

**Lewis & Clark College Graduate School
of Education and Counseling**

**Counseling Psychology – Marriage,
Couple and Family Therapy Program**

2011-2012 Student Handbook

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Part I: Overview of the Program

Welcome to the MCFT Program!

Welcome to the Lewis & Clark Counseling Psychology Marriage, Couple, and Family Therapy (MCFT) Program! This handbook is meant to be used along with the *Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook* to give you additional information that is specific to the MCFT program.

Becoming a marriage, couple and family therapist is a unique, life changing journey. We hope that your participation in the Lewis & Clark Counseling Psychology MCFT program will be professionally fulfilling and personally rewarding!

CPSY Department Mission

The faculty and staff of the Department of Counseling Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

MCFT Program Mission Statement

The mission of the Master of Arts program in Marriage, Couple and Family Therapy is to prepare competent and effective professionals who practice relational therapy in ways that demonstrate: (a) integrity, compassion, and a sincere commitment to working with members of diverse groups, (b) excellent therapeutic skills with individuals, couples, and families, and (c) dedication to social justice and global citizenship. We promote intellectual curiosity among

students, faculty, and supervisors in order to help all of us deepen our theoretical sophistication, research skills, and contributions to the understanding of families in context.

Overview of the MCFT Program

The MCFT program at Lewis & Clark is designed to prepare graduates for employment as marriage and family therapists working with individuals, couples, families, and groups from a systemic perspective. Therefore, in addition to the common core curricular experiences in counseling, all students are required to demonstrate knowledge and skill in areas specific to marriage and family therapy, which are acquired through didactic courses and supervised clinical experience. The curriculum for the MCFT program helps students build the knowledge base and skills necessary to provide high-quality, effective therapy. It prepares students to use an active, positive approach to therapy that helps individuals, couples, and families build on their strengths, improve their relationships, increase awareness of their social context, and generate solutions to personal and relational problems.

MCFT is a distinct profession with its own history, theories, models, professional organizations and journals. Students are introduced to and invited to join the American Association for Marriage and Family Therapy (AAMFT) and the International Family Therapy Association (IFTA). They are also expected to be familiar with the body of family therapy literature, including the field's leading journals, including *Journal of Marital and Family Therapy*, *Family Process*, *Journal of Systemic Therapies*, *Contemporary Family Therapy*, *Journal of Feminist Family Therapy*, and *American Journal of Family Therapy*.

The program is generally designed to take full-time students three years and part-time students four years to complete.

Program Philosophy

The MCFT program is based on an integrative approach to family therapy. The field of marriage and family therapy flourishes as a result of the synergism between theory, research, and practice. In the Lewis & Clark program, students receive a broad overview of family therapy approaches and related theory from general systems, social constructionist, and critical social theory perspectives. Special emphasis is placed on approaches that are strength based, brief, critical, and contemporary. Course material is continuously applied through practice, with the goal of integrating theory, research and practice into a total learning experience.

The MCFT program at Lewis & Clark is committed to excellence and distinction as a learning and research community. As a program, we:

- Draw from systemic, social constructionist, and critical approaches unique to family therapy, while integrating knowledge from counseling psychology, addictions counseling, and professional mental health counseling;
- Value interdisciplinary knowledge and critique, seeking innovative contextual approaches to working with families;

- Encourage growth of student therapists through awareness of their emotional, psychological, and relational styles, family histories, and social identities (e.g., race, gender, social class, sexual orientation, ethnicity) that contribute to their worldviews and influence their work;
- Acknowledge that all knowledge is socially constructed within a particular time and place and is therefore socio-centric, encouraging students to critique existing family therapy approaches, recognize themselves as knowledge producers, and responsibly apply ideas in diverse contexts;
- Advocate for cultural democracy and social equity by infusing the curriculum with multiculturalism, highlighting issues of social justice, encouraging cultural immersion experiences, and promoting global citizenship in faculty, students, and supervisors; and
- Create a rich learning, research, and practice environment through collaboration with other Lewis & Clark programs and the Portland community, as well as national and global linkages.

Learning Community

The program reflects a spirit of encouragement, interdisciplinary collaboration, cooperation, and collegiality, nurturing the best in each student. We rely on students and faculty coming together in active ways to form creative and supportive learning communities. Students enter the MCFT program with valuable educational, professional, and lived experience to share with faculty, supervisors, and student colleagues. We strive to create space for the exchange of diverse ideas in ways that honor each learner's culture and lived experience, and to promote an open, reflective training environment in which self-awareness can be facilitated and used to further relationships between therapists and clients. As a learning community we study, apply, and critique existing MCFT field knowledge. We also collaborate to produce knowledge through research and the development of innovative ideas.

Our learning community includes a Student Advisory Board comprised of representatives from each cohort. This board advises the program director and faculty regarding curricula, diversity, program climate, policies, and other matters of interest and importance to students and faculty. If you are interested in joining this advisory board, please let the program director know.

Admission Process

The minimum requirements for admission and information about applying can be found on the Lewis & Clark graduate school web page at www.lclark.edu/graduate/offices/admissions/counseling_psychology/marriage_couple_and_family_therapy.

The MCFT program encourages applicants from all backgrounds to apply. We seek to establish student cohorts diverse in age, culture, ethnicity, gender, physical ability, race, religion, nation of origin, and sexual orientation.

We admit MCFT students once a year, and each year's MCFT cohort begins a block of courses together in the fall semester. Application deadlines can be found on the Lewis & Clark Graduate Admissions website.

All applications are reviewed by an admissions committee made up of faculty of the Graduate School of Education and Counseling. If a prospective student is judged to be academically qualified, the clinical faculty evaluates him or her prior to acceptance to the clinical training program. Judgment of acceptability is based on materials provided by the prospective student as well as a personal interview. The purpose of interviewing is to judge whether the personal and professional orientation of a candidate will be a good fit for the profession and our particular program

Program Accreditation & State Licensure

The Marriage, Couple, and Family Therapy Program at Lewis & Clark College is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808. MCFT graduates meet the education requirements for licensure in the state of Oregon and the majority of standards to become a licensed professional counselor (LPC).

Part II: Understanding CPSY Departmental Policies and Procedures

There are several policies/practices that have bearing on life as a student in the Department of Counseling Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in *The Navigator*. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

Program Standards

Students enrolled in all programs in the Department of Counseling Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. Please see the Professional Qualities Evaluation form (for PMHC, PMHC-A and MCFT programs) or Professional Standards (School Psychology program) form in the Appendix. Students in the Professional Mental Health Counseling program and Professional Mental Health Counseling-Addictions program must adhere to the ethics code of the American Counseling Association. Students in the Marriage, Couple and Family Therapy program must adhere to the American Association of Marriage and Family Therapists' Code of Ethics. Students in the School Psychology program must adhere to the National Association of School Psychologists' Code of Ethics.

Evaluating Student Fitness and Performance

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include but are not limited to: instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the discipline's codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the

student has failed to meet program standards rather than a judgment made on the basis of the student's violation of valid rules of conduct.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

Student Review Process

If a faculty member's concern regarding the student's conduct is sufficiently serious to merit more formal review and potential *academic* or *disciplinary* action, an Academic Review Panel and/or a Student Conduct Review is completed. Please note that, while the process is termed a conduct review, the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct.

A Student Conduct Review is conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context. Student Conduct Reviews include the following steps:

1. The faculty member who has identified the concern will request a Student Conduct Review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the Program Director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined in the Graduate School Navigator and relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the Student Conduct Review.
2. The Program Director will schedule a Student Conduct Review meeting to discuss the concerns raised by the faculty member. Student Conduct Review Panels will include the student and three Counseling Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty committee members must include the student's advisor, a faculty member who can present the details of the situation or concern, the program director, and a faculty

member outside the student's program. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the committee will still include a minimum of three CPSY faculty, one of whom is not faculty in the student's program. The student may elect to bring one other person to support her/him; this person can be another student, a faculty member, or a professional from the student's field placement. The committee gathers and reviews pertinent information concerning the issue. The committee meets with the student to apprise him or her of the concern about conduct or performance. During the meeting, the committee offers the student an opportunity to respond.

More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the Student Conduct Review meetings, the panel will meet in her or his absence and will retain the authority to make decisions regarding the student's future in the program.

3. The possible outcomes of the Student Conduct Review include: a written response from the student indicating her or his understanding of the concern and plan for resolving it; a written Plan of Assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the Student Conduct Review; and dismissal from the program. If the student is allowed to continue in the program the committee may make other recommendations, such as placing restrictions or conditions on the student's continuing in the program through the development of a plan of remediation to address and resolve the identified problems. All written documentation submitted for the review and concerning its outcome will be retained in the student's file.
4. Students may submit a written appeal of the decision made by the Student Conduct Review Panel to the CPSY department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the Student Conduct Review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the Graduate School within two weeks of receiving the department chair's notification. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Satisfactory Academic Progress and Performance Policy

According to graduate school policy, students enrolled in degree programs must maintain a B average (3.0) and may not receive any grade lower than C- and no two grades lower than B- to be considered making satisfactory academic progress. Students must also receive no 0s in any area on the Professional Qualities Evaluation / Professional Standards form (see Appendix). Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their program and notified that an Academic Review Panel will be convened.

Class 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 maybe seen as an absence that requires make-up work.

Academic Performance Standards

Successful completion of coursework in CPSY department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, and interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure understanding of program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Review Panel is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an Academic Review Panel to determine an appropriate course of action. Students may be given a written plan for improvement or may be withdrawn from the program, depending on the circumstances. Once withdrawn from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

Academic Review Panel and Appeal Process

Program directors will convene an Academic Review Panel in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

Academic Review Panels will include the student and three Counseling Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty committee members must include the student's advisor, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the committee will still include a minimum of three CPSY faculty, one of whom is not faculty in the student's program. The student may elect to bring one other person for support; this person can be another student, a faculty member, or a professional from the student's field placement. The faculty on the panel will act in an advisory capacity to the program director, who will communicate her or his decision in writing to the student within two weeks of the meeting. If no appeal is received during the two weeks following the communication of the decision made by the program director, the decision of the panel will be considered accepted by the student. Any decision to dismiss a student from a program will require the review and written approval of the department chair.

A student may contest decisions related to the outcome of the Academic Review Panel. To appeal any decision that is not dismissal from the program, a student initiates the appeal by submitting a written request to the department chair within two weeks of the Academic Review Panel's decision. The department chair then has two weeks to respond in writing to the student's appeal.

In cases where a student wishes to appeal the decision of the department chair, or in cases where the student wishes to appeal a decision to dismiss her or him from the program, a written appeal may be submitted to the dean of the Graduate School within two weeks of the chair's decision. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Grading Policy

This policy may be found in *The Navigator*:

http://graduate.lclark.edu/student_life/handbook/academic_policies.

