



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

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## MCFT 582-18 Internship in Marriage, Couple, and Family Therapy SUMMER 2022

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Time & Day: 10:45am- 12pm Wednesdays, May 11 – June 1, 2022  
Location: Rogers hall, room 218  
Instructor: Joslyn Armstrong, PhD, MFT-I  
Office Hours: by appointment only via email  
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Email: [jarmstrong@lclark.edu](mailto:jarmstrong@lclark.edu)

### CATALOG DESCRIPTION

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

**Credits:** 1 semester hour

### MCFT STUDENT LEARNING OUTCOMES

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

### RECOMMENDED TEXTS

Arzt, N. (2020). *Sometimes therapy is awkward: A collection of life-changing insights for the modern clinician*. USA: Soul of Therapy LLC. ISBN 1735993506

ChenFeng, J.L., & Stone, D.J. (2019). *Finding your voice as a beginning marriage and family therapist (1<sup>st</sup> ed.)*. New York, NY: Routledge

### COURSE DESCRIPTION

This course includes:

- Weekly AAMFT approved supervision during students' final semester of externship training. Through live AAMFT approved 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.
- Approximately 2-3 days at an externship site—includes supervision, client contact, and engagement in all responsibilities expected at the placement, until all clinical hours and contract requirements have been met.
- **All students are required to attend class for four meetings in this final term of MCFT 582 Internship.**
- **Students must continue to receive weekly AAMFT approved supervision through this final 582 internship course until they have completed and documented all the program's clinical contact hour requirements. This means, whenever students are finished seeing clients at their externship sites, they can stop attending class meetings.**

This syllabus serves as a contract between you, the program, and your individual faculty supervisor. The MCFT program is an early adopter of COAMFTE standards v.12.5. Under the COAMFTE 12.5 standards, students are required to complete 400 hours of direct client contact (of which a minimum of 150 hours should be relational) and 100 hours of supervision as detailed in the MCFT Clinical Training Handbook, by the end of your program.

## COURSE OBJECTIVES

As a result of this course students will:

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

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

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Apply their developing skills and understanding of systemic clinical processes to treatment planning and practice of	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	Reflective Case Analysis  Case Documentation

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

		<p>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>	
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### **INTERNSHIP IN THE EVOLVING COVID-19 CONTEXT**

The COVID-19 context continues to evolve and we find ourselves yet again coming together in an academic and professional capacity for the purpose of learning and developing as therapists-in-training during a dynamic time.

It is crucial that we do our best to approach the learning process with grace and understanding for ourselves and one another. As we continue to learn and grow in our academic and professional capacities, we must nurture sustainable self-care practices that enable us to be available for one another and our clients during periods of challenge and uncertainty.

### **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**

- Option 1: 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 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.
- Option 2: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

### **NON-DISCRIMINATION POLICY**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

### **DISCLOSURE OF PERSONAL INFORMATION**

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

### **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).

### **EVALUATION AND GRADING**

Grade is Credit (CR)/No Credit (NC). Grades are based on your internship supervisor’s comprehensive review of your end-of-term supervisee evaluations from all supervisors at all sites, satisfactory completion of course assignments, and demonstration of expected professional standards. To pass, students must upload copies of their supervisee evaluations and goals sheets to Taskstream, and complete supervisor evaluations through links provided via email. A grade of No Credit (NC) means that the student will be administratively withdrawn from the program. A copy of the supervisee evaluation with a list of the clinical competencies evaluated is included at the end of this syllabus.

### **COURSE REQUIREMENTS**

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

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

the need to report abuse or neglect.

- Dress code: business casual. How you dress always conveys a social message, even if none is intended.

## 2) Ethics

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

## 3) Supervision

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

## 4) Professionalism

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

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

- DOCUMENTING HOURS. Document your clinical contact and supervisor hours on the “Monthly Verification Logs” and have your supervisors sign them each month. Keep these for your records, but do not submit these to the CTSP office. Transfer cumulative totals from the “Monthly Verification Logs” to the “Semester Summary Log”, and submit this to the CTSP office. Keep a copy of this log for your record, too.
- SUPERVISEE EVALUATION. Before you have completed your externship training, arrange to meet with your externship supervisor to receive a copy of your electronic supervisee evaluation (Clinical coordinator will send a link to your supervisors for this evaluation).
- SUPERVISOR EVALUATIONS. You are required to complete evaluations on your supervisory relationship with your externship supervisor before the end of the semester. The link to this evaluation will be sent to you by the Lewis & Clark Placement or Research & Assessment Office.
- **For the July degree posting:**
  - Submit a copy of your final “Semester Summary Log” to the CTSP office at [ctsp@lclark.edu](mailto:ctsp@lclark.edu) by July 8<sup>th</sup>

- On Taskstream, upload a copy of your supervisee evaluation
- Complete a MCFT 582 course evaluation through the link sent from LC's Research and Assessment office
- **For the August degree posting:**
  - Submit a copy of your final "Semester Summary Log" to the CTSP office at [ctsp@lclark.edu](mailto:ctsp@lclark.edu) by August 12<sup>th</sup>
  - On Taskstream, upload a copy of your supervisee evaluation
  - Complete a MCFT 582 course evaluation through the link sent from LC's Research and Assessment office

**All of the above MUST be completed before your instructor can give you your grade for MCFT 582.**

## 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.** It is important to arrive promptly for all class meetings and fully engage in all class discussions and clinical activities.

### **2. Professional and self of the therapist development.**

Each student will conclude their internship training with a 15-minute presentation on an issue that relates to their on-going professional and/or self of the therapist development. Self of the therapist development refers to both personal areas of growth that influence how and what one does in therapeutic practice, as well as areas of growth more broadly that influence a person's clinical competence, professional identity, and role. To help you develop this presentation:

- Reflect on cases or moments throughout your year of clinical practice that helped you identify both your strengths and areas of challenge.
- Reflect on supervisory conversations and team consultations that informed your thinking around your identity and role as a therapist and how to enact these.
- Chart a vision of where you see yourself currently and what resources might enable you to evolve in your professional identity and clinical work.
- Presentations are an opportunity to have the group witness and support your vision. Therefore, presentations will not be followed by question and answer.

## Weekly Schedule

Date	Topic/Presentations
Week 1 5/11	Check-ins and case consultation
Week 2 5/18	Check-ins and case consultation

Week 3 5/25	Professional development and self of the therapist presentations
Week 4 6/1	Professional development and self of the therapist presentations



## EXPECTED CLINICAL SKILLS

By the end of the term, you will be expected to demonstrate the skills listed as internship 4.

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

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

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

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

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

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

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

<b>Internship 1.</b> Completes case assessments for each case that take into account multiple systemic levels; able to assess level of risk and seek help as needed. Routinely identifies areas of resilience.	<b>Internship 2.</b> Draws on observation and formal assessments to formulate systemic hypotheses that connect to goals, diagnoses, and intervention, including management of risks and crises and relevant DSM diagnoses.	<b>Internship 3.</b> Regularly Integrates multiple levels of analysis and theories in conceptualizing and managing a case (biological, sociological, interpersonal, spiritual, etc.), including areas of resilience and relevant DSM diagnoses.	<b>Internship 4.</b> Demonstrates integrated case conceptualization across multiple levels of analysis that guides in-session clinical decisions and case management
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- 5. Multiple Systems** (understand and work along-side other recovery-oriented behavioral health services; develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers. Work collaboratively with other

stakeholders, including family members, other significant persons, and professionals not present; respect multiple perspectives) SLO 4.2

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

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

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

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

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

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