



“We are a community that commits itself to diversity and sustainability as dimensions of a just society”  
- *Mission Statement, Lewis & Clark College*

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## MCFT 582-02 Internship in Marriage, Couple, and Family Therapy FALL 2020

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Time & Day: 2:00 – 8:00pm Mondays (Plus additional hours to total at least 8)  
Location: L&C Community Counseling Center (Currently on Zoom)  
4445 SW Barbur Blvd., Portland, OR 97239  
Instructor: Paula Emerick, LMFT  
Phone: 503-867-2105  
Email: pemerick@lclark.edu

### CATALOG DESCRIPTION

Supervised practicum bridging theoretical and practical topics; students apply their emerging skills and understanding of family therapy models to their work with individuals, couples, families, and groups; overview of basic family therapy concepts and skills, including skill development through role-playing and simulated family therapy experiences.

**Credits:** 4 semester hours.

### MCFT STUDENT LEARNING OUTCOMES

- SLO 1.3 Students apply systems/relational theories to clinical case conceptualization.
- SLO 2.1 Students self-reflect on the implications of own and others' social location in clinical practice.
- SLO 2.2 Students' practice demonstrates attention to social justice and cultural democracy.
- SLO 3.2 Students draw on the research literature relevant to family therapy in case planning
- SLO 4.1 Students apply ethical decision-making process 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 issues in clinical practice.

### REQUIRED TEXTS

Johnson, S.M. (2004). *The practice of emotionally focused couple therapy*. 2<sup>nd</sup> ed. New York, NY: Brunner-Routledge

**RESOURCES/SUGGESTED READING (These have all impacted me as a person and a clinician, but by NO means do you have to buy or read/listen/watch any of them. You choose 😊)**

- Anzaldúa, G. (2012). *Borderlands/La Frontera: The new mestizo*.
- Bechdel, A. (2012). *Are you my mother?: A comic drama*.
- Bechdel, A. (2006). *Fun home: A family tragicomic*.
- Brosh, A. (2013). *Hyperbole and a half: unfortunate situations, flawed coping mechanisms, mayhem, and other things that happened*.
- Diangelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*.
- Easton, D. & Hardy, J.W. (2009). *The ethical slut: A practical guide to polyamory, open relationships & other adventures*.
- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her american doctors, and the collision of two cultures*.
- Forney, E. (2012). *Marbles: Mania, depression, Michelangelo, and me: A graphic memoir*.
- hooks, b. (2000). *All about love: New visions*.
- Kubler-Ross, E. (1969). *On death and dying: What the dying have to teach doctors, nurses, clergy and their own families*.
- Kubler-Ross, E. (1997). *The wheel of life: A memoir of living and dying*.
- Lorde, A. (1982). *Zami: A new spelling of my name – A biomythography*.
- Mate, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction*.
- Saad, L.F. (2020). *me and white supremacy: combat racism, change the world, and become a good ancestor*.
- Sheff, D. (2008). *Beautiful boy: A father's journey through his son's addiction*.
- Thomas, A. (2017). *The hate u give*.
- Torres, J. (2011). *We the animals*.

**FOR TREATMENT PLANNING**

- Dittilio, F. M., Jongsma, A. J., & Davis, S. (2014). *The family therapy treatment planner, 2<sup>nd</sup> Ed.* New York, NY: Wiley
- Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency-based approach.* Boston, MA: Cengage Learning.
- Dittilio, F. M., Jongsma, A. J., & Davis, S. (2014). *The family therapy treatment planner, 2<sup>nd</sup> Ed.* New York, NY: Wiley
- Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency-based approach.* Boston, MA: Cengage Learning.

**COURSE DESCRIPTION**

This course includes:

- Eight hours weekly at the LC clinic—includes two hours in addition to scheduled class time for reviewing your videos, completing treatment plans & case notes, etc. Students will participate in case observation when not in session themselves and as directed by the instructor. On occasion, students may need to attend to emergency client concerns outside of their internship day.