Changing Programs

Students who prefer to pursue a degree or certificate in another program within the CPSY department may follow one of these procedures:

- If a student is enrolled in any of the department's programs and wishes to pursue another program instead, the student should submit a letter, using the Degree Program Change Request form as a cover sheet, to the CPSY office explaining the reason for the program change. This is given to the student's current program director and to the director of the program the student hopes to enter. Separate meetings with both program directors are usually required. The relevant program team will consider the request and inform the student of their decision. No new application fees are required.
- If a student is admitted and is taking classes toward a Master's in Professional Mental Health Counseling and has selected, for example, a child and family focus and then wishes to shift to an adult-only focus, that student must meet with his or her advisor to make the necessary changes in plans for future coursework.
- Students do not have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum, with the exception of changing to the Psychological and Cultural Studies Program.

Students may also refer to the "Changing or Adding Programs" policy in *The Navigator*.

Release of Educational Records

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request (see Consent to Release Educational Records, App. A). See the *Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook* for additional information on student confidentiality (i.e., FERPA).

Resolution of Student Grievances

The faculty believes that each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes she or he has been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of her or his grievance(s).

Discrimination and Harassment

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, he or she should refer to the "Discrimination and Harassment" policy in *The Navigator*.

Academic Grievance

If a student alleges that a final grade in a course is an inaccurate reflection of her/his performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should follow the procedure explained in the “Grade Change” policy in *The Navigator*.

Evaluations

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of her/his performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

Site Supervisors

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the program’s internship/practicum coordinator. Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

Problematic Classes

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

Part III: The Curriculum and Clinical Experience

The MCFT program helps students become well rounded in systems, social constructionist, and critical social theories and their application to clinical practice with individuals, couples, and families. Students learn to view theories critically, appreciating both strengths and weaknesses. The theoretical component of the program provides knowledge of current thinking in the field, major approaches to therapy, ways of assessing problems, and professional issues facing clinicians. The clinical component involves developing the ability to appropriately and adequately interview, assess, and facilitate the treatment of individuals, couples and families, including knowledge of preventive approaches such as pre-marital therapy, training in parenting skills, and relationship enhancement.

In addition, the profession requires a culturally sensitive understanding of individual and family life-cycle development and factors that can potentially impact this development, in order to identify specific problems that impede family functioning and develop interventions for their resolution. At the end of the program, students are expected to articulate their own theoretical approach to clinical work. Particular attention is given to collaboration with larger systems and an understanding of the influences of culture, context, and national as well as international systems of privilege and oppression.

The MCFT curriculum is described in three parts: didactic coursework, clinical practice, and supervision. MCFT students must complete a total of 60 credit hours. The didactic coursework consists of 48 credit hours, the supervised clinical practicum consists of 3 credit hours, and the supervised clinical internship consists of 9 credit hours. In the clinical practicum and internship, theory is applied to specific case material, and supervision provides support and oversight of assigned cases.

Clinical practice requirements include 100 hours of supervision and 500 hours of face-to-face clinical work. These hours are completed during the practicum and internship experience.

Didactic Requirements

Coursework required for licensure as a marriage and family therapist in Oregon includes the areas of human development and family studies; marital and family therapy theoretical foundations; marital and family therapy assessment, treatment, principles and techniques; professional studies; and research or statistics. These areas are required by most other states for MFT licensure. Students should consult the AAMFT website (www.aamft.org) for links to specific state laws.

The following text is from the Oregon MFT licensure law. The Lewis & Clark MCFT program meets or exceeds educational requirements in each of the following areas:

Human Development & Family Studies

Stresses the complex developmental relationships among individuals in the family. Individually oriented content adapted to a systems paradigm. Stress on the life-cycle of the family and its modifications over time (first child, adolescent sexual development, leaving home, etc.)

Marital/Family Theoretical Foundations

Includes the historical development of systems theory. Human issues are considered from the systems paradigm, including both theoretical literature and practical treatment issues.

Marital/Family Therapy Assessment, Treatment, Principles and Techniques

Includes a comprehensive survey of the major models of system change and the principles and techniques evolving from each model. Applied aspects of therapy practice (range of techniques, indications and contraindications for techniques, intervention rationales, the role of the therapist, etc).

Diagnosis and treatment within the context of marital and family systems of both dysfunctional relationship patterns and nervous and mental disorders; cognitive, affective, and behavioral. Use of appropriate major mental health assessment instruments within a systemic context. Treatment processes for loss, intense stress, suicide, incest, violence, sexual dysfunctions, divorce and remarriage.

Professional Studies

Development of a professional attitude and identity. Studies of professional socialization and the role of professional organizations; licensure; legal responsibilities and liabilities of clinical practice and research; family law; confidentiality issues, code of ethics, etc.

Research Methods or Statistics

Research methodology and data analysis, computer research skills, critical evaluation of professional research reports, with emphasis on research relevant to marital and family therapy.

Clinical/Applied Experience

Practicum/internship. Direct client contact hours, supervision, staff meetings, community relations, record keeping, supervised in-house practica and off-campus site placement. Focus on relationship issues, couples, and families.

MCFT Program Requirements by Area

Area 1: Theoretical Foundations of Marital and Family Therapy

CPSY 504 Family Therapy: Theory and Practice (3)

Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track. This course is not clinical in nature and is not designed to train or prepare participants to conduct family therapy.

CPSY 560 Couple Therapy (3)

Systems theory therapies and practices relative to assessment, research, and treatment of couples. Explores cognitive, affective, interactional and systemic theories of human behavior and change as related to couples.

Area II: Clinical Practice

CPSY 561 Assessment and Prevention in Family Therapy and Counseling (3)

Examination of the theoretical assumptions, values, and cultural frameworks underlying couple and family assessment approaches. Specific assessment techniques and tools are discussed, evaluated, and practiced. Preventative interventions such as pre-marital counseling and parent education are also explored and critiqued from a multicultural perspective.

CPSY 562 Advanced Family Therapy (3)

Introduction to the practice of systemic therapy. In this survey course, students learn the history, theoretical assumptions, and primary techniques associated with each of the major family therapy models. Students practice using theory to guide therapeutic interventions through case examples, video, and role plays.

CPSY 563 Treatment Issues in MCFT (3)

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illnesses. A portion of this course emphasizes clinical case conceptualization and treatment planning. Note: Must include 1 credit Domestic Violence and 1 credit Sex Abuse.

CPSY 564 Treating Addictions in MCFT (2)

Family systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. Examines the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians. Considers clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples, and families.

CPSY 526 Practical Skills for MCFT (3)

Overview of basic relational therapy concepts and skills, including skill development through role-plays and simulated counseling experiences.

CPSY 522 Diagnosis of Mental and Emotional Disorders (2)

Introduction to the structure and uses of the DSM-IV and ICD-9 systems for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and

issues regarding selected disorders. Use of technology-based research tools to secure and evaluate contemporary knowledge.

Area III: Individual Development and Family Relations

CPSY 506 Life Span Development (2)

Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.

CPSY 516 Family Development: Cross-Cultural Perspectives (2)

Family interaction processes and development within cultural contexts. Topics include: family development, diverse family forms, patterns and dynamics of family interaction, and the impact of social context and culture on family life.

CPSY 578 Sex Therapy (2)

Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, feminist critique of the social construction of sex, systemic bio-psycho-social-spiritual assessment of sexual well-being, and treatment for specific sexual dysfunctions.

Area IV: Professional Identity and Ethics

CPSY 569 Introduction to MCFT (1)

Basic theoretical assumptions of the profession of marriage, couple and family therapy, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation.

CPSY 566 Ethical and Legal Issues in MCFT (2)

Survey of current issues relating to ethical practice and legal responsibilities in family therapy and counseling. Addresses issues such as confidentiality, informed consent, dual relationships, and therapist liability. Includes models for ethical decision making, working with the legal system, and relevant aspects of family law.

Area V: Research

CPSY 530 Research Methods and Statistics I (3)

Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) Research design: elements of the research process, types of designs, program evaluation. (2) Ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review. (3) Basic measurement concepts: validity, reliability, norms, score interpretation. (4) Basic statistical concepts: frequency

distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research.

Area VI: Additional Learning

CPSY 550 Diversity and Social Justice (3)

Development of counseling techniques for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

CPSY 514 Group Counseling With Children and Adolescents (3)

Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curriculum for specific issues such as divorce, substance use, grief, and social skills.

OR

CPSY 515 Group Counseling With Adults (3)

Introduction to the major schools of group therapy and the common factors associated with positive outcomes. Covers group dynamics, obstacles to success in group therapy, and the stages of group process. Role-playing, outside group membership, and demonstrations illustrate principles of effective group leadership.

Core (2): Various Topics

Supervised Clinical Practice

CPSY 584 Practicum in Marriage and Family Therapy (4)

Supervised practicum bridging the theoretical and practical as students for the first time apply their educational experiences to a real practice setting. Students work closely with agency and faculty supervisors to develop emerging skills for facilitating therapy and psychoeducation with individuals, couples, families and groups. Students participate in both group and individual supervision led by an AAMFT Approved Supervisor, AAMFT Supervisor-in-Training, or the equivalent.

CPSY 588 Internship in Marriage and Family Therapy (12)

Intensive clinical training and experience in individual, couple, family and group therapy during a calendar-year internship. Requires students to complete 500 face-to-face client contact hours. Students participate in both group and individual supervision led by an AAMFT Approved Supervisor, AAMFT Supervisor-in-Training, or the equivalent.

Specializations

The MCFT program requirements meet the standards set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and by the Oregon State Licensure Board. The MCFT program at Lewis & Clark is unique in offering students a number of choices in planning their academic and clinical experience. First, all MCFT students can choose between focusing on children or adults in group processes (CPSY 514 or 515).

Second, MCFT students can include a special concentration on addictions treatment in the context of families by adding two courses to their plans of study (CPSY 545, and 546 or 547). As the Department of Counseling Psychology has an existing specialization in addictions treatment, this concentration allows for collaboration across programs so that addictions treatment can inform family therapy and family therapy can inform addictions treatment, thus strengthening both programs. Additionally, since addictions treatment is in great demand across the country, an opportunity to be trained in this area strengthens the practice focus of our students and increases their marketability in the highly competitive field of mental health practitioners. MCFT students are also welcome to complete the addiction program training in gambling addictions and/or certificate in eating disorders by adding 8 credit hours of coursework to their plans of study.

Third, MCFT students can choose to add coursework necessary for Licensure as a Professional Counselor (LPC) in the State of Oregon. Students who plan on applying for dual licensure (LMFT & LPC) take several additional courses (CPSY 520; CPSY 523, CPSY 524; and CPSY 513). These courses in addition to required MCFT courses meet the academic requirements for both the Commission for Accreditation for Marriage and Family Therapy Education (COAMFTE) and the Commission for Accreditation for Counseling and Related Educational Programs (CACREP).

The MCFT Program also offers a number of additional learning opportunities relative to the practice of family therapy. One such opportunity is the Ecopsychology in Counseling certificate program which explores the relationships between mental health, wellbeing and the natural environment and ways in which counseling psychologists can contribute to conservation and sustainability. The courses draw on a robust body of scientific research—on topics such as the restorative value of green spaces for health and stress reduction and the psychological determinants of sustainability behaviors—and applies these insights in counseling and mental health practice. Our Ecopsychology work is also inspired by environmental philosophy and ethics, the arts, and contemporary movements toward social and environmental justice.

