

Associated Canadian Theological Schools

MFT 691-4: Internship Supervision

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RMFT, AAMFT Approved Supervisor
Fall - 2010
2 credit hours

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September 15 – December 08, 2010
Wednesdays 9:00 – 11:00 am

I. Course Description

Students, who are registered in an Internship Course (MFT 691-694), will participate in a clinical supervision group on campus under the direction of a faculty supervisor. The supervision group meets 2.0 hours per week for a period of 11 weeks, from September 15 to December 08, 2010. Students will also meet weekly for 1 hour of individual supervision with their on-site supervisor. Supervision will include collaborative conversations regarding the student's clinical performance 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 MFT student interns who have an approved internship placement.

II. Objectives

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. Engage in supervisory conversations, giving and receiving constructive feedback and support amongst colleagues.
5. Participate as a team member at the community internship site.
6. Identify ethical practice and accountability in services, programs, and relationships between helping professionals and public consumers.

III. Course Textbooks

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

IV. Course Assignments – 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. All internship placements **must be approved** by the Clinical Coordinator before finalizing arrangements with the Site Supervisor.
3. Any challenges at the site or changes with the internship contract will be reported to and negotiated with the Site Supervisor and Clinical Coordinator.
4. Students are required to attend **ALL** weekly sessions. **Only emergencies** will be considered excusable absences.
5. Students are expected to fulfill all internship requirements as outlined in the **ACTS Supervised Practice Handbook**.
6. All students are required to be student members of AAMFT and adhere, in their counselling practice, to the AAMFT code of ethics.
7. All students are expected to utilize opportunities for professional development on site or seminars/workshops offered in the community throughout the semester.
8. Students will present **two** clinical case presentations in class with clearly identified questions for group supervision.
9. 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.
10. The presenting student is expected to engage other students in interactive dialogue and participatory clinical exercises/interventions.
11. 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.
12. Students are expected to bring any ethical issues that may come up at their internship site to their faculty supervisor.
13. 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.
14. Annotated bibliography of supplemental material readings is to be included and applied to clinical case conversations
15. Students must hand in **ALL** paperwork of the completed internship **BEFORE** registering and counting hours for the next internship.
16. **PLEASE NOTE: As of April 2010, in order to graduate from the MFT program, completion of CLG 694 requires a final/revised Integration Paper to be presented in a seminar class and submitted to the ACTS MC/MFT Clinical Coordinator. Please obtain details of expectations from your faculty supervisor.**

Grading Scale

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.

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

V. 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.

1. 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?
2. **Your STORY of the clinical presentation.**
- 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?
3. **Personal 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?

VI. Outline of In-class Clinical Collaborative Action Plan

1. **Questions for supervision:** Clearly present what you need from this supervision process/conversation?
2. **Problem – saturated story:** Describe the client/family's **current issues** and presenting concerns.
3. **Therapy contract:** Outline client's preferred outcomes, direction or focus of therapy.
4. **Genogram:** Include a brief individual/family history and illustrate with a genogram.
5. **Videotape of 10-15 minutes OR a transcript and role-play:** Carefully select the portion to align with your questions for supervision.
6. **Theoretical/conceptualization stories:** Choose **ONE or more** of the therapy models from Gehart & Tuttle, to demonstrate your conceptualization.
 - a. What theoretical approaches inform your work?
 - b. What is the basis of your conceptualization?
 - c. What has worked well for you?
 - d. Possible alternatives you considered?
 - e. Choose tools, metaphors, diagrams, sculpting, etc. that you find useful to illustrate/animate the story.
 - f. Outline the various phases specific to your chosen family therapy model.
7. **Invite discussion/feedback** throughout the presentation.

VII. MFT Program Graduate Essay

A. MFT Program Integration Assignment

1. Objective: To prepare a personal perspective that integrates your preferred therapeutic approach with a Christian Worldview
2. Phase I: CLG 552 provides the opportunity to write the initial Integration Paper as a required assignment for the course.
3. Phase II: CLG 694 requires a final Integration Paper as the graduate essay necessary for completion of the MFT program.

