

**Associated Canadian Theological Schools**  
**MFT 590: Practicum, Spring 2012**  
**ACTS Training Centre, Burnaby, BC**  
**CARES, Abbotsford, BC**

Vange Willms Thiessen, MAMFT, DMIN,  
RMFT, AAMFT Approved Supervisor  
Class Dates: January 09/12 – May 14/12  
Class time(s): 3 credit hours  
Monday (Abbotsford) 1:00-9:00pm

E-mail: [vanget@twu.ca](mailto:vanget@twu.ca)  
Phone: 604-513-2044 x3137  
Office Hours: By appointment

## **I. Course Description**

This course provides 150 hours of supervised experience by a qualified AAMFT approved ACTS faculty member. Students are required to have at least 50 hours of direct client contact(10 group hours) and meet weekly for both individual and group supervision. Supervision will also include client concerns that are related to diversity aspects including age, gender, sexual orientation, health/ability, culture, spirituality, ethnicity, power and privilege. The goals of the practicum experience are covered in the MAMFT Practicum/Internship Handbook.

## **II. Learning Objectives**

By the end of this course, students should be able to:

<b>A. Conceptual Competencies</b>
1. Comprehend specific marriage and family theoretical approaches.
2. Gain knowledge of marital, couple and family assessment and treatment techniques appropriate to presenting problems.
3. Understand the DSM-IV assessment, diagnosis and treatment of mental health disorders and psychopathology.
4. Comprehend the influence of cultural and contextual variables.
5. Understand principles and dynamics of group counselling.
6. Begin to understand the recovery-oriented health services; eg. self-help groups, 12-Step programs, psychoeducation groups.
7. Know professional ethics and standards of MFT practice.
8. Understand the process of ethical decision-making.

<b>B. Perceptual Competencies</b>
1. Recognize systemic structures, relational interactions and contextual variables (e.g. ethnicity, sexuality, spirituality, socioeconomic, power).
2. Develop hypothesis regarding presenting problems.
3. Integrate client feedback, assessment, contextual information, and mental health status with preferred outcomes and treatment plans.
4. Distinguish differences between content and process issues, their role in therapy and their potential impact on therapeutic outcomes.
5. Consider physical/organic problems that may impact client situation.
6. Assess participating clients' engagement in the change process.
7. Consider the influence of treatment on extra-therapeutic relationships.
8. Begin to recognize the risks and benefits of individual, couple and family therapy.
<b>C. Executive Competencies</b>
1. Explain practice setting rules, obtain consent to treatment and exchange of information, when applicable, from all responsible persons.
2. Gather and review intake information and determine who should attend therapy and in what configuration.
3. Form and maintain an effective therapeutic alliance with clients and facilitate therapeutic involvement of all necessary participants.
4. Assess family history and dynamics using a genogram and elicit a perspective of the problem from each member.
5. Generate relational questions and reflexive comments.
6. Diagnose and assess clients' behavioral and relational health problems systemically and contextually and develop a therapeutic contract based on client's preferred outcomes.
7. Identify client's strengths, resilience and resources.
8. Screen and develop adequate safety plan for substance abuse, child and elder maltreatment, family violence and suicide potential.
9. Develop a clear plan of how sessions will be conducted and manage the progression of therapy toward treatment goals.
10. Able to modify interventions to match preferred client outcomes
11. Develop termination and aftercare plans.
12. Integrate supervisor/team interventions effectively.
<b>D. Evaluative Competencies</b>
1. Assess joining of therapist-client therapeutic alliance.

2. Monitor inner personal responses to client-therapist interactions.
3. Assess the therapist-client agreement of therapeutic contract/goals.
4. Evaluate interventions and progress of sessions toward treatment goals and client relevance.
5. Recognize client response to interventions and participation in the therapy process.
6. Assess ability to view issues and therapeutic processes systematically.
7. Recognize personal issues that help or hinder the therapeutic process.
<b>E. Professional Competencies</b>
1. Seeks consultation and supervision effectively.
2. Gives and receives feedback constructively.
3. Respects and integrates multiple perspectives
4. Demonstrates ability to prepare case documentation for clinical files.
5. Contributes to the development of new knowledge and practices.

