

“Reflective Professionals Building Learning Communities”

COURSE TITLE

Counseling 465 Internship I: Group Supervision in Couple & Family Counseling

INSTRUCTOR INFORMATION

name
office
phone number
email

COURSE DESCRIPTION

This is the first of the supervised internship courses required for the family counseling sequence. The focus of this course is on the implementation of the role of the family counselor in a community agency, family guidance clinic, community mental health center, hospital, substance abuse treatment program, aging center or court services setting. Interns will be working under the supervision of a site supervisor and a counselor education faculty person. The course will require the intern to complete 300 hours of field-related activities, including participation in an on-campus seminar every other week.

PREREQUISITES

All courses required for the specialization, Practicum I and II, and approval of the department

RECOMMENDED TEXT

Gladding, S., Remley, T., & Huber, C.H. (2006). *Ethical, legal, and professional issues in the practice of marriage and family therapy*. (4th ed.) New York: Prentice Hall.

INSTRUCTIONAL MODE

Experiential, lecture, discussion, video, case consultation and supervision

COURSE OBJECTIVES

The objectives of this course are to

1. provide students with a supervised clinical experience in individual, couple and family counseling;
2. increase students' clinical and consultation skills; and
3. increase students' awareness of countertransference.

Field Experience Requirements

1. Three hundred hours of documented field related activities will be selected from, but not restricted to, those areas listed under Field Activities, and
2. A minimum of 125 hours of field activities will involve direct service to clients in the areas of couple, marital, and /or family counseling. State licensing requirements indicate that experience in the practice of marriage and family therapy may be gained by providing treatment that includes, but is not limited to: a) marriage and family therapy: b) individual counseling; c) psychotherapy, including behavioral family therapy; d) behavior modification; e) consultation; f) client advocacy; g) crisis intervention; h) testing and evaluation; i) group therapy; j) and multi-family therapy. Treatment shall include, but not be limited to, providing individual, group or family therapy counseling in the following categories; a) Married couples; b) unmarried couples; c) separating and / or divorcing couples; d) family groups, including children; and f) Multi family groups. A minimum of 175 hours of indirect service to clients is required of each intern at the site. A minimum of fifteen hours of group counseling is required.
3. The intern will participate in a supervisory session with the on- site supervisor for at least one hour per week and be available for at least one on-site supervisory session with the assigned counselor education staff member.

Field Activities Internship I

Interns will demonstrate beginning competencies in the following clinical activities:

1. The initial or intake interview;
2. client history taking including the use of multigenerational genograms;
3. using pre-marital, couple, and other relational assessment instruments;
4. using individual and career diagnostic systems, including the DSM-III-R and the GARF;
5. negotiating counseling intervention goals;
6. participating in case staffings;
7. working under supervision of the on-site supervisors; and

On-Campus Requirements

1. The intern will participate in supervisory sessions with the assigned counselor education faculty member every other week, with at least four counseling tapes;
2. The intern will participate in a seminar session every other week. Seminar sessions will focus on case presentations, tape critiques, and the acquisition of information and skills relevant to environmental concerns. Working in small groups, interns will prepare and present a workshop to the class on a topic related to their course of study. Topics will include the following:
 Family interventions
 Women or men in counseling
 Divorce counseling
 Battered partners
 Professional ethics
 Diagnostic systems
 Physical abuse of children
 Sexual abuse
 Social service networking
 Additional topics may be identified by interns and/or supervisors; and
3. Written case (use form from Practicum) study due on _____.

REQUIRED PROJECTS/ACTIVITIES

1. Written case study
2. Presentation of a minimum of 4 audio/video tapes
3. Attend supervision sessions with university supervisor

ASSESSMENT OF LEARNING

The following chart indicates the relationship of the learning/performance objectives of this course, the standards of the Department of Counselor Education (DCE), the College of Education (COE), CACREP, and the means by which learning is assessed.

