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 2020

Time & Day: Tuesdays, May 5, 12, 19, and June 2 - 9:30 am – 1:30 pm (section 01)
Tuesdays, May 5, 12, 19, and June 2 – 11:30 am – 3:30 pm (section 11)
Location: Virtual delivery (zoom info TBD)
Instructor: Lana Kim, PhD, LMFT
lkim@lclark.edu
503-768-6073 (office phone)
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.

MCFT Program Handbook – Professional Development Portfolio (Appendix C).
https://graduate.lclark.edu/live/files/29574-mcft-handbook-2019-2020pdf

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.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	**MCFT Student Learning Outcomes**	**AAMFT Core Competencies & AMFTRB task statements**	**Evaluated by**
1. Engage in self-reflection on one's social location in ways that helps the student formulate an approach to	SLO 2.2 SLO 2.2	CC 1.2.3 TS 06.04	Class participation (group discussion)

family therapy practice that demonstrates attention to social justice and cultural democracy.			Philosophy of therapy paper
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.	SLO 4.1 SLO 4.2	CC 5.1.1	MFT Practice Exam
3. Develop knowledge about the process and activities involved in obtaining full Oregon LMFT licensure.	SLO 4.2	CC 5.1.1	Class participation Guest presentation from OBLPCT
4. Develop a working knowledge of the ethical and legal implications of continuing education, professional development, licensure, and post-master's supervision.	SLO 4.2	CC 5.1.2 CC 5.2.1	Class participation Lecture
5. Develop professional presentation and interaction skills and resume, cover letter, and professional disclosure writing skills.	SLO 4.2	CC 5.1.1	Professional resume Professional Disclosure Statement
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.	SLO 4.2	CC 5.1.1.	Class participation Guest presentation on private practice
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.	SLO 4.2	5.1.1.	Class participation Statement of professional goals

ASSIGNMENTS

1) **Attendance, participation, disposition**
    - Because of the brief nature of the course, full attendance is required. Arriving late and leaving early will incur a loss of points. As per CPSY attendance policy, 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 ahead? How do you hope to use your degree? Identify the populations, treatment areas, and work settings that might be suit your interests. Identify professional organizations you are interested in joining and serving in, additional professional certifications you might pursue, and specific 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 development portfolio of the MCFT Program Handbook (Appendix C). Virtual in-class conversations and independent review of your 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 you will upload to your Taskstream. Your paper should be organized with the following four headings: **Role of the Therapist, Nature of Humans, Nature of Problems, and Nature of Change**. To help you compose your paper, you might reflect on the following questions:
    - <u>Role of the Therapist</u> – What metaphors speak to your conceptualization of the therapist's role? Do you view yourself as a guide, conversational partner, coach, dance partner, mirror, etc. How do you understand the role that you play as a therapist in the therapeutic system? What values undergird your view of the therapist's role? How do you manifest these values in your work?
    - <u>Nature of Humans</u> – What is your view of humans? Are humans inherently resilient and ever evolving? Is there a "core" self, or 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 lived experiences shape identity construction? What role does meaning making play in the human experience?
    - <u>Nature of Problems</u> **-** How do problems come to be problems? How are problems constructed? How are problems maintained? How does a sociocultural and relational lens orient you to view problems? How do you apply your systemic lens to thinking about problems?
    - <u>Nature of Change</u> **-** What constitutes change? How does the process of change occur? What do humans need in order to change? How do you therapeutically facilitate the process of change? How do you measure and assess 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 theoretical

framework or modalities helped you think about the work? What were some pivotal shifts in your learning process? What enabled this?

- 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 citations, and include a reference page.
- You will upload a copy of your paper to Taskstream as a part of your professional development portfolio. You might also consider using this paper to inform prospective employers about your work.

4) Resume

- Resumes will be workshopped in class on **May 12th**. Update your resume and be prepared to share it in class with your peers and give feedback to them on theirs.
- You will upload a copy of your resume to Taskstream as a part of your professional development portfolio.

5) Professional Disclosure Statement

- Professional disclosure statements will be workshopped in class. Please bring a copy of your professional disclosure statement share with peers virtually in class on **May 19th**. Refer to the following website for more information about what a PDS for Registered Interns should include: https://www.oregon.gov/oblpct/Pages/PDS.aspx
- You will upload a copy of your PDS to Taskstream as a part of your professional development portfolio.

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 development portfolio.**
- You are encouraged to form study groups outside of class as we will not focus on exam preparation in class. People report studying on average 2-3 hours per day for three months when preparing to take the actual exam. People also report that it is advantageous to take the exam as soon after graduation as possible. The more time that elapses between when a person completes their degree and takes the exam, the more difficult it can be to take and pass it. Therefore, take the time now to prepare for the actual licensing exam, because you will be permitted to sit for it as soon as October 2020.
- You may also take the FSI practice exam as many times as you wish, but you must do so independently without the aid of peers or materials. Each attempt at taking the practice exam will give you a different iteration of the test, and the more you take the exam, the better prepared you will be to take the actual licensing exam. You will also be provided with analytic feedback about how you perform on the exam, each time you take it. This practice exam is a resource for you. Take advantage of it because you will not have access to it after the semester ends.

7) Clinical Portfolio Analysis via “Client Demographic Survey”

- At this point in your professional development, you have worked with a broad array of treatment issues and clientele, and it is useful for you to closely examine and know what your “clinical portfolio” looks like as you launch into your post-master’s career. This will enable you to speak more directly to your clinical experience, knowledge, and strengths when interfacing with potential employers and future clients.