### **III. Course Textbooks**

1. MAMFT Practicum/Internship Handbook. Available on line.  
Students are required to read the handbook by the second week of class.

Forms that must be in place for the practicum to begin:

- Application for Counselling Practicum
- Police Check
- AAMFT Student Membership
- ACTS – MAMFT Student Commitment to Ethical Practice
- MAMFT Student Agreement Contract

Forms that must be completed during the course of the practicum:

- Site supervisor mid-term evaluation form
- Practicum/Internship Log
- Site supervisor final evaluation
- Student self-evaluation

2. Baird, Brian. (2007). *The Internship, Practicum, and Field Placement Handbook*. 4th edition. NJ: Prentice Hall.
3. Williams, Lee, Edwards, Todd M., Patterson, JoEllen, & Chamow, Larry. (2011). *Essential Assessment Skills For Couple and Family Therapists*. New York: Guilford.
4. Articles assigned as per client presenting concerns.

## IV. Course Assignments

**A. Grading Scale:** Students in the MFT 590 will receive one of the following marks:

Pass:

- The student has satisfied all course requirements and demonstrated a consistent skill level and professional development to progress to internship work.

Incomplete:

- The student has not demonstrated a consistent skill level and/or professional development. In this case the student will be required to complete remedial assignments or additional supervision before proceeding with internship. The Program committee will give guidance.

Fail:

- The student must retake the practicum and be reconsidered for readiness for supervised practice. The Program committee will give guidance.
- In the case of a breach of ethical conduct, students will be considered for expulsion from the program.

## B. Practicum Expectations – The ACTS Counselling Centre

The MAMFT program at ACTS is delighted to have the opportunity to work on the site of *CARES Counselling & Restoration Services* in Abbotsford, BC. Students are reminded that we are here by invitation and that we have an obligation to conduct ourselves according to high standards of Christian and professional conducts.

ACTS Counselling Centre also depends on referrals from community agencies. As such, students are expected do their part to promote the services of the ACTS Counseling Centre by utilizing their contacts in the community and let them know of the services offered.

### 1. **General Expectations: 150 hours of supervised practice (minimum)**

Students are required to become student members of AAMFT. They are to demonstrate personal and professional integrity, including but not limited to compliance with the AAMFT Code of Ethics (membership applications available on line: ( [www.aamft.org](http://www.aamft.org) )

#### a. **50 Client Contact Hours (minimum).**

- Client contact is defined as direct live contact with client in session. Experiences may include: Primary counsellor, co-counselling with another student or clinician, co-facilitating groups, and shadowing a mentor clinician while in direct client/family contact. Psychoeducation in group practice during the Practicum experience may be counted as direct client contact.
- A minimum of 10 hours of group participation/facilitation are required. To be transferred from MFT: 661 Group Counselling (Fall 2012).
- A minimum of 25 of the 50 contact hours must occur where the student has direct client contact. A maximum of 15 hours can be made up as part of the reflection team. A reflection team includes students who observe a counselling session with the clinical supervisor and actively participate in cocreating interventions and feedback for the student therapist. This only qualifies during the Practicum and not during Internship.

#### b. **18 Hours of Individual Supervision (minimum).**

Supervision by a faculty supervisor will include a) direct/live observation, and/or b) video tape of a student's clinical work. Supervision with one other student may be counted as individual supervision if there is active discussion of a case (e.g. passive observation behind the one-way mirror does not count as supervision). Individual supervision may occur in a number of different formats:

- One on one case preparation or review with the supervisor (may be recorded in blocks of 15 minutes, minimum of 6 hours)
- Appointed time for a two hour block set aside with the supervisor and another student (3x in the semester, minimum of 6 hours). This also includes midterm and final evaluation times.
- Live observation of a counselling session by the faculty supervisor via one way mirror or monitor.

**c. 32 Hours of Group Supervision (minimum).**

Conducted weekly on the site of Burnaby and CARES, group supervision may occur in number of different formats:

- Generally 2 hours per week of supervision as an entire group. These will usually be scheduled although at times it may happen spontaneously.
- Observation of a client session behind the one way mirror or monitor if it involves a clinical supervisor and two or more students and interaction between the students, supervisor and therapist.

