

Lewis & Clark  
Graduate School of  
Education and Counseling



“We are a community that commits itself to diversity and sustainability as dimensions of a just society”

- *Mission Statement, Lewis & Clark College*

**MCFT 563-21 Private Practice**

**Summer 2022**

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<b>Time &amp; Day:</b>	Tuesdays 1:00 pm - 4:00 pm, 5/21/21 - 7/19/21
<b>Place:</b>	
<b>Instructor:</b>	Justin Rock, LPC
<b>Location:</b>	Online
<b>Office Hours:</b>	By arrangement (please email instructor)
<b>E-Mail:</b>	rock@lclark.edu
<b>Phone:</b>	503-310-6217 (cell)

**CATALOG DESCRIPTION**

Defining the practitioners needs, structures, and resources to start a private practice successfully.

**COURSE DESCRIPTION**

This course seeks to expand students' understanding of the requirements ethically, legally, and financially to start and run a private practice. From a social justice and humanistic perspective, we will evaluate each student's practice goals, identify clientele, resources, and revenue to build a business plan. This course emphasizes the practical logistics of opening, running and maintaining a private practice.

**Prerequisite:** None

**Credit:** 1 semester hour (15 contact hours)

**MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

SLO 1.1 Students recognize the impact that their private practice will have on individuals, families, and communities.

SLO 1.2 Students apply systems theories to a business plan focusing on third order change.

SLO 2.1 Students self-reflect on the implications of their own and others' social location in private practice.

SLO 2.2 Student's private practice demonstrates attention to social justice and cultural democracy.

## **COURSE OBJECTIVES**

The following objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

1. Expand competencies with regard to starting a private practice.
2. Recognize and explore issues of privilege situating to private practice.
3. Develop an understanding of the diversity of family structures within the demographic the student is building their private practice.
4. Develop fluency with discussing private practice business issues as an emerging professional, ally, and advocate.
5. Develop an awareness of historical and current events related to private practices in the community.
6. Practice building a private practice focused on couples and families utilizing a systemic lens.
7. Identify resources, including local and national agencies and organizations, providing support for their private practice.
8. Understand unique legal issues that impact ownership of a private practice.

## **TEXT/READINGS**

### **Required Book**

Grodzki, L. (2015). *Building Your Ideal Private Practice: A Guide for Therapists and Other Healing Professionals* (2nd ed.). W. W. Norton & Company.

## CLASS ASSIGNMENTS

### 1. **Participation** (40 points)

This course emphasizes shared engagement with the assigned readings and clinical competencies. Toward this end, you are expected to:

- Attend and participate in all class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by the student making up all in-class work that was covered and by coordinating with the instructor to determine any additional work that may be necessary to make up experiential work completed in class.
- Come to class prepared (having read the assignment for the day) and contribute to in-class discussion/activities based on the topics of discussion and the assigned readings.
- Respectfully engage with other students and/or the instructor in a spirit of openness and curiosity.

*Rubric for Participation*

*Attendance: 10 pts*

*Prepared for Class: Completed readings, punctuality, reflection paper complete, 10 pts*

*Engagement in Class: 20 pts*

### 2. **Private Practice Business Plan** (160 points)

Each class will focus on a different aspect of private practice and the business plan to start a private practice. Each week's work will be turned in via moodle. The final business plan project will be turned in at the end of the term. The Private Practice Business Plan will be graded at the end of the term as a final project.

*Rubric for Final Project:*

*Private Practice Vision Clearly Defined: 50 pts*

*Private Practice Business Plan Marketing Clearly Defined: 30 pts*

*Private Practice Business Plan Costs & Revenue Clearly Defined: 30 pts*

*Private Practice Business Plan Partners, Customers, Channels: 30 pts*

*Overall Presentation of Business Plan: 20 pts*

## NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

## **PARTICIPATION IN THE LEARNING COMMUNITY**

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to the learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

## **DISABILITY SERVICES STATEMENT**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

## **CPSY DEPARTMENTAL ATTENDANCE POLICY**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

## **EVALUATION & GRADING**

Participation	40 pts
Final Project	160 pts
Total	200 pts

94%-100% = A  
83%-87.5% = B  
73%-77.5% = C

90%-93.5% = A  
80%-82.5% = B  
70%-72% = C-

88%-89.5% = B+  
78%-79% = C+

## COURSE SCHEDULE

	Topics	Readings & Assignments
<b>Class 1</b> June 21st	Introduction to Private Practice  Defining Value Proposition  Business Plan Canvas	<b>DUE: Business Plan Canvas (Rough Draft)</b>  Grodzski, Part 1, Chapters 1-4, pgs. 1-78
<b>Class 2</b> June 28th	Basic Structure of Private Practice	<b>DUE: Start of Task List</b>  Grodzski, Part 1, Chapter 6, pgs. 96-114 Grodzski, Part 2, Chapter 7, pgs. 115-132
<b>Class 3</b> July 5th	Marketing	<b>Due: Marketing Plan</b>  Grodzski, Part 2, Chapters 8-10, pgs. 133-195
<b>Class 4</b> July 12th	Finances	<b>Due: Financial Plan</b>  Grodzski, Part 2, Chapters 11-12, pgs. 196-242
<b>Class 5</b> July 19th		<b>Due: Final Private Practice Business Plan &amp; Presentation</b>  Grodzski, Part 3, Chapters 13-14, pgs. 243-289