

Lewis & Clark College
Graduate School of Education and Counseling

Counseling, Therapy, and School Psychology – Marriage, Couple and Family Therapy Program

2021-2022 Student Handbook

Table of Contents

PART I: OVERVIEW OF THE PROGRAM 4

WELCOME TO THE MCFT PROGRAM! 4
CTSP DEPARTMENT MISSION 4
MCFT PROGRAM MISSION STATEMENT 4
MCFT PROGRAM GOALS 4
STUDENT LEARNING OUTCOMES 5
CONNECTION TO LEWIS & CLARK MISSION 5
OVERVIEW OF THE MCFT PROGRAM 6
PROGRAM PHILOSOPHY 6
DIVERSITY STATEMENT 7
LEARNING COMMUNITY 7
STUDENT ADVISORY BOARD 7
A RELATIONAL APPROACH TO SOCIAL JUSTICE 8
ADMISSIONS PROCESS 8
PROGRAM ACCREDITATION & STATE LICENSURE 9

PART II: UNDERSTANDING CTSP DEPARTMENTAL POLICIES AND PROCEDURES 10

PROGRAM STANDARDS 10
EVALUATING STUDENT FITNESS AND PERFORMANCE 10
STUDENT REVIEW PROCESSES 11
ACADEMIC PERFORMANCE STANDARDS 11
ACADEMIC REVIEW PANEL AND APPEAL PROCESS 11
GRADING POLICY 13
SATISFACTORY ACADEMIC PROGRESS AND PERFORMANCE POLICY (POLICY FROM GRADUATE CATALOG) 13
MINIMUM PASSING GRADE (POLICY FROM GRADUATE CATALOG) 13
CLASS ATTENDANCE POLICY 14
CHANGING PROGRAMS 14
RELEASE OF EDUCATIONAL RECORDS 14
RESOLUTION OF STUDENT GRIEVANCES 15
Discrimination and Harassment *15*
Academic Grievance *15*
Evaluations *15*
Site Supervisors *15*
Course Concerns *15*

PART III: THE CURRICULUM AND CLINICAL EXPERIENCE 16

ACADEMIC INTEGRITY AND AUTHENTICITY OF STUDENT WORK 16
DIDACTIC REQUIREMENTS 17
GRADUATION REQUIREMENTS AND TRANSITION POINTS 23
CLINICAL REQUIREMENTS 34
DEPARTMENT POLICY FOR PRACTICUM AND INTERNSHIP EXTENDERS 35
SELF-DISCLOSURE AND LICENSURE 36
CRIMINAL BACKGROUND CHECK 36
PRE-ADMISSION BACKGROUND REVIEW REQUIREMENTS 37
BACKGROUND REVIEW REQUIREMENTS 37

UNLAWFUL CONDUCT WHILE ENROLLED IN THE MCFT PROGRAM 37
ADDITIONAL REQUIREMENTS 37
PLAN OF STUDY 37
MCFT COMPREHENSIVE EXAM 38
PROFESSIONAL DEVELOPMENT PORTFOLIO 38
GRADUATION CHECK OUT 38
MASTER OF SCIENCE IN MARRIAGE, COUPLE AND FAMILY THERAPY 38

PART IV: PROGRAM EVALUATION AND REVIEW 42

STUDENT LEARNING OUTCOMES (SLOS) 42
FACULTY EFFECTIVENESS 42
LEWIS & CLARK MCFT EDUCATIONAL OUTCOMES 53

PART V: LIFE AS AN MCFT GRADUATE STUDENT 54

PERSONAL AND PROFESSIONAL DEVELOPMENT 54
YOU AND YOUR ADVISOR 54
BEING A STUDENT 55
GETTING HELP FROM THE CTSP OFFICE 55
COMPLETING YOUR DEGREE IN THE MCFT PROGRAM 56
Graduating 56
Becoming Licensed 56
Licensing in Other States 56
Working While in the Program 57

PART VI: STUDENT RESOURCES 58

AT LEWIS & CLARK COLLEGE 58
MCFT CLINICAL TRAINING HANDBOOK 59
WEB RESOURCES FOR MCFT STUDENTS 59
PROGRAM EVALUATION 60

Part I: Overview of the Program

Welcome to the MCFT Program!

Welcome to the Lewis & Clark Marriage, Couple, and Family Therapy (MCFT) Program! Becoming a marriage, couple and family therapist is a unique, life-changing journey. We hope that your participation in the program will be professionally fulfilling and personally rewarding! This handbook will help you chart your way. Use it along with the *Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook* to give you additional information that is specific to the MCFT program.

CTSP Department Mission

The MCFT program is part of the Department of Counseling, Therapy, and School Psychology (CTSP). The faculty and staff of the Department of Counseling, Therapy, and School Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; art therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

MCFT Program Mission Statement

The mission of the MCFT program is to prepare competent marriage and family therapists who engage in systemic relational therapy in ways that demonstrate excellent therapeutic skills and socially responsible practice. This mission is reflected in four program goals:

MCFT Program Goals

Goal 1. Knowledge: Apply a critical contextual guiding framework that addresses power dynamics and embodied connections across biopsychosocial levels and larger societal contexts.

Goal 2. Diversity and Inclusion: Advance social justice and cultural democracy in the practice of marriage, couple, and family therapy.

Goal 3. Research: Apply research with critical awareness of the links between the process of inquiry, construction of knowledge, and cultural equity.

Goal 4. Practice and Ethics: Demonstrate competence in systems/relational practice according to MFT field standards and ethics

Student Learning Outcomes

The program accomplishes our mission and goals through the following student learning outcomes.

SLO 1.1 Students recognize the impact of power on individuals, families, and communities.

SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience.

SLO 1.3 Students apply systems/relational theories to clinical case conceptualization and treatment planning.

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 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

SLO 3.2 Students draw on the research literature relevant to family therapy in case planning.

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 issues in clinical practice.

Connection to Lewis & Clark Mission

These MCFT Student Learning Outcomes help Lewis & Clark College achieve its institutional mission:

to seek knowledge for its own sake and to prepare for civic leadership. . . to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

The MCFT program supports the L&C mission emphasis on preparation for civic leadership by preparing marriage, couple, and family therapists that are thoughtful, innovative, and ethical agents of positive change in families' lives and in the community. The systemic relational focus and social justice emphasis of the Lewis & Clark MCFT program embody the L&C mission to be a community of scholars alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

A table illustrating the connection between MCFT program goals, student learning outcomes, and faculty effectiveness may be found in Part IV, Program Review and Evaluation, of this handbook.

Overview of the MCFT Program

The MCFT program at Lewis & Clark is designed to prepare graduates for employment as marriage and family therapists working with individuals, couples, families, and groups from a systemic perspective. The curriculum helps students build the knowledge base and skills necessary to provide high-quality, effective therapy. It prepares students to use an active, positive approach to therapy that helps individuals, couples, and families build on their strengths, improve their relationships, increase awareness of their social context, and generate solutions to personal and relational problems.

MCFT is a distinct profession with its own history, theories, models, professional organizations and journals. Students are introduced to and required to join the American Association for Marriage and Family Therapy (AAMFT). We also encourage membership in the International Family Therapy Association (IFTA) and the American Family Therapy Academy (AFTA). Students are also expected to be familiar with the body of family therapy literature, including the field's leading journals, including *Journal of Marital and Family Therapy, Family Process, Journal of Systemic Therapies, Contemporary Family Therapy, Journal of Feminist Family Therapy*, and *American Journal of Family Therapy*.

The program is designed to take full-time students three years to complete. For a detailed overview of the MCFT learning sequence, please see Appendix F.

Program Philosophy

The MCFT program is based on an integrative approach to family therapy. The field of marriage and family therapy flourishes as a result of the synergism between theory, research, and practice. In the Lewis & Clark program, students receive a broad overview of family therapy approaches and related theory from general systems, social constructionist, and critical social theory perspectives. Special emphasis is placed on approaches that are strengths based, relational, critical, and contemporary. Course material is continuously applied through practice, with the goal of integrating theory, research, and practice into a total learning experience.

The MCFT program at Lewis & Clark is committed to excellence and distinction as a learning and research community. As a program, we:

- Draw from systemic, social constructionist, critical, and decolonizing approaches unique to family therapy, while integrating knowledge from other disciplines such as counseling and sociology;
- Value interdisciplinary knowledge and critique, seeking innovative contextual approaches to working with families;
- Encourage growth of student therapists through awareness of their emotional, psychological, and relational styles, family histories, and social identities (e.g., race, gender, social class, sexual orientation, ability) that contribute to their worldviews and influence their work;
- Acknowledge that all knowledge is socially constructed within a particular time and place and is therefore socio-centric, encouraging students to critique existing family therapy approaches, recognize themselves as knowledge producers, and responsibly apply ideas in diverse contexts;
- Advocate for cultural democracy and social equity by infusing the curriculum with multiculturalism, highlighting issues of social justice, encouraging cultural immersion experiences, and promoting global citizenship in faculty, students, and supervisors; and
- Create a rich learning, research, and practice environment through collaboration with other Lewis & Clark programs and the Portland community, as well as national and global linkages.

Diversity Statement

The MCFT program defines diversity as an embracing of differences in race, ethnicity, gender identity, sexual orientation, nations of origin, religion, abilities, age, and socioeconomic status; understanding the implications of these differences in context and taking responsibility for actions that may bring balance, respect, repair, coexistence and collaboration.

Learning Community

The MCFT program reflects a spirit of encouragement, interdisciplinary collaboration, cooperation, and collegiality, nurturing the best in each student. We rely on students and faculty coming together in active ways to form creative and supportive learning communities. Students enter the MCFT program with valuable educational, professional, and lived experience to share with faculty, supervisors, and student colleagues. We strive to create space for the exchange of diverse ideas in ways that honor each learner's culture and lived experience, and to promote an open, reflective training environment in which self-awareness can be facilitated and used to further relationships between therapists and clients. As a learning community we study, apply, and critique existing MCFT field knowledge. We also collaborate to produce knowledge through research and the development of innovative ideas.

Student Advisory Board

Our learning community includes a Student Advisory Board composed of representatives from each cohort. This board advises the program director and faculty regarding curricula, diversity, program climate, policies, and other matters of interest and importance to students and faculty.

A Relational Approach to Social Justice

The Marriage, Couple, and Family Therapy field emphasizes relationships. Toward that end the MCFT program seeks to approach social justice through a set of relational guidelines. These are:

1. Learn through mutual dialogue (rather than debate)
    a. Share and receive one another's stories
    b. Value the uniqueness of each voice
    c. Be open to changing your perspective

2. Practice reflective self-awareness
    a. Discern the influence/limits of own context
    b. Be mindful of impact on others--accountability
    c. Clarify values and their source

3. Seek complexity
    a. Engage the personal, the emotional
    b. Embrace both/and
    c. Nepantla—enter into and learn from multiple, often conflicting sociopolitical worlds

4. Take risks
    a. Engage differences
    b. Imagine alternatives (this is a form of resistance)
    c. Active engagement=vulnerability

5. Take responsibility
    a. For your actions
    b. For unearned privilege
    c. For being proactive about repair

Admissions Process

Students in the Marriage, Couple, and Family Therapy program draw on knowledge from many different disciplines and experiences. Though most applicants hold degrees in psychology, family and human development, or related fields, applicants with other backgrounds will be considered. Applicants who do not have at least 12 semester units of prior coursework related to human behavior may be required to add additional courses to their program of study.

Requirements for admission and information about applying can be found on the Lewis & Clark Graduate Admissions website.

The MCFT program encourages applicants from all backgrounds to apply. We seek to establish student cohorts diverse in age, culture, ethnicity, gender, physical ability, race, religion, nation of origin, and sexual orientation.

We admit MCFT students once a year, and each year's MCFT cohort begins a block of courses together in the fall semester. Application deadlines can be found on the Lewis & Clark Graduate Admissions website.

All applications are reviewed by an admissions committee made up of faculty of the Graduate School of Education and Counseling. If a prospective student is judged to be academically qualified, the clinical faculty evaluates him or her prior to acceptance to the clinical training program. Judgment of acceptability is based on materials provided by the prospective student as well as an interview. The purpose of interviewing is to judge whether the personal and professional orientation of a candidate will be a good fit for the profession and our particular program.

Program Accreditation & State Licensure

The Marriage, Couple, and Family Therapy Program at Lewis & Clark College is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808. MCFT graduates meet the education requirements for MFT licensure (LMFT) in the state of Oregon and the majority of standards to become a licensed professional counselor (LPC).

Graduates of COAMFTE accredited programs (like ours) are generally well positioned to meet LMFT requirements in other states. However, since each state sets their own licensure requirements, students should check with the regulatory boards of states they are interested in. Some states may require additional coursework. AAMFT.org provides a link to each state's MFT regulatory board.

Part II: Understanding CTSP Departmental Policies and Procedures

In addition to graduate school policies and procedures, there are several policies/practices that have bearing on life as a student in the Department of Counseling, Therapy, and School Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in The Navigator Student Handbook and in the Graduate Catalog. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

Program Standards

Students enrolled in all programs in the Department of Counseling, Therapy, and School Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. Please see the Professional Qualities Evaluation form (for PMHC, PMHC-A, Art Therapy, and MCFT programs) or Professional Standards (School Psychology program) form in the Appendix. Students in the Professional Mental Health Counseling program and Professional Mental Health Counseling- Specialization in Addictions programs must adhere to the ethics code of the American Counseling Association. Students in the Marriage, Couple and Family Therapy program must adhere to the American Association of Marriage and Family Therapists' Code of Ethics. Students in the School Psychology program must adhere to the National Association of School Psychologists' Code of Ethics. Students in the Art Therapy program must adhere to the Art Therapy Credential Board and the American Counseling Association's Code of Ethics.

Evaluating Student Fitness and Performance

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, overall professional attitudes, dispositions, and behaviors, and the disciplines' codes of ethics.

In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program

may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

Student Review Processes

If a faculty member's concern regarding the student's conduct, professionalism, academic performance, fit for the profession, or readiness is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic and/or Conduct Review process is initiated. Please note that the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct.

All CTSP student review processes are aligned with policies found in the Graduate Catalog. Following is a description of academic performance standards and review processes. Please see the Student Navigator for college and GSEC policies and processes related specifically to conduct.

Academic Performance Standards

Successful completion of coursework in CTSP department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, as well as interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure they understand program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Review Panel is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an Academic Review Panel to determine an appropriate course of action. Students may be given a written plan for improvement or may be withdrawn from the program, depending on the circumstances. Once withdrawn from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

Academic Review Panel and Appeal Process

Program directors will convene an Academic Review Panel (ARP) in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully

in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

When an instructor or faculty member is concerned about a student's performance and an Academic Review Panel (ARP) is formed, the ARP asks that a Professional Qualities Evaluation (PQE) / Professional Standards form be filled out and given to the student's program director if one has not already been completed. Students cannot initiate a PQE / Professional Standards form. The ARP faculty members may also ask other instructors or supervisors who have had contact with the student to complete a PQE / Professional Standards form to gather needed information. Faculty may offer input to the panel at any time, but anyone providing documentation should address their own experiences with the student without making determinations as to the outcome of the ARP. No individual has all the data seen by the panel; for that reason, it is the role of the ARP to determine the information necessary to make academic decisions about student concerns.

Academic Reviews include the following steps:

1. The faculty member who has identified the concern will request an Academic Review Panel in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the Program Director, and copies will be sent to the student, the student’s advisor, and the department chair. The student will be informed of the policies outlined in the Graduate Catalog and relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the Academic Review Panel.

2. The Program Director will schedule an Academic Review Panel meeting to discuss the concerns raised by the faculty member. Academic Review Panels will include the student and a minimum of three Counseling, Therapy, and School Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty panel members must include the student’s advisor, the program director, and a faculty member outside the student’s program. A faculty member who can present the details of the situation or concern may also be asked to serve on the panel. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the panel will still include a minimum of three CTSP faculty, one of whom is not faculty in the student’s program. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student’s field placement. The panel gathers and reviews pertinent information concerning the issue. The panel members meet with the student to apprise them of the concern about conduct or performance. During the meeting, the panel offers the student an opportunity to respond.

More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within

three weeks of the final meeting. If a student refuses to attend the Academic Review Panel meetings, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.

3. The possible outcomes of the Academic Review Panel include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written Plan of Assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the Academic Review; and dismissal from the program. If the student is allowed to continue in the program the panel members may make other recommendations, such as placing restrictions or conditions on the student's continuing in the program through the development of a plan of remediation to address and resolve the identified problems. All written documentation submitted for the review and concerning its outcome will be retained in the student's file.

4. Students may submit a written appeal of the decision made by the Academic Review Panel to the CTSP department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the Academic Review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the Graduate School within two weeks of receiving the department chair's notification. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Grading Policy

Policies on grading and registration can be found in the Graduate Catalog.
https://docs.lclark.edu/graduate/policyprocedures/academic/

Satisfactory Academic Progress and Performance Policy (Policy from Graduate Catalog)

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their programs and notified of this action.

Minimum Passing Grade (Policy from Graduate Catalog)

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or

choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

Grades of Credit/No Credit (Policy from Graduate Catalog)

Grades of credit/no credit (CR/NC) are chiefly awarded in field placements or internship courses. In courses graded on a CR/NC basis, a grade of CR will only be awarded for work that would otherwise receive a B- or better. Grade of CR or NC are not included in the G.P.A.

Class 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.