- 2-3 days at an externship site—including supervision, client contact, and engagement in all responsibilities expected at your placement

This internship provides experience in applying family therapy theory to clinical practice in our departmental clinical training facility, the L&C Community Counseling Center, while concurrently beginning an externship in a community agency. Through live supervision and team consultation, students will have the opportunity to apply a variety of systemic ideas and practices reflective in social justice based Marriage and Family Therapy approaches. Throughout your clinical practice, you will participate in group and individual supervision. You may be asked to meet with your supervisor alone or with one other MFT trainee in the program. Individual supervision is defined as no more than two supervisees meeting with a supervisor face to face. Depending on your location, you will also meet as a group with up to 10 other MFT students who are working at various sites. This group supervision will be led by an AAMFT Approved Supervisor or AAMFT Approved Supervisor candidate.

The COAMFTE requirements for raw supervision have been temporarily suspended, due to accommodations for programs in the context of COVID. However, typically, the standard would be that the majority of supervision (at least 50%) must be based on raw data (i.e., live observation/video-tapes of sessions with clients or co-therapy with your supervisor). Supervision must be maintained during academic breaks when you are not actually enrolled in the course but are seeing clients through your affiliation with Lewis and Clark College. This syllabus serves as a contract between you, the program, and your individual faculty supervisor. Standard COAMFTE requirements expect you to complete 500 hours of direct client contact (200 relational) and 100 hours of supervision as detailed in the MCFT Clinical Training Handbook, by the end of your program.

***However, due to the Covid-19 Pandemic and the resulting public health crisis, contingency plans have been made by COAMFTE and the Lewis & Clark MCFT program. You are required to complete a minimum of 300 direct client contact hours, of which 100 must be direct relational hours. Though this is a decreased minimum, we HIGHLY recommend that you seek to accrue as close to the full 500 hours as possible. Anything above 300 direct client contact hours may be a combination of alternative hours (capped at 100) and direct client contact hours. Please refer to the “MCFT Contingency Plan Covid-19 Impact - Students Graduating Summer 2021” document on our [website](#) for full details of the MCFT program’s accommodations***

## **COURSE OBJECTIVES**

As a result of this course students will:

1. Apply their developing skills and understanding of systemic clinical processes to treatment planning and practice of marriage, couple, and family therapy.
2. Engage in self-reflection and supervision practices that facilitate development of clinical skills.
3. Integrate family therapy theory, equity, and social location issues in clinical practice.
4. Demonstrate ethical clinical judgment in consultation with supervisor and practicum group.

Throughout your clinical experience and supervision, you will be working on numerous areas of your clinical work. Areas that will be included in your evaluation at the end of the semester are outlined at the end of this document. Please review them.

