

School Education and Behavioral Sciences
Psychology
Marriage and Family Practicum
Tuesday/5:30 pm
Credits: 3 Section: 646 Term: Fall 2025

Instructor Information

Instructor: Chiyo Churchill, LMFT
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Phone: 808.388.0017
Office Location: None
Office Hours: By Appointment

Communication

All emails and messages will be responded to within 48 hours. Please plan accordingly when reaching out with questions or concerns.

Course Description & Materials

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

Time Allocation

This is a three-credit hour practicum course requiring 135 hours of student engagement in accordance with the CUH Credit Hour Policy. Over the 10 weeks of the term, students will spend approximately 15 hours in class for participation and supervision activities, 9 hours completing weekly supervision preparation forms, and 80 hours at their practicum site documenting administrative and direct service work through their clinical hours log. Students will also devote about 10 hours to preparing and presenting a case conceptualization presentation and 15 hours recording, preparing, and presenting a video case presentation with a written reflection. Finally, students should anticipate an additional 6 hours of independent study, readings, and assignment preparation. Together, these activities ensure compliance with the requirement that each credit hour corresponds to 45 hours of student engagement across the semester.

Required Materials

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

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, 2025 version

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of MSCP 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)

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

1. Apply counseling/professional competencies & characteristics (including assessment, diagnosis, therapeutic intervention, charting, case-conceptualization and the referral process) within the context of marriage and family therapy (PLO 1, 2, 3)
2. Evaluate professional and ethical issues within the context of marriage and family therapy (PLO 1 & 2)
3. Synthesize marriage and family counseling theories and your own conceptual framework (PLO 1)
4. Employ cultural diversity awareness and skills in multiple contexts including clinical settings and with client systems (PLO 2 & 3)
5. 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 1 & 3)
6. Design clinically related research and the components of constructing research with implications and applications to the helping profession and the MFT field (PLO 1 & 2)
7. Critically and systemically evaluate and incorporate empirically supported and evidence- based literature into clinical work (PLO 1, 2, 3)

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.

This course reflects the Marianist tradition by fostering a family spirit in which students learn collaboratively through supervision, case consultation, and peer feedback. The practicum setting emphasizes service, justice, and peace by preparing students to provide ethical, compassionate, and culturally responsive care to diverse client systems, while also promoting integrity in mandated reporting and professional practice. Through engagement in direct clinical work, students learn to adapt to the dynamic needs of clients and practicum sites, strengthening their ability to respond with flexibility, creativity, and professionalism. By integrating theory, research, and applied practice, this

course embodies the Marianist commitment to quality education that develops both professional competence and personal responsibility in service to the community.

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 ‘Olelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 lama kū o ka no‘eau (‘Olelo 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 (‘Olelo No‘eau 203) All knowledge is not taught in the same school

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>	10pts	4, 5, 7
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.	27pts (9x3pts)	3, 4, 7

Clinical Hours Log	You 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 10 pts.	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 provide copies of your case presentation form to your colleagues (case presentation forms should never include the client's names, phone numbers, or addresses. You will be responsible for securing the copies, transporting them in a locked box,	12pts	2, 3, 4, 5

	and either submitting them to your instructor for shredding or shredding them immediately following the class. The client system for your case conceptualization presentation will need to be a different client system from your video case presentation.		
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 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 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 Complete your video reflections form.	20 pts	1, 2, 4, 5
Site Supervisors Evaluation	You must submit this by <u>Week 9</u>. This will factor strongly into your grade. If you do not pass this you will not pass Practicum. ► PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course.	100pts Pass / Fail	2, 3, 4, 5, 7,

Attendance

You are responsible for informing me prior to the start of class if an emergency prevents you from attending. Please note that, regardless of the reason, missing more than one (1) class will result in a failing grade. According to graduate program policy, if you miss more than one class you will receive a grade of “C” and must retake the course. In addition, instructors reserve the right to penalize students for tardiness or leaving class early.

Late Work

Late work will be accepted; however, a 50% deduction will be applied to the final grade for the assignment.

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

An “Incomplete” (I) grade may be granted to a student in good standing who is unable to complete course requirements due to unforeseen circumstances. The student must petition the instructor before the end of the term, and the instructor has the final authority to approve or deny the request. If an incomplete is granted, the instructor will outline the remaining coursework and set a deadline for completion. All incomplete grades must be resolved by the end of the following term; otherwise, the incomplete will automatically convert to a failing grade (“IF”).

Final Grades

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

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

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 Tutor.com. Tutor.com can be accessed 24/7 from your Canvas account.

Simply click on Account > Tutor.com. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

Week/Date	Topic	Assessments	Due Date
W1- 10.7.25	Introductions; Overview of Course; Syllabus Review Review Practicum handbook New Therapist Video Process vs Content First sessions and confidentiality	Discussion of practicum site and goals	
W2- 10.14.25	Case reviews and ethics Goals Mandated reporting Parenting Own therapy	• Client log due • Clinical hours log due • Sup Prep Form 1	•
W3- 10.21.25	Case reviews and ethics Progress notes Treatment plans	• Clinical hours log due • Sup Prep Form 2	•
W4- 10.28.25	Case reviews and ethics Reflection Person of the therapist	• Video Recording Reflections • Case Presentation • Clinical hours log due • Sup Prep Form 3	•
W5- 11.4.25	Case reviews and ethics Reflection Student choice topic	• Video Recording Reflections • Case Presentation • Clinical hours log due • Sup Prep Form 4	•
W6- 11.11.25	Case reviews and ethics Reflection Student choice topic	• Video Recording Reflections • Case Presentation • Clinical hours log due • Sup Prep Form 5	•
W7- 11.18.25	Case reviews and ethics Reflection Student choice topic	• Video Recording Reflections • Case Presentation • Clinical hours log due • Sup Prep Form 6	•

W8- 11.25.25	Case reviews and ethics Reflection Student choice topic	• Video Recording Reflections • Case Presentation • Clinical hours log due • Sup Prep Form 7	•
W9- 12.2.25	Case reviews and ethics Reflection Terminations Student choice topic	• Video Recording Reflections • Case Presentation • Clinical hours log due • ALL Paperwork due: Supervisor Evaluations & Logs • Sup Prep Form 8	•
W10- 12.9.25	Review of all paperwork Person of the therapist review Individual meeting	• Sup Prep Form 9	•