



"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

##### Sections 3

##### FALL 2020

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**Time & Day:** Thursdays 9:00 am – 12:15 pm – section 3

**Place:** Online

**Instructor:** Stace Parlen LMFT.

**Office Hours:** by appointment

**E-Mail:** [sparlen@lclark.edu](mailto:sparlen@lclark.edu)

#### 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.

#### Teaching during a pandemic statement

Our current global conditions require that we adapt physically, behaviorally, mentally and emotionally. To me, we are called to make deep changes in our way of life, our relationships with other humans and all other beings in the planet, as well as our relationships with time and space. It is time to pay attention to how we do relationship and how we want to do it from now on.

The current conditions are challenging at many levels and we live with great uncertainty. While we did not sign up for sickness, social distancing, the sudden end of our collective lives together on campus, online classes, here we are facing these conditions.

In my courses, we will prioritize supporting each other as humans, solutions that make sense for the most, sharing resources and communicating clearly. We will learn to navigate these new learning conditions together with flexibility and responsibility and we will foster intellectual nourishment, social connection, and personal accommodation to the extent possible. It is clear

that we cannot just do the same things we used to do in training to be therapists. At the same time, we will pay attention to how much we can stretch our horizons, abilities and creativity.

### **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.

### **COURSE OBJECTIVES**

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

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 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 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.

### **COVID POLICY**

Please read and carefully review LC's guidelines for reopening at

<https://www.lclark.edu/news/2020-plans/health-and-safety/>

### **SPECIAL ASSISTANCE**

If you have a disability that may affect your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Because our course delivery will be a hybrid this fall, it is particularly important that you talk to me soon about accommodations and needs.

Student Support Services is available via email ([access@lclark.edu](mailto:access@lclark.edu)) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: ([www.lclark.edu/offices/student\\_support\\_services/](http://www.lclark.edu/offices/student_support_services/)). Appointments will be conducted either by phone or Zoom.

### **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.

## **DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

## **LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

### **College-Wide Conduct Policies:**

Please see

([https://graduate.lclark.edu/student\\_life/handbook/college\\_policies/](https://graduate.lclark.edu/student_life/handbook/college_policies/))

## **ONLINE REQUIREMENTS**

Regardless of whether class meetings are hybrid or fully online, everyone will be required to:

- Have access to a personal computer both in the classroom as well as at home
- Have a set of personal headphones with a built-in microphone
- Be able to access a confidential space on weeks that we view recordings of clinical cases

- Be able to access stable, high speed internet connection (cable modem, DSL recommended)
- The most current version of Zoom downloaded as an application to your computer
  - o Download Zoom <https://zoom.us/download>
  - o Sign in with your Lewis & Clark email account
  - o For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Be able to access course material uploaded to Moodle
- Check email on a daily basis
- Be able to access programs to Google suite and Microsoft Office
- Commit to the time required to prepare for class
- Demonstrate self-motivation and self-discipline.

In addition, please:

- Make use of the online course materials available via Google classroom.
- Complete readings and assignments by the due dates indicated on the syllabus.
- Check email on a daily basis.
- Respond to emails from the instructor in a timely manner.
- Check google classroom site several times a week. Information may be updated or changed due to admin or academic reasons. The student is responsible for keeping up to date.

## **COURSE REQUIREMENTS**

### **1. Attendance, participation and disposition (20 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.

Online participation requirements:

- Cameras ON (off to step out or if background distraction comes up)
- Mute ON (unless speaking)
- Glitching? Sign out and sign back in.
- Use CHAT function to alert me of issues.
- Take turns talking (be aware of other potential speakers)
- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Try to arrange your screen to best convey active listening.
- Engaged and Active--we make the class for each other!

2. **Braiding Sweet grass assignment. Read "Braiding sweet grass" by Robin Wall Kimmerer. (20 pts).** The purpose of this assignment is to understand systems thinking and the meaning of "all my relations" from a decolonization perspective. This framework will be explained in class.

Please send via email to [pilarhw@lclark.edu](mailto:pilarhw@lclark.edu) before or on September 1<sup>st</sup>, 2020.

**Reflect on the following questions:**

**(a) Point of departure.**

A point of departure in research or in a system of thought involves the assumptions or premises or question from and on which the system of thought proceeds forward. It is where you take off from, it is the mindset from which ideas have their foundation. Use "Braiding sweet grass" and the story of Skywoman to:

- Explain your understanding of the chapter (2 pages)
- Explain what changes in how we relate to each other and other beings if we do not consider ourselves the center of the universe, but a part of it. (1 page)
- Offer a clear and concrete example from your own personal life, your family or community comparing and contrasting how relationships and consequences of our actions change depending on our point of departure in addressing a situation (give an example). (2/3 pages)

**(b) Basket making (2/3 pages)**

Use basket making as a metaphor to illustrate how you and others (family, friends, partners) engage in constructing a project, ritual or a kind of relational activity that may or may not have included non-human beings. Be specific

**(c) Honorable harvest and reciprocity (2/3 pages)**

- Explain what reciprocity means from the author's perspective
- Compare and contrast the manner in which your culture and society's practices of giving and taking, and Indigenous ways of looking at reciprocity.

**(d) Becoming indigenous to place (2/3 pages)**

- List and explain five or more specific steps that you would take to become indigenous to place, with the understanding that you do not own this land and that you have to coexist with other humans and non-human beings.