- The MCFT program will provide you with a link to a google survey titled, "Client Demographic Survey". In this survey, you will report (to the best of your ability), the demographics of the clients you have worked with and the array of treatment issues you have worked with up until now. You will use the data you report to create graphs of your clinical portfolio. I will demonstrate how to do this using excel, in class.

8) Clinical Case "Handoffs"

- The new interns at the L&C CCC will need your support, assistance, and mentorship as they begin their clinical training in the context of telemental health. To facilitate their transition into their clinical roles, they will need time to speak with you about your transfer cases. On the first day of class, from 11:30 am – 1:30 pm, you will meet in breakout rooms with the new interns who were assigned your transfer cases. You will share pertinent clinical information that will help these therapists conceptualize their cases. I will provide additional instructions about which clinical information to prioritize during this meeting.
- In addition, you will be required to offer an additional 3-4 hours of availability throughout the month of May for the new therapists to speak with you and consult about their transfer cases. Your responsibility will be to offer your availability as needed, for up to 3-4 hours. The new therapists will be responsible for reaching out to you if they need.

9) Completion of Your Full Professional Development Portfolio

- In addition to the items above, you need to ensure that you have uploaded: 12-Step paper, volunteer hours, evidence of AAMFT membership, and 12 hours of personal therapy.
- **Deadlines for uploading all required professional development portfolio items to Taskstream** are **June 26th** for the July 17th degree posting and **August 5th** for the August 21st degree posting. This is mandatory in order for you to receive your degree.
- You will also need to complete a **checkout appointment** with Ayshia, by **July 10th** for the July 17th degree posting deadline and **August 12th** for the August 21st posting deadline. You can schedule these appointments beginning June 1st.
    i. To schedule your check out appointment: Email Ayshia Moua (amoua@lclark.edu) Make sure that your professional development portfolio on taskstream has been completed at least a week in advance of your appointment with Ayshia.
    ii. During your checkout meeting, Ayshia will use the graduation checklist to confirm that you have completed all program requirements. I will provide a copy of this checklist for you to refer to as you prepare for your checkout appointment.
    iii. Ensure all clinical training paperwork: Supervisee evaluations, goals sheets, supervisor evaluations have been uploaded to taskstream.
    iv. Ensure all hour logs have been emailed to Ayshia, or submitted on day of checkout appointment.

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 development 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. Because our course delivery will be online this summer, it is particularly important that you talk to me soon about accommodations and needs.

During this summer term, Student Support Services continues to be available via email (access@lclark.edu) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: lclark.edu/offices/student_support_services/
Appointments will be conducted either by phone or Zoom.

TECHNICAL REQUIREMENTS FOR VIRTUAL INSTRUCTIONAL DELIVERY

The main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will access learning modules and all course materials. Log in to moodle.lclark.edu using your Lewis & Clark ID to access our class. Zoom will be used for synchronous class sessions. I will email zoom links before every class period. Please check your email regularly.

If you have questions about accessing and using Moodle, visit Lewis & Clark's Moodle Resources page. Moodle and tech support are also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center: https://support.zoom.us/hc/en-us

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's Learning Remotely website.

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 5/5/2020 Class times: - 9:30-1:30	Course introduction Syllabus review Articulating your values, needs, and professional goals	

- 11:30-3:30	Meet jointly with new L&C CCC therapists to facilitate client transfers (11:30-1:30)	
Week 2 5/12/2020 Class times:	Professional resume Philosophy of therapy paper **Guest presentator:** Oregon licensing process (Lonnie Knotts, OBLPCT)	Be prepared to share a copy of your current resume with colleagues Bring your client demographic data to analyze. Download the "Internship Registration" paperwork to follow along with Lonnie Knotts while he explains the Oregon MFT licensing process. https://www.oregon.gov/oblpct/Pages/Apply.aspx
Week 3 5/19/2020 Class times:	Philosophy of therapy paper Professional Disclosure Statement **Guest presentation: Starting a Private Practice**	Be prepared to share a copy of your current Professional Disclosure Statement (PDS) with colleagues Complete via emailed link: - Client demographic survey (Due May 29th)
Week 4 6/2/2020 Class times: **LAST DAY OF CLASS!!!**	Professional Development/ Continuing Education Diversifying your career Exit Interview Survey **Guest presentation: Working in Community Mental Health Agencies**	Complete via emailed link: - Exit interview survey - MCFT 591 course evaluation
For July 17th degree posting: - **June 1st** Schedule a checkout appointment with Ayshia. Check out appointments will take place between **June 15 – July 10.** - All items in last column must be	**Required for checkout appointment with Ayshia:**	**Upload to Taskstream:** - Statement of professional goals - Resume - Philosophy of therapy paper - PDS - MFT Practice exam (FSI) - 100 volunteer hours - 12 hrs personal therapy - AAMFT membership for all years in program - 12-step meeting summary paper

completed at least one week before checkout appointment. - Deadline for items in last column is **June 26th** **For August 21st degree posting:** - Schedule a checkout appointment with Ayshia when you are done the required items in the left column. - Check out appointments will take place between **July 17 -August 12**. - Deadline for scheduling a checkout appointment is **August 1st**. - Deadline for items in last column by **August 5th** - Deadline for completing checkout appointments **August 12th**		- (MCFT 582 clinical training paperwork for ALL SEMESTERS – Supervisee evaluations, goals sheets, complete supervisor evaluations on TS) **Email to Ayshia:** - All hour logs - Externship site evaluation (form on Moodle)

*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 – 2019-20

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.)