



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CPSY 569: INTRODUCTION TO MCFT

FALL 2011

Time & Day: Tuesdays, 5:30-8:30 pm.

Place: South Campus Conference Center, Room 117

Instructor: Pilar Hernández-Wolfe, Ph.D., LMFT.

Office Hours: Mondays, 10-12 pm; Wednesdays, 1-5 pm and by appointment

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CATALOG DESCRIPTION

Survey of current issues relating to ethics, professional identity, and practice in the field of marriage and family models, and utilization of these models in developmental and therapeutic practice.

COURSE OBJECTIVES

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

1. Understand the history and philosophy of family therapy. Gain awareness of how theory and practice are socially constructed, emerging from specific sociopolitical, historical contexts.
2. Know the role of family therapists in a variety of practice settings and in relation to other helping professionals.
3. Become aware of the ethical standards of AAMFT and state laws - how these are developed and how they generally apply to practice (Specific knowledge of application of laws and ethics is expected in CPSY 566).
4. Know the structure and operations of professional organizations that support and regulate the practice of family therapy (e.g., the International Association of Marriage and Family Counselors, American Family Therapy Academy, American Association for Marriage and Family Therapy).
6. Begin developing a professional identity as a family therapist.

7. Gain knowledge of required competencies, national exams, and licensure requirements.
8. Become familiar with the major journals in the field and how to research information about therapy.

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.

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 counselor/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 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.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

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.

CLASS ASSIGNMENTS

Assignments may be turned in at any time during the course but the final deadline is the last class.

The life map and paper must be brought and shared on the last night of class.

1. Life map: A life map (Hodge, 2005) is one way of expressing our histories – where we came from, where we are now, and where we are headed. Symbols, pictures, and drawings are used to represent important events, transitions, learning moments, and so on that stand out for along the path of life. Start with a large piece of paper and use any materials you would like – pictures from magazines, colored pens, photos – to show your story. Typically, you would draw some type of line and depict your life in chronological order. In this particular map, make sure to include 1) your journey relative to your experience, attitudes, and awareness of gender, class, race, sexual orientation, spirituality/religion, nation of origin and other social and contextual issues, 2) your journey toward becoming a family therapist – what has led you to make the decision as well as what you bring with you that will help you in your new profession, and 3) significant trials as well as resources/strengths that helped you overcome difficult times. Share only what you are comfortable disclosing. You will share your life map with several other class participants on the last night of class.

Write a 3-4 page paper describing your map and your journey relative to the three areas described above (20 points each). The life map itself is worth 20 points and sharing your map in class is worth 10 points.

Due 9/20/2011

50 points

2. Brief Interview: As part of this coursework, you will interview a licensed marriage and family therapist (LMFT) in your local community, and write a 3-4 page paper about his/ her academic and clinical training in grad school, clinical practice and professional involvement in the local community. You may locate an LMFT in your local community by visiting AAMFT website: <http://www.therapistlocator.net/SearchUS.asp>. A list of our recent MCFT graduates will also be provided in class, if you prefer to contact them instead.

Due 10/4

40 points

3. Complete all assignments given in class. These assignments include:

- Designing a system for organizing the elements of your portfolio: (a) resume; (b) philosophy of therapy; (c) statement of professional goals; (d) documentation of helping and collaboration skills; (e) documentation of personal information; (f) documentation of personal counseling; (g) 12 step program attendance.

- Completing paperwork for your background check
- Browsing websites related to course content (i.e. AAMFT)
- Completing a one page statement on your stance relative to social justice and family therapy.

Due 10/4

10 points

FBI CRIMINAL BACKGROUND CHECK & COURSE COMPLETION:

Ms. Nicole Smithson will visit our class to explain the FBI record request process. Initiating this process is a course requirement. She will hand out the FBI record request packets and instruct students to turn them in to her by the end of this semester. Those who fail to turn in the application material will receive an INCOMPLETE for this course until FBI application material has been submitted to Ms. Smithson.

GRADING

93-100 = A 83-87 = B 73-77 = C
 90-92 = A- 80-82 = B- 70-72 = C-
 88-89 = B+ 78-79 = C+

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

TEXT/READINGS

Wilcoxon, S., Remley, T., Gladding, S. & Huber, C. (2007). *Ethical, Legal, and professional Issues in the Practice of Marriage and Family Therapy*. Part I- Ch.1, 2 & Part IV- Ch. 11). (The remainder of the book will be covered in CPSY 580.)

