



“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 1, 2 &3

FALL 2023

Time & Day: 09/06/2023-10/04/2023 Lecture Wednesday 09:00AM - 12:00PM (section 1)

09/07/2023-10/05/203 Lecture Thursday 09:00AM - 12:00PM (section 2)

09/08/2023- 10/06/2023 Lecture Friday 1 PM – 4 PM (section 3)

Location: York Graduate Center

Instructor: Pilar Hernández-Wolfe, Ph.D., LMFT (sections 1 &2)

Stace Parlen, LMFT (section 3)

Office Hours: Thurs 12-1 and by appointment

E-Mail: pilarhw@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.

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

1. Understand the history and philosophy of family therapy. Gain awareness of how theory and practice are socially constructed, emerging from specific sociopolitical, and historical contexts. (CC 1.1.1; KS 1,2)
2. Become aware of some of the ethical standards of AAMFT and state laws - how these are developed and how they generally apply to practice (Specific knowledge of the application of laws and ethics is expected in MCFT 510). (CC 1.5.10; 5.3.1; 5.4.1)
3. 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, and the American Association for Marriage and Family Therapy).
4. Begin developing a professional identity as a family therapist.

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

<https://www.lclark.edu/news/covid-19-response/health-and-safety/>

ARTIFICIAL INTELLIGENCE

The use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

SPECIAL ASSISTANCE

If you have a disability that may affect your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility 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. Student Accessibility Services is

available via email (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 online via their website:

(www.lclark.edu/offices/student_support_services/).

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 the 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 the 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 themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee the 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;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

College-Wide Conduct Policies:

Please see https://graduate.lclark.edu/student_life/handbook/college_policies/

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 the 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 discussion 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 the 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.
- Provide 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 trying 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.

Talking a lot does not necessarily mean a good contribution to the discussion. Carefully listening to your classmates and building upon their contributions will facilitate an intellectually engaging and positive classroom experience. Be sure to listen to others and take turns making the first comment that others build upon. If you are not thoughtful about what others say, we will have lots of talking but no true discussions. Let me emphasize again, speak up! There will be individual differences in your experience with different topics in the course. Raise your questions as we go! Asking questions is participating in the discussion. You are not expected to have all of the answers—if you did, what would be the point of having the discussion?

In addition, be prepared to experience corrections and feedback on your comments. As your professor, I will provide feedback on the limitations of students' answers, and at times I will correct comments to show you what is the state-of-the-art answer or what is the best ethical

answer. It is expected that you tolerate being incorrect, receive feedback, and understand the difference between opinion, and perspective from issues that require correct or best answers.

2. **Braiding Sweetgrass assignment. Read “Braiding sweet grass” by Robin Wall Kimmerer. (20 pts; 1.5 or 2 spaces; no specific format, no title page).** This assignment aims to understand systems thinking from a perspective that addresses biocentricity.

Please send via email to pilarhw@lclark.edu or sparlen@lclark.edu on or before or on August 30th, 2023.

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 questions 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 (1/2 page)
- 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 pages)

(b) Honorable harvest and reciprocity (2 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.

(c) Becoming naturalized to place (2 pages)

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

(d) Using Braiding sweet grass as your inspiration, describe your family and include all you consider as family – all your relationships – (2 pages)

3. **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. Bring your typed reflection to class. The instructor may request a reflection for specific required readings (see description under topics for each week).

4. **Final in-class ethical dilemmas case study (30 pts)**

This exercise will be completed in writing during the last day of class. Students will be presented with an ethical dilemma. They will examine an ethical issue and use the principles studied in “Ethics and professional issues in couple and family therapy,” and the ethical code as a resource to answer the questions asked.

5. **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 the 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

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.

Kareema M. Smith, Alexis Jones & Evelyn A. Hunter (2023) Navigating the multidimensionality of social media presence: ethical considerations and recommendations for psychologists, *Ethics & Behavior*, 33:1, 18-36, DOI: 10.1080/10508422.2021.1977935

Berler, M., Trub, L., & Magaldi, D. (2023, January 2). The Therapist's Evolving Public Self in a Digitally Disrupted Marketplace. *Journal of Psychotherapy Integration*. Advance online publication. <https://dx.doi.org/10.1037/int0000295>

Drude, K., & Messer-Engel, K. (2020). The Development of Social Media Guidelines for Psychologists and for Regulatory Use, *Journal of Technology in Behavioral Science*, doi.org/10.1007/s41347-020-00176-1

Roberts, J. (2005). Transparency and Self-Disclosure¹ in Family Therapy: Dangers and Possibilities, *Family Process*, 44 (1), 45-63.

Almeida, R., Hernandez-Wolfe, P. & Tubbs, C. (2011). Cultural equity: Bridging the complexity of social identities with therapeutic practices, *The international Journal of Narrative Therapy and Community Work*. 3, 43-56.

