

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” --*Lewis and Clark Mission Statement*

MCFT 591 Professional Development Seminar (1 credit) SUMMER 2019

Time & Day: Tuesdays, May 7 – 28, 9:30 am – 1:30 pm (section 01)
Tuesdays, May 7 – 28, 11:30 am – 3:30 pm (section 11)

Location: South Chapel

Instructor: Lana Kim, PhD, LMFT

lkim@lclark.edu

[503-768-6073 \(office phone\)](tel:503-768-6073)

Office Location: Rogers 330

Office Hours: Thursdays, 9 am 12 pm; by appointment

CATALOG DESCRIPTION

This 1-credit seminar course provides a capstone experience in developing professional skills to prepare students for entry level career development and clinical practice in the field of family therapy. Students will self-reflect on their own social locations and consider how to build their career practices in ways that demonstrate attention to social justice and cultural democracy. This course will cover career related topics such as: AMFTRB practice exam preparation and successful achievement of a passing score, the OBLPCT licensing process, resume writing, cover letter writing, professional disclosure writing, exploring post-graduation MFT positions and career options, building a private practice, clinical membership, and engaging in professional MFT networks.

Prerequisites:

Credits: 1 semester hour.

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

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

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas.

SLO 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location in clinical practice.

COURSE OBJECTIVES

As a result of this course students will:

1. Engage in self-reflection on one's social location in ways that helps the student formulate an approach to family therapy practice that demonstrates attention to social justice and cultural democracy.
2. Prepare for and pass the AMFTRB practice exam by applying their knowledge of family therapy theories, developing skills, and understanding of systemic clinical processes to treatment planning and practice of marriage, couple, and family therapy.
3. Develop knowledge about the process and activities involved in obtaining full Oregon LMFT licensure.
4. Develop a working knowledge of the ethical and legal implications of continuing education, professional development, licensure, and post-master's supervision.
5. Develop professional presentation and interaction skills and resume, cover letter, and professional disclosure writing skills.
6. Become acquainted with basic processes associated with developing a private practice, including conducting a competitive market analysis, niche development, advertising and clinical marketing, HIPAA requirements, and learning how to access resources directed at developing a small business.
7. Develop strategies for maintaining a professional identity as a marriage and family therapist with a focus on the ways that active participation in professional organizations shape both the individual practitioner and the field of MFT.

COURSE TEXT:

Guise, R.W. (2015). *Study guide for the marriage and family therapy national licensing examination*. Jamaica Plain, MA: The Family Solutions Institute-Boston.

RECOMMENDED TEXT:

Rambo, A., Boyd, T.V., & Marquez, M.G. (2016). *The marriage and family therapy career guide: Doing well while doing good*. New York, NY: Taylor & Francis.

ASSIGNMENTS

1) Attendance, participation, disposition

- Because of the brief nature of the course, full attendance is required. Tardiness, leaving early, and cell phone use during class will incur a loss of points. Missing more than 3 hours of class will result in a failing grade.
- Come to class prepared to contribute to in-class discussion and demonstrate the ability to be open about discussing the impact of your comments on your peers.
- Display respectful curiosity towards your colleagues and the instructor.
- Demonstrate active listening and the ability to recognize and use subtle non-verbal communication cues to assess your impact on others.
- Participation in small group discussions and activities is required.

2) Statement of Professional Goals

Identify a minimum of three professional goals that you wish to pursue upon completion of your degree. What do you wish for your career path to look like? How do you hope to use your degree? Identify the populations, problems with which you want to work, and work settings that

might be suit your interests. Feel free to include professional organizations you are interested in joining, professional certifications of interest, and other professional development activities that can support your career development (i.e., supervision groups, other networking opportunities, etc.).

3) Philosophy of therapy paper

- This semester, you will complete your philosophy of therapy paper as described in the professional portfolio of the program handbook (Appendix C). Small group conversations and independent review of clinical work will help you to explore and articulate your theoretical assumptions and therapeutic approach.
- You will develop a 1-2 page single spaced philosophy of therapy paper that will be added to your Taskstream portfolio and Lewis and Clark clinical file. Your paper should be organized with the following three headings: **Nature of Humans, Nature of Problems, and Nature of Change**. To help you compose your paper, you might reflect on the following questions:
Humans - How do you think about humans? Do you view people through a relational and systemic lens? What do humans seek? What do humans need? What role does identity, acceptance, and belonging play in the human experience? How do humans make sense of their life experiences? What role does meaning making play in the human experience?
Problems - How do problems come to be problems? How are problems constructed? What kinds of problems does systemic therapy address? How do you apply your systemic lens to thinking about problems?
Change - What constitutes change? How does the process of change occur? How do you therapeutically facilitate the process of change? What is your role and therapeutic stance?
- To help you compose your paper, think about the clinical cases that have impacted the way you think and practice most. What was unique about those cases? What framework helped you to think about the work. What shifts occurred in your therapeutic approach?
- Include 8-10 academic references. You may draw from any of the texts and articles that you have read throughout the program, but feel free to include others outside of this.
- Use APA formatting guidelines for headings and include a reference page.
- You will upload a copy of your paper to Taskstream as a part of your professional portfolio requirements. You might also consider using this paper to help inform prospective employers about your work.