Curriculum Guide for MCFT Master's Degree

Student must confer with his/her advisor to select a specific course of study, sequence for taking courses, and practicum/internship start dates (see Program Planning Worksheets, App. B).

THE FOLLOWING COURSES ARE REQUIRED FOR MCFT ONLY STUDENTS (TOTAL 60 SEMESTER CREDITS):

CPSY 569 Introduction to MCFT (1)
CPSY 504 Family Therapy: Theory and Practice (3)
CPSY 550 Diversity and Social Justice (3)
CPSY 566 Ethical & Legal Issues in MCFT (2)
CPSY 506 Life Span Development (2)
CPSY 522 Diagnosis of Mental and Emotional Disorders (2)
CPSY 526 Practical Skills for MCFT (3)
CPSY 516 Family Development (2)
CPSY 564 Treating Addictions in MCFT (2)
CPSY 530 Research Methods and Statistics I (3)
CPSY 514 Group Counseling With Children and Adolescents (3)
OR CPSY 515 Group Counseling With Adults (3)
CPSY 562 Advanced Family Therapy (3)
CPSY 560 Couple Therapy (3)
CPSY 561 Assessment & Prevention in Family Therapy & Counseling (3)
CPSY 578 Sex Therapy (2)
CPSY 563 Treatment Issues in MCFT (3)
CPSY 584 Practicum in Marriage, Couple and Family Therapy (4)
CPSY 588 Internship in Marriage, Couple and Family Therapy (12)
Elective (2)
Core (2)

STUDENTS PURSUING LICENSURE IN LPC ALONG WITH LMFT ARE REQUIRED TO TAKE THE FOLLOWING COURSES (TOTAL 69 SEMESTER CREDITS):

CPSY 569 Introduction to MCFT (1)
CPSY 504 Family Therapy: Theory and Practice (3)
CPSY 550 Diversity and Social Justice (3)
CPSY 566 Ethical & Legal Issues in MCFT (2)
CPSY 506 Life Span Development (2)
CPSY 513 Theory and Philosophy of Counseling (3)
CPSY 522 Diagnosis of Mental and Emotional Disorders (2)
CPSY 526 Practical Skills for MCFT (3)
CPSY 516 Family Development (2)
CPSY 524 Counseling and Interventions With Adults (3)
CPSY 564 Treating Addictions in MCFT (2)
CPSY 530 Research Methods and Statistics I (3)
CPSY 514 Group Counseling With Children and Adolescents (3)
OR CPSY 515 Group Counseling With Adults (3)
CPSY 523 Counseling and Interventions With Children & Adolescents (3)
CPSY 562 Advanced Family Therapy (3)
CPSY 560 Couple Therapy (3)
CPSY 561 Assessment & Prevention in Family Therapy & Counseling (3)

CPSY 578 Sex Therapy (2)
CPSY 563 Treatment Issues in MCFT (3)
CPSY 520 Career Counseling (2)
CPSY 584 Practicum in Marriage, Couple and Family Therapy (4)
CPSY 588 Internship in Marriage, Couple and Family Therapy (12)
Core (2)

STUDENTS PURSUING SPECIALIZATION IN ADDICTIONS ALONG WITH MCFT ARE REQUIRED TO TAKE THE FOLLOWING COURSES (TOTAL 64 SEMESTER CREDITS)

CPSY 569 Introduction to MCFT (1)
CPSY 504 Family Therapy: Theory and Practice (3)
CPSY 550 Diversity and Social Justice (3)
CPSY 566 Ethical & Legal Issues in MCFT (2)
CPSY 506 Life Span Development (2)
CPSY 522 Diagnosis of Mental and Emotional Disorders (2)
CPSY 526 Practical Skills for MCFT (3)
CPSY 516 Family Development (2)
CPSY 564 Treating Addictions in MCFT (2)
CPSY 530 Research Methods and Statistics I (3)
CPSY 545 Drugs, the Brain, & Behavior (3)
CPSY 514 Group Counseling With Children and Adolescents (3)
OR CPSY 515 Group Counseling With Adults (3)
CPSY 562 Advanced Family Therapy (3)
CPSY 546 Models of Addiction & Recovery (3)
OR CPSY 547 Addictions Treatment: Procedures, Skills, & Case Management (3)
CPSY 560 Couple Therapy (3)
CPSY 561 Assessment & Prevention in Family Therapy & Counseling (3)
CPSY 578 Sex Therapy (2)
CPSY 563 Treatment Issues in MCFT (3)
CPSY 584 Practicum in Marriage, Couple and Family Therapy (4)
CPSY 588 Internship in Marriage, Couple and Family Therapy (12)
Core (2)

M.A. Marriage, Couple and Family Therapy
Sample Course Sequencing For a 3-Year Program
Catalog Year 2011-2012

60 semester hours total

YEAR 1		FALL		SPRING		SUMMER	
569 (1)	Introduction to MCFT	506 (2)	Life Span Development	564 (2)	Treating Addictions in Family Therapy		
504 (3)	Family Therapy: Theory & Practice	522 (2)	Diagnosis of Mental and Emotional Disorders	563 (1)	Treatment Issues in Family Therapy: Domestic Violence OR Sex Abuse		
550 (3)	Diversity & Social Justice	526 (3)	Practical Skills for MCFT	Elect (1-2)	Elective: Various		
566 (2)	Ethical & Legal Issues in MCFT	516 (2)	Family Development	Core (1-2)	Core: Various		
CORE	Core Convocation						

YEAR 2		FALL		SPRING		SUMMER	
514 <i>or</i> 515 (3)	Group Counseling With Children/Adolescents <i>or</i> Group Counseling With Adults	560 (3)	Couple Therapy	584 (4)	Practicum in Family Therapy		
530 (3)	Research Methods & Statistics I	561 (3)	Assessment & Prevention in Family Therapy & Counseling	563 (1)	Treatment Issues in Family Therapy: Domestic Violence OR Sex Abuse		
562 (3)	Advanced Family Therapy	563 (1)	Treatment Issues in Family Therapy	Elect (1-2)	Elective: Various		
		578 (2)	Sex Therapy				

YEAR 3		FALL		SPRING		SUMMER	
588 (4)	Internship in Family Therapy	588 (4)	Internship in Family Therapy	588 (4)	Internship in Family Therapy		

**M.A. Marriage, Couple and Family Therapy
& Professional Counseling**
Sample Course Sequencing For a 3-Year Program
Catalog Year 2011-2012
69 semester hours total

YEAR 1		FALL		SPRING		SUMMER	
569 (1)	Introduction to MCFT	506 (2)	Life Span Development	513 (3)	Theory and Philosophy of Counseling		
504 (3)	Family Therapy: Theory and Practice	516 (2)	Family Development	563 (1)	Treatment Issues in Family Therapy: Domestic Violence OR Sex Abuse		
550 (3)	Diversity & Social Justice	522 (2)	Diagnosis of Mental and Emotional Disorders	564 (2)	Treating Addictions in Family Therapy		
566 (2)	Ethical & Legal Issues in MCFT	526 (3)	Practical Skills for MCFT	Core (2)	Core: Various		
CORE	Core Convocation						

YEAR 2		FALL		SPRING		SUMMER	
514 <i>or</i> 515 (3)	Group Counseling With Children/Adolescents <i>or</i> Group Counseling With Adults	560 (3)	Couple Therapy	584 (4)	Practicum in Family Therapy		
523 (3)	Counseling & Interventions With Children and Adolescents	561 (3)	Assessment & Prevention in Family Therapy & Counseling	524 (3)	Counseling & Interventions With Adults		
530 (3)	Research Methods & Statistics I	563 (1)	Treatment Issues in Family Therapy	563 (1)	Treatment Issues in Family Therapy: Domestic Violence OR Sex Abuse		
562 (3)	Advanced Family Therapy	578 (2)	Sex Therapy				

YEAR 3		FALL		SPRING		SUMMER	
588 (4)	Internship in Family Therapy	588 (4)	Internship in Family Therapy	588 (4)	Internship in Family Therapy		
				520 (2)	Career Counseling		

**M.A. Marriage, Couple and Family Therapy
Treatment of Addictions
Sample Course Sequencing for a 3-Year Program
Catalog Year 2011-2012
64 semester hours total**

YEAR 1		FALL		SPRING		SUMMER	
569 (1)	Introduction to MCFT	506 (2)	Life Span Development	564 (2)	Treating Addictions in Family Therapy		
504 (3)	Family Therapy: Theory and Practice	522 (2)	Diagnosis of Mental and Emotional Disorders	563 (1)	Treatment Issues in MCFT: Domestic Violence OR Sex Abuse		
550 (3)	Diversity & Social Justice	526 (3)	Practical Skills in MCFT	Core (1-2)	Core: Various		
566 (2)	Ethical & Legal Issues in MCFT	516 (2)	Family Development				
CORE	Core Convocation						

YEAR 2		FALL		SPRING		SUMMER	
514 <u>or</u> 515 (3)	Group Counseling with Children/Adolescents <u>or</u> Group Counseling with Adults	546 <u>or</u> 547 (3)*	Models of Addiction & Recovery <u>or</u> Addictions Treatment: Procedures, Skills, and Case Management	584 (4)	Practicum in MCFT		
530 (3)	Research Methods & Statistics I	560 (3)	Couple Therapy	546 <u>or</u> 547 (3)*	Models of Addiction & Recovery <u>or</u> Addictions Treatment: Procedures, Skills, and Case Management		
545 (3)	Drugs, the Brain, and Behavior	561 (3)	Assessment and Prevention in Family Therapy & Counseling	563 (1)	Treatment Issues in MCFT: Domestic Violence OR Sex Abuse		
562 (3)	Advanced Family Therapy	578 (2)	Sex Therapy				
		563 (1)	Treatment Issues in MCFT: Various Topics				

YEAR 3		FALL		SPRING		SUMMER	
588 (4)	Internship in MCFT	588 (4)	Internship in MCFT	588 (4)	Internship in MCFT		

*CPSY 546 is taught Spring Semester only. CPSY 547 is taught in Summer Semester only.