### **COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES**

<b>Course Objective</b>	<b>MCFT Student Learning Outcomes</b>	<b>AAMFT Core Competencies &amp; AMFTRB task statements</b>	<b>Evaluated by</b>
1. Apply their developing skills and understanding of systemic clinical processes to treatment planning and practice of marriage, couple, and family therapy.	SLO 1.3 SLO 3.2 SLO 4.1 SLO 4.2 SLO 4.3	CC 1.1.1; CC 1.1.2; CC 1.3.1; CC 2.1.1; CC 2.1.2; CC 2.1.4; CC 2.1.7; CC 2.2.3; CC 2.3.1; CC 2.3.6; CC 2.3.7; CC 2.4.2; CC 3.1.1; CC 3.2.1; CC 3.3.1; CC 3.4.5; CC 4.1.1; CC 4.1.2; CC 4.3.8; CC 4.4.1; CC 4.5.1; CC 4.5.3; CC 5.1.1; CC 5.1.2; CC 5.1.4; CC 5.2.1; CC 5.2.2; CC 5.3.8; CC 5.4.1; CC 5.4.2; CC 5.5.2; CC 6.1.1; CC 6.3.1; CC 6.3.2; CC 6.4.1  TS 01.01; TS 01.02; TS 01.04; TS 01.05; TS 01.06; TS 02.02; TS 02.21; TS 02.30; TS 03.04; TS 04.01	Reflective Case Analysis  Case Documentation  Externship Evaluations
2. Engage in self-reflection and supervision practices that facilitate development of clinical skills.	SLO 2.1 SLO 2.2	CC 1.1.3; CC 1.2.1; CC 1.2.2; CC 1.3.1; CC 2.1.4; CC 2.1.6; CC 2.3.1; CC 2.3.7; CC 2.3.8; CC 3.4.5; CC 4.1.1; CC 4.1.2; CC 4.3.2; CC 4.3.8; CC 4.4.1; CC 4.4.1 CC 4.4.6; CC 4.5.1; CC 4.5.3; CC 5.1.4; CC 5.2.2; CC 5.5.2  TS 01.04; TS 01.05; TS 02.06; TS 02.08; TS 02.18; TS 03.11; TS 03.23; TS 05.09; TS 06.04	Participation  Reflective Case Analysis
3. Integrate family therapy theory, equity, and social location issues in clinical practice.	SLO 2.2 SLO 4.1 SLO 4.2 SLO 4.3	CC 1.1.1; CC 1.1.2; CC 1.1.3; CC 1.2.1; CC 1.3.1; CC 2.1.1; CC 2.1.4; CC 2.1.6; CC 2.2.3; CC 2.3.1; CC 2.3.6; CC 2.3.7; CC 2.3.8; CC 3.1.1; CC 3.2.1; CC 3.3.1; CC 3.4.5; CC 4.1.1; CC 4.1.2; CC 4.3.2; CC 4.3.8; CC	Reflective Case Analysis  Case Documentation

		4.4.1; CC 4.4.6; CC 4.5.1; CC 4.5.3; CC 5.1.1; CC 5.1.2; CC 5.1.4; CC 5.2.1; CC 5.2.2; CC 5.4.1; CC 5.4.2; CC 5.5.2; CC 6.1.1; CC 6.3.2; CC 6.4.1  TS 01.01; TS 01.02; TS 01.04; TS 01.05; TS 01.06; TS 02.01; TS 02.02; TS 02.06; TS 02.08; TS 02.18; TS 02.20; TS 02.30; TS 03.04; TS 03.11; TS 03.23; TS 05.09	
4. Demonstrate ethical clinical judgment in consultation with supervisor and practicum group.	SLO 2.2 SLO 3.2 SLO 4.1	CC 1.1.3; CC 1.2.1; CC 1.3.1; CC 2.1.2; CC 2.1.4; CC 2.1.6; CC 2.1.7; CC 2.3.1; CC 2.3.7; CC 2.3.8; CC 3.1.1; CC 4.1.1; CC 4.1.2; CC 4.3.2; CC 4.3.8; CC 4.4.1; CC 4.4.6; CC 4.5.3; CC 5.1.1; CC 5.1.2; CC 5.1.4; CC 5.2.1; CC 5.2.2; CC 5.3.8; CC 5.4.2; CC 5.5.2; CC 6.1.1; CC 6.3.1; CC 6.3.2  TS 01.04; TS 01.05; TS 02.06; TS 02.08; TS 02.18; TS 02.20; TS 03.11; TS 03.23; TS 04.01; TS 05.09	Participation

### **PRACTICUM IN THE CONTEXT OF COVID-19**

We find ourselves attempting to come together in an academic and professional capacity for the purpose of learning and developing as a therapist-in-training in an unprecedented time. We are in the midst of a global public health crisis and sociopolitical unrest, and have had both direct and indirect impacts on individuals, families, and communities. Each of us are experiencing individual differences in the various resources and privileges available to us in our unique intersecting identities.