COUN 465 Course Objectives	DCE Objectives	COE Objectives	CACREP Standards	Means of Assessment
supervision	2e.under university and site supervision, complete post practicum internship which demonstrates readiness for professional counseling role	professional development	D.clinical instruction	supervision sessions
clinical skills	2e.under university and site supervision, complete post practicum internship which demonstrates readiness for professional counseling role	professional development	D.clinical instruction II K 2c II K 5 a,b,c,d,e,f,g II K 7 f II 1 h	case study
countertransference	2e.under university and site supervision, complete post practicum internship which demonstrates readiness for professional counseling role	professional development	D. clinical instruction	audio/video tapes supervision sessions

GRADING POLICY

Grades will be determined by

1. attendance on-site and attendance and participation at university seminars;
2. evidence of improvement of skills as experienced by supervisors; and
3. demonstration of qualities and attitudes listed in the evaluation section of this syllabus.

Mid-term and final evaluations of the intern's progress and proficiency will be conducted by campus supervisors in conjunction with site supervisors. A grade of "A" or "B" is required. Credit earned at "C" level or below cannot be applied for programmatic credit.

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

EVALUATION

Faculty supervisors will visit the internship site at the beginning and at the end of the internship period. Phone contact and additional on-site supervision will be scheduled as needed. The interpersonal and professional behavior of students will be evaluated in counseling and supervisory sessions and seminars.

Students are expected to

1. be self-initiating;
2. be introspective, open, and receptive to feedback;
3. be flexible in making appropriate changes in response to feedback;
4. be aware of and demonstrate behavior consistent with the ethical standards of ACA, IAMFC, and or AAMFT, and of a caliber necessary to maintain effective professional relationships;
5. demonstrate the ability to integrate and put into practice family systems concepts and skills; and
6. maintain acceptable written records and reports of professional activities as required by the campus and site supervisors.

ATTENDANCE POLICY

Students are expected to attend all class sessions. For additional information, please see the University Catalogue.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University Policy on Services for Students with Disabilities may be found at: <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and their learning experience.

COURSE SCHEDULE

The required text, and the assigned readings will be integrated into the course structure. You are responsible for the content. Alternate weeks will be available for your individual supervision times with the university supervisor. It is your responsibility to set up at least eight (8) individual supervision times.

Week 1	Introduction and Integration from Practicum
Week 2	Open times for individual supervision
Week 3	Case Presentations Each student will present two cases during the semester
Week 4	Open times for individual supervision
Week 5	Case Presentations
Week 6	Open times for individual supervision
Week 7	Case Presentations
Week 8	Open times for individual supervision
Week 9	Case Presentations
Week 10	Open times for individual supervision
Week 11	Case Presentations
Week 12	Open times for individual supervision
Week 13	Case Presentations
Week 14	Open times for individual supervision
Week 15	Case Presentations and Wrap up
Week 16	Open times for individual supervision