Clinical Requirements

Once the didactic coursework is completed, students are expected to be involved in direct clinical work with individuals, couples, families and groups. This work continues without interruption, except for established holidays, for the balance of the student's academic program, or at least 15 months. Students may take a total of 4 weeks of personal vacation during this 15 month period. These weeks may not be taken consecutively due to client needs. Students must work with their agency and Lewis & Clark supervisors to plan vacations in ways that minimize interruption of therapy services and ensure coverage for all client emergencies. Of a total of 18-22 hours per week, approximately 8-12 are to be spent in direct client contact with individuals, couples, groups, and families. Direct client contact is defined as face-to-face (therapist and client) therapeutic intervention. The balance of this time is to be spent in supervision, record keeping, and participation in other clinical activities of the agency. Students must complete:

- A minimum of 600 clock hours of practicum/internship, which includes a minimum of 500 direct face-to-face client contact (therapy) hours.
- A minimum of 250 therapy hours must be relational hours. A relational contact hour is direct client contact time in which at least two related clients (e.g., parent and child, couple, close friends) are physically present. If only one client is physically present with the therapist, the time is not considered relational. If more than one client is present, but the clients are not related to each other, as in a mothers' group, the time is not considered relational.
- A maximum of 100 of the 500 hours of direct clinical contact can be alternative hours. These include doing therapy as part of a team as well as activities such as joining a parent for a school conference or teaching a psychoeducational group. Alternative hours must be approved by the student's Program Supervisor or Program Director.
- All students must have some experience facilitating groups. Group facilitation is considered part of the 500 required face-to-face client contact hours. Groups which include couples or families count toward the 250 required relational hours. While there is no absolute minimum or maximum number of group hours required, group facilitation should account for 25-100 of the 500 required hours.
- A minimum of 100 hours of supervision from an AAMFT Approved Supervisor, AAMFT Supervisor-in-Training, or the state equivalent (approved by the MCFT Program Director).
- At least 50 of supervision hours must be based on raw data, i.e., video or audio tape or live observation. For example, a half hour spent watching a therapy videotape, followed by an hour discussion counts as an hour and a half toward this 50 hour requirement.
- An hour with a client *and* your supervisor in a live session counts as one contact hour *and* as one supervision hour given the supervisor spends time discussing the case and your work before and after the session.
- Supervision must take place in the ratio of at least one hour of supervision for each five hours of therapy.
- Up to 50 hours of supervision can be group supervision.

- A minimum of 50 supervision hours must be individual supervision (1-2 student therapists with an AAMFT Approved Supervisor or the equivalent).
- Co-therapy therapy is the equivalent of conducting therapy as a single therapist and hours should be counted accordingly.

Student therapists must practice according to Oregon and Washington State law and the AAMFT Code of Ethics at all times. Failure to do so constitutes grounds for corrective action and/or dismissal from the program. Student therapists are also evaluated by supervisors at the end of each semester. Evaluations become a part of the student's permanent record in the clinical program and must meet minimum competency requirements. Students who do not meet minimum competency requirements may be asked to repeat internship courses, going beyond the 500 face-to-face hours until faculty and supervisors deem them ready to graduate. Students who do not meet competency requirements or are not expected to reach competencies even with additional training may not graduate with a clinical degree in marriage, couple, and family therapy.

Department Policy for Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course.

For students who need to extend their practicum or internship past the end of a semester, they have the following options:

- For extensions up to four weeks past the end of a final semester (but no more than FOUR WEEKS), students must register for a zero credit practicum or internship course in order to continue to count hours towards their practicum or internship. Students must join an existing campus-based practicum or internship section for weekly supervision until they complete their practicum or internship hours.
- For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship (3 semester hours for PMHC & PMHC-A, 4 semester hours for MCFT).
- All students must obtain permission from the clinical coordinator before any extension is granted. Registration must be completed prior to the end of the semester for which the extension will be required.
- The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

Self-Disclosure and Licensure

The MCFT program prepares students for eligibility for certification and/or licensure as a marriage and family therapist (LMFT). However, licensing boards have no specific connection with Lewis & Clark that would guarantee a graduate licensure. Students must take responsibility for identifying and fulfilling the requirements of the licensing board.

Individuals who have been convicted of certain criminal offenses are ineligible for licensure in some professions. These include sexual offenses (molestation, abuse, rape), RICO laws (pertaining to embezzlement), and tax evasion. In these cases, responsibility for disclosure of personal history becomes an issue for aspects of professional training and is therefore required by the program.

Specific to individuals wishing to pursue licensure as professional counselors, ORS 675.745 states that:

“The Oregon Board of Licensed Professional Counselors and Therapists may deny, suspend, revoke or refuse to issue or to renew any license issued under ORS 675.715 to 675.835 upon proof that the applicant for licensure or the licensee (a) has been convicted of violating ORS 675.825 or of a crime in this or any other state or territory against the Federal Government that brings into question the competence of the licensee in the role of a counselor or a therapist;...[and/or] (f) has failed to file a professional disclosure statement or has filed a false, incomplete or misleading professional disclosure statement.”

To paraphrase, the Oregon Board of Licensed Professional Counselors and Therapists has the right to deny licensure to someone convicted of a crime that brings into question the competence or the ethical reliability of the licensee in the role of counselor or therapist. See www.oregonlaws.org/ors/675.745 for more information.

Again, neither admission to, nor graduation from, any program guarantees licensure.

Criminal Background Check

The MCFT program is responsible to ensure that ethical guidelines are followed regarding the protection of clients. One critical aspect of this responsibility is reflected in the program’s requirements for all students to obtain criminal background checks prior to beginning field placements and clinical work. Additional background checks may be required if a significant time accrues since the most recent check. When an applicant or student has past conduct, experiences or conditions that could create a risk for working with any client population, the program has the ethical responsibility to evaluate the applicant’s or the student’s ability to be admitted, start clinical training, or continue with clinical work.

Pre-Admission Background Review Requirements

Applicants to the MCFT program who have indicated on their application that they have a prior record of citations, arrests, charges filed, convictions or other legal actions involving conduct that was potentially or actually harmful to others will be required to provide a FBI background check as part of the admissions review process. Additionally, a personal letter of explanation will be required; and there may be a request by the program for further information, evaluations, and records. If additional information is required, the applicant will be asked to sign appropriate release of information forms. Information, documents and records are maintained in a confidential file and this information remains confidential within the department. Failure to provide this information, or knowingly omitting or misrepresenting information related to a background check, will be grounds for denial of admission for applicants, or dismissal for current students from the program.

Background Review Requirements

An FBI background check is required of all students. Given the extended length of time required for the review, all students will be required to initiate the process during their first semester in the program while in CPSY 569 Introduction to MCFT. A full explanation of the policy and procedures for obtaining the required review will be presented to all students during the first weeks of the course. Students will not be allowed to be placed in the practicum course or initiate any client contact without fulfilling the requirements for this review.

Unlawful Conduct While Enrolled in the MCFT Program

Because any charges or convictions of unlawful conduct can affect a student's access to practicum and internship placement, licensure, and possible future employment, the program has ethical responsibilities for students working with clients. The following requirements apply:

Any student charged, convicted, or granted conditional discharge by any court for (a) any felony; (b) any misdemeanor; or (c) any major traffic violation, such as driving under the influence of intoxicants or drugs reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident is required to inform in writing their advisor and program director(s) of their program. This notification should be received no later than 15 days after the initial arrest or charge. Failure to comply with this policy may result in a review of the student's status in the program and action including dismissal from the student's program of study.

Additional Requirements

MCFT Comprehensive Exam

All MCFT students must take the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) National Practice Exam during or before their final semester of Internship/CPSY 588. Successfully passing the exam (70% or higher) serves as completion of a comprehensive exam

for the MCFT program. You will be offered information about the exam early in your coursework.

Professional Portfolio

All MCFT students must complete a Professional Portfolio by your first semester of internship. The MCFT portfolio must include the standard CPSY Portfolio requirements (see Professional Development Portfolio, App. C) along with additional information. MCFT faculty will inform you of those requirements during CPSY 569 & 566.

Graduation Check List

During your final semester of CPSY 588, you will be given a check list to be completed and turned into the MCFT Program Director. All items must be completed in order to receive a final grade for internship and therefore graduate from the program.

Master of Science in Marriage, Couple and Family Therapy

This degree is for students who have demonstrated interest and potential in research. Students pursuing a Master of Science degree fulfill all the requirements for the Master of Arts in MCFT, with the additional requirement of completing a thesis project. Students wishing to pursue this degree concentration are initially admitted to the Master of Arts program. Students are only admitted to the Master of Science after successfully completing the following: CPSY 530: Research Methods & Statistics I and 531 Research Methods & Statistics II; formation of a thesis committee; and approval of the thesis proposal at a proposal meeting.

Plan of Study

Students are required to meet with an advisor to identify the courses they will take and when they will take them during their graduate education. This plan must be completed and shared with the MCFT Program Director prior to starting the second semester of studies. You are also required to meet with the Program Director and/or your advisor soon after you are accepted into the program, prior to registering for courses, in order to better plan your academic coursework.

Part IV: Program Evaluation and Review

Student learning outcomes, program outcomes, and faculty outcomes are based on our program mission and philosophy. We evaluate these outcomes at regular intervals and use the results of evaluations to inform ongoing program decisions.

Student Learning Outcomes

The mission of the Master of Arts program in Marriage, Couple and Family Therapy is to prepare competent and effective professionals who practice relational therapy in ways that demonstrate: (a) integrity, compassion, and a sincere commitment to working with members of diverse groups, (b) excellent therapeutic skills with individuals, couples, and families, and (c) dedication to social justice and global citizenship. We promote intellectual curiosity among students, faculty, and supervisors in order to help all of us deepen our theoretical sophistication, research skills, and contributions to the understanding of families in context.

Measurements

We help students develop the awareness, knowledge and skills necessary to meet these learning outcomes throughout their coursework and clinical practice experiences. Following are some examples of how these objectives are embedded in the program:

Course assignments that require students to explore and exemplify student learning outcomes, e.g., a worldview paper describing a view of helping professions as informed by personal values and cultural, political and social context; a family of origin project promoting self-in-context understanding and awareness of cultural diversity; a final project in Advanced Family Therapy requiring students to demonstrate and videotape themselves applying a family therapy model.

Course skill building exercises which include role plays, peer and instructor input on skills demonstrated during role plays, and formal evaluations of in-class skill demonstrations.

In-class activities that include reflective exercises, as well as dyadic and small-group discussions focusing on the self-of-the-therapist and applying theoretical knowledge.

Supervisee evaluation process and documentation, which are based on the program mission and AAMFT core competencies and encompass student learning outcomes.

Practical skills evaluation that demonstrates students have the basic counseling skills required to begin seeing clients.

Clinical and supervision hours, which do not necessarily demonstrate competence, but are used as a guideline for meeting expected competencies.

Group supervision that demonstrates student learning outcomes (e.g., basic therapeutic skills, assessing cultural and contextual factors in clinical practice, demonstrating compassion and integrity) evidenced by faculty observing students' clinical work.

Course objective evaluations that demonstrate students perceive themselves and the course as meeting each course objective. Course objectives are based on core competencies of the American Association for Marriage and Family Therapy (AAMFT), American Marriage and Family Therapy Review Board (AMFTRB) Knowledge and Task statements, the AAMFT Code of Ethics, and Lewis & Clark MCFT program mission.

Client evaluations are available for some student therapists on a regular basis. We will be working over the next 1-2 years to ensure all students get regular feedback about their therapeutic skills.

Philosophy of therapy paper, which is completed during the last two semesters of clinical work and exemplifies students' abilities to articulate their theoretical assumptions, personal relational style, stance on social justice, attention to context, and so on.

Program Outcomes

As stated in our mission statement, as a program we expect to promote intellectual curiosity among students, faculty, and supervisors in order to help all of us deepen our theoretical sophistication, research skills, and contributions to the understanding of families in context.

Outcomes based on this mission include:

1. Graduating beginning family therapists that demonstrate competency based on field standards (e.g. core competencies, AAMFT Code of Ethics);
2. Contributing to the well-being of families by ensuring students provide quality services through their clinical training and helping to prepare students to contribute to the betterment of communities after they graduate;
3. Producing field knowledge and emphasizing cultural democracy and social justice through research and scholarship;
4. Connecting the graduate program with our local, national, and global communities; and
5. Contributing to cultural democracy and social justice by graduating a diverse student body that demonstrates social awareness and cultural competence in its work.

