



School of Education and Behavioral Sciences
Psychology Department

PSY677 Internship A

Classroom Location: <https://chaminade.zoom.us/j/97724184095>

Class Days: Tuesday; Class Times: 5:30pm-9:20pm

Credits: 3 Section: 03 Term: Winter 2025

Instructor Information



Instructor: Dr. Blendine Hawkins, Ph.D., LMFT

Email: blendine.hawkins@chaminade.edu

Phone: 808-739-7495

Office Location: BS113

Communication

Primary communication method is email and I will respond between 48hrs and a week.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: (808) 739-4652

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Education and Behavioral Sciences

Course Description & Materials

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*

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 Overview

The purpose of this course is to provide you with the opportunity to identify, learn, develop, and practice basic skills to successfully complete your 300 hour internship training. This class will be highly experiential by offering opportunities to role play and practice counseling skills and administrative responsibilities with supervised feedback.

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.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH 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.

Over the 10 weeks of this course, students will spend 40 hours in class, 300+ hours gaining direct and indirect hours at their internship site, 10 hours completing case conceptualization papers and class writing assignments, and 30 hours reading clinical and research papers to enhance their clinical development.

Required Materials

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.

Additional readings will be posted on Canvas.

Recommended Items

In this course, students will actively engage in supervision and consultation discussions- these conversations contain private and confidential information. Students will need to log into class **using a secure device which is both video and audio-capable**, in a secure place where no one is able to intrude or hear what is being discussed.

Canvas (<https://chaminade.instructure.com>)

Canvas will be used as the primary learning management system for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, assignments, quizzes, and announcements.

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the MSCP degree, the student will be able to:

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)

Upon completion of PSY646, the student 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.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lapa kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	1,5	3,4,5	2	2	2,5
PLOs	1	1,4	3	2	1,2
Native Hawaiian Values	1,5	3,4,5	2	2	2,5

Course Specific Expectations

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.

Course Activities

Assessment	Description	Points	Applicable CLO
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>	100pts	1, 4
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 and DMFT supervisors will discuss your progress toward reaching the stated goals at the end of the term.	50pts	2, 4
In-class Theory Report and Discussion	Students are required to follow along with the chapter readings and come to class prepared to talk about the theories covered in those readings. Each student will take the lead on a chapter and describe and summarize the concepts within the theory. This is not a formal presentation but a general review and reading of the chapter.	50 pts	3,5
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.	90pts (9x10pts)	4
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	1
Practicum 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
Case conceptualization presentation with videos	You will complete two written Case Consultation papers following the template provided on the cases that you will present with raw data in class. You are responsible for ethical handling of client information. <i>Note: The client systems chosen for each video must be different.</i>	160pts	1, 3, 4, 5

	<p>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. 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), and then screen share with the recording of your session. The presentation will 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) <i>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)</i> v) Provide time for your colleagues to ask further questions about the case and to provide suggestions <p><i>Your instructor may ask you to pause the tape to clarify or address something in the clip.</i></p>		1, 3, 4, 5
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.	50pts	4
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.</p>	Pass/ Fail	1

Grading

Attendance & Participation	100
Clinical Goals	50
Theory Discussion	50
Weekly Supervision Preparation Form	90
Case Presentations with video	160
<u>Evaluation of Supervisor Candidate</u>	<u>50</u>
Total Points	500

Course Policies

Late Assignment Policy

All assignments will be due by 11:59 pm on the due date specified on this syllabus. No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Three tardies is equivalent to one unexcused absence.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Incomplete grades are not automatically issued without prior correspondence with the instructor. An Incomplete grade may be provided to a student when most of the course requirements have been completed and the remaining assignments was not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 100-90

B = 89 – 80

C = Below 80/Fail

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a

University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Tentative Course Schedule

