



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 569: INTRODUCTION TO MCFT
FALL 2009**

Time & Day: Wednesdays, 5:30 pm- 8:30 pm

Instructor: Teresa McDowell, Ed.D.

Office Hours: By Appointment

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.

COURSE OBJECTIVES

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

1. Understand the history and philosophy of family therapy. Gain awareness of how theory and practice are socially constructed, emerging from specific socio-political, historical contexts.
2. Know the role of family therapists in a variety of practice settings and in relation to other helping professionals.
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 CPSY 566).
4. Know the structure and operations of professional organizations that support and regulate the practice of family therapy (e.g., the International Association of Marriage and Family Counselors, American Family Therapy Academy, American Association for Marriage and Family Therapy).
6. Begin developing a professional identity as a family therapist.
7. Gain knowledge of required competencies, national exams, and licensure requirements.

8. Become familiar with the major journals in the field and how to research information about therapy.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

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

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 make up assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

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

CLASS ASSIGNMENTS

Assignments may be turned in at any time during the course but must be handed in by the last class. The life map and paper must be brought and shared on the last night of class.

1. Life map: A life map (Hodge, 2005) is one way of expressing our histories – where we came from, where we are now, and where we are headed. Symbols, pictures, and drawings are used to represent important events, transitions, learning moments, and so on that stand out for along the path of life. Start with a large piece of paper and use any materials you would like – pictures from magazines,

colored pens, photos – to show your story. Typically, you would draw some type of line and depict your life in chronological order. In this particular map, make sure to include 1) your journey relative to your experience, attitudes, and awareness of gender, class, race, sexual orientation, spirituality/religion, nation of origin and other social and contextual issues, 2) your journey toward becoming a family therapist – what has led you to make the decision as well as what you bring with you that will help you in your new profession, and 3) significant trials as well as resources/strengths that helped you overcome difficult times. Share only what you are comfortable disclosing. You will share your life map with several other class participants on the last night of class.

Write a 3-4 page paper describing your map and your journey relative to the three areas described above (10 points each). The life map itself is worth 10 points and sharing your map in class is worth 10 points. 50 points

2. Research Paper Draft: This exercise will serve as a foundation for your final paper in CPSY 566. Write a working draft of a 10 page (plus references) paper concerning an ethical issue, legal topic, or professional practice debate related to the practice of family therapy. This is an opportunity to practice professional writing while researching an important topic/debate in the field. Your paper should include the following: An extensive review of relevant literature on your topic, including a review of the major family therapy journals as discussed in class (10 pts); an introduction that outlines the relevance of the topic to the ethical practice of family therapy (5 pts); a synthesized review of the literature (10 pts); proper use of subsections and headings (APA 5) throughout the paper (5 pts); and correct referencing throughout (APA 5), including a reference list at the end of the paper (10 pts.). This paper will be reviewed as a draft and input provided by the instructor for revisions and additions to be completed in CPSY 566.

40 points

3. Complete all assignments given in class, including designing a system for organizing the elements of your portfolio, completing paperwork for your background check, browsing websites related to course content, completing the one page statement on your stance relative to social justice and family therapy, and so on. 10 points

GRADING

93-100 = A

83-87 = B

73-77 = C

90-92 = A-

80-82 = B-

70-72 = C-

88-89 = B+

78-79 = C+

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

TEXT/READINGS

Wilcoxon, S., Remley, T., Gladding, S. & Huber, C. (2007). Ethical, Legal, and professional Issues in the Practice of Marriage and Family Therapy. Part I- Ch.1, 2 & Part IV- Ch. 11). (The remainder of the book will be covered in CPSY 580.)

Additional readings as assigned on the course schedule.

COURSE SCHEDULE

WEEK 1 – September 9: Introduction, History & Paradigms in Family Therapy

Topics:

- Course design and overview
- Orientation to graduate education in family therapy
- Social construction of family therapy theory
- Paradigms as a metaphor for systems of thought/practice
- History of family therapy as defined in Western societies

WEEK 2 – September 16: Regulation and Competence in the MCFT Profession

Topics:

- Becoming a family therapist
- Professional organizations & journals
- Core Competencies & Standards of Practice
- Codes of Ethics & State Laws
- Licensure

Readings:

Text, Ch. 2: Marriage and Family Therapy: A framework of Systems and Layers

Tasks:

Review and read materials from the following websites:

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

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

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

Commission on Accreditation for Marriage and Family Therapy Education

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

Print the AAMFT Code of Ethics and bring to class

WEEK 3 – September 23: Professional Identity and Roles

Topics:

Therapist roles
Collaboration with multiple systems
Therapists as advocates

Readings:

Text, Chapter 11: Professional Identity as a Marriage and Family Therapist

WEEK 4 – September 30: Power, Culture & Practice

Topics:

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

Readings:

Aldarondo, E., (2007). Rekindling the reformist spirit in the mental health professions.
Ch. 1, p. 3-17. In E. Aldarondo (Ed.). *Advancing Social Justice through Clinical Practice*. New Jersey: Lawrence Erlbaum.

Task:

Write one page and be prepared to articulate your position on the following question:

When and in what ways (if any) should family therapists consider social justice issues in their practices?

WEEK 5 – October 7: Values, Meaning & Self of the Therapist

Topics:

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

Readings:

Text, Ch. 1: Values as Context for Therapy

**The following evaluation of objectives must be filled out and turned in on the last day of class.

COURSE OBJECTIVES-MCFT CORE COMPETENCIES EVALUATION SHEET
Upon Completion of **CPSY 569: ETHICAL AND PROFESSIONAL ISSUES IN
MARRIAGE AND FAMILY THERAPY**

Introduction to Professional Counseling

TERM: _____

INSTRUCTOR: _____

Please rate each item according to how much you learned about the competency listed. Circle:
1=objective not met 2=objective somewhat met 3=objective adequately met 4=objective more than met

1. Understand the history and philosophy of the counseling professions, including indigenous helping practices. Gain awareness of how theory and practice are socially constructed, emerging from specific socio-political, historical contexts.
1 2 3 4
2. Know the role of community counselors and family therapists in a variety of practice settings and in relation to other helping professionals.
1 2 3 4
3. Become aware of the various ethical standards of AAMFT, ACA and related groups 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 CPSY 580).
1 2 3 4
4. Know the structure and operations of professional organizations that support and regulate the practice of family therapy and community counseling (e.g., the International Association of Marriage and Family Counselors, American Counseling Association, American Association for Marriage and Family Therapy).
1 2 3 4
5. Begin developing a professional identity as a counselor/therapist.
1 2 3 4
7. Gain knowledge of required competencies, national exams, and licensure requirements.
1 2 3 4
8. Become familiar with the major journals in the field and how to research information about therapy/counseling including the use of technological competence and computer literacy.
1 2 3 4