BIBLIOGRAPHY

- Allison, S., Stacey, K., Dadds, V., Roeger, L., Wood, A., & Martin, G. (2003). What the family brings: Gathering evidence for strengths-based work. *Journal of Family Therapy*, 25, (3), 263-284.
- Anderson, H., & Rambo, A. (1988). An experiment in systemic family therapy training: A trainer and trainee experience. *Journal of Strategic & Systemic Therapies*, 7(1), 54-70.
- Aponte, H. J. (1994). How personal can training get? *Journal of Marital & Family Therapy*, 20(1), 3-15.
- Arnold, M. S. (1993). Ethnicity and training marital and family therapists. Special Section: Marriage and family counselor training. *Counselor Education & Supervision*, 33(2), 139-147.
- Arrendondo, P., Shealy, C., Neale, M., & Winfrey, L.L. (2004). Consultation and interprofessional collaboration. *Journal of Clinical Psychology*, 60, (7), 787-800.
- Avis, J. M., & Sprenkle, D. H. (1990). Outcome research on family therapy training: A substantive and methodological review. *Journal of Marital & Family Therapy*, 16(3), 241-264.
- Benningfield, M. F. (1987). Family-of-origin work in training and supervision. *Family Therapy Collection*, 21, 81-90.
- Blume, T.W. (2006). *Becoming a family counselor: A bridge to family therapy theory and practice*. New York: Wiley.
- Breunlin, D. C., Schwartz, R. C., Krause, M. S., Kochalka, J., & et al. (1989). The prediction of learning in family therapy training programs. *Journal of Marital & Family Therapy*, 15(4), 387-395.
- Brosi, M., & Carolan, M. (2006). Therapists response to clients' partner abuse: Implications for training and development of marriage and family therapists. *Contemporary Family Therapy*, 28, (1), 111-130.
- Buelow, G., Bass, C., & Ackerman, C. (1994). Comparing family functioning of counselors in training with the family functioning of noncounselors. *Counselor Education & Supervision*, 33(3), 162-174.
- Cantwell, P., & Holmes, S. (1994). Social construction: A paradigm shift for systemic therapy and training. *Australian & New Zealand Journal of Family Therapy*, 15(1), 17-26.
- Combrink-Graham, L. (1990). Developments in family systems theory and research. *Journal of the American Academy of Child & Adolescent Psychiatry*, 29(4), 501-512.

- Connolly, C.M. (2006). A feminist perspective of resilience in lesbian couples. *Journal of Feminist Family Therapy, 18*, (1/2), 137-162.
- Coombe, P. D. (1987). Monitoring family therapy in clinical practice: A note on the use of the Beavers-Timberlawn Family Evaluation Scale. *Australian & New Zealand Journal of Family Therapy, 8*(1), 23-28.
- Costa, L. (1991). Family sculpting in the training of marriage and family counselors. *Counselor Education & Supervision, 31*(2), 121-131.
- Crane, D. R., Griffin, W., & Hill, R. D. (1986). Influence of therapist skills on client perceptions of marriage and family therapy outcome: Implications for supervision. *Journal of Marital & Family Therapy, 12*(1), 91-96.
- Deacon, S. A. (1996). Using experimental activities in the training of the person of the therapist. *Family Therapy, 23*(3), 171-187.
- Dinkmeyer, D. Jr., (2006). School consultation using individual psychology. *Journal of Individual Psychology, 62*, (2), 180-187.
- Elizur, Y. (1993). Ecosystemic training: Conjoining supervision and organizational development. *Family Process, 32*(2), 185-201.
- Feldman, L. B. (1989). Integrating individual and family therapy. *Journal of Integrative & Eclectic Psychotherapy, 8*(1), 41-52.
- Flaskas, C. (2002). *Family therapy beyond postmodernism: Practice challenges theory*. New York: Routledge
- Gardner, B., Burr, B., & Wiedower, S. (2006). Reconceptualizing strategic family therapy: Insights from a dynamic systems perspective. *Contemporary Family Therapy, 28*, (3), 339-352.
- Getz, H. G., & Protinsky, H. O. (1994). Training marriage and family counselors: A family-of-origin approach. Special Section: Marriage and family training methods. *Counselor Education and Supervision, 33*(3), 183-190.
- Gillis, H. L., & Gass, M. A. (1993). Bringing adventure into marriage and family therapy: An innovative experiential approach. *Journal of Marital & Family Therapy, 19*(3), 273-286
- Green, R. G. (1987). Self-report measures of family competence. *American Journal of Family Therapy, 15*(2), 163-168.
- Green, R. G., & Vosler, N. R. (1992). Issues in the assessment of family practice: An empirical study. *Journal of Social Service Research, 15*(3-4), 1-19.