Week/Date	Topic/Reading	Video Presentations	Assessments
W1- 1/7/25 <i>DMFT Supervisors: Jess & Katherine</i>	Overview of Course Determine schedule for video case presentations & case consultations	<i>Therapist video presentations (2 max):</i>	
W2- 1/14/25 <i>DMFT Supervisors: Chad & Jess</i>	AAMFT Code of Ethics Chapter 2: Conceptual Foundation	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • Clinical Developmental Goals Due • Client log due • Clinical hours log due
W3- 1/21/25 <i>DMFT Supervisors: Chad & Katherine</i>	AAMFT Code of Ethics	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • Clinical hours log due
W4- 1/28/25 <i>DMFT Supervisors: Jess & Katherine</i>	Chapter 3: Transgenerational Models Lead: Chapter 4: Strategic/Systemic Models	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • Clinical hours log due
W5- 2/4/25 <i>DMFT Supervisors: Chad & Katherine</i>	Chapter 5: Structural Family Therapy Chapter 8: Behavioral/Cognitive-Behavioral Models Lead:	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • Clinical hours log due
W6- 2/11/25 <i>DMFT Supervisors: Chad & Jess</i>	Chapter 6: Experiential Models Lead:	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • Clinical hours log due
W7- 2/18/25 <i>DMFT Supervisors: Jess & Katherine</i>	Chapter 7: Constructivist Models Lead:	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • Clinical hours log due
W8- 2/25/25 <i>DMFT Supervisors: Jess & Chad</i>	Start review of Online Study course	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • Clinical hours log due
W9- 3/4/25 <i>DMFT Supervisors: Chad & Katherine</i>	Chapter 10: Integrative Models Lead:	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • Clinical hours log due
W10- 3/11/25	End of term wrap-up Hour logs in order, Hours Summary, Supervisor Evaluations, etc.	<i>Therapist video presentations (2 max):</i>	<ul style="list-style-type: none"> • ALL Paperwork due: Supervisor Evaluations and Logs due.

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

References

Week 2

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation. Chapter 2, Conceptual Foundations.

Opt: Gale, J. E., Long, J. K. Piercy, F. P. (1996). Theoretical foundations of Family Therapy in D. H. Sprenkle & J. L. Wetchler (Eds.). (pp. 1-24). Family therapy sourcebook. New York, NY: Guilford Press.

Week 3

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation. Chapter 3, Transgenerational Models

Opt: Miller, R. B., Anderson, S., & Keals, D. K. (2004). Is Bowen theory valid? A review of basic research. *Journal of marital and family therapy*, 30(4), 453-466.

Week 4

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation. Chapter 4, Strategic/Systemic Models

Opt: Cade, B. (1980). Strategic therapy. *Journal of Family Therapy*, 2(2), 89-99.

Week 5

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation. Chapter 5, Structural Family Therapy

Opt: Rosenberg, J. B. (1978). Two is better than one: Use of behavioral techniques within a structural family therapy model. *Journal of Marital and Family Therapy*, 4(1), 31-40.

Week 6

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation. Chapter 6, Experiential Models

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

Opt: Smith, G. L. (1998). The present state and future of symbolic-experiential family therapy: A post-modern analysis. *Contemporary Family Therapy*, 20(2), 147-161.

Week 7

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation. Chapter 7, Constructivist Models

Opt: Fish, V. (1993). Poststructuralism in family therapy: Interrogating the narrative conversational mode. *Journal of Marital and Family Therapy*, 19(3), 221-232.

Week 8

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation. Chapter 8, Behavioral/Cognitive-Behavioral Models

Opt: Dattilio, F. M. (2005). Introduction to the special section: The role of cognitive-behavioral interventions in couple and family therapy. *Journal of marital and family therapy*, 31(1), 7-13.

Week 9

Guise, R. W. (2015). Study Guide for the Marriage and Family Therapy National Licensing Examination. Jamaica Plain, MA: The Family Solutions Corporation. Chapter 10, Integrative Models

Opt: Israelstam, K. (1988). Contrasting four major family therapy paradigms: Implications for family therapy training. *Journal of family therapy*, 10(2), 179-196.