



## MCFT 582 INTERNSHIP IN MARRIAGE, COUPLES, AND FAMILY THERAPY FALL 2020

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<b>Time &amp; Day:</b>	Mondays, 1:00 PM to 9:00 PM ( <i>6 hours of instruction</i> )	
<b>Place:</b>	L&C Community Counseling Center 4445 SW Barbur Blvd., Portland, OR 97239 <i>and</i> Online (via Zoom, confidential link provided on LC3C Schedule spreadsheet)	
<b>Instructor:</b>	Wonyoung L. Cho, PhD, LMFT	
<b>Office Hours:</b>	<i>by appointment</i>	<b>Office:</b> Rogers 425
<b>E-Mail:</b>	<a href="mailto:wonyoungcho@lclark.edu">wonyoungcho@lclark.edu</a>	<b>Phone:</b> 503-768-6185

### CATALOG DESCRIPTION

Applied training in family therapy during a 15 month internship, including supervised clinical practice with individuals, couples, and families using systemic, social constructionist, and critical family therapy models.

**Prerequisite:** None

**Restrictions:** Consent of program clinical director

**Credit:** 4 semester units

### COURSE DESCRIPTION

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

This group supervision will be led by an AAMFT Approved Supervisor or the equivalent. The majority of supervision (at least 50%) must be based on raw data (i.e., live observation / video-tapes of sessions with clients or co-therapy with your supervisor). These arrangements must be maintained during academic breaks when you are not actually enrolled in the course but are seeing clients through your affiliation with Lewis and Clark College. This syllabus serves as a contract between you, the program, and your individual faculty supervisor. Before you graduate, you must complete 500 hours of direct client contact (250 relational) and 100 hours of supervision as detailed in the MCFT Clinical Training Handbook.

***Due to the Covid-19 Pandemic and the resulting public health crisis, contingency plans have been made by COAMFTE and the Lewis & Clark MCFT program. Please refer to the “MCFT Contingency Plan for Covid-19 Impact - Students Graduating Summer 2021” on our [website](#).***

### **MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

- SLO 1.3 Students apply systems/relational theories to clinical case conceptualization.
- SLO 2.1 Students self-reflect on the implications of own and others’ social location in clinical practice.
- SLO 2.2 Students’ practice demonstrates attention to social justice and cultural democracy.
- SLO 3.2 Students draw on the research literature relevant to family therapy in case planning.
- SLO 4.1 Students apply ethical decision-making process to clinical dilemmas.
- SLO 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies.
- SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

### **COURSE OBJECTIVES**

At the end of this course, students are expected to:

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

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

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

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

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

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

- A computer - PC or Macintosh- with video capabilities and a stable Internet connection. Higher speed Internet connections (cable modem, DSL *with speed of at least 10 mbps*) are strongly recommended.
- The most current version of Zoom downloaded as an application on your computer
  - Download Zoom <https://zoom.us/download>
  - Sign in information and guidelines are provided on the LC3C Moodle page
  - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Computer skills - email, surf the Internet, create basic word processor files, use track changes feature in Word, upload and download documents.
  - Microsoft Office 2010 or higher (Must include Word and PowerPoint).
  - Familiarity with Google Suite and Drive features for documentation and record keeping
- Ironkey (encrypted USB) and headphones with microphones highly recommended
- Access to quiet, confidential space for the duration of the practicum hours to conduct therapy sessions and participate in supervision

- A reliable Lewis & Clark email address (lclark.edu) that will not change from the beginning until the end of the semester.
- A "technology back-up" plan. Students should plan out an alternative location in the event their computer or Internet connection is not working.

Students are also required to:

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

### **COMMUNICATION POLICY**

Most e-mails will be answered within 48-hours, with the exception of weekends. You should work proactively and look ahead to make sure any concerns and questions are given enough time for a response.

### **LEWIS & CLARK COVID-19 POLICY**

Please read and carefully review Lewis & Clark's guidelines for reopening at <https://www.lclark.edu/news/2020-plans/health-and-safety/>.