Changing Programs

If a student is enrolled in any of the CTSP department's programs and wishes to pursue another program within the department instead, the student must submit a letter, along with the Degree Program Change Request form, to the CTSP office explaining the reason for the program change. This is given to the director of the program the student hopes to enter. Separate meetings between the student and directors of both programs are recommended. The relevant program team will consider the request, gather information about the student's standing in their current program, and inform the student of their decision. No new application fees are required.

Students do not typically have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum/internship.

Release of Educational Records

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request (see Consent to Release Educational Records, App. A). See the *Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook* for additional information on student confidentiality (i.e., FERPA).

Resolution of Student Grievances

The faculty believes that each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes they have been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of their grievance(s).

Discrimination and Harassment

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, they should refer to the "Discrimination and Harassment" policy in The Navigator for guidance on how to file a complaint and receive assistance.

Academic Grievance

If a student alleges that a final grade in a course is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should consult the grade appeal policy in the Graduate Catalog.
https://docs.lclark.edu/graduate/policyprocedures/academic/

Evaluations

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

Site Supervisors

In the case of a grievance against an externship site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the program's clinical coordinator. Again, if unable to reach a satisfactory resolution, the student or clinical coordinator may then contact the department chair. If this attempt is unsuccessful, the student or clinical coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

Course Concerns

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

Part III: The Curriculum and Clinical Experience

The MCFT program helps students become well rounded in systems, social constructionist, and critical social theories and their application to clinical practice with individuals, couples, and families. Students learn to view theories critically, appreciating both strengths and weaknesses. The theoretical component of the program provides knowledge of current thinking in the field, major approaches to therapy, ways of assessing problems, and professional issues facing clinicians. The clinical component involves developing the ability to appropriately and adequately interview, assess, and facilitate the treatment of individuals, couples, and families.

In addition, the profession requires a culturally attuned understanding of individual and family life-cycle development and factors that can potentially impact this development, in order to identify specific problems that impede family functioning and develop interventions for their resolution. At the end of the program, students are expected to articulate their own theoretical approach to clinical work. Particular attention is given to collaboration with larger systems and an understanding of the influences of culture, context, and national as well as international systems of privilege and oppression.

The MCFT curriculum is described in three parts: didactic coursework, clinical practice, and supervision. MCFT students must complete a minimum of 60 credit hours. The didactic standard track coursework consists of 47 credit hours and four terms of supervised clinical internship (MCFT 582--13 credit hours). In the clinical internship, theory is applied to specific case material, and AAMFT approved supervision provides support and oversight of assigned cases.

Clinical practice requirements include 100 hours of supervision and 500 hours of face-to-face clinical work, at least 200 of which must be relational (i.e., with couples, families, or other persons in ongoing relationships with each other). These hours are completed during the internship experience.

Academic Integrity and Authenticity of Student Work

Throughout the program, students will be evaluated in both didactic and clinical courses through a variety of evaluation methods including but not limited to: written papers submitted directly to the instructor, papers and projects submitted through Taskstream and/or Moodle, evaluations of class performance, and clinical evaluations uploaded to students' Taskstream accounts. The Graduate School provides technology support for students using Taskstream. All students receive either in-person workshop style training or video instruction and on-going support of TaskStream by both the research and assessment office and Taskstream help line. Electronic submissions through Taskstream and Moodle require students to use their password protected individual accounts. The program expects that student submissions are a representation of their authentic work.

For more information on the Graduate School policies on Academic Integrity see p. 189 of the Graduate Catalog.

Didactic Requirements

The MCFT program requirements meet the standards set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and by the Oregon State Licensure Board. The curriculum is designed to provide the Foundational Curriculum required to practice as a MFT by covering the eight Curricular Areas below:

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (6 credits /90 clock hours)

Developing competencies in the foundations and critical epistemological issues of MFTs. It includes historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

MCFT 504 Family Therapy: Theory and Practice (3)
Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy.

MCFT 562 Advanced Ecosystemic Relational Therapy (3)
This advanced family therapy theories course integrates neuropsychobiological, ecological, and spiritual aspects of human behavior with challenges that different societal contexts bring into family life. Addresses contemporary relational, experiential, and social constructionist approaches to marriage, couple, and family therapy and explores the intersections of clinical practice and social advocacy

FCA 2: Clinical Treatment with Individuals, Couples and Families (11 Credits /165 clock hours)

Developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice; and crisis intervention.

MCFT 526 Practical Skills for MCFT (3)
Overview of basic relational therapy concepts and skills, including skill development through role-plays and simulated counseling experiences.

MCFT 560 Couple Therapy (3)
Systems/relational therapies and practices relative to assessment, research, and treatment of couples, with an emphasis on promoting relational justice through addressing power/privilege and the links between neurobiology, emotion, societal context, and couple interaction. Students develop competencies to work with a wide range of couples across the life span and diverse sociocultural contexts, with attention to issues such as intimacy, conflict, co-parenting, spirituality, infidelity, divorce, loss, and illness. Couple therapy for the treatment of trauma and mental health disorders will also be addressed.

MCFT 564 Treating Addictions in MCFT (2)

Family systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. Examines the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians. Considers clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples, and families.

CPSY 514 Group Counseling with Children and Adolescents (3)
Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curriculum for specific issues such as divorce, substance use, grief, and social skills.
OR
CPSY 515 Group Counseling with Adults (3)
Introduction to the major schools of group therapy and the common factors associated with positive outcomes. Covers group dynamics, obstacles to success in group therapy, and the stages of group process. Role-playing, outside group membership, and demonstrations illustrate principles of effective group leadership.

FCA 3: Diverse, Multicultural and/or Underserved Communities (3 Credits/45 clock hours)
Understanding and applying knowledge of diversity, power, privilege, and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including working with sexual and gender minorities and their families as well as anti-racist practices.

MCFT 511 Equity in Family Therapy (3)
Development of diversity awareness and knowledge necessary to practice family therapy from liberation and social justice based frameworks. This includes interrogating multiple embedded systems of power and privilege relative to interconnections of identity and social position. Focus is on helping students become capable family therapists in diverse contexts, including becoming aware of their own beliefs, biases, and prejudices relative to culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability.

***FCA 4: Research & Evaluation (*3 Credits /45 clock hours)**
MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research.

MCFT 530 Research Methods and Systemic Practice (2)
This course addresses the essential concepts related to research design and methodology that systems/relational practitioners need to become critical evaluators of research and prepare for conducting research in their own practices, with an emphasis is on becoming an informed consumer of research and evidence-based practice. Students learn to apply research with critical awareness of the links between the process of inquiry, construction

of knowledge, and cultural equity. Focus is on understanding each component of the research process, qualitative and quantitative designs, program evaluations, measurement issues and data analysis as well as the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.

MCFT 531 MCFT Research Seminar (1)
Application of research design methods and findings to systems/relational therapy. Focus on drawing conclusions from a body of literature related to clinical practice, identifying a specific research question, and developing a research proposal. Emphasis on the links between the context within which research is conducted and implications for socially responsible practice.

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (4 Credits/60 clock hours)
Development of a MFT identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

MCFT 502 Introduction to MCFT (1)
Basic theoretical assumptions of the profession of marriage, couple and family therapy, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation.

MCFT 510 Ethical and Legal Issues in MCFT (2)
Survey of current issues relating to ethical practice and legal responsibilities in family therapy and counseling. Addresses issues such as confidentiality, informed consent, dual relationships, and therapist liability. Includes models for ethical decision making, working with the legal system, and relevant aspects of family law.

MCFT 591 Professional Development Seminar (1)
This 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.

FCA 6: Biopsychosocial Health & Development Across the Life Span (5 Credits/75 clock hours)
Individual and family development, human sexuality, and biopsychosocial health across the lifespan.

MCFT 506 Applied Child and Adolescent Development (2)

This course offers an integrated application of developmental theory relevant to working with children and adolescents in family therapy. Emphasis is on developmentally and contextually appropriate intervention that addresses child and adolescent behavior, attachment, and other presenting issues such as child abuse, with attention to the impact of larger systems of power and privilege.

MCFT 516 Family Development: Cross-Cultural Perspectives (2)
Family interaction processes and development within cultural contexts. Topics include: family development, diverse family forms, patterns and dynamics of family interaction, and the impact of social context and culture on family life.

MCFT 523 Psychopharmacology and Medical Issues in MCFT (1)
This course examines the biological and medical issues in the practice of MCFT and includes an introduction to pharmacology. Emphasis is on understanding medical issues in family context and collaborating with other health professionals, as well as an examination of the sociopolitical context in which psychotropic drug regimens are developed, researched, and prescribed.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (6 Credits/120 clock hours)

Traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

MCFT 541 Systemic Assessment and Treatment Planning (2)
Application of family systems theories, social equity, and evidence based practice to assessment, diagnosis, and treatment planning in marriage, couple and family therapy. Course examines the theoretical assumptions and values underlying approaches to the treatment of major mental health issues and other presenting issues such as child behavior problems, addiction, suicide, familial violence, and families managing acute and chronic medical conditions. Specific assessment techniques and tools are discussed, evaluated, practiced, and applied to clinical diagnoses and treatment planning, including risk assessment and crisis intervention.

MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
Introduction to the structure and uses of the DSM 5 for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Use of technology-based research tools to secure and evaluate contemporary knowledge.

MCFT 543 Interpersonal Violence Treatment in Family Therapy (1)

Family therapists are continually confronted with violent relational systems. Family violence is widespread and necessitates competency, awareness, and action from family therapists on an individual, familial, and societal level. This course is designed to provide family therapists with introductory knowledge and skills for the assessment and treatment of family violence.

MCFT 553 Sex Abuse Issues in MCFT (1)
This course is designed to help family therapists competently address sexual abuse situations. This course provides introductory knowledge and skills for the assessment and intervention of sexual abuse. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

FCA 8: Contemporary Issues (5 or more credits; 75 or more)
Development of competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context.

MCFT 563 Treatment Issues in MCFT (3)
Treatment of contemporary issues relating to family therapy. Students may choose among multiple one-unit courses offered each year. Topics change from year to year. Recent topics have included LGBTQ families, Death and loss, Assisted reproductive technologies and infertility, Polyamorous families, Spirituality, Human-Animal bond, Time, place, and space, Relational justice, and eating disorders. Students are required to take at least three. A portion of each course emphasizes systemic case conceptualization and treatment planning.

MCFT 569 Sex Therapy (2)
Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, feminist critique of the social construction of sex, systemic bio-psycho-social-spiritual assessment of sexual well-being, and treatment for specific sexual dysfunctions.

Electives and Specializations (4 or more)
Students are required to take at least 4 elective units. These enable students to develop areas of interest to them. Several specialized tracks are available:

<u>Addictions Treatment</u>
MCFT students can include a special concentration on addictions treatment in the context of families by adding two courses to their plans of study (MHCA 545, and MHCA 546 or MHCA 547). As the Department of Counseling Psychology has an existing specialization in addictions treatment, this concentration allows for collaboration across programs so that addictions treatment can inform family therapy and family therapy can inform addictions treatment, thus strengthening both programs. Additionally, since addictions treatment is in great demand across the country, an opportunity to be trained in this area strengthens the practice focus of our students and increases their marketability in the highly competitive field of mental health practitioners. MCFT students are also welcome

to complete the addiction program training in gambling addictions and/or gaming. This track requires adding 2 elective credit hours of coursework to students' plan of study for a total of 62 units.

Sexuality in MCFT

MCFT students can take additional classes to deepen their understanding of sex therapy. The sexuality in MCFT concentration expands MCFT training with courses that focus on sexuality and sex therapy to better prepare students to offer family therapy and to enable students to apply for certification as sexuality therapists or educators. This specialty training provides greater than average knowledge about the physiological processes that are a part of human sexuality. Sex therapists may work collaboratively with physicians to address the entirety of the causes of sexual concerns. Sex therapy views sexual issues as being resolved by specifically addressing them. The concentration offers evidence based training with an affirming outlook on the beneficial influence that sexuality can have on people's lives and in the world in general. Students take two additional courses, CPSY 565 Human Sexuality and Counseling and MCFT 570 Advanced Sex Therapy. This track uses the four elective credits and keeps the plan of study at 60 credit hours.

Ecopsychology

Human survival depends on effectively relating to everything that surrounds us. A continued and exclusive emphasis on a human lens to relationships prevent us from considering ways of seeing ourselves in relation to all beings on the planet. Family therapists have made very important contributions to widening the scope of relationships to include ecological systems and the bonds that we and animals develop to care for each other and heal. This concentration integrates ecological systems into the already established systemic thinking within the family therapy field. It provides training in understanding people's emotional connections with the natural world within an evidence-based, experiential, and socially progressive curriculum. Students who complete this concentration also earn the Ecopsychology Certificate. Additional courses include CPSY 501 Introduction to Ecopsychology, CPSY 554 Theoretical & Empirical Basis of Ecopsychology, CPSY 596 Wilderness and Adventure Therapy Immersion, CPSY 597 Ecotherapy & Applied Ecopsychology, and CPSY 598 Topics in Applied Ecopsychology. This track requires adding 4 elective credit hours of coursework to the students' plan of study.

International Family Therapy (currently on hold)

The MCFT program periodically offers an International Family Therapy Track consisting of International family therapy (MCFT 567) and Culture and community (CPSY 902). This fulfills the 4 electives requirement for the program and does not add additional units to the students' 60 credit plans of study. Travel to another country is typically involved.

Eating Disorders

MCFT students may also complete a certificate in eating disorders by adding 8 credit hours of coursework to their plans of study

FCA 9: Community Intersections & Collaboration

The program provides many opportunities to develop competencies in multidisciplinary collaboration across disciplines and within practice in a variety of settings such as healthcare, schools, and specialized community agencies and programs.

The specialized tracks described above all draw on knowledge from multiple disciplines and contexts. In addition, prior to beginning clinical internship, students complete at least 100 hours of volunteer service in a wide range of community settings. Community placements for clinical training also include both traditional and non-traditional placements. Concurrent with external community placements, students also provide MCFT services in the Lewis & Clark Community Counseling Center.

Supervised Clinical Practice

MCFT 582 Internship in Marriage and Family Therapy (13 units)
Intensive clinical training and experience in individual, couple, family and group therapy during a calendar-year internship. Requires students to complete 500 face-to-face client contact hours. One full day a week students provide services as part of a live supervision team at the LC Community Counseling Center, with supervision led by an AAMFT Approved Supervisor, or AAMFT Supervisor Candidate. The rest of the week students provide supervised MCFT services in an external community placement with an AAMFT supervisor or equivalent.

***As a COAMFTE accredited program that is completing reaccreditation renewal under COAMFTE standards v.12.0, the program standards for clinical contact hours are 500 face-to-face contact hours of which a minimum of 200 hours must be relational. However, the program submitted its intention to become early adopters of the COAMFTE standards v.12.5, so in anticipation of this transition the new 400 direct face-to-face hours of which a minimum of 150 hours must be relational, will be used for students graduating in Summer 2022. The program intends to submit the formal COAMFTE early adopter form in January 2022.

Graduation Requirements and Transition Points

Students in the program are assessed every year relative to their successful completion of course work, fitness with the program, ethical and professional behavior with faculty, peers and the L&C community, and readiness for clinical training (practicum and internship). The MCFT program affirms diversity and equity, and abides by the highest ethical standards that affirm LGBTQI+ individuals and communities, racial, ethnic, class, ability, and gender identity diversity. Students must demonstrate that they have acquired the necessary cultural competence (knowledge and skills) to practice with diverse communities before beginning their practical training. The following table illustrates the transition points established in the program:

	MCFT Transition Points 2020-2021
1 – Admission	● *Complete Application* ● *Official Transcripts, including undergraduate degree-posted* ● *Essay*

	● *Resume* ● *Three letters of recommendation* *Application review* *CTSP Recommendation* *Graduate admissions committee approval*
2 – End of first term	● Signed agreement to follow code of ethics uploaded to Taskstream ● Completed background check ● Completed plan of study uploaded to Taskstream ● Proof of membership to AAMFT uploaded to Taskstream
3 – End of term prior to practicum/Internship	*No incompletes* ● Successful completion of following courses: MCFT 502, MCFT 504, MCFT 510, MCFT 511, MCFT 506, MCFT 522, MCFT 526, MCFT 516, MCFT 564, MCFT 543, MCFT 553, CPSY 514 or 515, MCFT 530, MCFT 531, MCFT 562, MCFT 560, MCFT 541, MCFT 569 ● Faculty complete a clinical readiness review ● Observation of at least 20 hours clinical practice ● Proof of professional practice insurance ● Attendance at CTSP internship fair ● Review of portfolio by advisor (volunteer and 12-step meetings completed; missing elements noted with plan for completion) ● Externship/internship site approval and contract uploaded to Taskstream ● Attendance at MCFT clinical internship orientation
4 – Completion of Internship 1	● Summary of clinical hours signed and submitted to CTSP office ● Supervisee evaluation forms from each supervisor & signature/goals sheets uploaded to Taskstream. *Students are expected to post a minimum 2 sets of Supervisee evaluation forms (one for their external internship site, one for Lewis & Clark's Community Counseling Center, and one from their secondary site supervisor, if they have one).* ● Evaluation demonstrates student is at or above required skill for levels ● Evaluations for all supervisors (link sent via email)
5 – Completion of Internship II	● Summary of clinical hours signed and submitted to CTSP office ● Supervisee evaluation forms from each supervisor & signature/goals sheets uploaded to Taskstream. *Students are expected to post a minimum 2 sets of Supervisee evaluation forms (one for their external internship site, one for Lewis & Clark's Community Counseling Center, and one from their secondary site supervisor, if they have one).* ● Evaluation demonstrates student is at or above required skill for levels ● Evaluations for all supervisors (link sent via email)
6 – Completion of Internship III	● Summary of clinical hours signed and submitted to CTSP office ● Supervisee evaluation forms from each supervisor & signature/goals sheets uploaded to Taskstream. *Students are expected to post a minimum 2 sets of Supervisee evaluation forms (one for their external internship site, one for Lewis & Clark's Community Counseling Center, and one from their secondary site supervisor, if they have one).* ● Evaluation demonstrates student is at or above required skill for levels ● Evaluations for all supervisors (link sent via email)

