

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
CLG. 691-694: INTERNSHIP GROUP SUPERVISION
FALL 2008**

SEMESTER HOURS: 2.0; Thursdays 2:30-4:30pm

**FACULTY: Vange Thiessen, MA, DMIN, RCC, AAMFT Approved Supervisor
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COURSE DESCRIPTION:

Students, who are registered in an Internship Course (CLG. 691-694), will participate in a clinical supervision group on campus under the direction of a faculty member. The supervision group meets 2.0 hours per week for a period of 12 weeks, from September 9(Tuesday)/10 (Wednesday)/11(Thursday) to December 2/3/4, 2008. Students will also meet weekly for 1 hour of individual supervision with their on-site supervisor. Supervision will include collaborative conversations regarding clinical competency as well as personal and professional development. Attention will be given to client issues of diversity that are related to aspects of age, gender, sexual orientation, health/ability, culture, ethnicity and spirituality. Open only to counselling students who have an approved internship placement.

PLEASE NOTE: All MC students are invited to participate in an **MC Retreat Day** on **Friday, September 05, 2008** at **Derby Reach Park, Langley, BC**. Details to follow.

GOALS:

1. To develop MFT clinical core competencies with individuals, couples and families at a community internship site.
2. To monitor and evaluate self-supervisory and personal development progress.
3. To receive and give constructive feedback, and support colleagues in the internship experience.

LEARNING OUTCOMES:

As a result of this course, the student will be able to:

1. Present client case reviews, videotape segments, and practice clinical skills in a group supervisory setting.
2. Apply theoretical knowledge in assessment, diagnosis, therapeutic interventions and case management.
3. Describe personal issues and counter-transference experiences that may impact the professional effectiveness of a therapist.
4. Participate as a team member at the internship site and in group supervision interactions.
5. Identify ethical practice and accountability in services, programs, and relationships between helping professionals and public consumers.

REQUIRED READING:

Gehart, Diane R. & Amy R. Tuttle (2003). Theory-Based Treatment Planning for Marriage and Family Therapists. Pacific Grove: Brooks/Cole.

EVALUATION:

1. Possible Grade: Pass, Conditional Pass or Fail.
2. Participation in collaborative conversations and interactive class exercises.
3. Two clinical case presentations, each is to include a videotape segment, a 3-4 page written assignment and an interactive exercise that includes class members.
Please note: If you are unable to obtain permission to videotape at your site, you may substitute an audiotape, verbatim transcript and role play in place of the video, required as well is the written assignment and interactive exercise.
4. Annotated bibliography of related readings.
5. Journal of personal reflections as designated by faculty supervisor.
6. Submission of all records; application for **each internship**, supervision agreement for **each site**, hours log, student self-evaluation, site evaluation, mid-term and final progress evaluations from site supervisor.

GENERAL EXPECTATIONS:

1. Students are required to be in an approved internship placement during this course, beginning no later than the second week of class.
2. Students are required to attend all weekly sessions. Only emergencies will be considered excusable absences.
3. Students are expected to fulfill all internship requirements as outlined in the ACTS Supervised Practice Handbook.
4. All students are required to be student members of AAMFT and adhere, in their counselling practice, to the AAMFT code of ethics.
5. All students are expected to utilize opportunities for professional development on site or seminars/workshops offered in the community throughout the semester.
6. Students will present two clinical case presentations in class with clearly identified questions for group supervision.
7. A video segment of 10-15 minutes will be required as part of the presentation. If videotaping is not permitted at the internship site, an audiotape, verbatim transcript and role play will be accepted in lieu of the videotape.
8. The presenting student is expected to engage other students in interactive dialogue and participatory clinical exercises/interventions.
9. Students are expected to regularly share clinical issues that present at their internship sites, receive and give constructive feedback, and support one another in the internship experience.
10. It is expected that students will look at their own issues as they relate to transference/counter-transference processes, and take steps to address their own personal growth. The supervisor, in collaboration with the student, may offer recommendations.
11. Annotated bibliography of supplemental material readings is to be included and applied to clinical case conversations
12. Students must hand in all paperwork of the completed internship **BEFORE** registering for the next internship.

INTERNSHIP CLINICAL PRESENTATIONS:

1. Supervisory Collaborative Conversations

Supervision provides an opportunity to engage in collaborative conversations with other counseling interns and faculty supervisors. Together we can co-create multiple perspectives and alternatives to problem-saturated stories. Attention will be given to issues of diversity with respect to age, gender, sexual orientation, culture, ethnicity, wellness and spirituality.

Supervisory conversations may include; a) reflection on the development of self as therapist, b) conceptualization of problem-saturated stories, c) exploration of alternate therapeutic stories and possibilities, d) ethical and professional dilemmas.

2. Session Reflection

- What did you do well?
- When did you feel most connected with your client?
- What was most satisfying for you?
- How will you know when that happens again?

3. Question Clarification

- Formulate **clear and specific questions** to bring to group supervision.
- What are your concerns? challenges?
- What are your ideas about the difficulties?
- How do you envision change in this situation.
- In what area do you wish to further experiment?
- Where do you experience stuckness?
- What do you want from supervision?

4. Your STORY – Information for the Group

- What do you know about the client's story? (history/dominant discourse, presenting concerns/problem saturated story, exceptions/unique outcomes)
- What are the client's preferred outcomes?
- What are your ideas about the client's story?
- Choose tools, metaphors, diagrams, sculpting, etc. that you find useful to illustrate/animate the story.

5. Theoretical/ Conceptualization Stories

- What theoretical approaches inform your work with clients?
- What has worked well for you?
- What possible alternatives have you tried?
- In what other areas would you like to experiment?
- **Note: Format your conceptualization using an integrative approach from the models in the text, Gehart & Tuttle.**

OUTLINE OF CLINICAL COLLABORATIVE CONVERSATIONS:

1. Present your **questions for supervision**; what do you need from this supervision process/conversation?
2. Client's **current issues** and presenting concerns; **problem-saturated story**.
3. Brief individual/family history; **include a genogram**.
4. Discuss your **collaborative therapy contract**; preferred outcomes, direction or focus of therapy.
5. Please come prepared to share a **videotape of 10-15 minutes OR a transcript and role-play**. Carefully select the portion to align with your questions for supervision.
6. Discuss the course of therapy to date. Use **ONE of the therapy models** from the required text, Gehart & Tuttle, to demonstrate your conceptualization.
 - a. What theoretical approach informs your work?
 - b. What you have tried?
 - c. What has worked well for you?
 - d. Possible alternatives you considered?
 - e. Outline the various phases of therapy and how you are working with your chosen theoretical model.
7. Engage the class in an **experiential therapeutic exercise** that illustrates the theory you have chosen.
8. **Invite discussion** throughout the presentation.

SEMESTER SCHEDULE:

WEEK	DATE	ACTIVITY & READINGS
NOTE:	September 05	Retreat Day at Derby Reach Park
#01	September 11	Introduction, learning objectives
#02	September 18	Case presentations:
#03	September 25	Case presentations:
#04	October 02	Case presentations:
#05	October 09	Case presentations:
#06	October 16	Case presentations:
#07	October 23	Case Presentations:
#08	October 30	NO Class – Reading Week
#09	November 06	Case presentations:
#10	November 13	Case presentations:
#11	November 20	Case presentations:
#12	November 27	Case presentations:
#13	December 04	Last Class - Celebration

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian format except in counselling courses, for which APA format is used.

Students are encouraged strongly to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>. CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western

University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.