It is crucial that we do our best to approach our learning with grace and understanding for ourselves and of each other in the difficult circumstances we find ourselves in. It is also important that we do not disengage and give up in this challenging context. We must pay attention to how we navigate this unprecedented challenge of our times: pay attention to how you attempt to cope (or don't), how you attempt to connect (or don't), and your own processes of change and facing uncertainty. As we continue to learn and grow in our academic and professional capacities, we must be open to working diligently to improve the efficacy of your self-care and nourishment to be available for one another during this difficult time.

The Lewis & Clark Community Counseling Center (LC3C) will remain online as a baseline mode of operations with flexible plans for reintegration of in-person services as circumstances allow. As such, the MCFT practicum will continue online components to achieve the best possible training experience while adhering to the public health safety precautions. Successful training through this platform has several requirements. As such, you will need to consider the following requirements:

- A computer - PC or Macintosh- with video capabilities and a stable Internet connection. Higher speed Internet connections (cable modem, DSL *with speed of at least 10 mbps*) are strongly recommended.
- The most current version of Zoom downloaded as an application on your computer
  - Download Zoom <https://zoom.us/download>
  - Sign in information and guidelines are provided on the LC3C Moodle page
  - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Follow LC3C instructions and protocol for using Zoom treatment rooms, treatment room emails, and google drive for storing client files
- Ironkey (encrypted USB) and headphones with microphones highly recommended
- Computer skills - email, surf the Internet, create basic word processor files, use track changes feature in Word, upload and download documents.
  - Microsoft Office 2010 or higher (Must include Word and PowerPoint).
  - Familiarity with Google Suite and Drive features for documentation and record keeping
- Access to quiet, confidential space for the duration of the practicum hours to conduct therapy sessions and participate in supervision
- A reliable Lewis & Clark email address (lclark.edu) that will not change from the beginning until the end of the semester.
- A "technology back-up" plan. Students should plan out an alternative location in the event their computer or Internet connection is not working.

Students are also required to:

- Make use of the online course materials available via Moodle(<https://moodle.lclark.edu/>). You need to log into Moodle and give the system 24 hours for the courses to appear on your dashboard. Access to these materials is available once you have registered for the course.
- Check your Lewis & Clark email (lclark.edu) on a daily basis for communication from the instructor and LC3C, and respond in a timely manner

## **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.

### **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.

### **NON-DISCRIMINATION POLICY**

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.

### **DISCLOSURE OF PERSONAL INFORMATION**

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

### **EVALUATION AND GRADING**

Grade is Credit/No Credit. To pass, students must complete all requirements and assignments as described, including submitting end-of-term evaluations of each supervisor and their evaluations of their supervisors uploaded on Taskstream. Failure to receive credit means that the student may not move forward into the next term of internship and administrative withdrawal from the program. Your supervisors will evaluate your clinical progress based on the criteria attached at the end of this syllabus.

### **COURSE REQUIREMENTS**

#### **1. Attendance, participation, disposition, and dress code**

- Timely attendance and active participation in all activities is expected.
- Participate in supporting the professional development of all class members.
- Keep your supervisor informed regarding the status of all of your cases.
- Contact your supervisor immediately should you encounter a clinical emergency or suspect the need to report abuse or neglect.

- Dress code: business casual. How you dress always conveys a social message, even if none is intended. Avoid short skirts and low cut chest exposing shirts.
- Learn how to use the recording equipment and computer related technology.
- Clean up after yourself and keeping the clinic space neat and clean.

## 2) Ethics

Practice according to the American Association for Marriage and Family Therapy (AAMFT) code of ethics and the Oregon State Laws. Inform your individual supervisor, CPSY 582 instructor/group supervisor, and/or the program clinical coordinator of any potential ethical or legal infractions you may be involved in or know about.