	● Complete Application to Graduate form
7 – Completion of Internship IV/graduation	● Final signed summary of clinical hours submitted to CTSP office (500 clinical hours (including at least 200 relational) & 100 supervision hours). ***Under early adoption of COAMFTE standards v12.5, effective January 2022 (400 clinical hours of which a minimum should be 150 relational). ● Supervisee evaluation forms & signature/goal sheets from supervisors each site uploaded to Taskstream. ● Evaluation demonstrates student is at or above required skill for levels ● Evaluations for all supervisors (link sent via email) ● Upload all items to complete professional development portfolio on Taskstream. ● Trial MFT licensure exam passed ● Completion of the MCFT Program Exit Survey ● Graduation checklist completed ● Complete checkout with CTSP administrative coordinator

THE FOLLOWING COURSES ARE REQUIRED FOR THE STANDARD MCFT PROGRAM (TOTAL 60 SEMESTER CREDITS):

MCFT 502 Introduction to MCFT (1)
MCFT 504 Family Therapy: Theory and Practice (3)
MCFT 511 Equity in Family Therapy (3)
MCFT 510 Ethical & Legal Issues in MCFT (2)
MCFT 506 Applied Child & Adolescent Development (2)
MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
MCFT 526 Practical Skills for MCFT (3)
MCFT 516 Family Development (2)
MCFT 543 Interpersonal Violence Treatment in Family Therapy (1)
MCFT 553 Sex Abuse Issues in MCFT (1)
MCFT 564 Treating Addictions in MCFT (2)
MCFT 530 Research Methods & Systemic Practice (2) (*OR* CPSY 538 Advanced Research Methods)
MCFT 531 MCFT Research Seminar (1)
CPSY 514 Group Counseling With Children and Adolescents (3)
OR CPSY 515 Group Counseling With Adults (3)
MCFT 562 Advanced Ecosystemic Relational Therapy (3)
MCFT 560 Couple Therapy (3)
MCFT 541 Systemic Assessment & Treatment Planning (2)
MCFT 523 Psychopharmacology & Medical Issues in Family Therapy (1)
MCFT 569 Sex Therapy (2)
MCFT 582 Internship in Marriage, Couple and Family Therapy (13)
MCFT 591: Professional Development Seminar (1)
MCFT 563: Treatment Issues in MCFT (3)
Electives (4)
CORE 500 Convocation (does not bear credit but is required)

STUDENTS PURSUING SPECIALIZATION IN ADDICTIONS ALONG WITH MCFT ARE REQUIRED TO TAKE THE FOLLOWING COURSES (TOTAL 64 SEMESTER CREDITS)

MCFT 502 Introduction to MCFT (1)
MCFT 504 Family Therapy: Theory and Practice (3)
MCFT 511 Equity in Family Therapy (3)
MCFT 510 Ethical & Legal Issues in MCFT (2)
MCFT 506 Applied Child & Adolescent Development (2)
MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
MCFT 526 Practical Skills for MCFT (3)
MCFT 516 Family Development (2)
MCFT 543 Interpersonal Violence Treatment in Family Therapy (1)
MCFT 553 Sex Abuse Issues in MCFT (1)
MCFT 564 Treating Addictions in MCFT (2)
MCFT 530 Research Methods & Systemic Practice (2) (*OR* CPSY 538 Advanced Research Methods)
MCFT 531 MCFT Research Seminar (1)
MHCA 545 Drugs, the Brain, & Behavior (3)
CPSY 514 Group Counseling With Children and Adolescents (3)
OR CPSY 515 Group Counseling With Adults (3)
MCFT 562 Advanced Ecosystemic Relationship Therapy (3)
MHCA 546 Models of Addiction & Recovery (3)
OR MHCA 547 Addictions Treatment: Procedures, Skills, & Case Management (3)
MCFT 560 Couple Therapy (3)
MCFT 541 Systemic Assessment & Treatment Planning (2)
MCFT 523 Psychopharmacology & Medical Issues in Family Therapy (1)
MCFT 569 Sex Therapy (2)
MCFT 582 Internship in Marriage, Couple and Family Therapy (13)
MCFT 591 Professional Development Seminar (1)
MCFT 563: Treatment Issues in MCFT (3)
CORE 500 Convocation (does not bear credit but is required)

STUDENTS PURSUING THE MCFT PROGRAM AND THE INTERNATIONAL FAMILY THERAPY TRACK ARE REQUIRED TO TAKE THE FOLLOWING COURSES (TOTAL 60 SEMESTER CREDITS) – CURRENTLY ON HOLD:

MCFT 502 Introduction to MCFT (1)
MCFT 504 Family Therapy: Theory and Practice (3)
MCFT 511 Equity in Family Therapy (3)
MCFT 510 Ethical & Legal Issues in MCFT (2)
MCFT 506 Applied Child & Adolescent Development (2)
MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
MCFT 526 Practical Skills for MCFT (3)

MCFT 516 Family Development (2)
MCFT 543 Interpersonal Violence Treatment in Family Therapy (1)
MCFT 553 Sex Abuse Issues in MCFT (1)
MCFT 564 Treating Addictions in MCFT (2)
MCFT 530 Research Methods & Systemic Practice (2) (OR CPSY 538 Advanced Research Methods)
MCFT 531 MCFT Research Seminar (1)
CPSY 514 Group Counseling With Children and Adolescents (3)
OR CPSY 515 Group Counseling With Adults (3)
MCFT 562 Advanced Ecosystemic Relationship Therapy (3)
MCFT 560 Couple Therapy (3)
MCFT 541 Systemic Assessment & Treatment Planning (2)
MCFT 523 Psychopharmacology & Medical Issues in Family Therapy (1)
MCFT 569 Sex Therapy (2)
MCFT 582 Internship in Marriage, Couple and Family Therapy (13)
MCFT 591 Professional Development Seminar (1)
MCFT 567 International Family Therapy (2)
CPSY 902 Culture and Community (2)
MCFT 563: Treatment Issues in MCFT (3)
CORE 500 Convocation (does not bear credit but is required)

STUDENTS PURSUING THE MCFT PROGRAM AND THE SEXUALITY IN MCFT TRACK ARE REQUIRED TO TAKE THE FOLLOWING COURSES (TOTAL 60 SEMESTER CREDITS):

MCFT 502 Introduction to MCFT (1)
MCFT 504 Family Therapy: Theory and Practice (3)
MCFT 511 Equity in Family Therapy (3)
MCFT 510 Ethical & Legal Issues in MCFT (2)
MCFT 506 Applied Child & Adolescent Development (2)
MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
MCFT 526 Practical Skills for MCFT (3)
MCFT 516 Family Development (2)
MCFT 543 Interpersonal Violence Treatment in Family Therapy (1)
MCFT 553 Sex Abuse Issues in MCFT (1)
MCFT 564 Treating Addictions in MCFT (2)
CPSY 565 Human Sexuality and Counseling (2)
MCFT 530 Research Methods and Systemic Practice (2) (OR CPSY 538 Advanced Research Methods)
MCFT 531 MCFT Research Seminar (1)
CPSY 514 Group Counseling With Children and Adolescents (3)
OR CPSY 515 Group Counseling With Adults (3)
MCFT 562 Advanced Family Therapy (3)
MCFT 560 Couple Therapy (3)
MCFT 541 Assessment & Prevention in Family Therapy & Counseling (3)

MCFT 569 Sex Therapy (2)
MCFT 582 Internship in Marriage, Couple and Family Therapy (13)
MCFT 591 Professional Development Seminar (1)
MCFT 570 Advanced Sex Therapy (2)
MCFT 563: Treatment Issues in MCFT (3)
CORE 500 Convocation (does not bear credit but is required)

STUDENTS PURSUING THE MCFT PROGRAM AND THE ECOPSYCHOLOGY TRACK ARE REQUIRED TO TAKE THE FOLLOWING COURSES (TOTAL 64 SEMESTER CREDITS):
MCFT 502 Introduction to MCFT (1)
MCFT 504 Family Therapy: Theory and Practice (3)
MCFT 511 Equity in Family Therapy (3)
MCFT 510 Ethical & Legal Issues in MCFT (2)
CPSY 501 Introduction to Ecopsychology (1)
MCFT 506 Applied Child & Adolescent Development (2)
MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
MCFT 526 Practical Skills for MCFT (3)
MCFT 516 Family Development (2)
MCFT 543 Interpersonal Violence Treatment in Family Therapy (1)
MCFT 553 Sex Abuse Issues in MCFT (1)
CPSY 554 Theoretical and Empirical Basis of Ecopsychology (1)
MCFT 560 Couple Therapy (3)
MCFT 564 Treating Addictions in MCFT (2)
CPSY 596 Wilderness and Adventure Therapy Immersion (2)
MCFT 530 Research Methods and Systemic Practice (2) (OR CPSY 538 Advanced Research Methods)
MCFT 531 MCFT Research Practicum (1)
CPSY 514 Group Counseling With Children and Adolescents (3)
OR CPSY 515 Group Counseling With Adults (3)
MCFT 562 Advanced Ecosystemic Relational Therapy (3)
CPSY 597 Ecotherapy and Applied Ecopsychology (1)
MCFT 541 Systemic Assessment & Treatment Planning (2)
MCFT 523 Psychopharmacology & Medical Issues in Family Therapy (1)
MCFT 569 Sex Therapy (2)
MCFT 582 Internship in Marriage, Couple and Family Therapy (13)
MCFT 591 Professional Development Seminar (1)
MCFT 563: Treatment Issues in MCFT (3)
CPSY Topics in Applied Ecopsychology (3)
CORE 500 Convocation (does not bear credit but is required)

M.A. Marriage, Couple and Family Therapy
Standard Program
Sample Course Sequencing For a 3-Year Program
Catalog Year 2020-2021

60 semester hours total

Floating Any Semester	Electives (4 total semester hours required)	MCFT 563	Treatment Issues in MCFT (3 total semester hours required)

YEAR 1	FALL	SPRING		SUMMER	
MCFT 504 (3)	Family Therapy: Theory & Practice	MCFT 530 (2)	Research Methods & Systemic Practice	MCFT 560 (3)	Couple Therapy
MCFT 511 (3)	Equity in Family Therapy	MCFT 516 (2)	Family Development	MCFT 564 (2)	Treating Addictions in Family Therapy
MCFT 510 (2)	Ethical & Legal Issues in MCFT	MCFT 522 (2)	Diagnosis of Mental and Emotional Disorders	MCFT 543 (1)	Interpersonal Violence Treatment in Family Therapy
MCFT 502 (1)	Introduction to MCFT	MCFT 526 (3)	Practical Skills for MCFT	MCFT 553 (1)	Sex Abuse Issues in MCFT
CORE 500	Convocation				

YEAR 2	FALL	SPRING		SUMMER	
CPSY 514 ***or*** CPSY 515 (3)	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults	MCFT 506 (2)	Applied Child & Adolescent Development	MCFT 582 (4)	Internship in Family Therapy
MCFT 541 (2)	Systemic Assessment & Treatment Planning	MCFT 562 (3)	Advanced Ecosystemic Relational Therapy		
MCFT 569 (2)	Sex Therapy	MCFT 523 (1)	Psychopharmacology & Medical Issues in Family Therapy		
MCFT 531	MCFT Research Seminar				

YEAR 3	FALL	SPRING		SUMMER	
MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (1)	Internship in Family Therapy
				MCFT 591 (1)	Professional Development Seminar

NOTES: MCFT 563 Treatment Issues in Family Therapy degree requirements: 3 credits Various Topics. Elective requirements: 4 credits
MCFT 563 courses and electives may be taken anytime during the program.
Please see WebAdvisor for most current information.

M.A. Marriage, Couple and Family Therapy
Treatment of Addictions
Sample Course Sequencing For a 3-Year Program
Catalog Year 2020-2021

62 semester hours total

Floating Any Semester	MCFT 563	Treatment Issues in MCFT (3 total semester hours required)	

YEAR 1	FALL	SPRING		SUMMER	
MCFT 504 (3)	Family Therapy: Theory & Practice	MCFT 530 (2)	Research Methods & Systemic Practice	MCFT 560 (3)	Couple Therapy
MCFT 511 (3)	Equity in Family Therapy	MCFT 516 (2)	Family Development	MCFT 564 (2)	Treating Addictions in Family Therapy
MCFT 510 (2)	Ethical & Legal Issues in MCFT	MCFT 522 (2)	Diagnosis of Mental and Emotional Disorders	MCFT 543 (1)	Interpersonal Violence Treatment in Family Therapy
MCFT 502 (1)	Introduction to MCFT	MCFT 526 (3)	Practical Skills for MCFT	MCFT 553 (1)	Sex Abuse Issues in MCFT
CORE 500	Convocation				

YEAR 2	FALL	SPRING		SUMMER	
CPSY 514 ***or*** CPSY 515 (3)	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults	MCFT 506 (2)	Applied Child & Adolescent Development	MCFT 582 (4)	Internship in Family Therapy
MCFT 541 (2)	Systemic Assessment & Treatment Planning	MCFT 562 (3)	Advanced Ecosystemic Relational Therapy		
MCFT 569 (2)	Sex Therapy	MCFT 523 (1)	Psychopharmacology & Medical Issues in Family Therapy		
MCFT 531	MCFT Research Seminar	MHCA 545 (3)	Drugs, the Brain, & Behavior		
MHCA 546 (3) ***or*** MHCA 547 (3)	Models of Addiction & Recovery ***or*** Addictions Treatment: Procedures, Skills, and Case Management				

YEAR 3	FALL	SPRING		SUMMER	
MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (1)	Internship in Family Therapy
				MCFT 591 (1)	Professional Development Seminar

M.A. Marriage, Couple and Family Therapy
Sexuality in MCFT Track
Sample Course Sequencing For a 3-Year Program
Catalog Year 2020-2021

60 semester hours total

Floating Any Semester	MCFT 563	Treatment Issues in MCFT (3 total semester hours required)	

YEAR 1 FALL		SPRING		SUMMER	
MCFT 504 (3)	Family Therapy: Theory & Practice	MCFT 530 (2)	Research Methods & Systemic Practice	MCFT 560 (3)	Couple Therapy
MCFT 511 (3)	Equity in Family Therapy	MCFT 516 (2)	Family Development	MCFT 564 (2)	Treating Addictions in Family Therapy
MCFT 510 (2)	Ethical & Legal Issues in MCFT	MCFT 522 (2)	Diagnosis of Mental and Emotional Disorders	MCFT 543 (1)	Interpersonal Violence Treatment in Family Therapy
MCFT 502 (1)	Introduction to MCFT	MCFT 526 (3)	Practical Skills for MCFT	MCFT 553 (1)	Sex Abuse Issues in MCFT
CORE 500	Convocation			CPSY 565 (2)	Human Sexuality and Counseling

YEAR 2 FALL		SPRING		SUMMER	
CPSY 514 ***or*** CPSY 515 (3)	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults	MCFT 506 (2)	Applied Child & Adolescent Development	MCFT 582 (4)	Internship in Family Therapy
MCFT 541 (2)	Systemic Assessment & Treatment Planning	MCFT 562 (3)	Advanced Ecosystemic Relational Therapy		
MCFT 569 (2)	Sex Therapy	MCFT 523 (1)	Psychopharmacology & Medical Issues in Family Therapy		
MCFT 531	MCFT Research Seminar				

YEAR 3 FALL		SPRING		SUMMER	
MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (1)	Internship in Family Therapy
MCFT 570 (2)	Advanced Sex Therapy			MCFT 591 (1)	Professional Development Seminar

NOTES: MCFT 563 Treatment Issues in Family Therapy degree requirements: 3 credits Various Topics. Courses may be taken anytime during the student's program.
Please see WebAdvisor for most current information.

M.A. Marriage, Couple and Family Therapy
Ecopsychology Track
Sample Course Sequencing For a 3-Year Program
Catalog Year 2020-2021

64 semester hours total

Floating Any Semester	MCFT 563	Treatment Issues in MCFT (3 total semester hours required)	

YEAR 1	FALL	SPRING		SUMMER	
MCFT 504 (3)	Family Therapy: Theory & Practice	MCFT 530 (2)	Research Methods & Systemic Practice	MCFT 560 (3)	Couple Therapy
MCFT 511 (3)	Equity in Family Therapy	MCFT 516 (2)	Family Development	MCFT 564 (2)	Treating Addictions in Family Therapy
MCFT 510 (2)	Ethical & Legal Issues in MCFT	MCFT 522 (2)	Diagnosis of Mental and Emotional Disorders	MCFT 543 (1)	Interpersonal Violence Treatment in Family Therapy
MCFT 502 (1)	Introduction to MCFT	MCFT 526 (3)	Practical Skills for MCFT	MCFT 553 (1)	Sex Abuse Issues in MCFT
CORE 500	Convocation	CPSY 554 (1)	Theoretical & Empirical Basis of Ecopsychology	CPSY 596 (2)	Wilderness and Adventure Therapy Immersion
CPSY 501 (1)	Introduction to Ecopsychology				

YEAR 2	FALL	SPRING		SUMMER	
CPSY 514 ***or*** CPSY 515 (3)	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults	MCFT 506 (2)	Applied Child & Adolescent Development	MCFT 582 (4)	Internship in Family Therapy
MCFT 541 (2)	Systemic Assessment & Treatment Planning	MCFT 562 (3)	Advanced Ecosystemic Relational Therapy	CPSY 598 (1)	Topics in Applied Ecopsychology
MCFT 569 (2)	Sex Therapy	MCFT 523 (1)	Psychopharmacology & Medical Issues in Family Therapy		
MCFT 531	MCFT Research Seminar				
CPSY 597 (1)	Ecotherapy and Applied Ecopsychology	CPSY 598 (1)	Topics in Applied Ecopsychology		
CPSY 598 (1)	Topics in Applied Ecopsychology				

YEAR 3	FALL	SPRING		SUMMER	
MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (1)	Internship in Family Therapy
				MCFT 591 (1)	Professional Development Seminar

..