Measurements

We evaluate our program's success in meeting the above outcomes by collecting data from numerous sources, including:

Graduation rates demonstrating that most students successfully complete their training.

Final supervisee evaluations demonstrating students are at or above competency as beginning family therapists.

Student portfolios demonstrating overall learning, competence, and educational experience.

National exam pass rates demonstrating that graduates meet national standards.

Post graduate employment and activity demonstrating alumni are contributing to society.

Agency supervisor evaluations of program and students demonstrating that agency supervisors view intern therapists as prepared and the program as competent and connected to the community.

Employer survey demonstrating that those who employ our graduates perceive L&C alumni as prepared and competent family therapists.

Alumni survey demonstrating that graduates retrospectively view their L&C education as helping prepare them for the field and preparation to work in a culturally diverse world.

Evaluations of practicum/internship sites ensure ongoing student placements in agencies students perceive as helpful in their development as therapists.

Program evaluation survey offering students the opportunity to engage in formative evaluation of the program annually.

Exit survey of each graduating cohort, providing feedback for program review and revision.

Faculty Outcomes

Faculty outcomes are based on the program philosophy:

The MCFT program is based on an integrative approach to family therapy. The field of marriage and family therapy flourishes as a result of the synergism between theory, research, and practice. In the Lewis & Clark program, students receive a broad overview of family therapy approaches and related theory from general systems, social constructionist, and critical social theory perspectives. Special emphasis is placed on approaches that are strength based, brief, critical, and contemporary. Course material is continuously applied through practice, with the goal of integrating theory, research and practice into a total learning experience.

The MCFT program at Lewis & Clark is committed to excellence and distinction as a learning and research community. As a program, we:

- Draw from systemic, social constructionist, and critical approaches unique to family therapy, while integrating knowledge from counseling psychology, addictions counseling, and community counseling;
- Value interdisciplinary knowledge and critique, seeking innovative contextual approaches to working with families;

- Encourage growth of student therapists through awareness of their emotional, psychological, and relational styles, family histories, and social identities (e.g., race, gender, social class, sexual orientation, ethnicity) that contribute to their worldviews and influence their work;
- Acknowledge that all knowledge is socially constructed within a particular time and place and is therefore socio-centric, encouraging students to critique existing family therapy approaches, recognize themselves as knowledge producers, and responsibly apply ideas in diverse contexts;
- Advocate for cultural democracy and social equity by infusing the curriculum with multiculturalism, highlighting issues of social justice, encouraging cultural immersion experiences, and promoting global citizenship in faculty, students, and supervisors; and
- Create a rich learning, research, and practice environment through collaboration with other Lewis & Clark programs and the Portland community, as well as national and global linkages.

Measurements

Course syllabi demonstrating integration of contemporary field knowledge, critical approaches to therapy, and integration of field standards in course objectives. Course readings include interdisciplinary knowledge and focus on context, culture, and societal power dynamics. Course assignments include contextual self-of-the-therapist exercises, demonstration of field knowledge, critique and apply critical theoretical perspectives, immersion in community, etc.

Standardized course evaluations demonstrating that students experience themselves learning and that faculty are knowledgeable, deliver knowledge in useful ways, and encourage positive learning communities. This includes analysis of MCFT courses over time.

Supervisor evaluations demonstrating students' perceptions of their supervisors as meeting educational goals.

Course objective evaluations demonstrating that students perceive themselves learning what faculty are intending to teach.

Student program evaluations demonstrating that faculty are meeting student expectations relative to the program mission, goals, and learning community.

Faculty CVs demonstrating production and delivery of family therapy field knowledge and knowledge that emphasizes cultural democracy, local community involvement, and global citizenship.

Part V: Life as an MCFT Graduate Student

Personal and Professional Development

We encourage you to recognize that learning to be a helping professional is different from becoming a computer programmer, a historian, or even a performing artist. As a helping professional you are assuming responsibility for significantly affecting the lives of the people who come to you. Helping professionals are licensed by the state mainly to provide a way to insure that they are qualified to intervene in the lives of their clients and are subject to continuing oversight regarding the competence and ethical quality of their practice. As a result, success in a graduate program involves much more than passing academic courses. It involves learning and demonstrating qualities of balance and increasing maturity of judgment based on an expanding body of expert knowledge and professional skills.

We encourage you to approach your role as a student, not as is customary in undergraduate work, but to think of yourself as a professional in preparation. This means you take coursework as an opportunity to learn in ways that will affect your ability to help your clients, because it really will have exactly those effects. That makes conscious learning not just a matter of complying with requirements but an ethical responsibility to learn, think, judge and interact with maturing judgment.

The same realities apply to your relationships with other students, your instructors, your supervisors, and your advisor. These are all relationships of mutual responsibility and accountability. Fulfilling your role in these relationships will require you to stretch at times, to go beyond what is necessary just to get by, but to do what the substance of a task or responsibility requires of a person conscious of her or his relationships and impact on others.

You and Your Advisor

One particular area where viewing yourself as a professional in preparation can make a significant difference is in your work with your advisor. Developing your program of study with the help of your advisor, monitoring your progress, making adjustments as needed, and seeking support and guidance for problems and for charting your course are all key parts of that relationship. Your advisor is the program's personal representative to you. Your dialogue with your advisor is the place where you and the program carry out essential parts of our relationship. Your conscientious attention to this relationship and work is part of your agenda of professional development, learning how to relate to and work with a complex human system that can serve you and add substantial value to your life if you play your part in that relationship.

Upon full admission to the program, students are assigned an advisor. Advisors are assigned based on the number of advisees the faculty members already have, and sometimes on the basis of a matching of special areas of interest.

Meeting with your advisor is critical to moving toward and beyond the first semester of your program. Group advising may give you enough guidance to enroll in your first semester courses, but often individual appointments are critical at that time. After the first semester they are essential. Advisors want to help you tailor your program to your individual goals, to help you develop a realistic schedule of course enrollments, and inform you of ways you can make the most of your experiences as a developing professional.

You will be required to complete a plan for your degree program during your first semester. You should review your program plan with your advisor at least once a year. Failure to do so can lead to unintended problems in scheduling courses and completing your program as you hope. If you need to consider changes in your plans, you can do so. You are not required to follow the plan with no changes, but changes need to be made and approved by your advisor.

After getting started in your program, if you find interests in common with a faculty member other than the advisor you are assigned, you can change to another advisor within your program. You can do so without submitting any explanation. We want you to have the best working relationship you can have. We also ask that you make such changes with the recognition that too many changes for trivial reasons can unbalance the advising work load of faculty members to the detriment of students.

Being a Student

Pursuing graduate studies in the helping professions has distinctive qualities that make this learning different from other undergraduate or graduate education. Here the emphasis is not only on mastering a body of knowledge and theory, but on developing, demonstrating, and documenting your competence and ethical reliability in applying this knowledge and theory in work with clients. Specific skills and competencies are required to become an effective helping professional. Those are the focus of attention in courses that emphasize structured experiential learning. Most of this learning involves interpersonal judgment and communication effectiveness. Personal qualities of reasonable balance in one's temperament, responsibility in carrying out assignments, understanding and respect for the mutual obligations of client and professional relationships, and willingness and ability to accept and learn from feedback are also critical.

This learning is highly personal. It requires reflection, flexibility, and ability to take emotional risks and learn from them. Participation in this graduate program requires a personal commitment to continued learning through reflection, self-evaluation, and receiving and learning from the evaluative feedback of other students, faculty members, and supervisors. Evaluation of each student's academic progress and growth in professional skills and personal fitness for this work is an ongoing responsibility of faculty members.

Getting Help from the CPSY Office

The Department of Counseling Psychology is located in Rogers Hall on the graduate campus. Office hours are from 9:00 to 5:30 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials (please see below), internships, the degree application process, etc. Students may also make appointments to see professors through staff members. Staff do not advise students. It is best to see advisors for questions related to what courses to take and when.

A variety of resources are available to students in the office. These include information on professional organizations and potential internship sites, forms for changing advisors, and changing tracks. In most cases, forms are also available on the department website.

Professors frequently leave papers with staff for students to pick up. Please check with staff to see if they have papers from your class. Students may not have access to any papers other than their own.

Professor mailboxes are also located in the department office. If students wish to drop something off for a professor, it is best to leave it with one of the staff members and she or he will be sure that the professor receives it.

Students are encouraged to frequently check the boards that are located in the hallway just outside the office. Listings are posted there regarding internship sites, student meetings, and potential jobs. This is a great source of information and department news.

Checking Out Test Materials and Instruments

Although the Counseling Psychology Department possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test's validity. Secondly, the use of test materials should be directly supervised by a professor or supervisor. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in an assessment course. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair.

The purchase and updating of test materials involves a substantial financial commitment on the part of the department. During recent years, all too many tests have been returned to the office missing components. As a result, the following guidelines were instituted in June 2009:

- All tests must be properly checked out and checked in by a staff member in the Counseling Psychology Department.
- Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.
- All tests must be signed out, and the student is responsible for all contents during the checkout period. If anything is missing or damaged when the test is checked in, the student will need to either find all missing components, or pay for their replacement.
Students will not receive a grade in their assessment class until all materials are either turned in or paid for.

If a student loses or damages a test, the student may be held responsible for the cost of replacing the test materials. All test materials must be checked out to the person using the test. If a student loans or transfers test materials to another student, without going through proper check-out/check-in procedures, that student is still responsible for the test and all contents.

The usual checkout period for tests is one week. However, in certain instances, this period may vary. Please remember the needs of fellow students when checking out and using tests.

Checking Out Video Cameras and Other Equipment

During your second semester, as part of your Practical Skills in MCFT course, you will be required to purchase a video camera to use throughout your training here at L&C. If you need to check out a camera in the meantime, please follow the policy below:

Mini digital video camcorders in the CPSY office are for faculty use only. Students may check out flip cameras through the graduate school's administrative services office. The policy/procedure for this is as follows:

Students must email gradloaner@lclark.edu to reserve a camcorder for up to 5 business days. They can pick up the equipment Monday through Friday from 3pm to 6pm in Rogers Hall 214.

Since these camcorders are in high demand, we ask that faculty email gradloaner@lclark.edu as far in advance as possible if your entire class will have an assignment requiring the use of camcorders and we will try to accommodate your request. Remember that Instructional Media Services also checks out equipment to students.

Completing Your Degree in the MCFT Program

Graduating

In order to complete the degree application thoroughly and accurately, please follow the steps below. *Students will want to begin this process at least nine months prior to graduation.*

1. Request an advising transcript and a degree application from the Graduate Registrar's Office. Advising transcripts must accompany degree applications when submitted to the registrar.
2. Schedule a meeting with your advisor to review coursework and advising transcripts to confirm readiness to graduate.
3. Submit the completed, signed, and dated degree application to the graduate registrar. Please contact this office well in advance to determine the deadline for submission.
4. The registrar will forward degree applications to the Counseling Psychology Department for the appropriate signatures.
5. This process is handled through the registrar visiting your internship class and providing you with the necessary paperwork to complete in class. This process is a courtesy to students, and may not be able to be continued by the time you graduate. Therefore, it is your responsibility to ensure that you have applied for graduation if the registrar has not visited your internship class.

