 ● Clinically related Research Project due by Last Day of Class

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

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