M.S. Marriage, Couple and Family Therapy
Sample Course Sequencing For a 3-Year Program
Catalog Year 2020-2021

62 semester hours total

Floating Any Semester	Electives (4 total semester hours required)	MCFT 563	Treatment Issues in MCFT (3 total semester hours required)

YEAR 1	FALL	SPRING		SUMMER	
MCFT 504 (3)	Family Therapy: Theory & Practice	MCFT 530 (2)	Research Methods & Systemic Practice	MCFT 560 (3)	Couple Therapy
MCFT 511 (3)	Equity in Family Therapy	MCFT 516 (2)	Family Development	MCFT 564 (2)	Treating Addictions in Family Therapy
MCFT 510 (2)	Ethical & Legal Issues in MCFT	MCFT 522 (2)	Diagnosis of Mental and Emotional Disorders	MCFT 543 (1)	Interpersonal Violence Treatment in Family Therapy
MCFT 502 (1)	Introduction to MCFT	MCFT 526 (3)	Practical Skills for MCFT	MCFT 553 (1)	Sex Abuse Issues in MCFT
CORE 500	Convocation				

YEAR 2	FALL	SPRING		SUMMER	
CPSY 514 ***or*** CPSY 515 (3)	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults	MCFT 506 (2)	Applied Child & Adolescent Development	MCFT 582 (4)	Internship in Family Therapy
MCFT 541 (2)	Systemic Assessment & Treatment Planning	MCFT 562 (3)	Advanced Ecosystemic Relational Therapy	CPSY 595 (1)	Master's Thesis Research
MCFT 569 (2)	Sex Therapy	MCFT 523(1)	Psychopharmacology & Medical Issues in Family Therapy		
CPSY 594(1-2)	Proposal writing	CPSY 531 (3) CPSY 537 (2)	Research Methods & Stats II OR Qualitative Research		

YEAR 3	FALL	SPRING		SUMMER	
MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (1)	Internship in Family Therapy
CPSY 595 (1)	Master's Thesis Research	CPSY 595 (1)	Master's Thesis Research	MCFT 591 (1)	Professional Development Seminar

NOTES: MCFT 563 Treatment Issues in Family Therapy degree requirements: 3 credits Various Topics.
Courses may be taken anytime during the student's program.
Please see WebAdvisor for most current information

Clinical Requirements

Once the didactic coursework is completed, students are expected to be involved in direct clinical work with individuals, couples, families and groups during internship at the Lewis & Clark Community Counseling Center (L&C CCC), and concurrently, at an community externship site placement. This work continues without interruption, except for established holidays, for the balance of the student's academic program, or at least 12 months or until completion of the required hours. Work hours during internship are like a job and continue even when classes are not in session. Students must work with their L&C CCC supervisors and externship site supervisors to plan vacations in ways that minimize interruption of therapy services and ensure coverage for all client emergencies. Students are expected to spend 8 hours per week at the Lewis & Clark Community Counseling Center, and approximately 20 hours per week at a community externship site. Approximately Eight – twelve hours at externship sites are to be spent in direct client contact with individuals, couples, groups, and families. Direct client contact is defined as face-to-face (therapist and client) therapeutic intervention. The balance of this time is to be spent in supervision, record keeping, and participation in other clinical activities of the agency.

Please see the MCFT Clinical Training Handbook for details regarding what constitutes each of the following clinical requirements:

- A minimum of 500 face-to-face client hours
- At least 200 of the client hours must be relational hours.
- A maximum of 100 of the 500 hours of direct clinical contact can be alternative hours. These include doing therapy as part of a team as well as activities such as joining a parent for a school conference or teaching a psychoeducational group. Alternative hours must be approved by the student's Program Supervisor or Program Director.
- A minimum of 100 hours of supervision from an AAMFT Approved Supervisor or AAMFT Supervisor Candidate, state registered supervisor, or program approved supervisor equivalent (approved by the MCFT Clinical Coordinator). Supervision at the LC Community Counseling Center will be provided by an AAMFT Approved Supervisor or Supervisor Candidate on a weekly basis (4-6 hours).
- At least 50 of supervision hours must be based on observable data, i.e., video or audio tape or live observation.
- Supervision must take place in the ratio of at least one hour of supervision for each five hours of therapy.
- Supervision can be individual (1-2 students) or group (up to 8 students)
- Co-therapy is the equivalent of conducting therapy as a single therapist and hours should be counted accordingly.

***As a COAMFTE accredited program that is completing reaccreditation renewal under COAMFTE standards v.12.0, the program standards for clinical contact hours are 500 face-to-face contact hours of which a minimum of 200 hours must be relational. However, the program submitted its intention to become early adopters of the COAMFTE standards v.12.5, so in anticipation of this transition the new 400 direct face-to-face hours of which a minimum of 150 hours must be relational, will be used for students graduating in Summer 2022. The program intends to submit the formal COAMFTE early adopter form in January 2022.

Student therapists must practice according to Oregon and Washington State law and the AAMFT Code of Ethics at all times. Failure to do so constitutes grounds for corrective action and/or dismissal from the program. Student therapists are also evaluated by supervisors at the end of each semester. Evaluations become a part of the student's permanent record in the clinical program and must meet minimum competency requirements. Students who do not meet minimum competency requirements may be asked to repeat internship courses, going beyond the 500 face-to-face hours until faculty and supervisors deem them ready to graduate. Students who do not meet competency requirements or are not expected to reach competencies even with additional training may not graduate with a clinical degree in marriage, couple, and family therapy.

Department Policy for Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course. Any variation from the process described in the School Psychology handbooks regarding practicum and internship should be worked through with the School Psychology Clinical Coordinator and Practicum or Internship Instructor.

Students who need to extend their final practicum or internship past the end of the semester, have the following options:

For extensions up to four weeks past the end of a final semester (but no more than four weeks), students must request and be granted a grade of "Incomplete." The requirements for completion of the course must include an expected end date within four weeks, a plan for site supervision during this time period, verification that the student's site contract has been extended and paperwork has been submitted to the CTSP Placement Office, and the expectation of weekly attendance in a specific campus-based practicum or internship section until they complete their practicum of internship hours (in up to four weeks).

For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship.

All students must obtain permission from their program’s clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

Self-Disclosure and Licensure

The MCFT program prepares students for eligibility for certification and/or licensure as a marriage and family therapist (LMFT). However, licensing boards have no specific connection with Lewis & Clark that would guarantee a graduate licensure. Students must take responsibility for identifying and fulfilling the requirements of the licensing board.

Individuals who have been convicted of certain criminal offenses are ineligible for licensure in some professions. These include sexual offenses (molestation, abuse, rape), RICO laws (pertaining to embezzlement), and tax evasion. In these cases, responsibility for disclosure of personal history becomes an issue for aspects of professional training and is therefore required by the program.

Specific to individuals wishing to pursue licensure as professional counselors or therapists, ORS 675.745 states that:

> "The Oregon Board of Licensed Professional Counselors and Therapists may deny, suspend, revoke or refuse to issue or to renew any license issued under ORS 675.715 to 675.835 upon proof that the applicant for licensure or the licensee (a) has been convicted of violating ORS 675.825 or of a crime in this or any other state or territory against the Federal Government that brings into question the competence of the licensee in the role of a counselor or a therapist;…[and/or] (f) has failed to file a professional disclosure statement or has filed a false, incomplete or misleading professional disclosure statement."

To paraphrase, the Oregon Board of Licensed Professional Counselors and Therapists has the right to deny licensure to someone convicted of a crime that brings into question the competence or the ethical reliability of the licensee in the role of counselor or therapist. See www.oregonlaws.org/ors/675.745 for more information.

Again, neither admission to, nor graduation from, any program guarantees licensure.

Criminal Background Check

The MCFT program is responsible to ensure that ethical guidelines are followed regarding the protection of clients. One critical aspect of this responsibility is reflected in the program's requirements for all students to obtain criminal background checks prior to beginning field placements and clinical work. Additional background checks may be required if a significant time accrues since the most recent check. When an applicant or student has past conduct, experiences or conditions that could create a risk for working with any client population, the program has the ethical responsibility to evaluate the applicant's or the student's ability to be admitted, start clinical training, or continue with clinical work.

Pre-Admission Background Review Requirements

Applicants to the MCFT program who have indicated on their application that they have a prior record of citations, arrests, charges filed, convictions or other legal actions involving conduct that was potentially or actually harmful to others will be required to provide an FBI background check as part of the admissions review process. Additionally, a personal letter of explanation will be required; and there may be a request by the program for further information, evaluations, and records. If additional information is required, the applicant will be asked to sign appropriate release of information forms. Information, documents and records are maintained in a confidential file and this information remains confidential within the department. Failure to provide this information, or knowingly omitting or misrepresenting information related to a background check, will be grounds for denial of admission for applicants, or dismissal for current students from the program.

Background Review Requirements

A national background check is required of all students. Given the extended length of time required for the review, all students will be required to initiate the process during their first month in the program while in MCFT 502 Introduction to MCFT. A full explanation of the policy and procedures for obtaining the required review will be presented to all students during the first weeks of the course. Students will not be allowed to be placed in the internship course or initiate any client contact without fulfilling the requirements for this review.

Unlawful Conduct While Enrolled in the MCFT Program

Because any charges or convictions of unlawful conduct can affect a student's access to internship placement, licensure, and possible future employment, the program has ethical responsibilities for students working with clients. The following requirements apply:

Any student charged, convicted, or granted conditional discharge by any court for (a) any felony; (b) any misdemeanor; or (c) any major traffic violation, such as driving under the influence of intoxicants or drugs reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident is required to inform in writing their advisor and program director(s) of their program. This notification should be received no later than 15 days after the initial arrest or charge. Failure to comply with this policy may result in a review of the student's status in the program and action including dismissal from the student's program of study.

Additional Requirements

Plan of Study

Students should meet with an advisor to identify which plan of study they will complete. This plan must be posted on Taskstream prior to starting the second semester of studies. Students are encouraged to meet with their advisors to address any questions and assist in their academic planning.

MCFT Comprehensive Exam

All MCFT students must take a practice exam for the national LMFT through familysolutionsinstitute.com during their final semester in MCFT 591. Successfully passing the exam serves as completion of a comprehensive exam for the MCFT program. The national LMFT exam is under the auspices of Association of Marital and Family Therapy Regulatory Boards (AMFTRB), who determines the passing score. Information about the exam may be found at http://www.amftrb.org/exam.cfm.

Professional Development Portfolio

All MCFT students must maintain an electronic Professional Development Portfolio on **Taskstream** throughout the program. Requirements for the portfolio are described in Appendix C. Together with evaluations of key assignments from designated courses in the program, your Taskstream portfolio allows you and the program to track your development as a marriage, couple, and family therapist. The MCFT faculty will inform you of those requirements during MCFT 502.

Graduation Check Out

During MCFT 591, you will receive instructions for the checkout process with the CTSP administrative coordinator. All course and portfolio requirements must be completed in order to receive a final grade. Additionally, all clinical requirements and paperwork must be submitted to the CTSP administrative coordinator before final checkout is approved and a grade can be issued for the final MCFT 582 internship.

Master of Science in Marriage, Couple and Family Therapy

Students admitted to the Master of Arts in Marriage, Couple, and Family Therapy program may choose to seek an MS degree. This option, which involves completion of a thesis, is often of interest to students planning to pursue a doctoral degree. It is available only upon formal application to the MS program. Students wishing to pursue this degree should consult with their advisors and familiarize themselves with the research agendas of the MCFT faculty prior to beginning the application process.

MS Application Criteria

Readiness to pursue a thesis in the MCFT program involves a faculty evaluation of performance in the following areas:

Transcript review
Evaluation of syllabi and content of research courses taken; grades

Working knowledge of APA Style
Demonstrated knowledge of the APA writing manual or be willing to learn its guidelines independently, and commit to implementing APA guidelines in the thesis process and its writing.

Previous research work
Documented prior involvement as a research assistant and/or examples of research writing.

Writing
Assessment of writing level (grammatical consistency, vocabulary, sentence structure, quality of expression, punctuation) based on samples of prior writing (i.e., previous research or major papers written for MCFT courses). The Graduate School does not provide technical assistance in writing or formatting your document. Students are responsible for submitting documents that are grammatically correct and that follow the APA guidelines to faculty mentors.

Potential for working independently
Must be a self-directed learner, demonstrate a high level of comfort and skill in learning new material without requiring substantial feedback and follow-up support, and be able to deal well with ambiguity. Demonstrate outstanding time management skills while participating in a variety of courses and program related activities.

Relevance to future professional and academic goals
Topic is well-focused with well supported arguments.

Availability
Demonstrate time available to complete an intensive research project; i.e., full time student with limited additional time demands.

Fit with faculty research interests
Faculty in the MCFT program will mentor students interested in conducting a thesis only within their established lines of research or current research interests. Exceptions can be considered at the discretion of each faculty member. Only a limited number of thesis proposals will be accepted by faculty per year.

TIMELINE AND BRIEF OVERVIEW FOR COMPLETING A THESIS

Year 1: Fall	Meet with faculty to learn about their research interests
Year 1: Spring	Take MCFT 530 (2 units)—as in standard MA program
Year 1: April 1	Submit application and required supporting documents to MCFT Program Director
Year 2: Fall	Register for CPSY 594 Proposal Writing (1-2 units) – Thesis chair listed as the instructor
Year 2: Spring	Take CPSY 531 Research Methods and Stats II (3 units) or CPSY 537 Qualitative Research Methods (2 units)
Year 2: Spring	Defend thesis proposal. Submit application to IRB.
Year 2: Summer Year 3: Fall, Spring	Register for CPSY 595 Master's Thesis Research (1 unit each term).
Year 3: Spring or Summer	Defend thesis

DETAILED OVERVIEW AND TIMELINE

YEAR 1: FALL AND SPRING

1) Familiarize yourself with the research agendas of the MCFT faculty
2) Begin considering research topics within areas of faculty interests
3) Talk with faculty about your ideas; confirm that your interests are within at least one faculty research agenda for the year in which you will be completing your thesis
4) Notify MCFT advisor that you are planning on completing the MS track
5) Submit the following to the MCFT Program Director **by April 1:**
    - Thesis application
    - Two samples of writing (i.e., previous research and/or major papers submitted for MCFT courses)
    - Statement of relevance of your thesis research to future professional and academic goals

6) If your application is accepted, you will be assigned a thesis chair. Meet with your chair to develop a mentorship plan. Determine whether to register for 1 or 2 units of CPSY 594: Proposal Writing. Your chair will request a special section of CPSY 594 to be created for you. You will register in the summer to take this course in the fall.

YEAR 1: SUMMER

1) Engage in background reading as per mentorship plan.

YEAR 2: FALL

1) Take CPSY 594: Proposal Writing (1-2 units). Your instructor will issue an 'In Progress' grade at the end of the term.
2) Meet with your thesis chair to further develop topic, consult on literature review, and identify possible thesis committee members.

YEAR 2: SPRING

1) Take either CPSY 531 Research Methods and Stats II (3 units) or CPSY 537 Qualitative Research Methods (2 units).
2) Work with your thesis chair to complete and defend your thesis proposal. At the end of this term, your chair will submit your grade for CPSY 594: Proposal Writing.
3) Submit IRB application to the Human Subjects Research Committee

YEAR 2: SUMMER & YEAR 3: FALL

1) Take CPSY 595: Master's Thesis Research (1 unit per term)
2) Collect data with support of thesis chair
3) Analyze data with support of thesis chair

YEAR 3: SPRING

1) Take CPSY 595: Master's Thesis Research (1 unit)
2) Complete and defend thesis

YEAR 3: SUMMER

1) Make corrections to final version
2) Submit electronic and bound versions for thesis completion and graduation

Part IV: Program Evaluation and Review

Student learning outcomes, program outcomes, and faculty outcomes are based on our program mission and philosophy. A diagram at the end of this section illustrates how these outcomes are related to each other and to the Lewis & Clark College and Graduate School of Education and Counseling mission.

The program evaluates each of these outcomes at regular intervals and use the results of evaluations to inform ongoing program decisions.

Student Learning Outcomes (SLOs)

The mission of the MCFT program is to prepare competent marriage and family therapists who engage in systemic relational therapy in ways that demonstrate excellent therapeutic skills and socially responsible practice. Ten student learning outcomes are listed in the table below.

To facilitate evaluation of SLOs students upload selected assignments on Taskstream. This allows students to view their individual process and the program to track aggregate progress, evaluate it against benchmarks, and make revisions to strengthen the program. Graduates and alumni are also surveyed so that the program can track pass rates on the national MFT exam, licensure, employment, professional memberships and activities, and provide feedback regarding the effectiveness of the program in accomplishing the expected student learning outcomes. We also contact employers for their perspectives on how well the program prepares graduates.

The following table shows each SLO, where and when it's measured, and expected benchmarks.