Becoming Licensed

Graduates of the M.A. or M.S. MCFT program are eligible to apply to become a Licensed Marriage and Family Therapist (LMFT) through the Oregon Board of Licensed Professional Counselors and Therapists. This license requires a written exam and a minimum of three years of full-time supervised experience after a degree is earned. Full state licensure requirements may be found on OBLPCT's website: <http://www.oregon.gov/OBLPCT>.

OBLPCT's purpose is to regulate the profession and to protect the public from unqualified, incompetent, or unscrupulous persons. Boards expect graduates to address them directly.

Because the board requires documentation of graduates' preparation, especially internship experiences, **it is essential that students keep copies of all records and evaluations from internships/practica**. The department attempts to keep complete records of each student's preparation, but cannot guarantee this or be the only or final repository for records. Failure to keep records could jeopardize graduates' success in becoming licensed. Students should also retain course catalogs and course syllabi in the event of being asked to document courses taken. These materials may also be useful in the instance of applying for licensure in another state. Many graduates retain copies of such records in safe deposit boxes.

Licensing in Other States

Successful completion of the MCFT program makes students eligible to apply for appropriate licenses in most states in the United States. Since individual states control licensing within their own boundaries, direct transfer of licenses is limited to states where specific reciprocal licensing agreements are in force. So far, limited progress has been made in reaching such agreements. Most states prefer to retain control of who will be licensed. Please visit the American Association for Marriage and Family Therapy (www.aamft.org) for a list of licensing requirements by state.

Getting a Job

The majority of students work while going to school. That is why classes are scheduled at varying times, in both day and evening. Working while going to school is a challenge for scheduling and balancing one's life, but makes it possible for many people to go to school who otherwise would not be able to do so. In addition, students who are working learn on the job in ways that contribute to their professional development. **However, students need to be aware that during their practicum and internship semesters you will be on-site 18-22 hours per week for internship. In addition, most students find that the internship feels like a full time job. Students should plan on cutting back outside work hours during practicum, and plan on working no more than 20 hours per week at an outside job during internship.**

Help is available in finding a position after graduation. The Counseling Psychology Career and Professional Resources office keeps notices of open positions. Please visit this site at http://www.lclark.edu/graduate/career_and_licensing/counseling_psychology/ for job postings and other information.

Many professional organizations, like the American Association for Marriage and Family Therapy (AAMFT), now have websites that include information about finding employment. It is recommended that graduates access the websites from their organization through the network available to them at Lewis & Clark.

Part VI: Student Resources

At Lewis & Clark College

In addition to this handbook, there are other resources students will need to consult in order to complete the program, which include:

- The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at <http://www.lclark.edu/graduate/publications>.
- The Graduate Registrar's website, <http://www.lclark.edu/graduate/offices/registrar>, contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and academic calendars.

Graduate School Policies and Procedures

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the *Navigator*, on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with. Many of these policies can also be found in the Graduate School catalog (also online), along with course descriptions and program requirements. Both publications also contain information about resources for students, ranging from academic calendars, to writing assistance, to career and licensing support.

The *Navigator* handbook includes academic policies, such as:

- Student Professional Conduct Policy
- Satisfactory Academic Progress & Performance Policy

Registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Transferring or Adding Programs
- Grading Policy and Grade Change Policy
- Repeated Courses and Grades
- Degree Candidacy
- Modification of Academic Requirements

And College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Other Drugs Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment and Complaint Procedure
- Hate and Bias Motivated Incidents

- Public Laws Policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Student, Involuntary Administrative

Every student is expected to know and comply with academic rules established in the *Navigator* and the catalog. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

Web Resources for MCFT Students

AAMFT Core Competencies: www.aamft.org/imis15/Documents/MFT_Core_Competicencie.pdf

Information on the MFT national exam: www.amftrb.org/exam.cfm

AAMFT website: www.aamft.org

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE):
www.aamft.org/imis15/Content/COAMFTE/COAMFTE.aspx

Federal HIPAA website: www.hhs.gov/ocr/hipaa/

The International Family Therapy Association website: www.ifta-familytherapy.org/

Oregon State information on Marriage and Family Therapy Licensure:
www.oregon.gov/OBLPCT/web-wi.shtml

Family Therapists for Social Justice: www.ftsj.org/

Radical Psychology Network: www.radpsynet.org/

Psychologists for Social Responsibility: www.psysr.org/

Human Rights Education Associates: www.hrea.org/learn/guides/family.html

Program Evaluation

Students are offered the opportunity to evaluate every course at the end of each semester. They are often asked to informally evaluate courses around mid-term. They are also asked to evaluate their supervisors at the end of each semester of clinical practice. Prior to graduation, students are invited for an exit interview and/or survey in order to gather a more comprehensive evaluation of the entire training experience. Students are also invited to engage faculty, supervisors, and the program director in discussions about their experiences in

the program at any time. Informal discussions about the program happen routinely in classes and students are regularly invited to attend Student Advisory Board meetings. Faculty engages in ongoing discussion and evaluation of the program in order to make consistent improvements and to respond to the unique needs of student cohorts.

PROGRAM PLANNING WORKSHEET

M.A. Marriage, Couple and Family Therapy

60 semester hours total

Catalog Year 2011-2012

Accepted into program: Summer Fall Spring 20_____

Psychology Background

Undergraduate Major: _____ Psychology GRE: _____ Psych for Everyone: _____ Others _____

Degree Courses

Course	Credit	Course Title	Corequisite	Prerequisite	Term Taken & Grade	Term Intended
569	1	Intro to MCFT				
504	3	Family Therapy: Theory & Practice				
550	3	Diversity & Social Justice				
566	2	Ethical & Legal Issues in MCFT	569			
506	2	Life Span Development				
522	2	Diagnosis of Mental & Emotional Disorders		569		
526	3	Practical Skills for MCFT		504; 566; 569		
516	2	Family Development				
564	2	Treating Addictions in MCFT		504		
530	3	Research Methods & Statistics I				
514 <i>or</i> 515	3	Group Counseling With Children/Adolescents <i>or</i> Group Counseling With Adults		504; 506; 526		
562	3	Advanced Family Therapy		504		
560	3	Couple Therapy		504		
561	3	Assessment & Prevention in Family Therapy & Counseling		504		
578	2	Sex Therapy	560	504; 562		
563	3	Treatment Issues in Marriage and Family Therapy Must include: 1-credit Domestic Violence; 1-credit Sex Abuse; 1-credit Various		504		
584	4	Practicum in Marriage, Couple and Family Therapy *		consent		
588	12	Internship in Marriage, Couple and Family Therapy *		584; consent		
Elective	2 total					
Elective						
CORE	2 total					
CORE						
CORE		Core Convocation				

*Must have successfully completed all MCFT requirements or permission from instructor.

APPROVED TRANSFER COURSES (list information exactly as it appears on the transfer transcript)

School	Dept.	Course #	Title	Credit	Grade

APPROVED WAIVERS FOR LEWIS & CLARK COURSES

Prefix	Course #	Title

COMMENTS:

Student Signature _____ Date _____

Adviser Signature _____ Date _____

PROGRAM PLANNING WORKSHEET

M.A. Marriage, Couple and Family Therapy
& Professional Counseling
69 semester hours total

Catalog Year 2011-2012

Accepted into program: Summer Fall Spring 20_____

Psychology Background

Undergraduate Major: _____ Psychology GRE: _____ Psych for Everyone: _____ Others _____

Degree Courses

Course	Credit	Course Title	Corequisite	Prerequisite	Term Taken & Grade	Term Intended
569	1	Intro to MCFT				
504	3	Family Therapy: Theory & Practice				
550	3	Diversity & Social Justice				
566	2	Ethical & Legal Issues in MCFT	569			
506	2	Life Span Development				
513	3	Theory and Philosophy of Counseling				
522	2	Diagnosis of Mental & Emotional Disorders		569		
526	3	Practical Skills for MCFT		504; 566; 569		
516	2	Family Development				
524	3	Counseling & Interventions with Adults	522	504; 506		
564	2	Treating Addictions in MCFT		504		
514 <i>or</i> 515	3	Group Counseling With Children/Adolescents <i>or</i> Group Counseling With Adults		504; 506; 526		
523	3	Counseling & Interventions With Children & Adolescents		504; 506		
530	3	Research Methods & Statistics I				
562	3	Advanced Family Therapy		504		
560	3	Couple Therapy		504		
561	3	Assessment & Prevention in Family Therapy & Counseling		504		
578	2	Sex Therapy	560	504; 562		
563	3	Treatment Issues in Marriage and Family Therapy Must include: 1-credit Domestic Violence; 1-credit Sex Abuse; 1-credit Various		504		
584	4	Practicum in Marriage, Couple and Family Therapy *		consent		
520	2	Career Counseling		569		
588	12	Internship in Marriage, Couple and Family Therapy *		584; consent		
CORE	2 total					
CORE						
CORE		Core Convocation				

*Must have successfully completed all MCFT requirements or permission from instructor.

APPROVED TRANSFER COURSES (list information exactly as it appears on the transfer transcript)

School	Dept.	Course #	Title	Credit	Grade

APPROVED WAIVERS FOR LEWIS & CLARK COURSES

Prefix	Course #	Title

COMMENTS:

Student Signature _____ Date _____

Adviser Signature _____ Date _____

PROGRAM PLANNING WORKSHEET

M.A. Marriage, Couple and Family Therapy

Treatment of Addictions

64 semester hours total

Catalog Year 2011-2012

Accepted into program: Summer Fall Spring 20_____

Psychology Background

Undergraduate Major: _____ Psychology GRE: _____ Psych for Everyone: _____ Others _____

Degree Courses

Course	Credit	Course Title	Corequisite	Prerequisite	Term Taken & Grade	Term Intended
569	1	Intro to MCFT				
504	3	Family Therapy: Theory & Practice				
550	3	Diversity & Social Justice				
566	2	Ethical & Legal Issues in MCFT	569			
506	2	Life Span Development				
522	2	Diagnosis of Mental & Emotional Disorders		569		
526	3	Practical Skills for MCFT		504; 566; 569		
516	2	Family Development				
564	2	Treating Addictions in MCFT		504		
514 <i>or</i> 515	3	Group Counseling With Children/Adolescents <i>or</i> Group Counseling With Adults		504; 506; 526		
530	3	Research Methods & Statistics I				
545	3	Drugs, the Brain, & Behavior				
562	3	Advanced Family Therapy		504		
546 <i>or</i> 547	3	Models of Addiction & Recovery <i>or</i> Addictions Treatment: Procedures, Skills, & Case Mgmt.		Permission from CPSY office		
560	3	Couple Therapy		504		
561	3	Assessment & Prevention in Family Therapy & Counseling		504		
578	2	Sex Therapy	560	504; 562		
563	3	Treatment Issues in Marriage and Family Therapy Must include: 1-credit Domestic Violence; 1-credit Sex Abuse; 1-credit Various		504		
584	4	Practicum in Marriage, Couple and Family Therapy *		consent		
588	12	Internship in Marriage, Couple and Family Therapy *		584; consent		
CORE	2 total					
CORE						
CORE		Core Convocation				

*Must have successfully completed all MCFT requirements or permission from instructor.