## 3) Supervision

- Let your supervisor know about any situations that might limit your ability to perform your clinical role. Inform your L&C supervisor and the clinical coordinator of any problems you experience in your off-site placement
- Let your supervisor know when supervision is and isn't "working" for you so that you can maintain a positive working relationship.
- Be involved and offer input about all cases presented during supervision, even if you are not directly seeing the clients.
- Maintain contact and respond in a timely manner to clients and other professionals.
- Complete any additional requirements agreed on by you and your supervisor(s).

## 4) Professionalism

- Adhere to all policies, procedures, and expectations at each clinical site.
- Maintain complete and timely case notes.
- Maintain professional image and relationships.

## 5) Documentation—REQUIRED IN ORDER TO RECEIVE CREDIT FOR THE SEMESTER (Refer to the MCFT Clinical Paperwork Timeline Document on the MCFT [webpage](#))

- DOCUMENTING HOURS. Document your clinical contact and supervisor hours on the "Monthly Verification Logs" and have your supervisors sign them each month. Keep these for your records, but do not submit these to Ayshia in the CPSY office. Transfer cumulative totals from the "Monthly Verification Logs" to the "Semester Summary Log", and submit this to Ayshia. Keep a copy of this log for your record, too.
- SUPERVISEE EVALUATION and GOALS FORM. Approximately one month before the end of the term (mid November), arrange for each of your supervisors to complete an electronic supervisee evaluation *and* print you a copy. (They will be sent a link from the program). Then meet with each of your supervisors to review it and complete the signature and goals form. Also complete an evaluation for each of your supervisors on Taskstream.
- SUPERVISOR EVALUATIONS. You are required to complete evaluations on your supervisory relationships with your internship and externship supervisors before the end of the semester. The link to this evaluation will be sent out by the Lewis & Clark Placement and Research/Assessment Office.



- **SUBMIT BEFORE December 18th,**
  - A copy of your “Semester Summary Log” for hours completed from September - December to Ayshia [amoua@lclark.edu](mailto:amoua@lclark.edu) in the CPYS office.
    - Please note, August hours may be reported with fall semester hours.
  - On Taskstream, upload a copy of each of your supervisee evaluations and accompanying signed Signature and Goal forms.
  - Complete a MCFT 582 course evaluation through link sent from L&C Research and Assessment office

**Each of the above MUST be completed before your instructor can give you your grade for the semester.**

## COURSE ASSIGNMENTS

The following assignments are also required to receive course credit. Unprofessional behavior and/or failure to demonstrate appropriate clinical progress could also result in **No Credit** for the course.

**1. Participation** Our practicum works as a clinical team. It is important to arrive promptly for all class meetings and fully engage in all class and clinical activities. You are required to dedicate 8 hours to internship each week. Therefore, in addition to the 6 hours you will meet as a group with your supervisor, you are required to dedicate an additional 2 hours to independently review videos of your own therapy once we have the capability for this via zoom or are back at the clinic, independently study therapy modalities, and complete clinical case paperwork.

**2. Readings.** Read the assigned/agreed upon readings prior to class. As you read them, reflect upon their application to your cases or other cases you’ve observed. Engage in shared discussion of the clinical questions, ideas, or applications raised from the readings.

### **3. Clinical skills development.**

A. Review your clinical work on a weekly basis.

*B. Present a case presentation using a theoretical model (of your choice!). Provide a refresher of the model, a brief summary of your case conceptualization in writing using a systemic lens and through the tapestry of your chosen model, provide a treatment plan to reflect your work, and lastly a critical analysis of how it’s working or not working. Meaning – let’s say you try to use strategic FT with a system and it’s an epic fail....okay! That’s a GREAT example of trying to fit humans into a theoretical box and it not working! So you can do this presentation in two different ways – either showing your awesome therapeutic lens and model and sharing about how fabulous it’s working or how you TRIED a model and it was not a good fit with the client system.*

## COURSE SCHEDULE

12:00-2:00 Independent review of your own therapy videos once we have the capability for this via zoom or are back at the clinic, independent study of therapy modalities, and clinical case paperwork.

