



## LEWIS & CLARK COLLEGE

### GRADUATE SCHOOL OF EDUCATION AND COUNSELING

#### CPSY 569: INTRODUCTION TO MCFT FALL 2011

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

Class Room: South Campus Conference Center (SCCC) 101

Instructor: Sebastian Perumbilly, Ph.D., LMFT

Office Hours: ROGERS HALL 424, Mondays 1:00-5:00 pm

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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 socio-political, 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, and how these are developed and how they generally apply to clinical 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.

### 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.

If you miss a class, you will be asked to make a class presentation. This involves the following:

- ❑ Complete all the required readings assigned for the class that you missed, and choose two extra readings related to the topic from peer reviewed journals.
- ❑ You will make an oral presentation to the entire class for 10 minutes about your findings from the readings. During the presentation, you will make references to all the readings (both the assigned and the ones you chose to read further about).
- ❑ At the end of your presentation, you will answer any questions that the class may have. Finally, before the class disperses that evening, you will turn in a two-page paper to the instructor. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflection.

### 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.

## CLASS ASSIGNMENTS

Assignments may be turned in at any time during the course but must be handed in by the last class (October 11, 2011). The life map and paper must be brought in 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 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 do 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 (*double spaced, 12 pts font, Times New Roman*) describing your map and your journey relative to the three areas described above (10 points each). The life map itself is worth 10 points and sharing your map in class is worth 10 points.

50 points

2. Brief Interview: As part of this coursework, you will interview a marriage and family therapist, preferably 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> .

40 points

3. Complete all assignments given in class, including designing a system for organizing the elements of your portfolio, completing paperwork for your background check, browsing websites related to course content, completing the one page statement on your stance relative to social justice and family therapy, and so on.

10 points

## FBI CRIMINAL BACKGROUND CHECK & COURSE COMPLETION:

In the course of this semester, a professional will visit our class to explain the FBI record request process. Initiating this process is a course requirement. S/he will hand out the FBI record request packets and instruct students to turn them in to her/him 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 the CPSY department (more information will be provided in a week or two).

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.

TEXTBOOK/READINGS

**Doherty, W.J., McDaniel, S.H. (2010). Family therapy: theories of psychotherapy series. Washington, DC: American Psychological Association.**

**Wilcoxon, S.A., Remley, T.P., & Gladding, S. T. (2012). Ethical, Legal, and professional Issues in the Practice of Marriage and Family Therapy. Boston: Pearson.**

Additional readings are posted on your MOODLE account. Please check weekly schedule on pages 6 and 7.

## **Professional Journals**

- American Psychologist
- Child and Family Behavior Therapy
- Contemporary Family Therapy
- Family Journal: Counseling and Therapy for Couples and Families
- Family Process
- Family Relations
- Family Therapy
- Family, Systems and Health (*Not currently subscribed by Lewis & Clark College*)
- Journal of Counseling and Development
- Journal of Couple and Relationship Therapy
- Journal of Couples Therapy (*Not currently subscribed by Lewis & Clark College*)
- Journal of Divorce and Remarriage
- Journal of Family Issues
- Journal of Feminist Family Therapy
- Journal of Gay and Lesbian Psychotherapy
- Journal of Marriage and Family Counseling (*not online, but in print. Owned by Lewis & Clark Law School Library*)
- Journal of Marriage and the Family
- Journal of Orthopsychiatry (*Not currently subscribed by Lewis & Clark College*)
- Journal of Sex and Marital Therapy
- Journal of Systemic Therapies
- Psychotherapy
- Social Work
- The American Journal of Family Therapy
- The Australian and New Zealand Journal of Family Therapy
- The Family Journal
- The Journal of Family Psychology
- The Journal of Family Psychotherapy (the Journal of the International Family Therapy Association)
- The Journal of Marital and Family Therapy (AAMFT)

## COURSE SCHEDULE

### **WEEK 1 – September 6: Introduction**

Topics:

Course design and overview  
Orientation to graduate education in family therapy

UPCOMING RESEARCH PAPER DRAFT (CPSY 566): Due October 25, 2011 in Class. Please refer to CPSY 566 Syllabus for details on this project.

### **WEEK 2- September 13: History & Paradigms in Family Therapy**

Topics:

Social construction of family therapy theory  
Paradigms as a metaphor for systems of thought/practice  
History of family therapy as defined in Western societies

Readings:

- Text, Doherty, W.J., McDaniel, S.H. (2010). Read the entire book.**
- Text, Wilcoxon, Remley, Jr. & Gladding (2012). Chapter 2:** Professional acculturation and the ecology of therapy

### **WEEK3 –September 20: Regulation and Competence in the MCFT Profession**

Topics:

Academic Writing (Dr. Marcia Silver)  
Procedure for FBI Criminal background check forms and info  
Becoming a family therapist  
Professional organizations & journals  
Core Competencies & Standards of Practice  
Codes of Ethics & State Laws  
Licensure  
Using library resources for research projects and papers (Elaine Heras)

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](http://www.aamft.org)  
Commission on Accreditation for Marriage and Family Therapy Education  
[http://www.aamft.org/imis15/content/coamfte/About\\_COAMFTE.aspx](http://www.aamft.org/imis15/content/coamfte/About_COAMFTE.aspx)

Print the AAMFT Code of Ethics and bring to class

[http://www.aamft.org/imis15/content/legal\\_ethics/code\\_of\\_ethics.aspx](http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx)

**WEEK 4 – September 27: Professional Identity and Roles**

Topics:

Therapist roles  
Collaboration with multiple systems  
Therapists as advocates  
Perspectives from practitioners

Readings:

- **Text, Wilcoxon, Remley, Jr. & Gladding (2012).** Chapter 13 & 14: Professional Issues as a Marriage and Family Therapist

**WEEK 5 – October 4: 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 6 – October 11: Values, Meaning & Self of the Therapist**

Topics:

Therapist self-care  
Morality and therapy  
Intuition, experience, feelings and other “tools”  
Values, biases, beliefs  
Class Presentations

Readings:

- **Text, Wilcoxon, Remley, Jr. & Gladding (2012).** Chapter 1: Values as Context for Therapy

**ALL COURSE ASSIGNMENTS DUE IN CLASS**