### **REQUIRED TEXT**

Freedman, J., & Combs, G. (1996). *Narrative therapy: The social construction of preferred realities*. W.W. Norton & Company.

Gehart, D. R. (2017). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (3rd ed.). Cengage Learning

Madsen, W. (2007). *Collaborative therapy with multi-stressed families* (2nd ed.). Guilford.

### **CPSY DEPARTMENTAL ATTENDANCE POLICY**

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

incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### **DISABILITY SERVICES STATEMENT**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### **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.

### **CELL PHONES**

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

### **EVALUATION & GRADING** *Grade is Credit/NoCredit.*

To pass, students must complete all requirements and assignments as described, including submitting end-of-term evaluations from each supervisor and their evaluations of their supervisors uploaded on Taskstream. Failure to receive credit means that the student may not move forward into the next term of internship and administrative withdrawal from the program. Your supervisors will evaluate your clinical progress based on the criteria attached at the end of this syllabus

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

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

<p>3. Integrate family therapy theory, equity, and social location issues in clinical practice.</p>	<p>SLO 2.2 SLO 4.1 SLO 4.2 SLO 4.3</p>	<p>CC 1.1.1; CC 1.1.2; CC 1.1.3; CC 1.2.1; CC 1.3.1; CC 2.1.1; CC 2.1.4; CC 2.1.6; CC 2.2.3; CC 2.3.1; CC 2.3.6; CC 2.3.7; CC 2.3.8; CC 3.1.1; CC 3.2.1; CC 3.3.1; CC 3.4.5; CC 4.1.1; CC 4.1.2; CC 4.3.2; CC 4.3.8; CC 4.4.1; CC 4.4.6; CC 4.5.1; CC 4.5.3; CC 5.1.1; CC 5.1.2; CC 5.1.4; CC 5.2.1; CC 5.2.2; CC 5.4.1; CC 5.4.2; CC 5.5.2; CC 6.1.1; CC 6.3.2; CC 6.4.1</p> <p>TS 01.01; TS 01.02; TS 01.04; TS 01.05; TS 01.06; TS 02.01; TS 02.02; TS 02.06; TS 02.08; TS 02.18; TS 02.20; TS 02.30; TS 03.04; TS 03.11; TS 03.23; TS 05.09</p>	<p>Reflective Case Analysis  Case Documentation</p>
<p>4. Demonstrate ethical clinical judgment in consultation with supervisor and practicum group.</p>	<p>SLO 2.2 SLO 3.2 SLO 4.1</p>	<p>CC 1.1.3; CC 1.2.1; CC 1.3.1; CC 2.1.2; CC 2.1.4; CC 2.1.6; CC 2.1.7; CC 2.3.1; CC 2.3.7; CC 2.3.8; CC 3.1.1; CC 4.1.1; CC 4.1.2; CC 4.3.2; CC 4.3.8; CC 4.4.1; CC 4.4.6; CC 4.5.3; CC 5.1.1; CC 5.1.2; CC 5.1.4; CC 5.2.1; CC 5.2.2; CC 5.3.8; CC 5.4.2; CC 5.5.2; CC 6.1.1; CC 6.3.1; CC 6.3.2</p> <p>TS 01.04; TS 01.05; TS 02.06; TS 02.08; TS 02.18; TS 02.20; TS 03.11; TS 03.23; TS 04.01; TS 05.09</p>	<p>Participation</p>

## **COURSE REQUIREMENTS**

### **1. Attendance, Participation, Disposition, and Dress Code**

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

How you dress always conveys a social message, even if none is intended. Avoid short skirts and low cut chest exposing shirts.

- Learn how to use the recording equipment and computer related technology.
- Cleanup after yourself and keeping the clinic space neat and clean.

### **2. Ethics**

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

### **3. Supervision**

- Let your supervisor know when supervision is and isn't "working" for you so that you can maintain a positive working relationship.
- Be involved and offer input about all cases presented during supervision, even if you are not directly seeing the clients.
- Maintain contact and respond in a timely manner to clients and other professionals.
- Complete any additional requirements agreed on by you and your supervisor(s).