Faculty Effectiveness

Faculty effectiveness is based on the program philosophy that the field of marriage and family therapy flourishes as a result of the synergism between theory, research, and practice. In the Lewis & Clark program, students receive a broad overview of family therapy approaches and related theory from general systems, social constructionist, and critical social theory perspectives. Special emphasis is placed on approaches that are strength based, brief, critical, and contemporary. Course material is continuously applied through practice, with the goal of integrating theory, research and practice into a total learning experience.

The MCFT program at Lewis & Clark is committed to excellence and distinction as a learning and research community. The table below lists the expected faculty effectiveness benchmarks that facilitate student learning outcome and program goals and show how success is measured.

Faculty Effectiveness Benchmarks

Measures of Faculty Effectiveness	Program Goal	Benchmark
1. Draw from systemic, social constructionist, and critical approaches integrating established field standards, while integrating knowledge from related fields.	Goal 1. Knowledge Goal 4. Practice & Ethics	At least 75% of the graduates rate faculty sufficiently or extremely well on this item in the exit survey.
2. Value interdisciplinary knowledge and critique, seeking innovative contextual approaches to working with families	Goal 1. Knowledge Goal 2. Diversity and Inclusion	At least 75% of the graduates rate faculty quite well or well on this item in the exit survey)
3. Encourage growth of student therapists through awareness of their emotional, psychological, and relational styles, family histories, and social identities	Goal 2. Diversity and Inclusion	At least 75% of the graduates will report that faculty helped them grow through awareness. (rated faculty quite well or well on this item in the exit survey)
4. Acknowledge that all knowledge is socially constructed, encouraging students to critique existing family therapy approaches, recognize themselves as knowledge producers, and responsibly apply ideas in diverse contexts	Goal 2. Diversity and Inclusion Goal 3. Research	At least 75% of the graduates will report that faculty helped them acknowledge that knowledge is socially constructed. (rated faculty quite well or well on this item in the exit survey)
5. Advocate for cultural democracy and social equity	Goal 2. Diversity and Inclusion Goal 3. Research Goal 4. Practice	At least 75% of the graduates will report that faculty advocated for cultural democracy and social equity. (rated faculty quite well or well on this item in the exit survey)

6. Create a rich learning, research, and practice environment A. Create a learning environment that fosters mutual respect. B. Courses are a valuable learning experience that contribute to development of professional knowledge and skills. C. Objectives of each course are met. D. Clinical supervision effectively promotes SLOs. E. Advance equity and social justice in family therapy	Goal 3. Research Goal 4. Practice and Ethics	A. Mean student course evaluations of at least 4.0 on 5 point scale (Learning environment section) B. Mean student course evaluations of at least 4.0 on 5 point scale (Challenge & Relevance section) C. Mean student evaluations of course objectives will be $\geq$ 3.00 (on a 4 point scale) for each course. D. Mean aggregate supervisor effectiveness evaluation will be $\geq$ 3.00 on selected items. E. As a group, each year the MCFT faculty will produce at least 2 journal articles or books, 2 professional presentations or workshops, and 2 service activities

Student Learning Outcome Assessment Measures, Benchmarks, and Targets

Outcome	Where Assessed	When Assessed	Benchmark	Target
SLO1.1: Students recognize the impact of power on individuals, families, and communities.	MCFT 504 Case Conceptualization--criterion 2	First Fall	Mean $\geq$ 7.0 6-=proficient 7-8=accomplished	Meet benchmarks for all measures by 9/2023
	MCFT 511 Final Paper—criterion 4	First Fall	Mean $\geq$ 3.5 3=proficient; 4=accomplished	
	MCFT 526 Skill #11	First Spring	Mean $\geq$ 2.5 3=highest beginning level	
	MCFT 516 Case Study—Criterion 7	First Spring	Mean $\geq$ 2.5 2=proficient; 3=accomplished	

	MCFT 562 Paper	Second Spring	Mean ≥ 9 7-8=proficient; 9-10=accomplished	
	Supervisee Evaluation—item 3	Each Semester of Internship	Final internship mean ≥3.2 3=on track	
	Exit Survey— How well prepared on SLO1.1 Item on opportunities for critical conversations around diversity and social equity	At Graduation	Mean: ≥ 3.2 ≥ 75% report "sufficient" or "beyond sufficient."	
	Alumni Survey—	1 & 3 years post graduation	Mean ≥ 3.2 3=sufficiently well 4=extremely well	
Outcome	**Where Assessed**	**When Assessed**	**Benchmark**	**Target**
SLO1.2: Students recognize the interconnections among biological, psychological, social systems in people's lived experience.	MCFT 511 Final Paper—criterion 1 & 2	First Fall	Mean ≥ 3.5 3=proficient; 4=accomplished	Meet benchmarks for all measures by 9/2023
	MCFT 516 Case Study Criterion 3	First Spring	Mean ≥ 2.5 20-25=proficient; 26-30=accomplished	
	MCFT 541 Societal/Relational Assessment- Criterion 1	Second Fall	Mean ≥ 9 8=proficient; 9-10=accomplished	
	MCFT 569 Sexual dysfunction critique-criterion 2	Second Fall	Mean ≥ 3.5 2=somewhat meets 4=meets expectations	

	MCFT 562 Paper—criteria 1	Second Spring	Mean ≥ 8 7-8=proficient; 9-10=accomplished	
	Supervisee Evaluation—item #3	Each Semester of Internship	Final internship mean 3.2 or higher 3=on track	
	Exit Survey— SLO1.1 item	At Graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well	
	Alumni Survey—	1 & 3 years post graduation	Mean ≥ 3.2 3=sufficiently well 4=extremely well	
Outcome	**Where Assessed**	**When Assessed**	**Benchmark**	**Target**
SLO1.3: Students apply systems/relational theories to clinical case conceptualization and treatment planning.	MCFT 504 Case Conceptualization—total score	First Fall	Mean ≥ 65 44-59=proficient; 60-80=accomplished	Meet benchmarks for all measures by 9/2023
	MCFT 516 Case Conceptualization-Total score	First Spring	Mean ≥ 27 2=proficient 3= accomplished	
	MCFT 541 Treatment Plan—criterion 4 & 5	Second Fall	Mean ≥ 9 7-8=proficient; 9-10=accomplished	
	MCFT 562 Paper —criterion 4	Second Spring	Mean ≥ 9 7-8=proficient; 9-10=accomplished	
	Supervisee Evaluation—items 3 & 5	Each Internship Semester	Final internship mean 3.2 or higher 3=on track	

	Exit Survey— SLO 1.3 question Item on systemic application	At graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well ≥ 75% report "sufficient" or "beyond sufficient.	
	Alumni Survey—	1 & 3 years post graduation	Mean ≥ 3.0 3=sufficiently well 4=extremely well	
Outcome	**Where Assessed**	**When Assessed**	**Benchmark**	**Target**
SLO 2.1: Students self-reflect on the implications of own and others' social location in clinical practice.	MCFT 511 Final paper—total score	First Fall	Mean ≥ 21 18-21=proficient; 22-24=accomplished	Meet benchmarks for all measures by 9/2023
	MCFT 511 Immersion Experience Reflection —total score	First fall	Mean > 24 17-23=proficient; 24-28=accomplished	
	MCFT 516 case study —criterion 3 & 9	First Spring	Mean ≥ 2.5 2=proficient; 3=accomplished	
	Supervisee Evaluation— items 9 & 10	Each Internship Semester	Final internship mean 3.2 or higher 3=on track	
	Exit Survey— SLO 2.1 question Item on opportunities to grow awareness	At graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well At least 75% say they were "sufficient" or "beyond sufficient."	
	Alumni Survey— Item of SLO 2.1	1 & 3 years post graduation	Mean ≥ 3.2 3=sufficiently well 4=extremely well	
Outcome	**Where Assessed**	**When Assessed**	**Benchmarks**	**Target**

SLO 2.2: Students' clinical practice demonstrates attention to social justice and cultural democracy.	MCFT 504 Case Conceptualization—criterion 1 & 2	First Fall	Mean ≥ 7 4-=proficient; 8=accomplished	Meet benchmarks for all measures by 9/2023
	MCFT 511 Final Paper—criterion 4	First Fall	Mean ≥ 3.5 3=proficient; 4=accomplished	
	MCFT 526 –skill 11	First Spring	Mean ≥ 2.5 3=highest beginning level	
	MCFT 541 Societal/Relational Assessment—total score	Second Fall	Mean ≥ 43 40=proficient; 45-50=accomplished	
	MCFT 569 Sexual Dysfunction Critique-total score	Second Fall	Mean ≥ 23 10-22 = somewhat meets 23-25 = meets expectations	
	MCFT 562 Final Paper— criterion 2 & 4	Second Spring	Mean ≥ 9 7-8=proficient; 9-10=accomplished	
	Supervisee Evaluation—items 4, 5, & 10	Each Internship Semester	Final internship mean 3.2 or higher 3=on track	
	Exit Survey— SLO 2.2 item Item advocacy for cultural democracy and social equity	At graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well At least 75% say they were "sufficient" or "beyond sufficient."	
	Alumni Survey— SLO 2.2 item	1 & 3 years post graduation	Mean ≥ 3.00 3.0=sufficiently 4.0=extremely well	
Outcome	**Where Assessed**	**When Assessed**	**Benchmarks**	**Target**

SLO 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.	MCFT 531 Critical Research Eval-- Total Score	2nd fall	Mean ≥ 45 25-40 =Somewhat meets expectations 45-50 =Meets expectations	Meet benchmarks for all measures by 9/2023
	MCFT 541 Social/relational assessment— Criterion 4	Second Fall	Mean ≥ 9 7-8=proficient; 9-10=accomplished	
	Supervisee Evaluation—item 8	Each Semester of Internship	Final internship mean ≥ 3.2 3=on track Target: mean ≥ 3.5	
	Exit Survey— SLO 3.1 item	At graduation	Mean ≥ 3.20 3.0=sufficiently 4.0=extremely well	
	Alumni Survey—	1 & 3 years post graduation	Mean ≥ 3.20 3.0=sufficiently 4.0=extremely well	
Outcome	**Where Assessed**	**When Assessed**	**Benchmarks**	**Target**
SLO 3.2 Students draw on the research literature relevant to family therapy in case planning.	MCFT 530 Research Project--total score	First spring	Mean ≥ 45 45-50 =Meets expectations	Meet benchmarks for all measures by 9/2023
	MCFT 541 Treatment Plan—criterion 6	Second Spring	Mean ≥ 9 7-8 =proficient 9-10=accomplished	
	Supervisee Evaluation— #8	Each Internship Semester	Mean ≥ 3.2 3=on track	
	Exit Survey— SLO 3.2 item	At graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well	
	Alumni Survey— SLO 3.2 item	1 & 3 years post graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well	

Outcome	Where Assessed	When Assessed	Benchmarks	Target
SLO: 4.1 Students apply ethical decision-making processes to clinical dilemmas.	MCFT 510 Ethics exam—total score	First Fall	Mean ≥ 80%	Meet benchmarks for all measures by 9/2023
	MCFT 562 criterion 5	Second Spring	Mean ≥ 9 7-8=proficient; 9-10=accomplished	
	Supervisee Evaluation Item 11	Each internship semester	Final internship mean 3.2 or higher 3=on track	
	Exit Survey— SLO 4.1 item	At graduation	At least 75% say they feel "quite well" or "exceptionally" prepared	
	Alumni Survey—	1, 3, & 5 years post graduation	At least 75% say they were "quite well" or "exceptionally" prepared	
Outcome	**Where Assessed**	**When Assessed**	**Benchmarks**	**Target**
SLO: 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies.	MCFT 526 –Skills score sheet--total	First Spring	Mean ≥ 30 13-24=proficient 25-36 =accomplished	Meet benchmarks for all measures by 9/2023
	Supervisee Evaluation— Average across all clinical domains	Each Internship Semester	Final internship mean 3.2 or higher 3=meets expectations	
	Exit Survey— SLO 4.2 item	At graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well	

	Alumni Survey SLO 4.2 item Comparable preparation item	1 & 3 years post graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well ≥ 75% report "equally or better prepared"	
	AMFTRB Practice Exam/equivalent	Final Summer	100% of interns will pass with a minimum score of 70% before graduating	
	Employment in field	Post grad Survey in December	At least 80% of graduates will be employed in the field 4 months after graduation. Target: 100%	
Outcome	**Where Assessed**	**When Assessed**	**Benchmarks**	**Target**
SLO: 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.	MCFT 504 final paper—criteria 3	First Fall	Mean ≥ 7 4-=proficient; 8=accomplished	Meet benchmarks for all measures by 9/2023
	MCFT 541 Treatment Plan—total score	Second Fall	Mean ≥ 54 48-53=proficient; 54-60=accomplished	
	MCFT 569 Sex Dysfunction Critique-Total score	Second Fall	Mean ≥ 23 10-22 = somewhat meets 23-25 = meets expectations	
	MCFT 562-Final Paper—total score	Second Spring	Mean ≥ 54 48-53=proficient; 54-60=accomplished	
	Supervisee Evaluation—average across skills 3-10	Each Internship Semester	Final internship mean 3.2 or higher 3=on track	

	Exit Survey— SLO 4.3 item	At graduation	Mean ≥ 3.2 3.0=sufficiently 4.0=extremely well	

Lewis & Clark MCFT Educational Outcomes

L&C Mission: to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

GSEC Mission: to reach out to those around us, explore new ideas, and pursue the best practice of education and counseling . . . [though] the fundamental commitment, which is at the heart of our mission, to cultural competence and advocacy based on knowledge and respect for the vitality of diverse cultural, linguistic, and ethnic groups we serve.

MCFT Mission To prepare competent marriage, couple, and family therapists who engage in systemic relational therapy in ways that demonstrate excellent therapeutic skills and ethical and socially responsible practice.

Goal 1. Knowledge: Apply a critical contextual guiding framework that addresses power dynamics and embodied connections across biopsychosocial levels and larger societal contexts.

SLO1.1: Students recognize the impact of power on individuals, families, and communities.

SLO1.2: Students recognize the interconnections among biological, psychological, social systems in people's lived experience.

SLO1.3: Students apply systems/relational theories to clinical case conceptualization and treatment planning

Goal 2. Diversity and Inclusion: Advance social justice and cultural democracy in the practice of marriage, couple, and family therapy.

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.

Goal 3. Research: Apply research with critical awareness of the links between the process of inquiry, construction of knowledge, and cultural equity.

SLO 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

SLO 3.2 Students draw on the research literature relevant to family therapy in case planning.

Goal 4. Practice & Ethics: Demonstrate competence in systems/relational practice according to MFT field standards and ethics.

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 issues in clinical practice.

Part V: Life as an MCFT Graduate Student

Personal and Professional Development

We encourage you to recognize that learning to be a helping professional is different from becoming a computer programmer, a historian, or even a performing artist. As a helping professional you are assuming responsibility for significantly affecting the lives of the people who come to you. Helping professionals are licensed by the state mainly to provide a way to insure that they are qualified to intervene in the lives of their clients and are subject to continuing oversight regarding the competence and ethical quality of their practice. As a result, success in a graduate program involves much more than passing academic courses. It involves learning and demonstrating qualities of balance and increasing maturity of judgment based on an expanding body of expert knowledge and professional skills.

We encourage you to approach your role as a student, not as is customary in undergraduate work, but to think of yourself as a professional in preparation. This means you take coursework as an opportunity to learn in ways that will affect your ability to help your clients, because it really will have exactly those effects. That makes conscious learning not just a matter of complying with requirements but an ethical responsibility to learn, think, judge and interact with maturing judgment.

The same realities apply to your relationships with other students, your instructors, your supervisors, and your advisor. These are all relationships of mutual responsibility and accountability. Fulfilling your role in these relationships will require you to stretch at times, to go beyond what is necessary just to get by, but to do what the substance of a task or responsibility requires of a person conscious of her or his relationships and impact on others.

You and Your Advisor

One particular area where viewing yourself as a professional in preparation can make a significant difference is in your work with your advisor. Reviewing your program of study with the help of your advisor, monitoring your progress, making adjustments if needed, and seeking support and guidance for problems and for charting your course are all key parts of that relationship. Your advisor is the program's personal representative to you. Your dialogue with your advisor is the place where you and the program carry out essential parts of our relationship. Your conscientious attention to this relationship and work is part of your agenda of professional development, learning how to relate to and work with a complex human system that can serve you and add substantial value to your life if you play your part in that relationship.

Upon full admission to the program, students are assigned an advisor. We want you to have the best working relationship you can have. However, after getting started in your program, if you find interests in common with a faculty member other than the advisor you are assigned, depending on faculty advising workloads you can change to another advisor within your program. You must first meet with her to see if she will agree to taking on this role and that there is room in her advising workload. You must also inform your current advisor, and we

recommend a face-to-face conversation, if possible. Use the advisor change form in the CTSP office to seek appropriate signatures from both your current and new advisor.

Being a Student

Pursuing graduate studies in the helping professions has distinctive qualities that make this learning different from other undergraduate or graduate education. Here the emphasis is not only on mastering a body of knowledge and theory, but on developing, demonstrating, and documenting your competence and ethical reliability in applying this knowledge and theory in work with clients. Specific skills and competencies are required to become an effective helping professional. Those are the focus of attention in courses that emphasize structured experiential learning. Most of this learning involves interpersonal judgment and communication effectiveness. Personal qualities of reasonable balance in one's temperament, responsibility in carrying out assignments, understanding and respect for the mutual obligations of client and professional relationships, and willingness and ability to accept and learn from feedback are also critical.

