



TRINITY  
WESTERN  
UNIVERSITY

ACTS  
SEMINARIES

CANADIAN BAPTIST SEMINARY  
MB SEMINARY  
NORTHWEST BAPTIST SEMINARY  
TRINITY WESTERN SEMINARY

## ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

### Graduate Course Syllabus

**Course Number:** MFT 591

**Course Name:** Practicum

**Semester and Year:** Spring 2022

**Course Dates:** January 10 - May 16, 2022

**Instructor:** Loraine Klassen

**Contact Information:** [Loraine.Klassen@twu.ca](mailto:Loraine.Klassen@twu.ca)

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

**Pre-requisites:**

All undergraduate deficiencies have been satisfied where applicable.

MFT 525: Foundational Counselling Skills

MFT 552: Marriage and Family Therapy Theories

MFT 553: Advanced Skills in Marriage and Family Therapy

MFT 664: Ethics and Professional Issues or recused by special permission

**Co-requisites:**

MFT 660: Marriage and Family Therapy 1

MFT 661: Group Therapy or recused by special permission

**Semester Hours:** 3 Credit Hours

**Class Times:** Mondays 11:00- 6:00

### Course Description

This course provides 150 hours of supervised experience by a qualified 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.

# Practicum Objectives

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1. Students will participate in live observation, reflecting teams, and co-therapy with other student counsellors.
2. Students will be assigned 2-3 clients for the duration of the practicum.
3. Students will experience co-leading group therapy in group therapy class (MFT 661) (see below).
4. Students will receive individual and group supervision.
5. Students will tape all sessions for personal review as well as to review with their faculty supervisor.
6. Students will be expected to meet the requirements as outlined in the syllabus.

## Competencies

### 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 (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 people.
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 plans 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.

### **Required Texts and Materials**

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1. MAMFT Practicum/Internship Handbook (available online).
2. Neff, K. (2013). *Self compassion*. Hodder & Stoughton. <https://self-compassion.org/self-compassion-kristin-neff/>
3. Hendel, J. H., & Fosha, D. (2018). *It's not always depression: A new theory of listening to your body, discovering core emotions, and reconnecting with your authentic self*. Penguin Life, an imprint of Penguin Books.
4. Encrypted USB storage device and Laptop to review sessions.
5. Audio recording device for live supervision feedback

Students are required to read the handbook by the first week of class.

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

- Application for Counselling Practicum
- Criminal Record Check
- CAMFT Student Membership
- ACTS – MCS MFT Student Commitment to Ethical Practice
- MCS MFT Student Agreement Contract
- Privacy Information Orientation

## Course Activities/Requirements

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### Forms that must be completed during the practicum:

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

**Person of the Therapist Journal:** Weekly entries (one for each week of practicum) focusing on what is being learned, and reflection on signature themes

## Course Evaluation

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- Students will be evaluated in an ongoing fashion in group and individual supervision.
- Students will receive a mid-term evaluation in individual supervision in March.
- Students will receive a final evaluation on the last day of class. Part of the final evaluation will include submitting a videotape displaying 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. Students are required to pass all the areas of competencies to advance into internship.

NOTE: students are expected to show a willingness to receive feedback and make changes in their work 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.

## Grading System

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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.

**Fail:** The student is no longer eligible to move forward in the program and will not be approved for Candidacy. The Program committee will give guidance.

- In the case of a breach of ethical conduct, students will be considered for expulsion from the program.

## Course Outline

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Students are expected to complete 15 weeks (about 3 and a half months) plus orientation at the practicum site. The practicum will be at the BCG site. The format will resemble (approximately) the following (depending on client needs we may start earlier and end later):

### Daily Schedule for Mondays with Loraine Klassen

11:00 Group supervision/discussion of client assignments

12:00 Clients and/or reflecting team.

1:00 Clients and/or reflecting team.

2:00 Clients and/or reflecting team.

3:00 Clients and/or reflecting team.

4:00 Clients and/or reflecting team.

5:00 Group debrief

### Course Schedule

January 10 - Site Orientation

January 17 -

January 24-

January 31 -

February 7 -

February 14 -

February 21 - No Class - READING WEEK

February 28 -

March 7 -

March 14- Midterm Evaluations

March 21 -

March 28 -

April 4 -

April 11 -

April 18 - Easter Monday (No Class)

April 25

May 2

May 9 -

May 16- Final Evaluations, Self-Evaluation, Site Evaluation - LAST day at Practicum Site

## Course Policies

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### **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 offence 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 centered 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.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

**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>.