



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

LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

MCFT 502: INTRODUCTION TO MCFT

Section 2

FALL 2016

Time & Day: Thursdays 1 – 4 pm

Place: York 115

Instructor: Pilar Hernández-Wolfe, Ph.D., LMFT.

Office Hours: Th 11am - 1 pm and by appointment

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CATALOG DESCRIPTION

Survey of current issues relating to ethics, professional identity, and practice in the field of marriage and family models, and utilization of these models in developmental and therapeutic practice.

MCFT STUDENT LEARNING OUTCOMES

This course promotes the development of the following MCFT Student Learning Outcomes:

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.

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

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.

COURSE OBJECTIVES

The following specific course objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

1. Understand the history and philosophy of family therapy. Gain awareness of how theory and practice are socially constructed, emerging from specific sociopolitical, historical contexts. (CC 1.1.1; KS 1,2)
2. Know the role of family therapists in a variety of practice settings and in relation to other helping professionals. (CC 1.1.3)
3. Become aware of the ethical standards of AAMFT and state laws - how these are developed and how they generally apply to practice (Specific knowledge of application of laws and ethics is expected in MCFT 510). (CC 1.5.10; 5.3.1; 5.4.1)
4. Know the structure and operations of professional organizations that support and regulate the practice of family therapy (e.g., the International Association of Marriage and Family Counselors, American Family Therapy Academy, American Association for Marriage and Family Therapy).
6. Begin developing a professional identity as a family therapist.
7. Gain knowledge of required competencies, national exams, and licensure requirements.
8. Become familiar with the major journals in the field and how to research information about therapy.

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and

has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

COURSE REQUIREMENTS

1. Attendance, participation and disposition (30 pts)

- Giving attention to the instructor and/or other students when they are making a presentation.
- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- Coming to class prepared (having read the assignment for the day)
- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with attention and energy.

- Asking questions of the instructor and/or other students regarding the material examined in that class.
 - Providing examples to support or challenge the issues talked about in class.
 - Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
 - Dealing with other students and/or the instructor in a respectful fashion.
 - Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.
2. **Read and be prepared to discuss the MCFT Student Handbook – due Sept 15 (10 pts)**
Prepare two questions for discussion or clarification from the manual and bring them to class. Please type your assignment.

3. **Brief Interview – due October 13- (30 pts)**

As part of this coursework, you will interview a licensed marriage and family therapist (LMFT) in your local community, and write a 5/6 page paper about his/ her academic and clinical training in grad school, clinical practice and professional involvement in the local community. You may locate an LMFT in your local community by visiting AAMFT website: <http://www.therapistlocator.net/SearchUS.asp>. A list of our recent MCFT graduates will also be provided in class, if you prefer to contact them instead. A suggested question guide can be found at the end of the syllabus.

4. **Portfolio: uploading documents via Task due October 6 - (30 pts)**

- Signed agreement to follow code of ethics
- Completed background check
- Completed plan of study (WebAdvisor)
- Signed transition points checklist
- Proof of membership to AAMFT

5. **Research paper outline - Optional due Oct 1-**

This exercise serves as a *foundation for your final research and position paper to be completed in CPSY 566*. Select an ethical issue, legal topic, or professional practice debate related to the practice of family therapy and develop a thematic outline describing your vision of the paper that you will complete in CPSY 566. This is an opportunity to practice professional writing while researching an important topic/debate in the field. Your paper should include the following: (a) an articulation of an issue of interest to you and of relevance in the field; (b) an introduction that outlines the relevance of the topic to the ethical practice of family therapy; (c) an organization of themes to be discussed with a description of the content that will be discussed; (d) a list of 15 articles that you will be reviewing; (e) proper use of subsections and headings (APA 6) throughout the paper and correct referencing

This paper will be reviewed as a draft and input provided by the instructor for revisions and additions to be completed in the final paper. Drafts can be turned in before for feedback.

6. **FBI CRIMINAL BACKGROUND CHECK & COURSE COMPLETION:**

A staff from the CPSY office will visit our class to explain the FBI record request process. Initiating this process is a course requirement. She will hand out the FBI record request packets and instruct students to turn them in to her by the end of this semester. Those who fail to turn in the application material will receive an INCOMPLETE for this course until FBI application material has been submitted.

GRADING

93-100 = A 83-87 = B 73-77 = C
 90-92 = A- 80-82 = B- 70-72 = C-
 88-89 = B+ 78-79 = C+

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

TEXT/READINGS

Wilcoxon, S., Remley, T., Gladding, S. & Huber, C. (2013). *Ethical, Legal, and professional Issues in the Practice of Marriage and Family Therapy*. Part I- Ch.1, 2 & Part IV- Ch. 11). (The remainder of the book will be covered in CPSY 580.)

Almeida, R., Hernandez-Wolfe, P. & Tubbs, C. (2011). Cultural equity: Bridging the complexity of social identities with therapeutic practices, 3, 43-56.

L&C MCFT Student Handbook

AAMFT website

Professional behavior and professional qualities form

Additional readings as assigned on the course schedule.

COURSE SCHEDULE

WEEK 1 – Introduction, History & Paradigms in Family Therapy

Topics:

Course design and overview

Orientation to graduate education in family therapy

Social construction of family therapy theory

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

WEEK 2 – Regulation and Competence in the MCFT Profession

Topics:

Procedure for FBI Criminal background check forms and info
 Using library resources for research projects and papers
 Becoming a family therapist
 Professional organizations & journals
 Core Competencies & Standards of Practice
 Codes of Ethics & State Laws
 Licensure
 MCFT Student Handbook

Readings:

Wilcoxon, Ch. 2: Professional Acculturation and the Ecology of Therapy

Tasks:

Review and read materials from the following websites:

MFT National Exam <http://amftrb.org/exam.cfm>

Licensure Requirements: <http://www.oblpct.state.or.us/>

American Association for Marriage and Family Therapy www.aamft.org

Commission on Accreditation for Marriage and Family Therapy Education

<http://www.aamft.org/about/COAMFTE/AboutCOAMFTE.asp>

Print the AAMFT Code of Ethics and bring to class

WEEK 3 – Professional Identity and Roles

Topics:

Therapist roles
 Collaboration with multiple systems
 Therapists as advocates
 Professional writing

Readings:

Wilcoxon, Chapter 13: Professional Identity as a Marriage and Family Therapist

WEEK 4 – Power, Culture & Practice

Topics:

Social, economic, political & cultural forces influencing service delivery
 Practicing therapy for social change

Readings:

Almeida, R., Hernandez-Wolfe, P. & Tubbs, C. (2011). Cultural equity: Bridging the complexity of social identities with therapeutic practices, 3, 43-56.

Task:

Write one page and be prepared to articulate your position on the following question:
When and in what ways (if any) should family therapists consider social justice issues in their practices?

WEEK 5 – Values, Meaning & Self of the Therapist

Topics:

Therapist self-care

Morality and therapy

Intuition, experience, feelings and other “tools”

Values, biases, beliefs

Readings:

Wilcoxon, Ch. 1: Values as Context for Therapy

Sample Interview Guide

- How many years of experience do you have as an MFT?
- What populations have you worked with and for how long?
- Looking back, what led you to become a family therapist?
- Where there transformational experiences while you were in training?
- How did you think of therapeutic change when you started to practice and what do you think now?
- Tell me about your professional identity as an MCFT?
- How do you see the MFT profession vis-à-vis other mental health professionals?
- What challenges do you see there for MFTs developmentally and professionally?
- Where do you see the MFT profession needs to address to grow more in the state and in the country?
- Please add other questions to inquire about the profession in your state/city