**Note:** Registration and other credentialing often require a certain number of live observation hours or video taped review hours. **Please record them accurately and immediately.**

**d. 50 Hours of “Other” Practicum Activities (minimum).**

Includes activities such as observation of students and therapists in therapy, record keeping, viewing videotapes, reading related clinical articles, practicum assignments and attending approved workshops.

- The students are encouraged to take at least one quality workshop as part of their practicum this spring. This would count in the category of “other” practicum activities. Typical cost: \$60 - \$250.

**Note:** Please take full advantage of the opportunity to observe and be observed at your Practicum site. The more you engage the process, the richer your experience will be, and the more you will learn to be a professional and expert therapist.

## 2. What to Expect in Supervision

- Supervised practice is a different kind of educational experience than didactic classroom settings or research projects. It calls for close-up observation, scrutiny of one’s interpersonal skills by the supervisor and peers, identifying signature themes that may impact your clinical work, either positively or may interfere with the therapeutic process, and supportive but sometimes challenging feedback.
- The ability to accept feedback from your faculty or site supervisor, follow their directions with clients and for participate in professional development, as well as acceptance of peer feedback. The ability to engage in ongoing self-evaluation is critical for success in supervised practice and for preparing for the responsibilities of eventual professional practice.
- Supervisors have an ethical and fiduciary responsibility to clients under the care of a student, as well as to the student herself/himself. Possible interventions that students may experience in practicum or internships during live observations:
  - Observation of student work with clients by supervisors and/or peers, via one-way glass, live T.V. or live audio.
  - Active corrective coaching interventions during live observation by supervisors, such as:
    - Politely knocking on the door of a counseling room and joining the student and client in session to offer direction.
    - Calling into the counseling room by telephone to give guidance to the student.
    - Speaking into the ear of a student via an earphone to suggest questions and directions in the session.
    - The use of peer feedback during a break in the session with clients.
    - Consultation with the supervisor during the session, where the student excuses himself/herself to meet with the supervisor for advice.
  - Routine systemic questioning, discussion and feedback with the supervisor and/or internship peers after a session, to help the student articulate their clinical reasoning, identify their strengths, and recognize areas needing improvement.

- Assignments to help students improve their work with clients in targeted personal growth areas.

### 3. Format and participation

Students are expected to complete 16 weeks plus orientation at the practicum site. The practicum will be at the CARES site in Abbotsford. The format will approximately resemble the following (depending on client needs we may start earlier and end later):

Monday afternoons in Abbotsford (Vange Thiessen, Danielle Braun Kauffman)

- 1:00 Group supervision/discussion of client assignments
- 3:00 Clients and/or reflecting team.
- 4:00 Clients and/or reflecting team.
- 5:00 Clients and/or reflecting team.
- 6:00 Clients and/or reflecting team.
- 7:00 Clients and/or reflecting team.
- 8:00 Group debrief

The practicum will begin on January 9<sup>th</sup> and end on May 14<sup>th</sup>, 2012 in Abbotsford.

NO practicum on the follow days: February 27<sup>th</sup> (Reading Week) and April 9<sup>th</sup>, 2012 (Easter Monday).

### 3. Additional Assignments

#### a. The Reflection Team Approach (DeJong & Berg, 2002)

Students without client appointments will become part of a reflecting team, and participate in client sessions via observation behind the one-way mirror and provision of feedback near the session's end. Only hours as part of a reflecting team can be counted as direct client contact (maximum 15).

#### b. Group Supervision Assignments

- There will be reading and discussion assignments from Baird, Williams (et al) and articles/handouts.
- A clinical case will be presented during group supervision in the last half of the Practicum period (details to follow).

#### c. Individual Supervision Assignments

- Students need to bring their feedback from MFT 553 Advanced Skills along with goals for further growth to their first supervision appointment. Goals for both personal and professional growth should reflect both feedback and self analysis from Advanced Skills.
- Students will meet in pairs with their supervisor for individual supervision. During individual supervision each student will have one hour to present a **current** case. The case presentation will be a dialogue about the student's work and ideas, and will include a brief video segment (10 – 12 minutes) of a student session and self-evaluation. We will meet for at least 3 two-hour blocks during the practicum.