### **4. Professional Practice**

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

### **5. Reflective Case Analysis**

- Review video of your clinical work on a weekly basis.
- Systematically analyze at least three sessions using a particular focus or lens as agreed upon by the class.



## **6. Hours Documentation - Refer to the MCFT Clinical Paperwork Timeline document**

- Semester summary of client contact and supervision hours must also be approved by the course instructor at the end of each semester and submitted to the CPSY office.
  - Monthly summary of your hours should be approved monthly by the course instructor and kept for your own records.
- In order to receive credit for this course, you must review your off-site community supervisor's evaluation of your clinical work with your MCFT 582 course instructor prior to the final class meeting. You must upload to Taskstream copies of both internship and externship supervisors' evaluation of your work and goals and signature page for each.
- You are also required to complete evaluations on your supervisory relationships with your internship and externship supervisors before the end of semester. The link to this evaluation will be sent out by the Lewis & Clark Placement and Research/Assessment Office.

## **COURSE ASSIGNMENTS**

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

### **1. Participation**

Participate in all class meetings and fully engage in course readings, case discussions, and all class and clinical activities.

### **2. Readings**

In addition to the assigned readings, you should engage in self-directed reading to support, enhance, and expand your clinical and theoretical knowledge. As you read articles and texts to generate clinical ideas, reflect upon their application to your cases or other cases you've observed. Engage in shared discussion of the clinical questions, ideas, or applications raised from the readings.

### **3. Reviewing clinical practice: Case presentation**

Review video of your clinical work on a weekly basis, guided by the reading of that week (refer to the course schedule). Be prepared to engage in group consultation and discussion.

Additionally, complete an in-depth analysis of clinical sessions using a theoretical lens of your choosing for group presentation and discussion.

#### **A. *Select a MFT theory/modality to guide your case analysis.***

What stands out to you? What are you puzzled by? What are you most curious about?

What do you feel challenged or frustrated by? What do you appreciate and view as a strength? How are you impacted by the case?

**B. *Select at least one segment that was particularly informative to you (could be something that worked or something that didn't).***

Reflect on the outcome of your approach in session and reflect on what you might continue about your current approach, as well as how you might work differently.

**C. *Present a brief video segment to the class (10 mins. minimum).***

Complete a Case Presentation Write-up (instructions included below) in preparation for the presentation on your assigned week. The write-up should be written in single-spaced format, and there is no need for it to be in academic APA style. Furthermore, the write-up should not have any identifying information of the client(s), should align with the rules of confidentiality, and ethical standards of our profession. See course schedule for details; you will sign up for a week to present your case.

### **Case Presentation Write-up**

#### **Demographic Information of the Treatment Unit**

In a succinct paragraph, present all relevant demographic (and contextual) information of the treatment unit. You may use commonly used abbreviations and short-hands.

#### **Presenting Concerns**

In 2-3 succinct paragraphs, present the biopsychosocial concerns of the treatment unit. The language should evidence your “home” theory of practice in the way that concerns and problems are articulated and conceptualized.

#### **DSM Diagnosis and Relevant Medical Information**

Include here the DSM diagnosis that you have considered and/or used to aid in conceptualization of the case; and list any medications and relevant medical information.

#### **Treatment Goals & Plan**

Include a short outline (in bullet list format) treatment goals and plans, as well as a brief comment on the current progress.

#### **Consultation**

In a short sentence, describe what you would like to focus on and what kind of feedback you are seeking from consultation. Explain what is significant about the selected segment and the questions it raised for you that you'd like the group to discuss.

#### 4. Case Documentation

Work on translating practice to case documentation using theoretical framework and language in a timely manner. Complete the various required paperwork (i.e. clinical assessment, treatment plan, session notes, case summary) for each of the cases you work with throughout the semester.

#### COURSE SCHEDULE

*Subject to change as needed*

1:00-2:00	Work independently ( <i>review videos, work on theory and documentation</i> )
2:00-2:30	Check in, assign new cases, and supervision schedule for the day
2:30-3:45	Supervision and Case Presentation
3:45-4:00	Break
4:00-8:00	Live supervision
8:00-9:00	Supervision and Documentation

#### Fall 2020

	Topic
9/7	<i>Off - holiday</i>
9/14	Re-orientation: Shifting the way we think with Narrative Therapy How to present cases, setting the norms for this semester <b>Reading due:</b> <i>Freedman &amp; Combs, 1996 (chapters 1-2)</i>
9/21	Reading Review & Case Consultation <b>Readings due:</b> <i>Freedman &amp; Combs, 1996 (chapters 3)</i> <b>Video Presentation 1 &amp; analysis:</b> _____
9/28	Reading Review & Case Consultation <b>Readings due:</b> <i>Freedman &amp; Combs, 1996 (chapters 4)</i> <b>Video Presentation 2 &amp; analysis:</b> _____

10/5	<p>Reading Review : Crafting Questions</p> <p><b>Readings due:</b> <i>Freedman &amp; Combs, 1996 (chapters 5-6)</i></p>
10/12	<p>Reading Review &amp; Case Consultation</p> <p><b>Readings due:</b> <i>Freedman &amp; Combs, 1996 (chapters 7)</i></p> <p><b>Video Presentation 3 &amp; analysis:</b> _____</p>
10/19	<p>Reading Review &amp; Case Consultation</p> <p><b>Readings due:</b> <i>Freedman &amp; Combs, 1996 (chapters 8)</i></p> <p><b>Video Presentation 4 &amp; analysis:</b> _____</p>
10/26	<p>Reading Review &amp; Case Consultation</p> <p><b>Readings due:</b> <i>Freedman &amp; Combs, 1996 (chapters 9)</i></p> <p><b>Video Presentation 5 &amp; analysis:</b> _____</p>
11/2	<p>Reading Review &amp; Case Consultation</p> <p><b>Readings due:</b> <i>Freedman &amp; Combs, 1996 (chapters 10)</i></p> <p><b>Video Presentation 6 &amp; analysis:</b> _____</p>
11/9	<p>Mid-point Check in &amp; Case Consultation</p> <p>All Case Presentation Write Up should be submitted in Moodle</p>
11/16	<p><b>ARRANGE FOR OFF-SITE SUPERVISOR EVALUATIONS*</b></p> <p>Learning check-in; revisiting how theory guides our practice</p> <p><b>Reading/review due:</b> <i>Gehart, 2017 (Chapter 10)</i></p>
11/23	<p><i>Fall Break Week</i></p>
11/30	<p><b>REVIEW Externship and Internship Evaluations, PREPARE Goal Sheets</b></p> <p>Check-ins, review readings and debrief cases</p>

12/7	<b>REVIEW Externship and Internship Evaluations, PREPARE Goal Sheets</b> Check-ins, review readings and debrief cases
12/14	<b>ALL CLINICAL PAPERWORK DUE December 11th – SUBMIT TO CTSP OFFICE AND UPLOAD TO TASKSTREAM</b>

### Preview of Spring 2021

	Topic
1/11	Re-orientation: Synthesizing theories with self of the therapist <i>Reading due: Blow, Sprenkle, &amp; Davis, 2007; Davis &amp; Hsieh, 2019; Dickerson, 2010; Fraenkel, 2009</i>
1/18	<i>Off- holiday</i>
1/25	Reading Review & Case Consultation <i>Readings due: Madsen, 2007 (Introduction)</i> <b>Video Presentation 1 &amp; analysis:</b> _____
2/1	Reading Review & Case Consultation <i>Readings due: Madsen, 2007 (chapters 1)</i> <b>Video Presentation 2 &amp; analysis:</b> _____
2/8	Reading Review & Case Consultation <i>Readings due: Madsen, 2007 (chapters 2)</i> <b>Video Presentation 3 &amp; analysis:</b> _____
2/15	Reading Review & Case Consultation <i>Readings due: Madsen, 2007 (chapters 3)</i> <b>Video Presentation 4 &amp; analysis:</b> _____
2/22	Reading Review & Case Consultation <i>Readings due: Madsen, 2007 (chapters 4)</i> <b>Video Presentation 5 &amp; analysis:</b> _____

3/1	<p>Reading Review &amp; Case Consultation</p> <p><i>Readings due: Madsen, 2007 (chapters 5)</i></p> <p><b>Video Presentation 6 &amp; analysis:</b> _____</p>
3/8	<p>Reading Review &amp; Case Consultation</p> <p><i>Readings due: Madsen, 2007 (chapter 6)</i></p> <p><b>Video Presentation 7* &amp; analysis:</b> _____</p>
3/15	<p>Reading Review &amp; Case Consultation</p> <p><i>Readings due: Madsen, 2007 (Chapter 7)</i></p> <p><b>Video Presentation 8* &amp; analysis:</b> _____</p>
3/22	<i>Off - Spring Break</i>
3/29	<p><b>ARRANGE FOR OFF-SITE SUPERVISOR EVALUATIONS*</b></p> <p>Sustainable Change for Our Clients</p> <p><i>Readings due: Madsen, 2007 (Chapter 8-9)</i></p>
4/5	<p>Sustainable Practices for Ourselves</p> <p><i>Readings due: Madsen, 2007 (Chapter 10)</i></p>
4/12	<p><b>REVIEW Externship and Internship Evaluations, PREPARE Goal Sheets</b></p> <p>Check-ins, review readings and debrief cases</p>
4/19	<p><b>REVIEW Externship and Internship Evaluations, PREPARE Goal Sheets</b></p> <p>Check-ins, review readings and debrief cases</p>
4/26	<p><b>ALL CLINICAL PAPERWORK DUE April 23rd – SUBMIT TO CTSP OFFICE AND UPLOAD TO TASKSTREAM</b></p>

## EXPECTED CLINICAL SKILLS

By the end of the term, you will be expected to demonstrate the skills listed under Internship 2.

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

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

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

<b>Internship 1.</b> Is developing a systemic lens to expand presenting issues and content to hypotheses regarding interaction patterns and relational and socio-contextual processes.	<b>Internship 2.</b> Able to distinguish process from content in session; Recognizes issues related to social justice and cultural democracy. Reflects on own role in the therapeutic process.	<b>Internship 3.</b> Regularly recognizes and focuses on patterns of interaction and considers how these relate to larger societal processes. Observes impact of self in the therapeutic process.	<b>Internship 4.</b> Consistently recognizes the interconnections among biological, psychological, and social systems, including the impact of power on the presenting issues and own role in the therapeutic system.
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4. **Intervention skills** (link interventions to theory; intervene intentionally and consistently throughout the therapeutic relationship; follow up on interventions; formulate and alter treatment plan as needed; match treatment modalities and techniques to clients' needs,

goals, and values; Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client). SLO 2.2, 4.2, & 4.3

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

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

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



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

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

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

<b>Internship 1.</b> Articulates and applies systemic social justice principles in case planning and supervision.	<b>Internship 2.</b> Demonstrates cultural humility and emphasizes client strengths and choice in case conceptualization, treatment planning, and obtaining needed services.	<b>Internship 3.</b> Explores own use of power and privilege as they relate to therapist roles and development, intersect with client identities and roles, and foster global citizenship.	<b>Internship 4.</b> Uses privilege collaboratively with client(s), agencies, family members, and other systems to empower and promote social equity and client interests.
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11. **Legal/Ethical Practice** (know and follow the AAMFT Code of Ethics, standards of practice, and State Laws and regulations for the practice of marriage/couple and family therapy; understand the legal requirements and limitations, as well as case management

issues, for working with vulnerable populations; provide competent service according to the AAMFT code of ethics and core competencies; understand and use appropriate processes for making ethical decisions; seek guidance from supervisors). SLO 4.1 & 4.2

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

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