**(e) Using Braiding sweet grass as your inspiration, describe your family – all your relationships – (2/3 pages)**

**3. Read and be prepared to discuss the MCFT Student Handbook – Second week of class (10 pts)**

Prepare two questions with an answer from the MCFT handbook for discussion or clarification. Please type your questions and send them to Dr. Hernandez-Wolfe 3 days before class.

**4. Assigned reading reflections (20 pts) (1 page typed )**

After completing the readings for each class, identify two themes or ideas that stood out for you. Select and provide a quote illustrating each theme that stood out for you. Offer your own reflection about what these ideas mean to you: you may discuss dilemmas, resonance with your life experience, agreement/disagreement with a rationale, impact in your views, emerging questions, and struggles with particular points of view with a rationale, ethical implications and practical applications.

Send your reflections via email two days prior to class.

**5. Brief Interview – due October 2- (20 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.

**6. Portfolio: uploading documents via Task due October 16/2020 - (10 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

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

All students must go through the FBI record request process. Those who fail to turn in the application material will receive an INCOMPLETE for this course until FBI application material has been submitted.

Please fill out the form ROI stored in the course's google drive, scan it and send it to Ms. Bernette Jenkins at [jenkins-pleas@lclark.edu](mailto:jenkins-pleas@lclark.edu) This form must be sent no later than the second week of class.

**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**

Murphy, M.J. & Hecker, L. (2009). Ethics and professional issues in couple and family therapy.

NY: Routledge.

Wall Kirmmerer, R. (2013). *Braiding sweetgrass*. Canada: Milkweed Editions.

L&C MCFT Student Handbook

AAMFT website

Professional behavior and professional qualities form

**READINGS:**



Readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others, and that additional readings may be added during the course.

## **COURSE SCHEDULE**

### **WEEK 1 – Introduction, History & Paradigms in Family Therapy**

Topics:

Braiding sweetgrass and relational thinking discussion. Assignment due on September 1<sup>st</sup>.  
 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:

FBI Criminal background check  
 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:

Murphy & Hecker Ch.1

Tasks:

Review and read materials from the following websites:  
 MFT National Exam <https://amftrb.org/your-exam-roadmap/>  
 Licensure Requirements: <https://www.oregon.gov/oblpc/Pages/Apply.aspx>  
 American Association for Marriage and Family Therapy [www.aamft.org](http://www.aamft.org)  
 Commission on Accreditation for Marriage and Family Therapy Education  
<https://www.coamfte.org/>  
 Print the AAMFT Code of Ethics and bring to class  
[https://www.aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)

### **WEEK 3 – Professional Identity and Roles**

Topics:  
 Therapist roles  
 Collaboration with multiple systems  
 Therapists as advocates  
 Professional writing

Readings:  
 Murphy & Hecker Chapter 16

### **WEEK 4 – Power, Culture & Practice**

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

Readings:

Murphy & Hecker Ch 6

Kimmerer, Braiding Sweetgrass, “maple nation: a citizen guide,” “the honorable harvest;”  
 “people of corn, people of light;” “collateral damage”

Tasks:

- 1) Weekly reflection. Focus: how would integrate dimensions of equity into individual, couple and family therapy?

### **WEEK 5 – Values, Meaning & Self of the Therapist**

Topics:  
 Therapist self-care  
 Morality and therapy  
 Intuition, experience, feelings and other “tools”  
 Values, biases, beliefs

Learning taskstream: The last hour of class is dedicated to leaning how to use taskstream, a system to store and track your work.

Readings:

Murphy & Hecker Ch. 5

### **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?
- **What ethical/legal dilemmas do you think I'll be most likely to encounter as an intern/new professional? This item from your interview will be used in your ethics class. Please expand on this question. This item will be requested in your ethics class for an assignment.**
- Please add other questions to inquire about the profession in your state/city

| Course Objective  | MCFT Student Learning Outcomes | AAMFT Core Competencies & AMFTRB task statements | Evaluated by  |
|---|--------------------------------|--|---|
| 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.                         | SLO1.1<br>SLO1.2<br>SLO 3.1    | CC 1.1.1   | Class participation and discussion of course lectures; Braiding sweetgrass assignment; weekly reflections |
| 2. Know the role of family therapists in a variety of practice settings and in relation to other helping professionals.   | SLO 4.2<br>SLO 4.3             | CC 1.1.3   | Class participation, weekly reflection papers   |
| 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). | SLO 4.3                        | CC 1.5.10; 5.3.1; 5.4.1                          | Class participation, weekly reflection papers   |
| 4. Know the structure and operations of professional organizations that support and   | SLO 3.1                        | CC 5.5.3   | Class participation, weekly reflection papers   |

|   |                    |  |   |
|---|--------------------|--|---|
| 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). |                    |  |   |
| 5. Begin developing a professional identity as a family therapist.  | SLO 1.1<br>SLO 4.3 |  | LMCFT interview                                     |
| 6. Gain knowledge of required competencies, national exams, and licensure requirements.   | SLO 4.3            |  | Class participation,<br>weekly reflection<br>papers |
| 7. Become familiar with the major journals in the field and how to research information about therapy.  | SLO 3.1            |  | Class participation,<br>Weekly reflection<br>papers |