#### d. Signature Theme Assignment

- Students will identify their signature themes from their MFT 552 Family Theories application assignment and record a weekly entry into their reflective journals.
- During the course of the Practicum, students will note times of being “stirred up” and analyze recurring and additional signature themes that surface. A reflective format will be used for supervisory conversations.
- Students will prepare a final written reflection of how their awareness of signature themes have impacted their therapeutic interactions during the Practicum course.

## C. Policies & Procedures

### 1. Client Assignment Procedures

- The supervisor will check the answering machine daily for client calls, conduct an intake evaluation over the phone and assign clients to students.
- The supervisor will review these and assign the client to a student at Group supervision.
- The day before the first appointment the student should call their client to confirm. It is good practice to continue to confirm appointments 24 hours in advance.

### 2. Initial Session Tips

- Prior to the appointment, read the client questionnaire carefully, looking for problem areas and resources for coping.
- Be on time. Look for your client in the waiting area. Do not assume that the receptionist will call you when your client arrives.
- Once the client has arrived and initial rapport has been made, review the limits to confidentiality, review the consent to be observed/taped form, explain the practicum reflecting team approach, and obtain their verbal and signed consent.

### 3. Client Records

- Students will keep careful, brief case notes.
- Client files and information are confidential and should not be removed from the building, nor discussed outside of the clinic setting.
- Client files are kept under lock and key in the main filing cabinets. The files must be locked after hours.

### 4. Evaluation

- Students will be evaluated in an ongoing fashion in group and individual supervision.
- Students will receive a mid-term evaluation in individual supervision first week of March.
- Students will receive a final evaluation on the last day of class. Part of the final evaluation will include submitting a videotape cued to their best and worst work accompanied by a written explanation of what conceptual and executive skills could be improved. The tape will be reviewed in your final evaluation. Come prepared to discuss what you have written. Your write-up will become the basis for personal and professional goals in your Internship. **Further information will be available concerning Perceptual, conceptual and executive skills.**

**NOTE:** students are expected to show a willingness to receive feedback and make changes in their work in order to improve their skills to such a level that they can progress to their internship. A teachable attitude and appropriate behavior with clients and in supervision is necessary for success in this course as well. Mere fulfillment of hours does not guarantee passing the practicum.

## IV. Course Outline

DATE	Instructor	Readings	Assignment
WEEK 1: Jan. 09		Baird: ch. 2 & 4	AAMFT forms, Police check, Learning objectives.
WEEK 2: Jan. 16		Baird: ch. 3. Williams: ch. 1	

WEEK 3: Jan. 23	Williams: ch. 2, 3.	
WEEK 4: Jan. 30	Baird: ch. 6.	
WEEK 5: Feb. 06	Baird: ch. 8. Williams: ch. 4	
WEEK 6: Feb. 13	Baird: ch. 7. Williams: ch. 5.	
WEEK 7: Feb. 20	Baird: ch. 5. Williams: ch. 6	
WEEK 8: Feb. 27	NO CLASS: Reading Week	
WEEK 9: Mar. 05	Williams: ch. 9.	Midterm Evaluations
WEEK 10: Mar.12	Williams: ch. 10.	Case Presentation
WEEK 11 Mar. 19	Williams: ch. 11.	Case Presentation
WEEK 12: Mar. 26	Williams: ch. 12.	Case Presentation
WEEK 13: Apr. 02	Williams: ch 13.	Case Presentation
WEEK 14: Apr. 09	NO CLASS: Easter Monday	
WEEK 15: Apr.16	Baird: ch. 9	Case Presentation
WEEK 16: Apr. 23	Baird: ch. 10	Case Presentation
WEEK 17: Apr. 30	Baird: ch. 11	Case Presentation
WEEK 18: May 07		Case Presentation
WEEK 19: May 14		LAST CLASS Final Evaluations

## *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 or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

### **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](http://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](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th 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!!**

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **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](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://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://acts.twu.ca/library/plagiarism.ppt>

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

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/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.