

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: MFT 691/692/693/694.

Course Name: Internship Supervision

Semester and Year: Spring 2022

Course Date: January 6, 2022- April 14, 2022

Instructor: Loraine Klassen, MAMFT RCC

Contact Information: loraine.klassen@twu.ca

Office Hours: Wednesday 1:00-4:00 or by appointment

Co-requisites or Pre-requisites: Only open to MFT student interns who have an approved internship placement. Students must begin their internship placement no later than the second week of class.

Semester Hours: 2,

Class Time: Wednesday 9:00-11:15

Course Description

Students will participate in a clinical supervision group on campus under the direction of a faculty supervisor. The supervision group meets two hours per week for a period of 13 weeks. Students will also meet weekly for one 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. Prerequisite MFT 590.

Course Objectives

A. Conceptual Competencies

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-5 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 such as self-help groups, 12-Step programs, psycho-education groups, etc.
7. Know professional ethics and standards of MFT practice.
8. Understand the process of ethical decision-making.

B. Perceptual Competencies

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.

C. Executive Competencies

1. Explain agency 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.

D. Evaluative Competencies

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.

E. Professional Competencies

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 practice



Course 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 countertransference experiences that may impact the professional effectiveness of a therapist - Signature themes
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

Required Texts and Materials

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

Supervised Practice Handbook (available online).

Additional Readings as assigned by Faculty Supervisor

Course Activities/Requirements

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 CAMFT and adhere, in their counselling practice, to the CAMFT 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; the written assignment portion of this presentation is to be emailed to the instructor in advance of class time so that it can be reviewed prior to class.
 - a. Collaborative Action Plan with clearly defined questions for group supervision discussion
 - b. Person-of-the-Therapist Presentation with clearly identified questions for group supervision discussion.
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. **Students cannot pass this course without a minimum of two presentations with video examples or it's agreed upon substitution.**
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 signature themes. The students will 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. Students are required to submit a personal journal to the Clinical Coordinator, with at least one entry per week. These journal entries should be focused on POTT themes and personal learnings.



Course Evaluation

- Participation in collaborative conversations and interactive class exercises.
- 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. The written assignment portion of this presentation is to be emailed to the instructor in advance of class time so that it can be reviewed. **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.
- Annotated bibliography of related readings.
- Journal of personal reflections as designated by faculty supervisor.
- Submission of all records; application for **each internship**, supervision agreement for **each site**, hours log, student self-evaluation, site evaluation, mid-term (for first semester only, not required for subsequent semesters if remaining at the same site) and final progress evaluations from site supervisor. .

Supervisory 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.

Grading System

- Possible Grade: Pass or Fail.
- Participation in collaborative conversations and interactive class exercises.
- 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.

- Annotated bibliography of related readings.
- Journal of personal reflections as designated by faculty supervisor.
- 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.

Course Outline

Presentation Dates: Each student must sign up for **two** separate presentations per semester: One Case Consultation presentation (Appendix A), and one Person-of-the-therapist presentation (Appendix B).

January 12 - First Day of Class

January 19 -

January 28 -

February 2 -

February 9 -

February 16 -

February 23 - Reading Week

March 1 -

March 9 -

March 16 -

March 23 -

March 30 -

April 6 -

April 13 - Last Day of Class

Course Policies

All information shared in the internships class is strictly confidential (ethical limits to confidentiality are applicable as required). Students should be aware of their ethical responsibility when presenting and discussing client related topics.



ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offense when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

Appendix A

**Supervisory Case Presentation - Collaborative Action
Plan**

Name: _____ **Date:** _____

MFT Internship # _____

Questions for supervision: Formulate **2-3 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?

Problem – saturated story: Describe the client/family's **current issues** and presenting concerns.

- 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?

Therapy contract: Outline client's preferred outcomes/goals, direction or focus of therapy.

Genogram: Include a brief individual/family history and illustrate with a genogram.

Videotape of 10-15 minutes OR a transcript and role-play: Carefully select the portion

to align with your questions for supervision.



Theoretical/conceptualization stories: Choose **TWO** of the therapy models from Gehart & Tuttle, to demonstrate your conceptualization.

- What theoretical approaches inform your work?
- What is the basis of your conceptualization?
- What has worked well for you?
- Possible alternatives you considered?
- Choose tools, metaphors, diagrams, sculpting, etc. that you find useful to illustrate/animate the story.
- Outline the various phases specific to your chosen family therapy model.

Invite discussion/feedback throughout the presentation.

Appendix B

Supervisory Case Presentation - Person-of-the-Therapist (POTT)

Name: _____ **Date:** _____

MFT Internship # _____

Signature Theme: (Personal challenges – psychological, relational, cultural, spiritual, etc.)

Genograms: Personal and Client: (Add your personal genogram alongside)

Clinical Context: (Describe what signaled awareness – what was “stirred up” for you – personal challenges of emotional reactivity, values conflict, beliefs, behaviors, etc.?)

Connection to Family Dynamics: (Describe the history and motivation that shapes this particular challenge in your life – cultural, familial, relational, spiritual, etc.)

How did you choose to use yourself clinically – in how you related to the client? In how you worked with their presenting concerns? In how you managed your own response?

Questions of Reflection: (What specific questions does this event and personal challenge bring forth for you? How would you like to address this in supervision?)

Learning Gained from this Experience: (Describe your efforts in responding to this challenge and what you learned about yourself)

Describe your plan for meeting your personal challenges and how you would purposefully use your “self” in future clinical sessions.