B. Assignment Expectations

1. **Introduction:** Describe the intent and parameters of this assignment.
2. **Define** the following terms/concepts in the context of your discussion.
 - a. Psychology and Family Systems Theory
 - b. Theology, Religion and Spirituality
 - c. Modernism and Postmodernism
3. **Present your argument** for integrating spirituality/religious worldview as an important dimension of human experience in the process of family therapy. Consider the perspectives of the client, therapist and the professional discipline
4. **Choose 2 or more Family Systems Theories** and briefly discuss:
 - a. Names of leading figures associated with the theory
 - b. Historical context and key elements of each theory.
 - c. Reasons for your choice.
5. **Identify your particular Christian theological tradition** (include denominational distinctions where relevant) and any important assumptions you are bringing to the project.
6. **Integrate** your preferred Family Systems Theories with your Christian Worldview using the suggested **Integrative Framework**.
 - a. Describe a Christian worldview perspective of each domain
 - b. Highlight areas of compatibility between your chosen MFT theories and a Christian worldview.
 - c. Briefly discuss limitations of the MFT theories and how they differ from a Christian worldview where relevant.
 - d. Your claims/arguments should demonstrate thoughtful reflection and should be supported by citations.
7. **Summarize** your integrated therapeutic approach.
 - a. What are its strengths and weaknesses?
 - b. What questions remain?
 - c. Personal conclusions

C. Integrative Framework

Domain	Philosophical Terms	Expectations of Content and Process	Christian Worldview	MFT Theoretical Assumptions
How We Know	Epistemology	Discuss the study of knowledge; its nature and how we come to know. Describe your position on the possibilities and limitations of knowing and how it impacts this integration assignment.	Describe the relationships between <i>general</i> and <i>special</i> revelation. How does an individual/group interface with and discern revelation?	Discuss how modernism and postmodernism influence our ways of knowing. Where would you place your selected theories?
What Exists	Metaphysics	Discuss the study of being, aspects of existence, time and space.	Describe the relationship between <i>matter</i> and <i>spirit</i> ?	Discuss how each theory views the material and non-material.
Who We Are	Anthropology	Discuss the study of humankind, include ideas of human nature, essence, culture, and development.	Describe human beings as created in the <i>image of God</i> . What is the significance of and influences on human nature and development?	Discuss theoretical ideas about human nature and capacity. What is the role of nature vs. nurture (genetics & environment)?
What Is Wholeness	Health and Well-being	Discuss the condition of a family in terms of soundness, vitality and effective relational functioning.	Describe the concept of <i>shalom</i> as it relates to family functioning. Include theological ideas of wholeness.	Discuss how each theory views healthy family functioning; include particular theoretical ideas.
What Goes Wrong	Pathology/Sin	Discuss the study of the origin and progress of disease and dysfunction in mental and relational health.	Describe theological views of the <i>fall</i> and its impact on humanity and relationships. What are expressions of sin?	Discuss how each theory views the interactions that work against human wholeness?
How Healing Occurs	Restoration/Change Process	Discuss the process of human movement from one state to another. How does change occur in relational interactions?	Describe the Christian view of <i>redemption</i> . What contributes to personal formation? What is the role of free will?	Discuss theoretical ideas about the change process. What is the interplay between affect, cognition and behavior in effecting change/maturity.
Context of Care	Therapeutic Response/Role of Therapist	Discuss the process and components of therapeutic practice.	Describe responsive care/therapy from a Christian perspective. Describe your ethic of care, include ideas from the <i>Olthuis</i> text.	What is the role of the therapist? Identify key components of therapeutic practice from each selected therapy model.

VIII. Course Outline

#01	Sept. 15	Introduction, learning objectives.
#02	Sept. 22	NO CLASS
#03	Sept. 29	Case presentations:
#04	Oct. 06	Case presentations:
#05	Oct. 13	Case presentations:
#06	Oct. 20	Case presentations:
#07	Oct. 27	NO CLASS – Reading Week
#08	Nov. 03	Case presentations:
#09	Nov. 10	Case presentations:
#10	Nov. 17	Case presentations:
#11	Nov. 24	Case presentations:
#12	Dec. 01	Case presentations
#13	Dec. 08	Last Class!!

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 Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged 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://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

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 the ACTS Academic Dean's office. 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.