This learning is highly personal. It requires reflection, flexibility, and ability to take emotional risks and learn from them. Participation in this graduate program requires a personal commitment to continued learning through reflection, self-evaluation, and receiving and learning from the evaluative feedback of other students, faculty members, and supervisors. Evaluation of each student's academic progress and growth in professional skills and personal fitness for this work is an ongoing responsibility of faculty members.

Getting Help from the CTSP Office

The Department of Counseling, Therapy, and School Psychology is located in Rogers Hall on the graduate campus. Office hours are from 8:30 to 5:30 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials, internships, the degree application process, etc. Students may also make appointments to see professors through staff members.

A variety of resources are available to students in the office. These include information on professional organizations and potential internship sites, forms for changing advisors, and forms for changing tracks. In most cases, forms are also available on the Department website.

Professors frequently leave papers with staff for students to pick up. Please check with staff to see if they have papers from your class. Students may not have access to any papers other than their own.

Professor mailboxes are also located in the department office. If students wish to drop something off for a professor, it is best to leave it with one of the staff members and they will be sure that the professor receives it.

Completing Your Degree in the MCFT Program

Graduating

In order to complete the degree application thoroughly and accurately, please follow the steps below. *Students will want to begin this process at least nine months prior to graduation*.

1. Request an advising transcript and a degree application from the Graduate Registrar's Office. Advising transcripts must accompany degree applications when submitted to the registrar.
2. Schedule a meeting with your advisor to review coursework and advising transcripts to confirm readiness to graduate.
3. Submit the completed, signed, and dated degree application to the graduate registrar. Please contact this office well in advance to determine the deadline for submission.
4. This process is handled through the registrar visiting your internship class and providing you with the necessary paperwork to complete in class. This process is a courtesy to students, and may not be able to be continued by the time you graduate. Therefore, it is your responsibility to ensure that you have applied for graduation if the registrar has not visited your internship class.

Becoming Licensed

Graduates of the M.A. or M.S. MCFT program are eligible to apply to become a Licensed Marriage and Family Therapist (LMFT) through the Oregon Board of Licensed Professional Counselors and Therapists. This license requires a written exam and a minimum of two years of full-time supervised experience after a degree is earned. Full state licensure requirements may be found on OBLPCT's website: http://www.oregon.gov/OBLPCT.

OBLPCT's purpose is to regulate the profession and to protect the public from unqualified, incompetent, or unscrupulous persons. Boards expect graduates to address them directly.

Because the board requires documentation of graduates' preparation, especially internship experiences, **it is essential that students keep copies of all records and evaluations from internships**. The department attempts to keep complete records of each student's preparation, but cannot guarantee this or be the only or final repository for records. Failure to keep records could jeopardize graduates' success in becoming licensed. Students should also retain course catalogs and course syllabi in the event of being asked to document courses taken. These materials may also be useful in the instance of applying for licensure in another state. Many graduates retain copies of such records in safe deposit boxes.

Licensing in Other States

Successful completion of the MCFT program makes students eligible to apply for appropriate licenses in most states in the United States. Since individual states control licensing within their own boundaries, direct transfer of licenses is limited to states where specific reciprocal licensing agreements are in force. So far, limited progress has been made in reaching such agreements. Most states prefer to retain control of who will be licensed. Please visit the American Association for Marriage and Family Therapy (www.aamft.org) for a list of licensing requirements by state.

Working While in the Program
Classes are scheduled at varying times; they may be during the day or in the evening. Though there are usually two or more sections of each course, it will be necessary to have sufficient flexibility in your work schedule to accommodate course schedules. **Students need to be aware that during their internship semesters they will be at their community site approximately 20 hours per week and an additional 8 hours at the L&C Community Counseling Center. Most students find that the clinical training experience is work and time intensive.**

Help is available in finding a position after graduation. The Counseling Psychology Career and Professional Resources office keeps notices of open positions.

Many professional organizations, like the American Association for Marriage and Family Therapy (AAMFT), now have websites that include information about finding employment. It is recommended that graduates access the websites from their organization through the network available to them at Lewis & Clark.

Part VI: Student Resources

At Lewis & Clark College

In addition to this handbook, there are other resources students will need to consult in order to complete the program. Every student is expected to know and comply with academic rules established in the following publications. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

Current Students Website

The graduate school has created a website for all current students that contains links to important resources (like how to order transcripts, find your financial aid award amount, or reset gmail passwords), as well as news and announcements (including job postings, updates from campus offices, etc.) and event listings. It is intended to be a resource for academic and graduate school related information, and it is updated weekly. Students may want to set this website as their homepage, **graduate.lclark.edu/current_students**. Students may also find it helpful to refer to the Student Life resource page for a full list of links to student resources and services **https://graduate.lclark.edu/student_life/resources/**

Graduate Catalog

The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at docs.lclark.edu/graduate.

The catalog includes academic policies, such as:

- Academic Performance (including academic standards expectations, grading policy, and policies governing grade appeals)
- Professional Conduct and Academic Review policies (including Academic Review Committees and Conduct Review Committees)

A full list of these policies and procedures can be found at docs.lclark.edu/graduate/policyprocedures/academic.

The catalog also includes registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Changing or Adding Programs
- Repeated Courses and Grades
- Degree Candidacy

All of these registration policies can be found at **docs.lclark.edu/graduate/policyprocedures/registration**

Graduate Registrar

The Graduate Registrar's website, graduate.lclark.edu/offices/registrar, contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

Navigator Student Handbook

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator (**graduate.lclark.edu/student_life/handbook**), on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with.

The Navigator includes College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Drug Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Students

A complete list of these policies can be found at
graduate.lclark.edu/student_life/handbook/college_policies

MCFT Clinical Training Handbook

This manual explains the processes involved in obtaining a field placement, describes professional expectations and clinical requirements, how to count your client contact and supervision hours, and the forms you need for these activities. It is available on the MCFT webpages in the section called Student Resources Handbooks and Forms.

Web Resources for MCFT Students

AAMFT Core Competencies: www.aamft.org/imis15/Documents/MFT_Core_Competencie.pdf

Information on the MFT national exam: www.amftrb.org/exam.cfm

AAMFT website: www.aamft.org

American Family Therapy Academy AFTA: afta.org

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE): www.aamft.org/imis15/Content/COAMFTE/COAMFTE.aspx

Federal HIPAA website: www.hhs.gov/ocr/hipaa/

The International Family Therapy Association website: www.ifta-familytherapy.org/

Oregon State information on Marriage and Family Therapy Licensure: www.oregon.gov/OBLPCT/web-wi.shtml

Family Therapists for Social Justice: www.ftsj.org/

Radical Psychology Network: www.radpsynet.org/

Psychologists for Social Responsibility: www.psysr.org/

Human Rights Education Associates: www.hrea.org/learn/guides/family.html

Program Evaluation

Students are offered the opportunity to evaluate every course at the end of each semester. They are often asked to informally evaluate courses around mid-term. They are also asked to evaluate their supervisors at the end of each semester of clinical practice. Prior to graduation, students complete an exit survey in order to gather a more comprehensive evaluation of the entire training experience. Students are also invited to engage faculty, supervisors, and the program director in discussions about their experiences in the program at any time. Informal discussions about the program happen routinely in classes and students are regularly invited to attend Student Advisory Board meetings. Faculty engage in ongoing discussion and evaluation of the program in order to make consistent improvements and to respond to the unique needs of student cohorts. In addition to the Student Advisory Board and direct conversation with faculty, students may contact the Student Union Network which is a group of elected graduate students who serve as advocates and liaisons between the administration, faculty, staff, alumni association, and student body (**https://graduate.lclark.edu/student_life/resources/student_union_network/**).

Appendix A

PROGRAM PLANNING WORKSHEET

M.A. Marriage, Couple and Family Therapy

60 semester hours total

Catalog Year 2020-2021

Course	CR	Course Title	Corequisite	Prerequisite	Term Intended	Term Taken
MCFT 502	1	Intro to MCFT			Fall 2020	
MCFT 504	3	Family Therapy: Theory & Practice			Fall 2020	
MCFT 511	3	Equity in Family Therapy			Fall 2020	
MCFT 510	2	Ethical & Legal Issues in MCFT			Fall 2020	
MCFT 530	2	Research Methods & Systemic Practice			Spring 2021	
MCFT 522	2	Diagnosis of Mental & Emotional Disorders		MCFT 502 MCFT 504 MCFT 511	Spring 2021	
MCFT 526	3	Practical Skills for MCFT		MCFT 502 MCFT 504 MCFT 510	Spring 2021	
MCFT 516	2	Family Development			Spring 2021	
MCFT 560	3	Couple Therapy		MCFT 504	Summer 2021	
MCFT 564	2	Treating Addictions in MCFT		MCFT 504	Summer 2021	
MCFT 543	1	Interpersonal Violence Treatment in Family Therapy		MCFT 504	Summer 2021	
MCFT 553	1	Sex Abuse Issues in MCFT		MCFT 504	Summer 2021	
MCFT 506	2	Applied Child & Adolescent Development			Spring 2022	
CPSY 514 ***or*** CPSY 515	3	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults		MCFT 504 MCFT 506 MCFT 526	Fall 2021	
MCFT 523	1	Psychopharmacology & Medical Issues in Family Therapy		MCFT 504	Spring 2022	
MCFT 569	2	Sex Therapy		MCFT 504 MCFT 560	Fall 2021	
MCFT 541	2	Systemic Assessment & Treatment Planning		MCFT 504 MCFT 511 MCFT 543 MCFT 553	Fall 2021	
MCFT 562	3	Advanced Ecosystemic Relational Therapy		MCFT 504	Spring 2022	
MCFT 531	1	MCFT Research Seminar		MCFT 530	Fall 2021	
MCFT 563	3	Treatment Issues in Marriage and Family Therapy Various Topics		MCFT 504	Anytime	
MCFT 582	13	Internship in Marriage, Couple and Family Therapy *		consent	Summer 2022, Fall 2022, Spring 2023, Summer 2023	
MCFT 591	2	Professional Development Seminar	MCFT 582	MCFT 582	Summer 2023	
Elective	4 total					
Elective						
Elective						
Elective						
CORE 500	0	Convocation			Fall 2020	

*Must have successfully completed all MCFT requirements or permission from instructor.

COMMENTS:

Student Signature_____ Date _____

Adviser Signature_____ Date _____

PROGRAM PLANNING WORKSHEET

M.A. Marriage, Couple and Family Therapy

Treatment of Addictions

62 semester hours total

Catalog Year 2020-2021

Course	CR	Course Title	Corequisite	Prerequisite	Term Intended	Term Taken
MCFT 502	1	Intro to MCFT			Fall 2020	
MCFT 504	3	Family Therapy: Theory & Practice			Fall 2020	
MCFT 511	3	Equity in Family Therapy			Fall 2020	
MCFT 510	2	Ethical & Legal Issues in MCFT			Fall 2020	
MCFT 530	2	Research Methods & Systemic Practice			Spring 2021	
MCFT 522	2	Diagnosis of Mental & Emotional Disorders		MCFT 502 MCFT 504 MCFT 511	Spring 2021	
MCFT 526	3	Practical Skills for MCFT		MCFT 502 MCFT 504 MCFT 510	Spring 2021	
MCFT 516	2	Family Development			Spring 2021	
MCFT 560	3	Couple Therapy		MCFT 504	Summer 2021	
MCFT 564	2	Treating Addictions in MCFT		MCFT 504	Summer 2021	
MCFT 543	1	Interpersonal Violence Treatment in Family Therapy		MCFT 504	Summer 2021	
MCFT 553	1	Sex Abuse Issues in MCFT		MCFT 504	Summer 2021	
MCFT 506	2	Applied Child & Adolescent Development			Spring 2022	
CPSY 514 ***or*** CPSY 515	3	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults		MCFT 504 MCFT 506 MCFT 526	Fall 2021	
MCFT 523	1	Psychopharmacology & Medical Issues in Family Therapy		MCFT 504	Spring 2022	
MCFT 569	2	Sex Therapy		MCFT 504 MCFT 560	Fall 2021	
MCFT 541	2	Systemic Assessment & Treatment Planning		MCFT 504 MCFT 511 MCFT 543 MCFT 553	Fall 2021	
MCFT 562	3	Advanced Ecosystemic Relational Therapy		MCFT 504	Spring 2022	
MCFT 531	1	MCFT Research Seminar		MCFT 530	Spring 2022	
MCFT 563	3	Treatment Issues in Marriage and Family Therapy Various Topics		MCFT 504	Anytime	
MCFT 582	13	Internship in Marriage, Couple and Family Therapy *		consent	Summer 2022, Fall 2022, Spring 2023, Summer 2023	
MCFT 591	2	Professional Development Seminar	MCFT 582	MCFT 582	Summer 2023	
MHCA 545	3	Drugs, the Brain, and Behavior			Spring	
MHCA 546 ***or*** MHCA 547	3	Models of Addiction and Recovery ***or*** Addictions Treatment: Procedures, Skills, Case Management			Fall	
CORE 500	0	Convocation			Fall 2020	

*Must have successfully completed all MCFT requirements or permission from instructor.

COMMENTS:

Student Signature_____ Date _____

Adviser Signature_____ Date _____

PROGRAM PLANNING WORKSHEET

M.A. Marriage, Couple and Family Therapy

Sexuality in MCFT Track

60 semester hours total

Catalog Year 2020-2021

Course	CR	Course Title	Corequisite	Prerequisite	Term Intended	Term Taken
MCFT 502	1	Intro to MCFT			Fall 2020	
MCFT 504	3	Family Therapy: Theory & Practice			Fall 2020	
MCFT 511	3	Equity in Family Therapy			Fall 2020	
MCFT 510	2	Ethical & Legal Issues in MCFT			Fall 2020	
MCFT 530	2	Research Methods & Systemic Practice			Spring 2021	
MCFT 522	2	Diagnosis of Mental & Emotional Disorders		MCFT 502 MCFT 504 MCFT 511	Spring 2021	
MCFT 526	3	Practical Skills for MCFT		MCFT 502 MCFT 504 MCFT 510	Spring 2021	
MCFT 516	2	Family Development			Spring 2021	
MCFT 560	3	Couple Therapy		MCFT 504	Summer 2021	
MCFT 564	2	Treating Addictions in MCFT		MCFT 504	Summer 2021	
MCFT 543	1	Interpersonal Violence Treatment in Family Therapy		MCFT 504	Summer 2021	
MCFT 553	1	Sex Abuse Issues in MCFT		MCFT 504	Summer 2021	
MCFT 506	2	Applied Child & Adolescent Development			Spring 2022	
CPSY 514 ***or*** CPSY 515	3	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults		MCFT 504 MCFT 506 MCFT 526	Fall 2021	
MCFT 523	1	Psychopharmacology & Medical Issues in Family Therapy		MCFT 504	Spring 2022	
MCFT 569	2	Sex Therapy		MCFT 504 MCFT 560	Fall 2021	
MCFT 541	2	Systemic Assessment & Treatment Planning		MCFT 504 MCFT 511 MCFT 543 MCFT 553	Fall 2021	
MCFT 562	3	Advanced Ecosystemic Relational Therapy		MCFT 504	Spring 2022	
MCFT 531	1	MCFT Research Seminar		MCFT 530	Fall 2021	
MCFT 563	3	Treatment Issues in Marriage and Family Therapy Various Topics		MCFT 504	Anytime	
MCFT 582	13	Internship in Marriage, Couple and Family Therapy *		consent	Summer 2022, Fall 2022, Spring 2023, Summer 2023	
MCFT 591	2	Professional Development Seminar	MCFT 582	MCFT 582	Summer 2023	
CPSY 565	2	Human Sexuality and Counseling			Summer 2021	
MCFT 570	2	Advanced Sex Therapy			Fall 2022	
CORE 500	0	Convocation			Fall 2020	

*Must have successfully completed all MCFT requirements or permission from instructor.

COMMENTS:

Student Signature_____ Date _____

Adviser Signature_____ Date _____

PROGRAM PLANNING WORKSHEET

M.A. Marriage, Couple and Family Therapy

Ecopsychology Track

64 semester hours total

Catalog Year 2020-2021

Course	CR	Course Title	Corequisite	Prerequisite	Term Intended	Term Taken
MCFT 502	1	Intro to MCFT			Fall 2020	
MCFT 504	3	Family Therapy: Theory & Practice			Fall 2020	
MCFT 511	3	Equity in Family Therapy			Fall 2020	
MCFT 510	2	Ethical & Legal Issues in MCFT			Fall 2020	
MCFT 530	2	Research Methods & Systemic Practice			Spring 2021	
MCFT 522	2	Diagnosis of Mental & Emotional Disorders		MCFT 502 MCFT 504 MCFT 511	Spring 2021	
MCFT 526	3	Practical Skills for MCFT		MCFT 502 MCFT 504 MCFT 510	Spring 2021	
MCFT 516	2	Family Development			Spring 2021	
MCFT 560	3	Couple Therapy		MCFT 504	Summer 2021	
MCFT 564	2	Treating Addictions in MCFT		MCFT 504	Summer 2021	
MCFT 543	1	Interpersonal Violence Treatment in Family Therapy		MCFT 504	Summer 2021	
MCFT 553	1	Sex Abuse Issues in MCFT		MCFT 504	Summer 2021	
MCFT 506	2	Applied Child & Adolescent Development			Spring 2022	
CPSY 514 ***or*** CPSY 515	3	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults		MCFT 504 MCFT 506 MCFT 526	Fall 2021	
MCFT 523	1	Psychopharmacology & Medical Issues in Family Therapy		MCFT 504	Spring 2022	
MCFT 569	2	Sex Therapy		MCFT 504 MCFT 560	Fall 2021	
MCFT 541	2	Systemic Assessment & Treatment Planning		MCFT 504 MCFT 511 MCFT 543 MCFT 553	Fall 2021	
MCFT 562	3	Advanced Ecosystemic Relational Therapy		MCFT 504	Spring 2022	
MCFT 531	1	MCFT Research Seminar		MCFT 530	Fall 2021	
MCFT 563	3	Treatment Issues in Marriage and Family Therapy Various Topics		MCFT 504	Anytime	
MCFT 582	13	Internship in Marriage, Couple and Family Therapy *		consent	Summer 2022, Fall 2022, Spring 2023, Summer 2023	
MCFT 591	2	Professional Development Seminar	MCFT 582	MCFT 582	Summer 2023	
CPSY 501	1	Introduction to Ecopsychology			Fall 2020	
CPSY 554	1	Theoretical & Empirical Basis of Ecopsychology			Spring 2021	
CPSY 596	2	Wilderness & Adventure Therapy Immersion			Summer 2021	
CPSY 597	1	Ecotherapy and Applied Ecopsychology			Fall 2021	
CPSY 598	3	Topics in Applied Ecopsychology			Anytime	
CORE 500	0	Convocation			Fall 2020	

*Must have successfully completed all MCFT requirements or permission from instructor.