APPROVED TRANSFER COURSES (list information exactly as it appears on the transfer transcript)

School	Dept.	Course #	Title	Credit	Grade

APPROVED WAIVERS FOR LEWIS & CLARK COURSES

Prefix	Course #	Title

COMMENTS:

Student Signature _____ Date _____

Adviser Signature _____ Date _____

**LEWIS & CLARK
COUNSELING PSYCHOLOGY**

CONSENT TO RELEASE EDUCATIONAL RECORDS

Supervisors and faculty welcome the opportunity to provide recommendations for employment, professional organizations, doctoral programs, and so on when you request them. However, federal law requires a written consent. When you are requesting a recommendation it is also helpful if you email us with information about the position, organization, educational program, and so on. This will help us tailor the information about your competencies for each request, which will make our input maximally helpful to you. Please keep a copy of this consent form for your records.

I understand that Federal regulations require a written consent from a student/former student before disclosing the educational records of that student to third parties; therefore, I hereby give my written consent for:

(Name(s) of Lewis & Clark faculty and supervisors)

to release my educational records to:

(Name of Institution, Person, Company requesting information)

as well as the conclusions and observations regarding my performance while attending Lewis & Clark.

I understand this consent is effective only as to this/these specific request(s).

DATED this _____ day of _____, 200____.

(Student's/Alumni's Signature)

(Print Name)

(Student's/Alumni's Address)

Lewis & Clark College
Department of Counseling Psychology – MCFT Program
The Professional Development Portfolio – 2011-2012

As part of your degree program, you are required to develop a portfolio that documents your experience and growth as a helping professional. You will receive guidance on how to complete this requirement in introductory classes and in meetings with your advisor. The core elements of the portfolio requirement are listed and described briefly here. Instructions for when to present your Portfolio to your program advisor will be discussed in class.

Maintain and submit a professional development portfolio that includes/documents the following:

1. A professional résumé (CV) that documents the following:

2. Philosophy of Therapy statement

3. Statement of Professional Goals

Indicate your professional goals. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems with which you want to work, as well as the settings in which you wish to work.

4. Documentation of volunteer/professional development hours

List your helping and collaborative experiences as a therapist-in-training. Helping skills include crisis intervention lines, working with groups, working with individuals, etc. Collaboration means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem-solving. In this category, include all of your experience, volunteer and paid since you entered the graduate program, that is relevant to working with people in a helping and collaborative role. Your advisor can also help you locate experiences that will add to your experience. You should focus on working in communities that are not already familiar to you.

For each item, indicate:

- Your role and responsibilities
- The organization which provided the opportunity and support
- Your clientele
- The specific skills you demonstrated (include skills for working with diverse clientele whose social or cultural characteristics are markedly different from your own)
- Length of time (specific dates)
- The number of hours of direct client contact
- The nature and frequency of supervision or mentoring received

You will need to accumulate at least 100 hours of direct helping and collaborative experience in the community during your graduate program and prior to practicum/internship.

5. The following professional information (all of which may come in handy later for employment or licensing purposes):

Course syllabi and institutional catalogs
 Evaluations from supervisors and peers
 Workshops, trainings, and seminars attended
 Conference and institutes attended
 Presentations given and other work samples
 Special study projects and research

6. Documentation of Personal Counseling

Document at least **10 hours** of personal counseling (individual, couple, family, or group). Documentation does not require you to reveal any personal material, but does require both you and your professional mental health provider to sign a statement indicating that you completed at least 10 hours of personal counseling. This personal work should be completed by the end of your first three semesters in your degree program. The Department will also accept documentation of personal counseling completed prior to admission to the Counseling Psychology program. Submit this documentation for your file in the department office. If you do not have at least 10 hours of personal counseling, formulate a specific plan to meet this requirement within the first three semesters in your degree program. If you want information or advice about how and where you can obtain this experience, your advisor will be happy to discuss options with you. The internship/practicum administrator maintains a list of counselors who provide low-cost services.

7. 12-Step Program Attendance

We strive to prepare students in a comprehensive and best practice-based course of study to work effectively with clients impacted by the full range of presenting problems. This preparation includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Of specific importance to effectively treating dual diagnosis clients is developing a basic understanding of addiction and the role of community-based, 12-step groups that serve as vital supports to effective treatment efforts.

In recognition of this, all students are required to attend a minimum of four meetings of various 12-step oriented groups held in their communities. (By having the experience yourself, you should be more able to empathize with a client who may be involved in the recovery community or anticipating attending a meeting for the first time. In addition, you will be able to give basic information to clients about how to contact 12-step groups, where to go, and what to expect.) Students are also required to prepare a one-page, single-spaced summary of each of the separate meetings attended. The summary should include the type, address, and time of the meeting. Additional information should include an assessment of the behavioral, cognitive, social, and affective elements/activities observed at the meetings as well as the student's own personal reactions and feelings. The four summaries of visits made should be submitted to your advisor upon completion, before you enroll for internship courses.

Meeting Requirements. Students should attend only meetings that are listed as open to the public. Contact information for specific groups concerning meeting schedules and locations is readily available in the Yellow Pages and via the Internet.

- One meeting of Alcoholics Anonymous
- One meeting of Narcotics Anonymous
- One meeting of Alanon
- One meeting of another 12-step oriented group such as Cocaine Anonymous, Overeaters Anonymous, Gamblers Anonymous, Adult Children of Alcoholics (ACOA), Codependents Anonymous (CODA), etc.

To arrange visits, contact:

Portland Area AA Intergroup, (503) 223-8569; www.portland-aa.org

Portland Area NA, (503) 284-1787

Portland Area Alanon, (503) 292-1333

Portland Alano Club, (503) 222-5756

The following are some general guidelines for you to follow as you attend these meetings yourself.

- 1) There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend. These are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e. people with drug addiction attending NA meetings) and it is not appropriate for you to attend those meetings as a professional.
- 2) When attending a meeting, you will be interacting with a number of people and may or may not be asked to introduce yourself to the group. Even if you do not speak or participate in the meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. BE HONEST. It is appropriate to say something like: "I'm a graduate student in a counseling program and I'm here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.)."
- 3) DON'T tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.
- 4) Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave. All meetings have a different "flavor" to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.

AAMFT Code of Ethics

Effective July 1, 2001 – Taken directly from the AAMFT website on 10-6-06:

Preamble

The Board of Directors of the American Association for Marriage and Family Therapy (AAMFT) hereby promulgates, pursuant to Article 2, Section 2.013 of the Association's Bylaws, the Revised AAMFT Code of Ethics, effective July 1, 2001.

The AAMFT strives to honor the public trust in marriage and family therapists by setting standards for ethical practice as described in this Code. The ethical standards define professional expectations and are enforced by the AAMFT Ethics Committee. The absence of an explicit reference to a specific behavior or situation in the Code does not mean that the behavior is ethical or unethical. The standards are not exhaustive. Marriage and family therapists who are uncertain about the ethics of a particular course of action are encouraged to seek counsel from consultants, attorneys, supervisors, colleagues, or other appropriate authorities.

Both law and ethics govern the practice of marriage and family therapy. When making decisions regarding professional behavior, marriage and family therapists must consider the AAMFT Code of Ethics and applicable laws and regulations. If the AAMFT Code of Ethics prescribes a standard higher than that required by law, marriage and family therapists must meet the higher standard of the AAMFT Code of Ethics. Marriage and family therapists comply with the mandates of law, but make known their commitment to the AAMFT Code of Ethics and take steps to resolve the conflict in a responsible manner. The AAMFT supports legal mandates for reporting of alleged unethical conduct.

The AAMFT Code of Ethics is binding on Members of AAMFT in all membership categories, AAMFT-Approved Supervisors, and applicants for membership and the Approved Supervisor designation (hereafter, AAMFT Member). AAMFT members have an obligation to be familiar with the AAMFT Code of Ethics and its application to their professional services. Lack of awareness or misunderstanding of an ethical standard is not a defense to a charge of unethical conduct.

The process for filing, investigating, and resolving complaints of unethical conduct is described in the current Procedures for Handling Ethical Matters of the AAMFT Ethics Committee. Persons accused are considered innocent by the Ethics Committee until proven guilty, except as otherwise provided, and are entitled to due process. If an AAMFT Member resigns in anticipation of, or during the course of, an ethics investigation, the Ethics Committee will complete its investigation. Any publication of action taken by the Association will include the fact that the Member attempted to resign during the investigation.

Principle I: Responsibility to Clients

Marriage and family therapists advance the welfare of families and individuals. They respect the rights of those persons seeking their assistance, and make reasonable efforts to ensure that their services are used appropriately.

1.1. Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, or sexual orientation.

1.2. Marriage and family therapists obtain appropriate informed consent to therapy or related procedures as early as feasible in the therapeutic relationship, and use language that is reasonably understandable to clients.

The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible.

1.3. Marriage and family therapists are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships with clients that could impair professional judgment or increase the risk of exploitation. Such relationships include, but are not limited to, business or close personal relationships with a client or the client's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.

1.4. Sexual intimacy with clients is prohibited.

1.5. Sexual intimacy with former clients is likely to be harmful and is therefore prohibited for two years following the termination of therapy or last professional contact. In an effort to avoid exploiting the trust and dependency of clients, marriage and family therapists should not engage in sexual intimacy with former clients after the two years following termination or last professional contact. Should therapists engage in sexual intimacy with former clients following two years after termination or last professional contact, the burden shifts to the therapist to demonstrate that there has been no exploitation or injury to the former client or to the client's immediate family.

1.6. Marriage and family therapists comply with applicable laws regarding the reporting of alleged unethical conduct.

1.7. Marriage and family therapists do not use their professional relationships with clients to further their own interests.

1.8. Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise the clients that they have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.

1.9. Marriage and family therapists continue therapeutic relationships only so long as it is reasonably clear that clients are benefiting from the relationship.

1.10. Marriage and family therapists assist persons in obtaining other therapeutic services if the therapist is unable or unwilling, for appropriate reasons, to provide professional help.

1.11. Marriage and family therapists do not abandon or neglect clients in treatment without making reasonable arrangements for the continuation of such treatment.

1.12. Marriage and family therapists obtain written informed consent from clients before videotaping, audio recording, or permitting third-party observation.

1.13. Marriage and family therapists, upon agreeing to provide services to a person or entity at the request of a third party, clarify, to the extent feasible and at the outset of the service, the nature of the relationship with each party and the limits of confidentiality.

Principle II: Confidentiality

Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard the confidences of each individual client.

2.1. Marriage and family therapists disclose to clients and other interested parties, as early as feasible in their professional contacts, the nature of confidentiality and possible limitations of the clients' right to

confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.