2:00-2:15 Check in with supervisor and team, assign new cases, and review client schedule for the day

2:15-2:45 Discuss application of readings

2:45-3:45 Case consultation and presentations

3:45-4:00 Break

4:00-8:00 Live supervision

Weekly readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings and are responsible for all of the assigned readings, whether or not they are discussed in class.

Date	Topic/Presentations	Reading
September 7	<b>HOLIDAY</b>	
September 14		
September 21		
September 28		
October 5	Sign up for presentations Sign up for evaluations Begin reading ETT Paula presents	EFT: 1 & 2
October 12	PRESENTER:	EFT: 3
October 19	<b>NO CLASS FROM 2-4</b>	EFT: 4 (THE BASICS)
October 26	PRESENTER:	EFT: 5 (1 & 2)
November 2	PRESENTER:	EFT: 6 (3 & 4)
November 9	PRESENTER:	EFT: 7 (5 & 6)
November 16	PRESENTER:	EFT: 8 (7)
November 23	PRESENTER: EVAL 5PM:	EFT: 9 (8 & 9)

	<b>EVAL 6PM:</b>	
November 30	<ul style="list-style-type: none"><li>• <b>EVAL 5PM:</b></li><li>• <b>EVAL 6PM:</b></li></ul>	EFT REVIEW
December 7	<ul style="list-style-type: none"><li>• <b>EVAL 5PM:</b></li><li>• <b>EVAL 6PM:</b></li></ul>	EFT REVIEW
December 14	<ul style="list-style-type: none"><li>• <b>EVAL 5PM:</b></li><li>• <b>EVAL 6PM:</b></li></ul>	

## EXPECTED CLINICAL SKILLS

By the end of the term, you will be expected to demonstrate the skills listed as internship 3.

1. **Therapeutic Alliance** (convey respect to all clients; join and maintain relationship with all members of system; uses self of the therapist to promote working alliance, and attends to the impact of power on the therapeutic system) SLO 2.1, 4.2 & 4.3

<b>Internship 1.</b> Seeks to understand and empathize with each person's perspective.	<b>Internship 2.</b> Joins and maintains connection with all members in the relationship system, including those who may not be present.	<b>Internship 3.</b> Recognizes societal influences on therapeutic alliance and seeks to engage silenced or overlooked voices and perspectives.	<b>Internship 4.</b> Skillfully manages relationship with family members to counteract societal power imbalances and facilitate their engagement with each other.
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2. **Structuring and managing therapy** (explain practice setting rules, fees, rights, and responsibilities; determine who should attend therapy and in what configuration; establish and reviews goals; evaluate clients' outcomes for the need to continue, refer, or terminate therapy) SLO 4.2

<b>Internship 1.</b> Follows basic clinical and procedures, documents appropriately, and obtains measurable goals in collaboration with client.	<b>Internship 2.</b> Attends to impact of larger relational systems and considers who best to involve; Organizes flow of the session; goals are related to interventions.	<b>Internship 3.</b> Interventions regularly reflect a plan to attain goals; Works with clients to establish and review systemic goals and outcomes; Engages relevant systems & relationships.	<b>Internship 4.</b> Consistently manages progression of therapy toward attainment of systemic treatment goals.
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3. **Perceptual competency** (identify patterns of interaction; distinguish process from content; identify self as part of the system; develop hypotheses regarding relationship patterns & their bearing on the presenting problem; understand issues related to social justice, cultural democracy, and power) SLO 1.1, 1.2, & 4.2