Hernandez-Wolfe, P. & McDowell, T. (2012). Speaking of privilege: Family therapy educators' journeys toward awareness, accountability & action. *Family Process*, 51 (2), 1-15. Doi:[10.1111/j.1545-5300.2012.01394.x](https://doi.org/10.1111/j.1545-5300.2012.01394.x)

Additional PDF from the Oregon Board of Counselors and Therapists Newsletter.

AAMFT website

MCFT Student Handbook

AAMFT Code of Ethics

ACA code of Ethics

OBSERVATION ABOUT READINGS ON ETHICS AND EMERGING TOPICS:

At the current moment the APA and the psychology literature, which is a mental health field, has published and dealt the most with emerging ethical issues (e.g. social media); Therefore, there will be readings from the psychology field that address emerging trends and ethical dilemmas. These readings are relevant to all mental health professions.

SUGGESTED READINGS

Laszloffy, L. (2019). Evaluating how mental health, physical and relational health are tied to ecological issues. In M.L. Twist. & T. Laszloffy (Eds.), *Eco-Informed Practice: Family Therapy in an Age of Ecological Peril*. Springer Briefs.

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 tasks, whether or not they are discussed in class. Please note that more readings are assigned for some topics than others, and additional readings may be added during the course.

COURSE SCHEDULE

WEEK 1 – Introduction, History & Paradigms in Family Therapy

Braiding sweetgrass and relational thinking discussion.

Course design and overview
 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

Becoming a family therapist
 Codes of Ethics & State Laws
 MCFT Student Handbook
 Structure and operations of professional organizations that support and regulate the practice of family therapy

Assignments:

Read the AAMFT code of ethics, and Murphy and Hecker Ch. 1, then, review the Oregon Board of Counselors and Therapists Discipline list, and:

- 1) Identify 2 types of violations
- 2) Examine each violation in regard to the principles of Non-maleficence, Beneficence, Autonomy, and Justice.
- 3) Identify specific ethical topics violated using the AAMFT code of ethics.

Read the MCFT Student Handbook:

Write two questions with answers and bring them to class.

Readings:

Murphy & Hecker Ch.1

Oregon Board of Counselors and Therapists Discipline list

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

Commission on Accreditation for Marriage and Family Therapy Education

<https://www.coamfte.org/>

Bring the AAMFT and ACA Code of Ethics

https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

WEEK 3 – Professional Identity and Roles

Therapist roles

Professional conduct: specific implications to being a MCFT/ mental health professional; social media presence for mental health professionals, risk management, and compatibility of occupations with MCFT.

Professional writing

Readings:

Murphy & Hecker Chapter 16

Additional PDF from the Oregon Board of Counselors and Therapists Newsletter: Spring 2023 newsletter (reporting requirements); Spring 2017 Mandatory reporting; Winter 2016 Dual Relationships;

Kareema M. Smith, Alexis Jones & Evelyn A. Hunter (2023) Navigating the multidimensionality of social media presence: ethical considerations and recommendations for psychologists, *Ethics & Behavior*, 33:1, 18-36, DOI: 10.1080/10508422.2021.1977935

Drude, K., & Messer-Engel, K. (2020). The Development of Social Media Guidelines for Psychologists and for Regulatory Use, *Journal of Technology in Behavioral Science*, doi.org/10.1007/s41347-020-00176-1

WEEK 4 – Power, Culture & Practice

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

Readings:

Murphy & Hecker Ch 6

Almeida, R., Hernandez-Wolfe, P. & Tubbs, C. (2011). Cultural equity: Bridging the complexity of social identities with therapeutic practices, *The international Journal of Narrative Therapy and Community Work*, 3, 43-56.

Hernandez-Wolfe, P. & McDowell, T. (2012). Speaking of privilege: Family therapy educators' journeys toward awareness, accountability & action. *Family Process*, 51 (2), 1-15. Doi:[10.1111/j.1545-5300.2012.01394.x](https://doi.org/10.1111/j.1545-5300.2012.01394.x)

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

WEEK 5 – Values, Meaning & Self of the Therapist

Therapist self-care
Morality and therapy
Values, biases, beliefs

Readings:

Murphy & Hecker Ch. 5

Berler, M., Trub, L., & Magaldi, D. (2023, January 2). The Therapist's Evolving Public Self in a Digitally Disrupted Marketplace. *Journal of Psychotherapy Integration*. Advanced online publication. <https://dx.doi.org/10.1037/int0000295>

Roberts, J. (2005). Transparency and Self-Disclosure¹ in Family Therapy: Dangers and Possibilities, *Family Process*, 44 (1), 45-63.

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 SLO1.2 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 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 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).	SLO 3.1	CC 5.5.3	Class participation, weekly reflection papers
5. Begin developing a professional identity as a family therapist.	SLO 1.1 SLO 4.3		LMCFT interview