- Hanna, S.M. (2006). *The practice of family therapy: Key elements across models* (4th ed.). Belmont, CA: Wadsworth Publishing.
- Heath, A. W. (1982). Team family therapy training: Conceptual and pragmatic consideration. *Family Process, 21*(2), 187-194.
- Horne, A. M., Dagley, J. C., & Webster, C. B. (1993). Strategies for implementing marriage and family counselor training in counselor education programs. Special Section: Marriage and family counselor training. *Counselor Education and Supervision, 33*(2), 102-115.
- Kameguchi, K., Urabe, M., & Ikeda, J. (1990). Evaluating the effectiveness of family therapies by family system graph method. *Japanese Journal of Family Psychology, 4*(1), 25-36.
- Kaplan, R. (1987). The current use of live supervision within marriage and family therapy training programs. *Clinical Supervisor, 5*(3), 43-52.
- Kaslow, N. J., Celano, M., & Dreelin, E. D. (1995). A cultural perspective on family theory and therapy. *Psychiatric Clinics of North America, 18*(3), 621-633.
- Ketring, S.A., & Springer, P. (2004). Behind the mirror intervention in family therapy. *Journal of Family Psychotherapy, 15*, (4), 89-93.
- Knudson-Martin, C., & Laughlin, M.J. (2005). Gender and sexual orientation in family therapy: Toward a postgender approach. *Family Relations, 54*, (1), 101-115.
- Kolevzon, M. S., Green, R. G., Fortune, A. E., & Vosler, N. R. (1988). Evaluating family therapy: Divergent methods, divergent findings. *Journal of Marital & Family Therapy, 14*(3), 277-286.
- Kuehl, B. P. (1993). Child and family therapy: A collaborative approach. *American Journal of Family Therapy, 21*(3), 260-266.
- Larson, J. H. (1987). The development of a marriage and family therapy practicum in academic setting: A case study. *Family Therapy, 14*(3), 213-227.
- Lebow, J.L. (Ed.). (2005). *Handbook of clinical family therapy*. New York: Wiley.
- Liddle, H. A. (1982). Family therapy training: Current issues, future trends. *International Journal of Family Therapy, 4*(2), 81-97.
- Matorin, S., & Greenberg, L. (1992). Family therapy in the treatment of adolescents. Special Section: Treatment and service systems for adolescents. *Hospital & Community Psychiatry, 43*(6), 625-629.

- Mathis, R. D., & Tanner, Z. (1991). Clinical assessment of a TV cartoon family: Homework to encourage systemic thinking in counseling students. *Family Therapy, 18*(3), 245-254.
- McDaniel, S. H., Lorenz, A., Waxman, D. & Kotze, E. (1995). Taking it like a man: Stories of men in family therapy training. *American Journal of Family Therapy, 23*(4), 291-305.
- McCollum, E. E. & Wetchler, J. L. (1995). In defense of case consultation: Maybe "dead" supervision isn't dead after all. *Journal of Marital & Family Therapy, 21*(2), 155-166.
- McGeorge, C.R., Carlson, T.S., & Erickson, M.J. (2006). Creating and evaluating a feminist-informed social justice couple and family therapy training model. *Journal of Feminist Family Therapy, 18*, (3), 1-38.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York: The Guilford Press.
- McKenzie, P. N., Atkinson, B. J., Quinn, W. H., & Heath, A. W. (1986). Training and supervision in marriage and family therapy: A national survey. *American Journal of Family Therapy, 14*(4), 293-303.
- Mohr, D.C., Moran, P.J., Kohn, C., Hart, S., Armstrong, K., Dias, R., Bergsland, E., & Folkman, S. (2003). Couples therapy at end of life. *Psycho-Oncology, 12*, (6), 620-627.
- Nelson, T. S. (1991). Gender in family therapy supervision. Special Issue: Emerging trends in marriage and family therapy education. *Contemporary Family Therapy: An International Journal, 13*(4), 357-369.
- Nelson, T. S., & Utesch, W. E. (1990). Clinical assessment of structural family therapy constructs. *Family Therapy, 17*(3), 233-249.
- Oppenheimer, K. (1991). Who's the patient: An ecological assessment of child abuse. American Psychological Association Meeting (1990, Boston, Massachusetts). *Family Systems Medicine, 9*(2), 171-175.
- Orten, J. D., & Rich, L. L. (1988). A model for assessment of incestuous families. *Social Casework, 69*(10), 611-619.
- Paris, E., Linville, D., & Rosen, K. (2006). Marriage and family therapist interns' experiences of growth. *Journal of Marital & Family Therapy, 32*, (1), 45-57.
- Patterson, J.E., Miller, R.B., Carnes, S., & Wilson, S. (2004). Evidence-based practice for marriage and family therapists. *Journal of Marital & Family Therapy, 30*, (2), 183-195.
- Pearson, D. H. (1987). The strategic family therapy ritual as a framework for supervision. *Journal of Strategic & Systemic Therapies, 6*(4), 17-28.

