

**SCOPE OF PRACTICE
STATEMENT OF PROFESSIONAL INTENT**

Licensed Associate Counselor (LAC) _____ Licensed Professional Counselor (LPC) _____
Licensed Associate Marriage /Family Therapist (LAMFT) _____
Licensed Marriage and Family Therapist (LMFT) _____

Name _____ / / _____
Type or Word Process Signature Mo/Day/Year

NATURE OF MY COUNSELING/PSYCHOTHERAPY PRACTICE

DISORDERS, ISSUES, PRESENTING PROBLEMS I ACCEPT

THEORETICAL APPROACHES I USE

METHODS AND TECHNIQUES I USE

POPULATION(S) I SERVE

ASSESSMENT INSTRUMENTS I ADMINISTER AND PURPOSE FOR USE

Projective Techniques are not permitted under this license. [Act 593 of 1979, Sec. 3(e) 2]

I understand that my Statement of Intent is my scope of practice and reflects the training documented in my Board file. I will revise my Statement of Intent when I document additional training and/or changes in my scope of practice.

SIGNATURE _____ DATE _____

APPROVED _____ DATE _____ FOR LICENSE

NUMBER _____ VALID _____

GUIDELINES FOR WRITING -THE SCOPE OF PRACTICE- STATEMENT OF INTENT

The Statement of Intent (SI) is the Board approved scope of practice and defines your practice for the dates of your current license. The SI should be written in first person, present tense. The SI is in effect from the date of your license issue to each renewal. New SI must be submitted with renewal fees. Clients, insurance companies, and other interested parties should be able to tell by reading your statement what services you are offering. Comparable to a brochure advertising your counseling practice, the SI must be kept revised and up-to-date. Your Statement of Intent should reflect the services your academic training and work experiences have qualified you to offer. Pursuing additional training and/or working under supervision allows you to expand your qualifications and your services. Upon completion of additional training or practice changes send a revised SI for formal Board approval. Until approved, your practice is limited to the approved SI on file. Examples: Job changes, additional training, population changes, use of assessment instruments.

Arkansas Code Annotated 17-27-301 Qualifications and Case Note Supreme Court 334 Ark 614, 976 SW 2d 934 (1998) a Licensed Counselor must confine his/her practice to the ambit of the Statement of Intent.

Nature of My Counseling or Therapy Practice

A fine line exists between making this section too broad or too narrow. Specifying a place of employment will limit your practice to that place. It is best to define the nature of your practice in terms of whether it will be inpatient or outpatient (or both), and/or whether it will be private, clinical, or in another setting such as academic. In this section, you should identify the types of issues, presenting problems, or disorders you are willing and competent to treat. It is often helpful to define these in terms of the major chapters of the Diagnostic and Statistical Manual (IV-TR), for example, anxiety disorders, mood disorders, substance abuse disorders, and so on. You may wish to indicate other issues clients present such as relationship issues, grief and loss, marital issues, parenting problems, and so on. It is important to list all issues you are willing and competent to treat, especially if you intend to claim third party reimbursement for such treatment. Should an insurance company or other third party payer call ABOEC to ask if you are qualified to treat a specific disorder, your Statement of Intent will be the document to which the staff of ABOEC will refer.

Theoretical Approaches

Most Counselors/Therapist find it easy to specify the theoretical approaches they use with the population they specify. Eclectic is too broad. Specify the theories you integrate and explain how they are integrated in your practice and applied to your clients.

Methods and Techniques

Counselors/Therapists often neglect to indicate the specific methods and techniques they use, based on the theories they have specified. Techniques listed should be drawn from the listed theories applied to your clients. Following that list, specify other techniques you use, delineating which ones come from the theories identified under approaches. Third-party-payers and potential clients should be able to tell what you typically “do” in sessions: Sometimes they are looking for a therapist who uses (or does not use) certain approaches and techniques.

Population to be Served

You need to document that you have training or experience with the population specified to serve. Statements such as “children, adolescents, and adults” are usually too broad unless the training and experiences clearly support that you have worked with persons of all ages from very young to very old. It may be helpful to specify such as pre-school children, older children, adolescents, young adults, mature adults, the middle aged, and/or geriatric adults.

