

Chaminade University
PSY-646M-90-3 Practicum – Counseling Techniques
Marriage and Family Therapy • FALL 2025

Instructor: Jennifer Cornwell LMFT Room: Virtual
Contact Number: 808-490-2382 Day/Time: Tuesdays 5:30pm-9:30pm
Email: jennifer.cornwell@chaminade.edu Office: Virtual Link will be provided
Office Hours: By appointment- email me to set up a time to meet.

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, 2025 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 Description

The purpose of this course is to provide you with the opportunity to identify, learn, develop, and practice basic skills to successfully complete your 100 hour practicum 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.

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).

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>	10 pts	4, 5, 7, 8, 9
Ethics & Informed Consent	Participation in Ethics discussions and informed consent on file for clients.	5	1
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
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>	20 pts (9x2.22 pts)	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 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 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 the same client system from your video case presentation.	30 pts	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 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. *Your instructor may ask you to pause the tape to clarify or address something in the clip.	20 pts	1, 2, 4, 5, 9
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.	100pts Pass/	2, 3, 4, 5, 7, 9, 10

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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	In-Class Activity	Assessments
WEEK 1 / 10/07/2025	Introduction Ethics	Meet and greet, introduction to syllabus, classroom expectations and housekeeping	Read standard 1 AAMFT Code of Ethics
WEEK 2 / 10/14/2025	Clinical Goals Weekly Supervision Log Clinical Hours Log Ethics	Class check-in and supervision Ethics	Read standard 2 & 3 AAMFT
WEEK 3 / 10/21/2025	Weekly Supervision Log Clinical Hours Log	Class check-in and supervision Ethics	Read standard 4 AAMFT
WEEK 4 / 10/28/2025	Weekly Supervision Log Clinical Hours Log	Class check-in and supervision Ethics	Read standard 5 AAMFT
WEEK 5 / 11/04/2025	Weekly Supervision Log Clinical Hours Log	Class check-in and supervision Ethics	Read standard 6 AAMFT
WEEK 6 / 11/11/2025	Weekly Supervision Log Clinical Hours Log	Class check-in and supervision Ethics Presentation	Read standard 7 AAMFT
WEEK 7 / 11/18/2025	Weekly Supervision Log Clinical Hours Log	Class check-in and supervision Ethics Presentation	Read standard 8 AAMFT
WEEK8 / 11/25/2025	Weekly Supervision Log Clinical Hours Log	Class check-in and supervision Ethics Presentation	Read standard 9 AAMFT
WEEK 9 12/02/2024	Weekly Supervision Log Clinical Hours Log Wrap up	Turn in all missing assignments Meet with instructor individually for 30 minutes	