2.2. Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or where mandated or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family or group treatment, the therapist may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

2.3. Marriage and family therapists use client and/or clinical materials in teaching, writing, consulting, research, and public presentations only if a written waiver has been obtained in accordance with Subprinciple 2.2, or when appropriate steps have been taken to protect client identity and confidentiality.

2.4. Marriage and family therapists store, safeguard, and dispose of client records in ways that maintain confidentiality and in accord with applicable laws and professional standards.

2.5. Subsequent to the therapist moving from the area, closing the practice, or upon the death of the therapist, a marriage and family therapist arranges for the storage, transfer, or disposal of client records in ways that maintain confidentiality and safeguard the welfare of clients.

2.6. Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation.

Principle III: Professional Competence and Integrity

Marriage and family therapists maintain high standards of professional competence and integrity.

3.1. Marriage and family therapists pursue knowledge of new developments and maintain competence in marriage and family therapy through education, training, or supervised experience.

3.2. Marriage and family therapists maintain adequate knowledge of and adhere to applicable laws, ethics, and professional standards.

3.3. Marriage and family therapists seek appropriate professional assistance for their personal problems or conflicts that may impair work performance or clinical judgment.

3.4. Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.

3.5. Marriage and family therapists, as presenters, teachers, supervisors, consultants and researchers, are dedicated to high standards of scholarship, present accurate information, and disclose potential conflicts of interest.

3.6. Marriage and family therapists maintain accurate and adequate clinical and financial records.

3.7. While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, or supervised experience.

3.8. Marriage and family therapists do not engage in sexual or other forms of harassment of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.9. Marriage and family therapists do not engage in the exploitation of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.10. Marriage and family therapists do not give to or receive from clients (a) gifts of substantial value or (b) gifts that impair the integrity or efficacy of the therapeutic relationship.

- 3.11. Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.
- 3.12. Marriage and family therapists make efforts to prevent the distortion or misuse of their clinical and research findings.
- 3.13. Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.
- 3.14. To avoid a conflict of interests, marriage and family therapists who treat minors or adults involved in custody or visitation actions may not also perform forensic evaluations for custody, residence, or visitation of the minor. The marriage and family therapist who treats the minor may provide the court or mental health professional performing the evaluation with information about the minor from the marriage and family therapist's perspective as a treating marriage and family therapist, so long as the marriage and family therapist does not violate confidentiality.
- 3.15. Marriage and family therapists are in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

Principle IV: Responsibility to Students and Supervisees

Marriage and family therapists do not exploit the trust and dependency of students and supervisees.

- 4.1. Marriage and family therapists are aware of their influential positions with respect to students and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships that could impair professional objectivity or increase the risk of exploitation. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.
- 4.2. Marriage and family therapists do not provide therapy to current students or supervisees.
- 4.3. Marriage and family therapists do not engage in sexual intimacy with students or supervisees during the evaluative or training relationship between the therapist and student or supervisee. Should a supervisor engage in sexual activity with a former supervisee, the burden of proof shifts to the supervisor to demonstrate that there has been no exploitation or injury to the supervisee.
- 4.4. Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.
- 4.5. Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.
- 4.6. Marriage and family therapists avoid accepting as supervisees or students those individuals with whom a prior or existing relationship could compromise the therapist's objectivity. When such situations cannot be avoided, therapists take appropriate precautions to maintain objectivity. Examples of such relationships include, but are not limited to, those individuals with whom the therapist has a current or prior sexual, close personal, immediate familial, or therapeutic relationship.
- 4.7. Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who

share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.

Principle V: Responsibility to Research Participants

Investigators respect the dignity and protect the welfare of research participants, and are aware of applicable laws and regulations and professional standards governing the conduct of research.

5.1. Investigators are responsible for making careful examinations of ethical acceptability in planning studies. To the extent that services to research participants may be compromised by participation in research, investigators seek the ethical advice of qualified professionals not directly involved in the investigation and observe safeguards to protect the rights of research participants.

5.2. Investigators requesting participant involvement in research inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate. Investigators are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, or have impairments which limit understanding and/or communication, or when participants are children.

5.3. Investigators respect each participant's freedom to decline participation in or to withdraw from a research study at any time. This obligation requires special thought and consideration when investigators or other members of the research team are in positions of authority or influence over participants. Marriage and family therapists, therefore, make every effort to avoid multiple relationships with research participants that could impair professional judgment or increase the risk of exploitation.

5.4. Information obtained about a research participant during the course of an investigation is confidential unless there is a waiver previously obtained in writing. When the possibility exists that others, including family members, may obtain access to such information, this possibility, together with the plan for protecting confidentiality, is explained as part of the procedure for obtaining informed consent.

Principle VI: Responsibility to the Profession

Marriage and family therapists respect the rights and responsibilities of professional colleagues and participate in activities that advance the goals of the profession.

6.1. Marriage and family therapists remain accountable to the standards of the profession when acting as members or employees of organizations. If the mandates of an organization with which a marriage and family therapist is affiliated, through employment, contract or otherwise, conflict with the AAMFT Code of Ethics, marriage and family therapists make known to the organization their commitment to the AAMFT Code of Ethics and attempt to resolve the conflict in a way that allows the fullest adherence to the Code of Ethics.

6.2. Marriage and family therapists assign publication credit to those who have contributed to a publication in proportion to their contributions and in accordance with customary professional publication practices.

6.3. Marriage and family therapists do not accept or require authorship credit for a publication based on research from a student's program, unless the therapist made a substantial contribution beyond being a faculty advisor or research committee member. Coauthorship on a student thesis, dissertation, or project should be determined in accordance with principles of fairness and justice.

6.4. Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due.

6.5. Marriage and family therapists who are the authors of books or other materials published or distributed by an organization take reasonable precautions to ensure that the organization promotes and advertises the materials accurately and factually.

6.6. Marriage and family therapists participate in activities that contribute to a better community and society, including devoting a portion of their professional activity to services for which there is little or no financial return.

6.7. Marriage and family therapists are concerned with developing laws and regulations pertaining to marriage and family therapy that serve the public interest, and with altering such laws and regulations that are not in the public interest.

6.8. Marriage and family therapists encourage public participation in the design and delivery of professional services and in the regulation of practitioners.

Principle VII: Financial Arrangements

Marriage and family therapists make financial arrangements with clients, third-party payors, and supervisees that are reasonably understandable and conform to accepted professional practices.

7.1. Marriage and family therapists do not offer or accept kickbacks, rebates, bonuses, or other remuneration for referrals; fee-for-service arrangements are not prohibited.

7.2. Prior to entering into the therapeutic or supervisory relationship, marriage and family therapists clearly disclose and explain to clients and supervisees: (a) all financial arrangements and fees related to professional services, including charges for canceled or missed appointments; (b) the use of collection agencies or legal measures for nonpayment; and (c) the procedure for obtaining payment from the client, to the extent allowed by law, if payment is denied by the third-party payor. Once services have begun, therapists provide reasonable notice of any changes in fees or other charges.

7.3. Marriage and family therapists give reasonable notice to clients with unpaid balances of their intent to seek collection by agency or legal recourse. When such action is taken, therapists will not disclose clinical information.

7.4. Marriage and family therapists represent facts truthfully to clients, third-party payors, and supervisees regarding services rendered.

7.5. Marriage and family therapists ordinarily refrain from accepting goods and services from clients in return for services rendered. Bartering for professional services may be conducted only if: (a) the supervisee or client requests it, (b) the relationship is not exploitative, (c) the professional relationship is not distorted, and (d) a clear written contract is established.

7.6. Marriage and family therapists may not withhold records under their immediate control that are requested and needed for a client's treatment solely because payment has not been received for past services, except as otherwise provided by law.

Principle VIII: Advertising

Marriage and family therapists engage in appropriate informational activities, including those that enable the public, referral sources, or others to choose professional services on an informed basis.

8.1. Marriage and family therapists accurately represent their competencies, education, training, and experience relevant to their practice of marriage and family therapy.

8.2. Marriage and family therapists ensure that advertisements and publications in any media (such as directories, announcements, business cards, newspapers, radio, television, Internet, and facsimiles) convey information that is necessary for the public to make an appropriate selection of professional services. Information could include: (a) office information, such as name, address, telephone number, credit card acceptability, fees, languages spoken, and office hours; (b) qualifying clinical degree (see subprinciple 8.5); (c) other earned degrees (see subprinciple 8.5) and state or provincial licensures and/or certifications; (d) AAMFT clinical member status; and (e) description of practice.

8.3. Marriage and family therapists do not use names that could mislead the public concerning the identity, responsibility, source, and status of those practicing under that name, and do not hold themselves out as being partners or associates of a firm if they are not.

8.4. Marriage and family therapists do not use any professional identification (such as a business card, office sign, letterhead, Internet, or telephone or association directory listing) if it includes a statement or claim that is false, fraudulent, misleading, or deceptive

8.5. In representing their educational qualifications, marriage and family therapists list and claim as evidence only those earned degrees: (a) from institutions accredited by regional accreditation sources recognized by the United States Department of Education, (b) from institutions recognized by states or provinces that license or certify marriage and family therapists, or (c) from equivalent foreign institutions.

8.6. Marriage and family therapists correct, wherever possible, false, misleading, or inaccurate information and representations made by others concerning the therapist's qualifications, services, or products.

8.7. Marriage and family therapists make certain that the qualifications of their employees or supervisees are represented in a manner that is not false, misleading, or deceptive.

8.8. Marriage and family therapists do not represent themselves as providing specialized services unless they have the appropriate education, training, or supervised experience.

This Code is published by: American Association for Marriage and Family Therapy

**Lewis and Clark Counseling Psychology Department
Professional Qualities Evaluation**

Student _____
Faculty _____

Semester/Year _____
Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Professional Responsibility				
1. The student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with program mission and standards.	N	0	1	2
3. Students will demonstrate a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to advisors, course instructors, and others in supervisory or instructional positions.	N	0	1	2
4. Students will be understand and demonstrate the ability to balance their own judgments and worldviews with accountability for adhering to professional knowledge, guidelines and standards of conduct provided by provided by advisors, course instructors, and other supervisors on campus and off campus.	N	0	1	2
5. Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.	N	0	1	2
6. The student demonstrates application of legal requirements relevant to counselor training and practice in all classes.	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond professionally, to peers, professors, and therapeutically to clients	N	0	1	2
Maturity and Attitude				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
7. The student maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.				
Integrity				
1. The student refrains from making statements that are false, misleading or deceptive.	N	0	1	2
2. The student considers the impact of her/his actions on the well being of the group (e.g., cohort, program, agency) as a whole, including but not limited to avoiding improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2
5. The student demonstrates respect, awareness and knowledge of social equity and inclusion, including contextual and systemic dynamics related to race and racial inequalities, class, nation of origin and language, spirituality and religion, sexual	N	0	1	2

orientation, and physical abilities.				
6. The student considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2
Social and Self-awareness				
1. The student demonstrates awareness and knowledge of her/his intersecting identities (e.g., gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling & therapy.	N	0	1	2
2. The student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.	N	0	1	2
3. The student demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards.	N	0	1	2
4. The student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	N	0	1	2
5. The student maintains humility and uses privilege to promote social equity.	N	0	1	2

Comments: