



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 503: INTRODUCTION TO PROFESSIONAL COUNSELING
FALL - 2008**

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

Instructor: Teresa McDowell, Ed.D.

Office Hours: By Appointment

CATALOG DESCRIPTION

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

COURSE OBJECTIVES

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

1. Understand the history and philosophy of the counseling professions, including indigenous helping practices. Gain awareness of how theory and practice are socially constructed, emerging from specific socio-political, historical contexts.
2. Know the role of community counselors and family therapists in a variety of practice settings and in relation to other helping professionals.
3. Become aware of the various ethical standards of AAMFT, ACA and related groups and state laws - how these are developed and how they generally apply to practice (Specific knowledge of application of laws and ethics is expected in CPSY 580).
4. Know the structure and operations of professional organizations that support and regulate the practice of family therapy and community counseling (e.g., the International Association of Marriage and Family Counselors, American Counseling Association, American Association for Marriage and Family Therapy).
6. Begin developing a professional identity as a counselor/therapist.
7. Gain knowledge of required competencies, national exams, and licensure requirements.

8. Become familiar with the major journals in the field and how to research information about therapy/counseling including the use of technological competence and computer literacy.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

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

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a make up assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

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

CLASS ASSIGNMENTS

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

1. Lifemap: A lifemap (Hodge, 2005) is one way of expressing our histories – where we came from, where we are now, and where we are headed. Symbols, pictures, and drawings are used to represent important events, transitions, learning

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

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

2. Library research: Find three different journals associated with family therapy and print abstracts from two articles related to your interests in the field. Your search should include review of the major family therapy journals as discussed in class. 10 points

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

4. There are a number of video tapes of family therapy in the library. We will form groups of 3-4 students. Each group will chose and watch a tape from a list offered in class. After the group watches and discusses the tape, each individual in the group will then turn in a 2-3 page paper describing her/his observations of 1) the dynamics in the therapy room (i.e., patterns of interaction) (10 points), 2) what seemed important to the therapist (i.e., assumptions that informed the therapist’s questions and comments) (10 points), and 3) the therapist’s interventions and family’s responses (i.e., what did the therapist do and how did the family react?) (10 points). 30 points

GRADING

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

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

TEXT/READINGS

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

Additional readings as assigned on the course schedule.

COURSE SCHEDULE

WEEK 1 – September 8: Introduction, History & Paradigms in Family Therapy

Topics:

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

WEEK 2 – September 15: Regulation and Competence in the MCFT Profession

Topics:

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

Readings:

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

Tasks:

Review and read materials from the following websites:

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

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

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

Commission on Accreditation for Marriage and Family Therapy Education

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

Print the AAMFT Code of Ethics and bring to class

WEEK 3 – September 22: Professional Identity and Roles

Topics:

Therapist roles
Collaboration with multiple systems
Therapists as advocates

Readings:

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

WEEK 4 – September 29: Power, Culture & Practice

Topics:

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

Readings:

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

Task:

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

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

WEEK 5 – October 6: Values, Meaning & Self of the Therapist

Topics:

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

Readings:

Text, Ch. 1: Values as Context for Therapy

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