COMMENTS:

Student Signature_____ Date _____

Adviser Signature_____ Date _____

PROGRAM PLANNING WORKSHEET

M.S. Marriage, Couple and Family Therapy

62 semester hours total

Catalog Year 2020-2021

Course	CR	Course Title	Corequisite	Prerequisite	Term Intended	Term Taken
MCFT 502	1	Intro to MCFT			Fall 2020	
MCFT 504	3	Family Therapy: Theory & Practice			Fall 2020	
MCFT 511	3	Equity in Family Therapy			Fall 2020	
MCFT 510	2	Ethical & Legal Issues in MCFT	MCFT 502		Fall 2020	
MCFT 530	2	Research Methods & Systemic Practice		MCFT 502	Spring 2021	
MCFT 522	2	Diagnosis of Mental & Emotional Disorders		MCFT 502 MCFT 504 MCFT 511	Spring 2021	
MCFT 526	3	Practical Skills for MCFT		MCFT 504; MCFT 502; MCFT 510	Spring 2021	
MCFT 516	2	Family Development			Spring 2021	
MCFT 560	3	Couple Therapy		MCFT 504	Summer 2021	
MCFT 564	2	Treating Addictions in MCFT		MCFT 504	Summer 2021	
MCFT 543	1	Interpersonal Violence Treatment in Family Therapy		MCFT 504	Summer 2021	
MCFT 553	1	Sex Abuse Issues in MCFT			Summer 2021	
CPSY 514 ***or*** CPSY 515	3	Group Counseling With Children/Adolescents ***or*** Group Counseling With Adults	MCFT 506	MCFT 516	Fall 2021	
MCFT 569	2	Sex Therapy		MCFT 504	Fall 2021	
MCFT 523	1	Psychopharmacology & Medical Issues in Family Therapy		MCFT 504	Spring 2022	
CPSY 594	1-2	Proposal Writing		MCFT 530	Fall 2021	
CPSY 531 CPSY 537	3 2	Research Methods & Statistics II OR Qualitative Research Methods		MCFT 530	Spring 2022	
MCFT 541	2	Systemic Assessment & Treatment Planning		MCFT 504 MCFT 543 MCFT 553 MCFT 564	Fall 2021	
MCFT 562	3	Advanced Ecosystemic Relational Therapy		MCFT 504	Spring 2022	
MCFT 569	2	Sex Therapy		MCFT 504	Spring 2022	
MCFT 506	2	Applied Child & Adolescent Development			Spring 2022	
MCFT 563	3	Treatment Issues in Marriage and Family Therapy Various Topics		MCFT 504	Anytime	
MCFT 582	13	Internship in Marriage, Couple and Family Therapy *		Program approval	Summer 2022, Fall 2022, Spring 2023, Summer 2023	
MCFT 591	1	Professional Development Seminar		MCFT 582	Summer 2023	
CPSY 595	3 total	Master's Thesis Research			Summer 2022, Fall 2022, Spring 2023	
CORE 500	0	Convocation				

*Must have successfully completed all MCFT requirements or permission from instructor.

COMMENTS:

Student Signature_____ Date _____

Adviser Signature_____ Date _____

Appendix B

LEWIS & CLARK
COUNSELING, THERAPY, AND SCHOOL PSYCHOLOGY

CONSENT TO RELEASE EDUCATIONAL RECORDS

Supervisors and faculty welcome the opportunity to provide recommendations for employment, professional organizations, doctoral programs, and so on when you request them. However, federal law requires a written consent. When you are requesting a recommendation it is also helpful if you email us with information about the position, organization, educational program, and so on. This will help us tailor the information about your competencies for each request, which will make our input maximally helpful to you. Please keep a copy of this consent form for your records.

I understand that Federal regulations require a written consent from a student/former student before disclosing the educational records of that student to third parties; therefore, I hereby give my written consent for:

_____

_____

(Name(s) of Lewis & Clark faculty and supervisors)

to release my educational records to:

_____

_____

_____

(Name of Institution, Person, Company requesting information)

as well as the conclusions and observations regarding my performance while attending Lewis & Clark.

I understand this consent is effective only as to this/these specific request(s).

DATED this _____ day of _____, 200____.

_____

(Student's/Alumni's Signature)

_____

(Print Name)

_____

_____

(Student's/Alumni's Address)

Lewis & Clark College
Department of Counseling, Therapy, and School Psychology – MCFT Program

The Professional Development Portfolio – 2020-2021

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) Volunteer experience: 100 hours of volunteer /professional development work is required. This experience may have been earned within the last 5 years prior to entering the program or accumulated in the community during your graduate program and prior to practicum/internship. Volunteer experience with non-profit organizations whose mission is to assist other people, animals and the protection of the environment will be considered. Please discuss the nature of your volunteer experiences with your advisor.

For each volunteer experience indicate:

- Your role and responsibilities
- The organization which provided the opportunity and support
- Your clientele or who you provided services to
- The specific skills you learned in working with other humans, other beings or the environment
- Length of time (specific dates)
- The number of hours of direct client contact
- The nature and frequency of supervision or mentoring received

Upload a signed letter from a supervisor confirming the information above.

6. Membership to the American Association for Marital and Family Therapy (AAMFT). (upload proof of membership each year)

7. Documentation of Personal Therapy

Document at least **12 hours** of personal therapy (individual, couple, family, or group). This personal work should be completed by the end of your first three semesters in your degree program. The program will also accept documentation of personal therapy completed prior to admission. 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 therapy. 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 document that provides a brief 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.

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.

9. Trial MFT licensure exam. Upload evidence that you have passed this trial exam as defined by the passing score criteria in MCFT 591.

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.)

Appendix D

AAMFT Code of Ethics

PREAMBLE

The Board of Directors of the American Association for Marriage and Family Therapy (AAMFT) hereby promulgates, pursuant to Article 2, Section 2.01.3 of the Association's Bylaws, the Revised AAMFT Code of Ethics, effective January 1, 2015.

Honoring Public Trust

The AAMFT strives to honor the public trust in marriage and family therapists by setting standards for ethical practice as described in this Code. The ethical standards define professional expectations and are enforced by the AAMFT Ethics Committee.

Commitment to Service, Advocacy and Public Participation

Marriage and family therapists are defined by an enduring dedication to professional and ethical excellence, as well as the commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects. Marriage and family therapists embody these aspirations by participating in activities that contribute to a better community and society, including devoting a portion of their professional activity to services for which there is little or no financial return. Additionally, marriage and family therapists are concerned with developing laws and regulations pertaining to marriage and family therapy that serve the public interest, and with altering such laws and regulations that are not in the public interest. Marriage and family therapists also encourage public participation in the design and delivery of professional services and in the regulation of practitioners. Professional competence in these areas is essential to the character of the field, and to the well-being of clients and their communities.

Seeking Consultation

The absence of an explicit reference to a specific behavior or situation in the Code does not mean that the behavior is ethical or unethical. The standards are not exhaustive. Marriage and family therapists who are uncertain about the ethics of a particular course of action are encouraged to seek counsel from consultants, attorneys, supervisors, colleagues, or other appropriate authorities.

Ethical Decision-Making

Both law and ethics govern the practice of marriage and family therapy. When making decisions regarding professional behavior, marriage and family therapists must consider the AAMFT Code of Ethics and applicable laws and regulations. If the AAMFT Code of Ethics prescribes a standard higher than that required by law, marriage and family therapists must meet the higher standard of the AAMFT Code of Ethics. Marriage and family therapists comply with the mandates of law, but make known their commitment to the AAMFT Code of Ethics and take steps to resolve the conflict in a responsible manner. The AAMFT supports legal mandates for reporting of alleged unethical conduct.

Marriage and family therapists remain accountable to the AAMFT Code of Ethics when acting as members or employees of organizations. If the mandates of an organization with which a marriage and family therapist is affiliated, through employment, contract or otherwise, conflict with the AAMFT Code of Ethics, marriage and family therapists make known to the organization their commitment to the AAMFT Code of Ethics and take reasonable steps to resolve the conflict in a way that allows the fullest adherence to the Code of Ethics.

Binding Expectations

The AAMFT Code of Ethics is binding on members of AAMFT in all membership categories, all AAMFT Approved Supervisors and all applicants for membership or the Approved Supervisor designation. AAMFT members have an obligation to be familiar with the AAMFT Code of Ethics and its application to their

professional services. Lack of awareness or misunderstanding of an ethical standard is not a defense to a charge of unethical conduct.

Resolving Complaints
The process for filing, investigating, and resolving complaints of unethical conduct is described in the current AAMFT Procedures for Handling Ethical Matters. Persons accused are considered innocent by the Ethics Committee until proven guilty, except as otherwise provided, and are entitled to due process. If an AAMFT member resigns in anticipation of, or during the course of, an ethics investigation, the Ethics Committee will complete its investigation. Any publication of action taken by the Association will include the fact that the member attempted to resign during the investigation.

Aspirational Core Values
The following core values speak generally to the membership of AAMFT as a professional association, yet they also inform all the varieties of practice and service in which marriage and family therapists engage. These core values are aspirational in nature, and are distinct from ethical standards. These values are intended to provide an aspirational framework within which marriage and family therapists may pursue the highest goals of practice.

The core values of AAMFT embody:
1. Acceptance, appreciation, and inclusion of a diverse membership.
2. Distinctiveness and excellence in training of marriage and family therapists and those desiring to advance their skills, knowledge and expertise in systemic and relational therapies.
3. Responsiveness and excellence in service to members.
4. Diversity, equity and excellence in clinical practice, research, education and administration.
5. Integrity evidenced by a high threshold of ethical and honest behavior within Association governance and by members.
6. Innovation and the advancement of knowledge of systemic and relational therapies.

Ethical Standards
Ethical standards, by contrast, are rules of practice upon which the marriage and family therapist is obliged and judged. The introductory paragraph to each standard in the AAMFT Code of Ethics is an aspirational/explanatory orientation to the enforceable standards that follow.

STANDARD I

RESPONSIBILITY TO CLIENTS
Marriage and family therapists advance the welfare of families and individuals and make reasonable efforts to find the appropriate balance between conflicting goals within the family system.

1.1 Non-Discrimination. Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

1.2 Informed Consent. Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.

1.3 Multiple Relationships. Marriage and family therapists are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships with clients that could impair professional judgment or increase the risk of exploitation. Such relationships include, but are not limited to, business or close personal relationships with a client or the client's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists document the appropriate precautions taken.

1.4 Sexual Intimacy with Current Clients and Others. Sexual intimacy with current clients or with known members of the client's family system is prohibited.

1.5 Sexual Intimacy with Former Clients and Others. Sexual intimacy with former clients or with known members of the client's family system is prohibited.

1.6 Reports of Unethical Conduct. Marriage and family therapists comply with applicable laws regarding the reporting of alleged unethical conduct.

1.7 Abuse of the Therapeutic Relationship. Marriage and family therapists do not abuse their power in therapeutic relationships.

1.8 Client Autonomy in Decision Making. Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.

1.9 Relationship Beneficial to Client. Marriage and family therapists continue therapeutic relationships only so long as it is reasonably clear that clients are benefiting from the relationship.

1.10 Referrals. Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.

1.11 Non-Abandonment. Marriage and family therapists do not abandon or neglect clients in treatment without making reasonable arrangements for the continuation of treatment.

1.12 Written Consent to Record. Marriage and family therapists obtain written informed consent from clients before recording any images or audio or permitting third-party observation.

1.13 Relationships with Third Parties. Marriage and family therapists, upon agreeing to provide services to a person or entity at the request of a third party, clarify, to the extent feasible and at the outset of the service, the nature of the relationship with each party and the limits of confidentiality.

STANDARD II

CONFIDENTIALITY

Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard the confidences of each individual client.

2.1 Disclosing Limits of Confidentiality. Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.

2.2 Written Authorization to Release Client Information. Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or where mandated or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family or group treatment, the therapist may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

2.3 Client Access to Records. Marriage and family therapists provide clients with reasonable access to records concerning the clients. When providing couple, family, or group treatment, the therapist does not provide access to records without a written authorization from each individual competent to execute a waiver. Marriage and family therapists limit client's access to their records only in exceptional circumstances when they are concerned, based on compelling evidence, that such access could cause serious harm to the client. The client's request and the rationale for withholding some or all of the record should be documented in the client's file. Marriage and family therapists take steps to protect the confidentiality of other individuals identified in client records.

2.4 Confidentiality in Non-Clinical Activities. Marriage and family therapists use client and/or clinical materials in teaching, writing, consulting, research, and public presentations only if a written waiver has been obtained in accordance with Standard 2.2, or when appropriate steps have been taken to protect client identity and confidentiality.

2.5 Protection of Records. Marriage and family therapists store, safeguard, and dispose of client records in ways that maintain confidentiality and in accord with applicable laws and professional standards.

2.6 Preparation for Practice Changes. In preparation for moving a practice, closing a practice, or death, marriage and family therapists arrange for the storage, transfer, or disposal of client records in conformance with applicable laws and in ways that maintain confidentiality and safeguard the welfare of clients.

2.7 Confidentiality in Consultations. Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation.

STANDARD III

PROFESSIONAL COMPETENCE AND INTEGRITY

Marriage and family therapists maintain high standards of professional competence and integrity.

3.1 Maintenance of Competency. Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.

3.2 Knowledge of Regulatory Standards. Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.

3.3 Seek Assistance. Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.

3.4 Conflicts of Interest. Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.

3.5 Maintenance of Records. Marriage and family therapists maintain accurate and adequate clinical and financial records in accordance with applicable law.

3.6 Development of New Skills. While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.

3.7 Harassment. Marriage and family therapists do not engage in sexual or other forms of harassment of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.8 Exploitation. Marriage and family therapists do not engage in the exploitation of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.9 Gifts. Marriage and family therapists attend to cultural norms when considering whether to accept gifts from or give gifts to clients. Marriage and family therapists consider the potential effects that receiving or giving gifts may have on clients and on the integrity and efficacy of the therapeutic relationship.

3.10 Scope of Competence. Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.

3.11 Public Statements. Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.

3.12 Professional Misconduct. Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

STANDARD IV

RESPONSIBILITY TO STUDENTS AND SUPERVISEES

Marriage and family therapists do not exploit the trust and dependency of students and supervisees.

4.1 Exploitation. Marriage and family therapists who are in a supervisory role are aware of their influential positions with respect to students and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships that could impair professional objectivity or increase the risk of exploitation. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.

4.2 Therapy with Students or Supervisees. Marriage and family therapists do not provide therapy to current students or supervisees.

4.3 Sexual Intimacy with Students or Supervisees. Marriage and family therapists do not engage in sexual intimacy with students or supervisees during the evaluative or training relationship between the therapist and student or supervisee.

4.4 Oversight of Supervisee Competence. Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.

4.5 Oversight of Supervisee Professionalism. Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.

4.6 Existing Relationship with Students or Supervisees. Marriage and family therapists are aware of their influential positions with respect to supervisees, and they avoid exploiting the trust and dependency of such persons. Supervisors, therefore, make every effort to avoid conditions and multiple relationships with supervisees that could impair professional judgment or increase the risk of exploitation. Examples of such relationships include, but are not limited to, business or close personal relationships with supervisees or the supervisee's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, supervisors document the appropriate precautions taken.

4.7 Confidentiality with Supervisees. Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.

4.8 Payment for Supervision. Marriage and family therapists providing clinical supervision shall not enter into financial arrangements with supervisees through deceptive or exploitative practices, nor shall marriage and family therapists providing clinical supervision exert undue influence over supervisees when establishing supervision fees. Marriage and family therapists shall also not engage in other exploitative practices of supervisees.

STANDARD V

RESEARCH AND PUBLICATION

Marriage and family therapists respect the dignity and protect the welfare of research participants, and are aware of applicable laws, regulations, and professional standards governing the conduct of research.

5.1 Institutional Approval. When institutional approval is required, marriage and family therapists submit accurate information about their research proposals and obtain appropriate approval prior to conducting the research.

5. 2 Protection of Research Participants. Marriage and family therapists are responsible for making careful examinations of ethical acceptability in planning research. To the extent that services to research participants may be compromised by participation in research, marriage and family therapists seek the ethical advice of qualified professionals not directly involved in the investigation and observe safeguards to protect the rights of research participants.