<b>Internship 1.</b> Is developing a systemic lens to expand presenting issues and content to hypotheses regarding interaction patterns and relational and socio-contextual processes.	<b>Internship 2.</b> Able to distinguish process from content in session; Recognizes issues related to social justice and cultural democracy. Reflects on own role in the therapeutic process.	<b>Internship 3.</b> Regularly recognizes and focuses on patterns of interaction and considers how these relate to larger societal processes. Observes impact of self in the therapeutic process.	<b>Internship 4.</b> Consistently recognizes the interconnections among biological, psychological, and social systems, including the impact of power on the presenting issues and own role in the therapeutic system.
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4. **Intervention skills** (link interventions to theory; intervene intentionally and consistently throughout the therapeutic relationship; follow up on interventions; formulate and alter treatment plan as needed; match treatment modalities and techniques to clients' needs, goals, and values; Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client). SLO 2.2, 4.2, & 4.3

<b>Internship 1.</b> Applies techniques from at least one systemic therapy approach.	<b>Internship 2.</b> Uses a variety of clinical skills, and is beginning to connect them to a clear overall focus or systemic rationale.	<b>Internship 3.</b> Expanded intervention skill set; Emerging ability to link skills to overall systemic approach; recognizes larger context issues and applies appropriate interventions.	<b>Internship 4.</b> Uses a variety of skills to achieve specific systemic goals; consistently attuned to client's unique social location
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5. **Contextual awareness, knowledge and skill** (demonstrate of integration of family therapy theory, equity, and social location issues in clinical practice; recognize impact of interventions on wider system; apply systems/relational theories to clinical case conceptualization; recognize how different techniques may impact the treatment process and larger systems issues of justice and power. SLO 2.1, 2.2, & 4.2

<b>Internship 1.</b> Identifies own cultural biases and assesses relevant larger systems issues.	<b>Internship 2.</b> Recognizes issues of justice and power in session and attempts to respond to these in systemic treatment planning.	<b>Internship 3.</b> Sessions expand contextual awareness & counteract societal inequities; increased ability to integrate attention to larger systems issues with family therapy models.	<b>Internship 4.</b> Clinical practice regularly demonstrates integration of family therapy theory, equity, and social location issues.
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6. **Assessment and diagnosis** (Consider physical/organic, social, psychological, and spiritual problems that can cause or exacerbate emotional/interpersonal symptoms; diagnose and assess client behavioral and relational health problems systemically and contextually; identify clients' strengths, resilience, and resources; evaluate level of risks; manage risks, crises, and emergencies; complete effective assessments and appropriately use the DSM V) SLO 1.3, 4.2, 4.3

<b>Internship 1.</b> Completes case assessments for each case that take into account multiple systemic levels; able to assess level of risk and seek help as needed. Routinely identifies areas of resilience.	<b>Internship 2.</b> Draws on observation and formal assessments to formulate systemic hypotheses that connect to goals, diagnoses, and intervention, including management of risks and crises and relevant DSM diagnoses.	<b>Internship 3.</b> Regularly Integrates multiple levels of analysis and theories in conceptualizing and managing a case (biological, sociological, interpersonal, spiritual, etc.), including areas of resilience and relevant DSM diagnoses.	<b>Internship 4.</b> Demonstrates integrated case conceptualization across multiple levels of analysis that guides in-session clinical decisions and case management
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5. **Multiple Systems** (understand and work along-side other recovery-oriented behavioral health services; develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present; respect multiple perspectives) SLO 4.2

<b>Internship 1.</b> Aware of scope of practice of MFTs and identifies other persons and professionals significant to the case.	<b>Internship 2.</b> Practices within scope of MFT, makes appropriate referrals, and attends to other stakeholders, whether or not present.	<b>Internship 3.</b> Recognizes own clinical contributions within an interdisciplinary system of care; engages family members and other significant persons.	<b>Internship 4.</b> Works collaboratively with other all other stakeholders as they intersect in client care.
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8. **Research** (using knowledge of current MFT and other research and ability to critique qualitative and quantitative research to inform clinical practice; discern the implications of the sociopolitical context within which research is produced and applied; draw on the research literature relevant to family therapy in case planning, and seeks opportunities to participate in research and evaluate own practice. SLO 3.2 & 4.2