- Pinsof, W. M., & Catherall, D. R. (1986). The integrative psychotherapy alliance: Family, couple and individual therapy scales. *Journal of Marital & Family Therapy*, 12(2), 137-151.
- Rich, R. O., & Sampson, D. T. (1990). Building intensive simulations in family-therapy training. *Counselor Education and Training*, 29(3), 187-196.
- Saba, G. W., & Liddle, H. A. (1986). Perceptions of professional needs, practice patterns and critical issues facing family therapy trainers and supervisors. *American Journal of Family Therapy*, 14(2), 109-122.
- Simon, G. (2002). *Beyond technique in family therapy: Finding your therapeutic voice*. Boston: Allyn & Bacon.
- Smith, C., & Nylund, D.K. (Eds.). (2000). *Narrative therapies with children and adolescents*. New York: The Guilford Press.
- Smith, R. L. (1993). Training in marriage and family counseling and therapy: Current status and challenges. Special Section: Marriage and family counselor training. *Counselor Education and Supervision*, 33(2), 89-101
- Smith, R. L. (1994). Directions in marriage and family graduate-level training. Special section: Marriage and family training methods. *Counselor Education and Supervision*, 33(3), 180-182.
- Smith, T. A., & Allgood, S. M. (1991). Socialization toward a career as a marriage and family therapist: How is our profession doing? Special Issue: Emerging trends in marriage and family therapy education. *Contemporary Family Therapy: An International Journal*, 13(4), 345-356.
- Spruill, D. A. (1994). The use of videotaped initial family interviews in training beginning family therapists. Special Section: Marriage and family training methods. *Counselor Education and Supervision*, 33(3), 201-209.
- Stanbridge, R., & Burbach, F. (2007). Developing family-inclusive mainstream mental health services. *Journal of Family Therapy*, 29, (1), 21-43.
- Stevens-Smith, P., Hinkle, J., & Stahmann, R. F. (1993). A comparison of professional accreditation standards in marriage and family counseling and therapy. Special Section: Marriage and family counselor training. *Counselor Education and Supervision*, 33(2), 116-126.
- Strozier, A. M., & Armour, M. A. (1993). Family psychopathology: Cross training graduate marital and family therapy students in family assessment and psychiatric nosology. Special Issue: Critical issues in marital and family therapy education. *Contemporary Family Therapy: An International Journal*, 15(1), 33-49.