4) Resume

- Resumes will be workshopped in class. On May 14th, bring two hardcopies of your resume to class and be prepared to share your resume with your peers and give feedback on theirs. Also bring any and all clinical data that you collected for the program's client demographic survey. You will use this information in class to create graphs of your clinical portfolio.
- You will upload a copy of your resume to Taskstream as a part of your professional portfolio requirements.

5) Professional Disclosure Statement

- Professional disclosure statements will be workshopped in class. Please bring two hard copies of your professional disclosure statement draft to class on **May 21st** and be prepared to give feedback to your peers. Refer to the following website for more information:
<https://www.oregon.gov/oblpc/Pages/PDS.aspx>
- You will upload your PDS to Taskstream as a part of your professional portfolio requirements.

6) AMFTRB practice exam equivalent produced by Family Solutions Institute (FSI)

- You must take this practice exam independently without the use of any texts or notes and show evidence of passing it **prior to the end of the semester. PLEASE BE SURE TO PRINT A SCREEN SHOT OF A PASSING SCORE (70% OR BETTER) IMMEDIATELY UPON RECEIVING YOUR TEST RESULTS.** You will upload a copy of this to Taskstream as a part of your professional portfolio requirements.
- You are encouraged to form study groups outside of class and take the practice exam individually and independently as many times as you wish. Each attempt at taking the practice exam will give you a different iteration of the test.

7) Graduation check list

- Please review all items on the graduation check list and make sure you have completed each prior to the end of the semester. You are required to bring the list and evidence of completing all items on the list to the **last day of class**.

8) Completion of Professional Development Portfolio items in addition to the items above (12-Step attendance, volunteer hours, evidence of AAMFT membership, 12 hours of personal therapy)

- The deadlines for uploading all required items to Taskstream by **June 28th** for the July 19th degree posting deadline and **August 7th** for the August 23rd posting deadline. This is mandatory for receiving your degree. In addition, please note that you will also need to schedule a checkout appointment with Ayshia, by July 12th for the July 19th degree posting deadline and August 16th for the August 23rd posting deadline. Therefore, you will need to email Ayshia to schedule a check-out meeting and then ensure that your professional portfolio has been completed two weeks in advance of that meeting to give Ayshia time to review it before your check-out meeting.

EVALUATION AND GRADING

Grade is Credit/No Credit. To pass, students must meet attendance requirements, actively engage in the activities described above, submit evidence of successfully passing the Family Solutions Institute MFT practice exam by achieving a score of 70% or higher, and submit all professional portfolio requirements as specified in Appendix C of the MFT program handbook, to TaskStream.

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 maybe seen as an absence that requires make-up work.

SPECIAL ASSISTANCE/ACCOMMODATIONS

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.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please exit the class to use your cell.

COURSE STRUCTURE AND SCHEDULE

In addition to working on required professional portfolio items, each week we will have guest presentations on professional development related topics such as MFT licensing, private practice building, agency and community oriented practice, etc.

Week / Date	Topic/Presentations	Items Due
Week 1 5/7/19	Course introduction Syllabus review Articulating your values, needs, and professional goals Philosophy of therapy paper workshopping Guest presentation: Oregon licensing process OBLPCT	Bring your laptop or a device to follow along with Lonnie Knotts as he discusses the Oregon MFT licensing process.
Week 2 5/14/19	Professional resume workshopping Philosophy of therapy paper workshopping Alumni Panel: Community/State/School Agency Practice Options	Bring a hard copy of your resume to class. Bring your client demographic data to class. Bring your laptop or other electronic device
Week 3 5/21/19	Review content for practice exam Professional Disclosure Statement workshopping Guest presentation: Building a Private Practice	Bring a hard copy of your PDS draft to class. Bring your laptop or other electronic device
Week 4 5/28/19	Wrapping up! Exit Interview Survey End of Program Processing Guest presentation: Working in school systems	Bring your laptop or other electronic device to work on final professional portfolio items

*Topics may be added/revised as determined by class needs. Schedule may also be revised as needed.

**Lewis & Clark College
Department of Counseling Psychology – MCFT Program**

The Professional Development Portfolio – 2018-19

As part of your degree program, you are required to upload a portfolio on taskstream.com that documents your experience and growth as a helping professional. You will receive guidance on how to complete this requirement in introductory classes and in meetings with your advisor. The portfolio will include the items listed below and evaluations of key assignments in designated classes. This allows the program and you to track your progress as a developing marriage, couple, and family therapist. Instructions for when to post these items will be discussed in class.

Required Information

1. A professional resume or CV

2. Philosophy of Therapy statement (1 to 2 pages max)

3. Statement of Professional Goals

Indicate your professional goals. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems with which you want to work, as well as the settings in which you wish to work.

4. Professional Disclosure Statement

You will learn how to do these in your final internship class.

5. Documentation of volunteer/professional development hours

a) 100 hours of volunteer /professional development work earned within the last 5 years prior to entering the program or accumulated in the community during your graduate program. The purpose is to (1) gain experience working and engaging with people from diverse, international, multicultural, marginalized, and/or underserved communities, including (but not limited to) race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual, and/or political beliefs, nation of origin or other relevant social categories, immigration or language, and (2) contribute socially responsible services and advocacy that advance individual, couple, family, group, and community well-being across any and all living systems, including volunteer experience with non-profit organizations whose mission is to assist animals and the protection of the environment. Volunteer services at the Lewis and Clark Community Counseling Center is also encouraged. **Regardless of setting, all volunteer/professional development experiences must include significant interpersonal activity.**

For each volunteer experience write a brief summary that includes the following:

- The organization which provided the opportunity and support
- Your role and responsibilities
- Your clientele or to whom you provided services
- Length of time (specific dates)
- The number of hours of direct service
- The nature and frequency of supervision or mentoring received

- How your work contributed to the purposes described above
- The specific skills you learned in working with other humans, other beings or the environment
- A signature from a supervisor confirming the information above
- Your signature

6. Membership to the American Association for Marital and Family Therapy (AAMFT).

(upload proof of membership)

7. Documentation of Personal Therapy

Document at least 12 hours of personal counseling (individual, couple, family, or group).

Documentation does not require you to reveal any personal material, but does require both you and your professional mental health provider to sign a statement indicating that you completed at least 12 hours of personal counseling. This personal work should be completed by the end of your first three semesters in your degree program. The Department will also accept documentation of personal counseling completed prior to admission to the Counseling Psychology program. If you want information or advice about how and where you can obtain this experience, your advisor will be happy to discuss options with you.

8. 12-Step Program Attendance

Preparation to work effectively with clients impacted by the full range of presenting problems includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Because community-based, 12-step groups serve as vital supports to effective treatment efforts, all students are required to attend a minimum of four meetings of various 12-step oriented groups held in their communities. (By having the experience yourself, you should be more able to empathize with a client who may be involved in the recovery community or anticipating attending a meeting for the first time. In addition, you will be able to give basic information to clients about how to contact 12-step groups, where to go, and what to expect.)

Upload a one-page, single-spaced summary of each of the separate meetings attended. Include the type, address, and time of the meeting and an assessment of the behavioral, cognitive, social, and affective elements/activities observed at the meetings as well as the student's own personal reactions and feelings. Provide a signed letter from the meeting group leader confirming your attendance .

Meeting Requirements. Students should attend only meetings that are listed as open to the public. Contact information for specific groups concerning meeting schedules and locations is readily available in the Yellow Pages and via the Internet.

- One meeting of Alcoholics Anonymous
- One meeting of Narcotics Anonymous
- One meeting of Alanon
- One meeting of another 12-step oriented group such as Cocaine Anonymous, Overeaters Anonymous, Gamblers Anonymous, Adult Children of Alcoholics (ACOA), Codependents Anonymous (CODA), etc.

To arrange visits, contact:

Portland Area AA Intergroup, (503) 223-8569; www.portland-aa.org Portland Area NA, (503) 284-1787

Portland Area Alanon, (503) 292-1333

Portland Alano Club, (503) 222-5756

Guidelines to follow as you attend these meetings.

- a) There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend. These are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e. people with drug addiction attending NA meetings) and it is not appropriate for you to attend those meetings as a professional.
- b) When attending a meeting, you will be interacting with a number of people and may or may not be asked to introduce yourself to the group. Even if you do not speak or participate in the meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. BE HONEST. It is appropriate to say something like: "I'm a graduate student in a counseling program and I'm here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.)."
- c) DON'T tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.
- d) Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave. All meetings have a different "flavor" to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.

8. Trial MFT licensure exam.

Upload evidence that you have passed this trial exam.

Optional Information

a) Collaborative experiences

List your helping and collaborative experiences as a therapist-in-training. Experiences could include crisis intervention lines, working with groups, working with individuals, participation in research, etc. Collaboration means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in research, team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative endeavors.

For each item, indicate:

- Your role and responsibilities
- The organization which provided the opportunity and support
- Your clientele
- The specific skills you demonstrated (include skills for working with diverse clientele whose social or cultural characteristics are markedly different from your own)
- Length of time (specific dates)
- The number of hours of direct client contact
- The nature and frequency of supervision or mentoring received

b). Professional information. Uploading each of the following may come in handy later for employment or licensing purposes:

Course syllabi and institutional catalogs

Workshops, trainings, and seminars attended (evidence of attending, program, etc.)

Conference and institutes attended (evidence of attending, program, etc.)

Presentations given and other work samples (PowerPoint, Prezi, or other documentation) Special study projects and research (copy of paper, summary of study & findings, etc.)