<b>Internship 1.</b> Shows interest in determining relevance of research to own practice.	<b>Internship 2.</b> Seeks opportunities to read and/or participate in research and begins to apply to own practice.	<b>Internship 3.</b> Critically evaluates research related to the family therapy and integrates into case planning.	<b>Internship 4.</b> Critically uses research to improve and evaluate own practice.
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9. **Self of the Therapist** (monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct; monitor personal reactions to clients and treatment process; self-reflection on the implications of own and other's social location in clinical practice). SLO 2.1 & 4.2

<b>Internship 1.</b> Open to feedback from other students, clients, and supervisors and uses it positively.	<b>Internship 2.</b> Is aware of how own values, ideas, and social position influence therapy and seeks consultation to increase self-awareness.	<b>Internship 3.</b> Is aware of implications of own and other's social location during therapy sessions	<b>Internship 4.</b> Draws on consciousness of social context and self-awareness to flexibly respond to complex clinical issues.
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**10. Social Justice Advocacy** (demonstrate awareness and sensitivity to issues of power and privilege as they relate to therapist and client intersecting identities and social roles; maintain humility; use privilege to promote social equity; dedication to social justice and global citizenship) SLO 2.2, 4.2., & 4.3

<b>Internship 1.</b> Articulates and applies systemic social justice principles in case planning and supervision.	<b>Internship 2.</b> Demonstrates cultural humility and emphasizes client strengths and choice in case conceptualization, treatment planning, and obtaining needed services.	<b>Internship 3.</b> Explores own use of power and privilege as they relate to therapist roles and development, intersect with client identities and roles, and foster global citizenship.	<b>Internship 4.</b> Uses privilege collaboratively with client(s), agencies, family members, and other systems to empower and promote social equity and client interests.
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**11. Legal/Ethical Practice** (know and follow the AAMFT Code of Ethics, standards of practice, and State Laws and regulations for the practice of marriage/couple and family therapy; understand the legal requirements and limitations, as well as case management issues, for working with vulnerable populations; provide competent service according to the AAMFT code of ethics and core competencies; understand and use appropriate processes for making ethical decisions; seek guidance from supervisors). SLO 4.1 & 4.2

<b>Internship 1.</b> Knows legal, ethical, and professional standards of practice that apply to MFT.	<b>Internship 2.</b> Can apply ethical, legal, and professional standards of practice appropriately in therapy.	<b>Internship 3.</b> Expands ethical awareness and professional responsibility to include gender, culture, SES, power, and privilege.	<b>Internship 4.</b> Has developed a process for addressing ethical issues in case conceptualization/management and professional responsibility.
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**12. Professionalism** (recognize when clinical supervision or consultation is necessary; consult with supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work; utilize supervision effectively; integrate supervisor/team communications into treatment; set appropriate boundaries, manage issues of triangulation, utilize time management skills, and develop collaborative working relationships; maintain complete, relevant case notes in a timely manner; complete all required paperwork, letters, contacts, etc. in a professional and timely manner; contact referral sources/other professionals involved in a timely manner and sharing relevant information; maintaining a professional image, professional boundaries, and positive relationships with colleagues). SLO 4.2

<b>Internship 1.</b> Engages in professional manner within clinical setting; seeks and utilizes supervision.	<b>Internship 2.</b> Demonstrates initiative in carrying out professional responsibilities associated with role as therapist; identifies specific supervision needs; and maintains positive workplace relationships.	<b>Internship 3.</b> Appropriately utilizes consultation and communication with supervisor, treatment team, and other stakeholders into the treatment process; supports the professional development of colleagues.	<b>Internship 4.</b> Effectively engages with other stakeholders, family members, professionals, or significant persons in the treatment process and in the workplace.
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