- Tanner, L.R., & Lyness, K.P. (2003). Out of the closet, still in the home: Providing queer affirmative therapy for youth and their families. *Journal of Feminist Family Therapy*, 15, (1), 21-35.
- Taylor, B., Gambourg, M., Rivera, M., & Laureano, D. (2006). Constructing cultural competence: Perspectives of family therapists working with Latino families. *American Journal of Family Therapy*, 34, (5), 429-445.
- Terry, L. L. (1989). Systemic assessment of families through individual treatment: A teaching module. *Journal of Marital & Family Therapy*, 15(4), 379-385.
- Terry, L. L. (1992). Gender and family therapy: Adding a bi-level systems component to assessment. *Contemporary Family Therapy: An International Journal*, 14(3), 199-210.
- Thomas, S.R. (2005). The school counselor peer alumni consultation group. *Counselor Education and Supervision*, 45, (1), 16-29.
- Todd, T. C., & Greenberg, A. (1987). No question has a single answer: Integrating discrepant models in family therapy training. Special Issue; Contemporary family therapy. *Contemporary Family Therapy: An International Journal*, 9(1-2), 116-137.
- Tollers, M. (1987). Taking it personally: Issues of personal authority and competence for the female in family therapy training. *Journal of Marital & Family Therapy*, 13(2), 157-165.
- Tsonides, A. (1995). Family systems medicine: Systemic-constructivist perspectives. *Counseling Psychology Quarterly*, 8(1), 7-16.
- Turgay, A. (1989). An integrative treatment approach to child and adolescent suicidal behavior. *Psychiatric Clinics of North America*, 12(4), 971-985.
- Waldo, M., Brotherton, W. D., & Horswill, Richard. (1993). Integrating DSM-III--R training into school, marriage and family, and mental health counselor preparation. Special Section: The DSM-III--R in counselor education. *Counselor Education & Supervision*, 32(4), 332-342.
- Watson, M. F. (1993). Supervising the person of the therapist: Issues, challenges and dilemmas. Special Issue: Critical issues in marital and family therapy education. *Contemporary Family Therapy: An International Journal*, 15(1), 21-31.
- Watts, R. E., Trudy, J., Canada, R., & Harvill, R. L. (1995). Perceived early childhood family influence and counselor effectiveness: An exploratory study. *Counselor Education & Supervision*, 35(2), 104-110.
- West, J. D. (1984). Development of family therapists. *Counselor Education and Supervision*, 24(1), 17-27.

- West, J. D., Bubbenzer, D. L., Pinsonneault, T., & Holeman, V. (1993). Three supervision modalities for training marital and family counselors. Special Section: Marriage and family counselor training. *Counselor Education and Supervision*, 33(2), 116-126.
- West, J. D., Bubbenzer, D. L., & Zarski, J. J. (1989). Live supervision in family therapy: An interview with Barbara Okun and Fred Piercy. *Counselor Education and Supervision*, 29(1), 25-34.
- Wheeler, D., Avis, J. M., Miller, L. A., & Chaney, S. (1985). Rethinking family therapy education and supervision: A feminist model. *Journal of Psychotherapy & the Family*, 1(4), 53-71.
- Williams, L., & McBain, H. (2006). Integrating gender on multiple levels: A conceptual model for teaching gender issues in family therapy. *Journal of Marital & Family Therapy*, 32, (3), 385-397.
- Williams, S., & Halgin, R. P. (1995). Issues in psychotherapy supervision between the White supervisor and the Black supervisee. *Clinical Supervisor*, 13(1), 39-61.
- Wood, J.J. (2006). Family involvement in cognitive-behavioral therapy for children's anxiety disorders. *Psychiatric Times*, 23, (8), 70-76.
- Young, J., Perlesz, A., Paterson, R., O'Hanlon, B., & et al. (1989). The reflecting team process in training. *Australian & New Zealand Journal of Family Therapy*, 10(2), 69-74.
- Zarski, J. J., Sand, P. C., Greenbank, M., & Cibik, P. (1991). The invisible mirror: In-home family therapy and supervision. *Journal of Marital & Family Therapy*, 17(2), 133-143.
- Zimmerman, T.S. (Ed.). (2001). *Integrating gender and culture in family therapy training*. Binghamton, NY: Haworth Press.

Schedule for Individual supervision meetings with University Supervisor

- Every student needs to have ___ meetings with the instructor during the Internship I (Spring) semester
- Students are to come prepared with tapes, case concerns, etc. for the supervisory meetings with the instructor. The tape needs to be cued to what the student wishes the supervisor to hear. Both clients and counselors need to be **audible**

Week 1

4

5

6

Week 2

4

5

6

Week 3

4

5

6

Week 4

4

5

Week 5

4

5

6

Week 6

4

5

6

Week 7

4

5

6

Week 8

4

5

Week 9

4

5

Week 10 **Week 11**

4 4

5 5

6 6

Week 12 **Week 13**

4 4

5 5

Week 14 **Week 15**

4 4

5 5

6 6