5. 3 Informed Consent to Research. Marriage and family therapists inform participants about the purpose of the research, expected length, and research procedures. They also inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate such as potential risks, discomforts, or adverse effects. Marriage and family therapists are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, or have impairments which limit

understanding and/or communication, or when participants are children. Marriage and family therapists inform participants about any potential research benefits, the limits of confidentiality, and whom to contact concerning questions about the research and their rights as research participants.

5.4 Right to Decline or Withdraw Participation. Marriage and family therapists respect each participant's freedom to decline participation in or to withdraw from a research study at any time. This obligation requires special thought and consideration when investigators or other members of the research team are in positions of authority or influence over participants. Marriage and family therapists, therefore, make every effort to avoid multiple relationships with research participants that could impair professional judgment or increase the risk of exploitation. When offering inducements for research participation, marriage and family therapists make reasonable efforts to avoid offering inappropriate or excessive inducements when such inducements are likely to coerce participation.

5.5 Confidentiality of Research Data. Information obtained about a research participant during the course of an investigation is confidential unless there is a waiver previously obtained in writing. When the possibility exists that others, including family members, may obtain access to such information, this possibility, together with the plan for protecting confidentiality, is explained as part of the procedure for obtaining informed consent.

5.6 Publication. Marriage and family therapists do not fabricate research results. Marriage and family therapists disclose potential conflicts of interest and take authorship credit only for work they have performed or to which they have contributed. Publication credits accurately reflect the relative contributions of the individual involved.

5.7 Authorship of Student Work. Marriage and family therapists do not accept or require authorship credit for a publication based from student's research, unless the marriage and family therapist made a substantial contribution beyond being a faculty advisor or research committee member. Co-authorship on student research should be determined in accordance with principles of fairness and justice.

5.8 Plagiarism. Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due.

5.9 Accuracy in Publication. Marriage and family therapists who are authors of books or other materials published or distributed by an organization take reasonable precautions to ensure that the published materials are accurate and factual.

STANDARD VI

TECHNOLOGY-ASSISTED PROFESSIONAL SERVICES

Therapy, supervision, and other professional services engaged in by marriage and family therapists take place over an increasing number of technological platforms. There are great benefits and responsibilities inherent in both the traditional therapeutic and supervision contexts, as well as in the utilization of technologically-assisted professional services. This standard addresses basic ethical requirements of offering therapy, supervision, and related professional services using electronic means.

6.1 Technology Assisted Services. Prior to commencing therapy or supervision services through electronic means (including but not limited to phone and Internet), marriage and family therapists ensure that they are compliant with all relevant laws for the delivery of such services. Additionally, marriage and family therapists must: (a) determine that technologically assisted services or supervision are appropriate for clients or supervisees, considering professional, intellectual, emotional, and physical needs; (b) inform clients or supervisees of the potential risks and benefits associated with technologically-assisted services; (c) ensure the security of their communication medium; and (d) only commence electronic therapy or supervision after appropriate education, training, or supervised experience using the relevant technology.

6.2 Consent to Treat or Supervise. Clients and supervisees, whether contracting for services as individuals, dyads, families, or groups, must be made aware of the risks and responsibilities associated with technology-assisted services. Therapists are to advise clients and supervisees in writing of these risks, and of both the therapist's and clients'/supervisees' responsibilities for minimizing such risks.

6.3 Confidentiality and Professional Responsibilities. It is the therapist's or supervisor's responsibility to choose technological platforms that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

6.4 Technology and Documentation. Therapists and supervisors are to ensure that all documentation containing identifying or otherwise sensitive information which is electronically stored and/or transferred is done using technology that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

6.5 Location of Services and Practice. Therapists and supervisors follow all applicable laws regarding location of practice and services, and do not use technologically-assisted means for practicing outside of their allowed jurisdictions.

6.6 Training and Use of Current Technology. Marriage and family therapists ensure that they are well trained and competent in the use of all chosen technology-assisted professional services. Careful choices of audio, video, and other options are made in order to optimize quality and security of services, and to adhere to standards of best practices for technology-assisted services. Furthermore, such choices of technology are to be suitably advanced and current so as to best serve the professional needs of clients and supervisees.

STANDARD VII

PROFESSIONAL EVALUATIONS

Marriage and family therapists aspire to the highest of standards in providing testimony in various contexts within the legal system.

7.1 Performance of Forensic Services. Marriage and family therapists may perform forensic services which may include interviews, consultations, evaluations, reports, and assessments both formal and informal, in keeping with applicable laws and competencies.

7.2 Testimony in Legal Proceedings. Marriage and family therapists who provide expert or fact witness testimony in legal proceedings avoid misleading judgments, base conclusions and opinions on appropriate data, and avoid inaccuracies insofar as possible. When offering testimony, as marriage and family therapy experts, they shall strive to be accurate, objective, fair, and independent.

7.3 Competence. Marriage and family therapists demonstrate competence via education and experience in providing testimony in legal systems.

7.4 Informed Consent. Marriage and family therapists provide written notice and make reasonable efforts to obtain written consents of persons who are the subject(s) of evaluations and inform clients about the evaluation process, use of information and recommendations, financial arrangements, and the role of the therapist within the legal system.

7.5 Avoiding Conflicts. Clear distinctions are made between therapy and evaluations. Marriage and family therapists avoid conflict in roles in legal proceedings wherever possible and disclose potential conflicts. As

therapy begins, marriage and family therapists clarify roles and the extent of confidentiality when legal systems are involved.

7.6 Avoiding Dual Roles. Marriage and family therapists avoid providing therapy to clients for whom the therapist has provided a forensic evaluation and avoid providing evaluations for those who are clients, unless otherwise mandated by legal systems.

7.7 Separation of Custody Evaluation from Therapy. Marriage and family therapists avoid conflicts of interest in treating minors or adults involved in custody or visitation actions by not performing evaluations for custody, residence, or visitation of the minor. Marriage and family therapists who treat minors may provide the court or mental health professional performing the evaluation with information about the minor from the marriage and family therapist's perspective as a treating marriage and family therapist, so long as the marriage and family therapist obtains appropriate consents to release information.

7.8 Professional Opinions. Marriage and family therapists who provide forensic evaluations avoid offering professional opinions about persons they have not directly interviewed. Marriage and family therapists declare the limits of their competencies and information.

7.9 Changes in Service. Clients are informed if changes in the role of provision of services of marriage and family therapy occur and/or are mandated by a legal system.

7.10 Familiarity with Rules. Marriage and family therapists who provide forensic evaluations are familiar with judicial and/ or administrative rules prescribing their roles.

STANDARD VIII

FINANCIAL ARRANGEMENTS

Marriage and family therapists make financial arrangements with clients, third-party payors, and supervisees that are reasonably understandable and conform to accepted professional practices.

8.1 Financial Integrity. Marriage and family therapists do not offer or accept kickbacks, rebates, bonuses, or other remuneration for referrals. Fee-for-service arrangements are not prohibited.

8.2 Disclosure of Financial Policies. Prior to entering into the therapeutic or supervisory relationship, marriage and family therapists clearly disclose and explain to clients and supervisees: (a) all financial arrangements and fees related to professional services, including charges for canceled or missed appointments; (b) the use of collection agencies or legal measures for nonpayment; and (c) the procedure for obtaining payment from the client, to the extent allowed by law, if payment is denied by the third-party payor. Once services have begun, therapists provide reasonable notice of any changes in fees or other charges.

8.3 Notice of Payment Recovery Procedures. Marriage and family therapists give reasonable notice to clients with unpaid balances of their intent to seek collection by agency or legal recourse. When such action is taken, therapists will not disclose clinical information.

8.4 Truthful Representation of Services. Marriage and family therapists represent facts truthfully to clients, third-party payors, and supervisees regarding services rendered.

8.5 Bartering. Marriage and family therapists ordinarily refrain from accepting goods and services from clients in return for services rendered. Bartering for professional services may be conducted only if: (a) the supervisee or client requests it; (b) the relationship is not exploitative; (c) the professional relationship is not distorted; and (d) a clear written contract is established.

8.6 Withholding Records for Non-Payment. Marriage and family therapists may not withhold records under their immediate control that are requested and needed for a client's treatment solely because payment has not been received for past services, except as otherwise provided by law.

STANDARD IX

ADVERTISING

Marriage and family therapists engage in appropriate informational activities, including those that enable the public, referral sources, or others to choose professional services on an informed basis.

9.1 Accurate Professional Representation. Marriage and family therapists accurately represent their competencies, education, training, and experience relevant to their practice of marriage and family therapy in accordance with applicable law.

9.2 Promotional Materials. Marriage and family therapists ensure that advertisements and publications in any media are true, accurate, and in accordance with applicable law.

9.3 Professional Affiliations. Marriage and family therapists do not hold themselves out as being partners or associates of a firm if they are not.

9.4 Professional Identification. Marriage and family therapists do not use any professional identification (such as a business card, office sign, letterhead, Internet, or telephone or association directory listing) if it includes a statement or claim that is false, fraudulent, misleading, or deceptive.

9.5 Educational Credentials. Marriage and family therapists claim degrees for their clinical services only if those degrees demonstrate training and education in marriage and family therapy or related fields.

9.6 Employee or Supervisee Qualifications. Marriage and family therapists make certain that the qualifications of their employees and supervisees are represented in a manner that is true, accurate, and in accordance with applicable law.

9.7 Specialization. Marriage and family therapists represent themselves as providing specialized services only after taking reasonable steps to ensure the competence of their work and to protect clients, supervisees, and others from harm.

9.8 Correction of Misinformation. Marriage and family therapists correct, wherever possible, false, misleading, or inaccurate information and representations made by others concerning the therapist's qualifications, services, or products.

This Code is published by: American Association for Marriage and Family Therapy

Appendix E

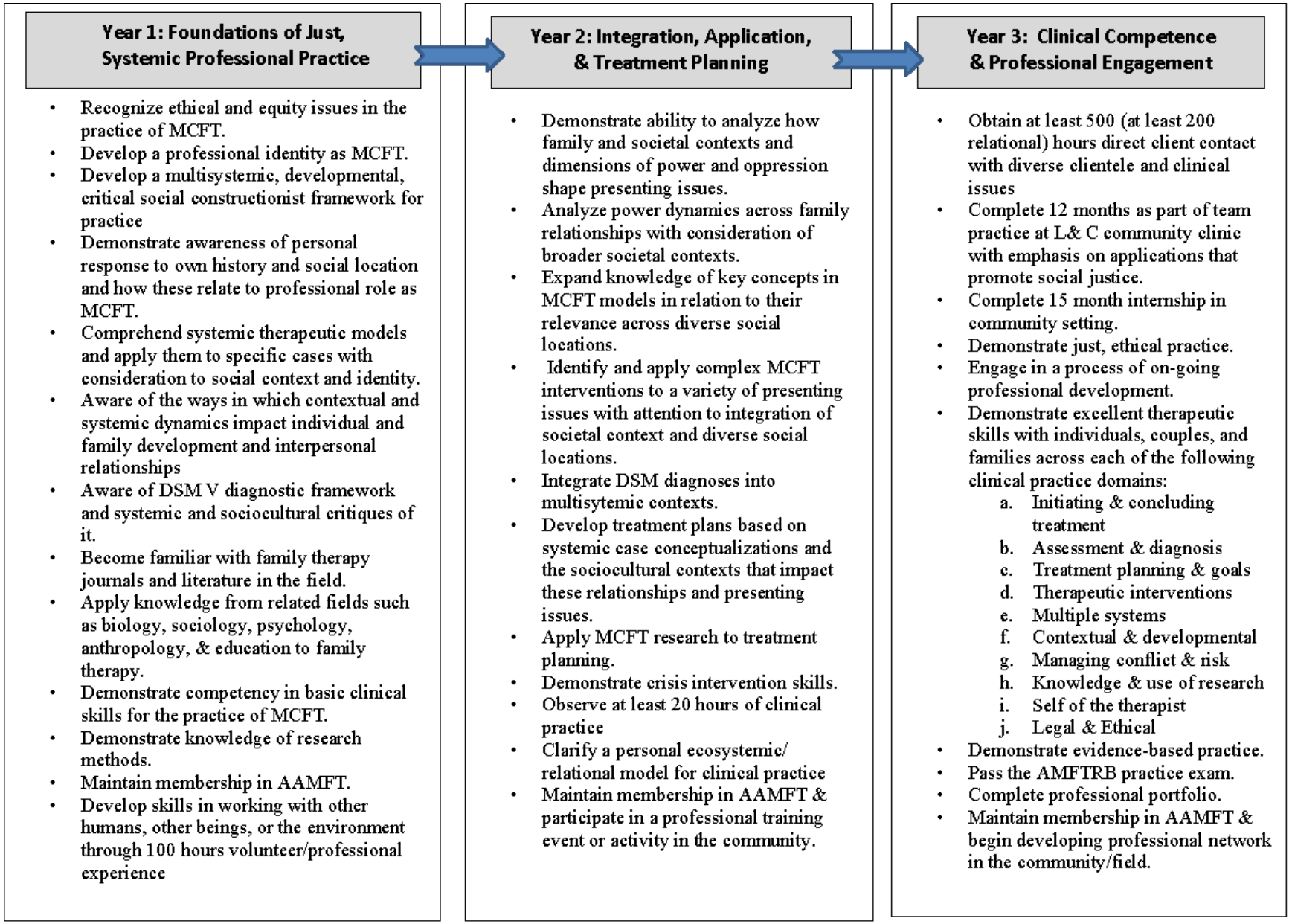
Lewis and Clark Counseling, Therapy, and School Psychology Department
Professional Qualities Evaluation

Student _____ Semester/Year _____
Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Professional Responsibility				
1. The student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with program mission and standards.	N	0	1	2
3. Students will demonstrate a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to advisors, course instructors, and others in supervisory or instructional positions.	N	0	1	2
4. Students will be understand and demonstrate the ability to balance their own judgments and worldviews with accountability for adhering to professional knowledge, guidelines and standards of conduct provided by provided by advisors, course instructors, and other supervisors on campus and off campus.	N	0	1	2
5. Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.	N	0	1	2
6. The student demonstrates application of legal requirements relevant to counselor training and practice in all classes.	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond professionally, to peers, professors, and therapeutically to clients	N	0	1	2
Maturity and Attitude				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
7. The student maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.				
Integrity				
1. The student refrains from making statements that are false, misleading or deceptive.	N	0	1	2

2. The student considers the impact of her/his actions on the well being of the group (e.g., cohort, program, agency) as a whole, including but not limited to avoiding improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2
5. The student demonstrates respect, awareness and knowledge of social equity and inclusion, including contextual and systemic dynamics related to race and racial inequalities, class, nation of origin and language, spirituality and religion, sexual orientation, and physical abilities.	N	0	1	2
6. The student considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2
Social and Self-awareness				
1. The student demonstrates awareness and knowledge of her/his intersecting identities (e.g., gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling & therapy.	N	0	1	2
2. The student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.	N	0	1	2
3. The student demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards.	N	0	1	2
4. The student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	N	0	1	2
5. The student maintains humility and uses privilege to promote social equity.	N	0	1	2

Comments:


Year 1: Foundations of Just, Systemic Professional Practice
Recognize ethical and equity issues in the practice of MCFT.
Develop a professional identity as MCFT.
Develop a multisystemic, developmental, critical social constructionist framework for practice
Demonstrate awareness of personal response to own history and social location and how these relate to professional role as MCFT.
Comprehend systemic therapeutic models and apply them to specific cases with consideration to social context and identity.
Aware of the ways in which contextual and systemic dynamics impact individual and family development and interpersonal relationships
Aware of DSM V diagnostic framework and systemic and sociocultural critiques of it.
Become familiar with family therapy journals and literature in the field.
Apply knowledge from related fields such as biology, sociology, psychology, anthropology, & education to family therapy.
Demonstrate competency in basic clinical skills for the practice of MCFT.
Demonstrate knowledge of research methods.
Maintain membership in AAMFT.
Develop skills in working with other humans, other beings, or the environment through 100 hours volunteer/professional experience
Year 2: Integration, Application, & Treatment Planning
Demonstrate ability to analyze how family and societal contexts and dimensions of power and oppression shape presenting issues.
Analyze power dynamics across family relationships with consideration of broader societal contexts.
Expand knowledge of key concepts in MCFT models in relation to their relevance across diverse social locations.
Identify and apply complex MCFT interventions to a variety of presenting issues with attention to integration of societal context and diverse social locations.
Integrate DSM diagnoses into multisytemic contexts.
Develop treatment plans based on systemic case conceptualizations and the sociocultural contexts that impact these relationships and presenting issues.
Apply MCFT research to treatment planning.
Demonstrate crisis intervention skills.
Observe at least 20 hours of clinical practice
Clarify a personal ecosystemic/ relational model for clinical practice
Maintain membership in AAMFT & participate in a professional training event or activity in the community.
Year 3: Clinical Competence & Professional Engagement
Obtain at least 500 (at least 200 relational) hours direct client contact with diverse clientele and clinical issues
Complete 12 months as part of team practice at L& C community clinic with emphasis on applications that promote social justice.
Complete 15 month internship in community setting.
Demonstrate just, ethical practice.
Engage in a process of on-going professional development.
Demonstrate excellent therapeutic skills with individuals, couples, and families across each of the following clinical practice domains:
a. Initiating & concluding treatment
b. Assessment & diagnosis
c. Treatment planning & goals
d. Therapeutic interventions
e. Multiple systems
f. Contextual & developmental
g. Managing conflict & risk
h. Knowledge & use of research
i. Self of the therapist
j. Legal & Ethical
Demonstrate evidence-based practice.
Pass the AMFTRB practice exam.
Complete professional portfolio.
Maintain membership in AAMFT & begin developing professional network in the community/field.