Doherty, W.J. & McDaniel, S. (2010). *Family therapy. Theories of Psychotherapy Series*. Washington D.C.: American Psychological Association.

L&C MCFT program handbook

AAMFT website

Professional behavior and professional qualities form

Additional readings as assigned on the course schedule.

COURSE SCHEDULE

WEEK 1 – September 6: Introduction, History & Paradigms in Family Therapy

Topics:

Course design and overview
Orientation to graduate education in family therapy
Social construction of family therapy theory
Paradigms as a metaphor for systems of thought/practice
History of family therapy as defined in Western societies

UPCOMING RESEARCH PAPER DRAFT (CPSY 566): Due 10/31in Class. Please refer to CPSY 566 Syllabus.

WEEK 2 – September 13: Regulation and Competence in the MCFT Profession

We will meet at 5:30 at the Watzek Library

Topics:

Procedure for FBI Criminal background check forms and info (Nicole Smithson)
Using library resources for research projects and papers (Darrin Heiber)
Becoming a family therapist
Professional organizations & journals
Core Competencies & Standards of Practice
Codes of Ethics & State Laws
Licensure

Readings:

Wilcoxon, Ch. 2: Marriage and Family Therapy: A framework of Systems and Layers
Doherty, Ch. 1,2,3.

Tasks:

Review and read materials from the following websites:
MFT National Exam <http://amftrb.org/exam.cfm>
Licensure Requirements: <http://www.oblpct.state.or.us/>
American Association for Marriage and Family Therapy www.aamft.org
Commission on Accreditation for Marriage and Family Therapy Education
<http://www.aamft.org/about/COAMFTE/AboutCOAMFTE.asp>
Print the AAMFT Code of Ethics and bring to class

WEEK 3 – September 20: Professional Identity and Roles

Topics:

Therapist roles

Collaboration with multiple systems

Therapists as advocates

Professional writing

Readings:

Wilcoxon, Chapter 11: Professional Identity as a Marriage and Family Therapist

Doherty, Ch.4,5,6,7.

WEEK 4 – September 27: Power, Culture & Practice

Topics:

Social, economic, political & cultural forces influencing service delivery

Indigenous healing practices

Practicing therapy for social change

Readings:

Aldarondo, E., (2007). Rekindling the reformist spirit in the mental health professions.

Ch. 1, p. 3-17. In E. Aldarondo (Ed.). Advancing Social Justice through Clinical

Practice. New Jersey: Lawrence Erlbaum.

Task:

Write one page and be prepared to articulate your position on the following question:

When and in what ways (if any) should family therapists consider social justice issues in their practices?

WEEK 5 – October 4: Values, Meaning & Self of the Therapist

Topics:

Therapist self-care

Morality and therapy

Intuition, experience, feelings and other “tools”

Values, biases, beliefs

Readings:

Wilcoxon, Ch. 1: Values as Context for Therapy

**The following evaluation of objectives must be filled out and turned in on the last day of class.

COURSE OBJECTIVES-MCFT CORE COMPETENCIES EVALUATION SHEET

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TERM: Fall 2011
Hernandez-Wolfe

INSTRUCTOR:

Please rate each item according to how much you learned about the competency listed. Circle:
1=objective not met 2=objective somewhat met 3=objective adequately met 4=objective more than met

1. Understand the ethical and legal considerations specifically related to the practice of family therapy (e.g., confidentiality & release of records in relational therapy). Know and follow the AAMFT Code of Ethics, standards of practice, and state laws and regulations for the practice of MCFT.

1 2 3 4

2. Understand the implications of professional issues unique to the practice of family therapy, including contemporary debates in the field (e.g., diagnosis and relational therapies, evidence-based & common factors movements).

1 2 3 4

3. Understand philosophies and best practices for ethical decision making. Learn to apply a model of ethical decision making appropriate for clinical work.

1 2 3 4

4. Become familiar with family law, family regulating agencies, and actions required of family therapists, (e.g., reporting child abuse & neglect, going to court, responding to subpoenas, working with child protection agencies).

1 2 3 4

5. Develop a beginning understanding of the behavioral health care delivery system, its impact on the services provided, the barriers and disparities in the system, and how institutional barriers prevent members of varying cultural and class groups from using/benefiting from mental health services.

1 2 3 4