Assessment Instruments to be Used and Purpose of Each Use

Specify by name any assessment instrument you intend to administer, interpret and the purpose of such. For example, “Self-Directed Search will be used to explore interests for career counseling” or “the Myers Briggs Type Indicator will be used to identify personal preferences and differences when doing relationship counseling.” Your Board file must reflect documentation of graduate course work or Board approved equivalent training for the administration of instruments listed on the Statement of Intent (SI) Note the qualifying statement under Assessments. Projective instruments for personality assessment may not be used under license issued by the Counseling Board.

Format

Statement of Intent (the scope of practice) form will not be accepted by the Board unless it is typed or word processed. SI should be written in first person, present tense and in complete sentences. Each page must be numbered, signed, and dated by the person completing the form.

GUIDELINES FOR WRITING STATEMENT OF INTENT
Counseling Techniques Suggestions compiled by Rochelle C. Moss

Cognitive Behavioral

- Reframing exercises
- Self-talk
- Self-analysis/self-evaluation/self-assessment
- Homework therapy
- Relaxation techniques
- Muscle relaxation
- Deep breathing
- Cognitive imagery
- Guided imagery
- Systematic desensitization
- Problem-solving skills training
- Self-monitoring
- Cognitive restructuring
- Role playing social problem-solving situations
- Self-reinforcement
- Self-instruction
- Modeling
- Positive incentives
- Behavioral rehearsal
- Monitoring negative thoughts
- Restructuring negative or maladaptive thoughts

Person-Centered

- Active listening
- Reflection of feelings
- Clarification
- Empathy
- Unconditional Positive Regard
- Congruence

Adlerian

- Gathering life history
(genogram, family constellation, early recollections)
- Therapeutic contracts
- Homework assignments
- Paradoxical intention
- Suggestions
- Confrontation
- Interpretation
- Providing encouragement
- Paraphrasing
- "Aha" experience
- Catching Oneself
- Acting "as if"

Gestalt

- Reliving /re-experiencing unfinished business
- Confrontation
- Staying with feelings
- Role playing
- Empty chair

- Creative expression (art, poetry, writing, movement)
- Psychodrama
- Putting feelings or thoughts into action
- Body awareness (breathing awareness)
- Guided imagery
- Focusing on the here and now

Behavior

- Reinforcement techniques
- Relaxation methods
- Modeling
- Assertion/social skills training
- Self-management programs
- Behavioral rehearsal
- Coaching
- Contracts
- Homework assignments

Reality

- Evaluation of present behavior
- Willingness to change
- Development of specific plan to change
- Awareness of how life would be different
- Commitment to follow through with plan

Psychoanalytic

- Interpretation
- Dream analysis
- Free association
- Analysis of resistance
- Analysis of transference
- Questioning to develop case history

Existential

- Identification of responsibility avoidance
- Confronting irresponsibility
- Owning of feelings, statements and actions
- Attacking "wish" avoidance
- Attacking affect avoidance
- Unblocking decision-making

Family Therapy

From General Systems Theory:

Transgenerational/Bowenian/Contextual

- Boundary making
- Family sculpting
- Genogram
- Family reconstruction
- Therapeutic contract
- Going home assignments
- Differentiation assignments
- Family ledger

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Structural

- Enactments
- Unbalancing
- Tracking
- Assess family structure
- Assess family rules/roles
- Reframing
- Draw-A-Person
- Kinetic Family Drawings
- Family play

Strategic

- Assess hierarchy/power
- Circular questioning
- Miracle question
- Scaling questions
- Exception questions
- "As-if" assignments
- Homework assignments
- "Go slow" messages

Experiential

- Positive connotations
- Paradoxical interventions
- Rituals
- Ordeal assignments
- Prescribing the symptom
- Behavioral parent training
- Restraining techniques
- Identifying self-defeating patterns
- Invariant prescription
- 2nd order changes

- Family Sculpting
- Family drawings
- Hypnosis/trance
- Here-and-now techniques
- There-and-then techniques

Narrative

- Questioning (opening space, meaning, future)
- Deconstruction
- Co-construction
- Re-storying
- Externalizing
- Mapping influence of problem
- Find Exceptions to Problem
- Therapist's letter-writing
- Internalized Other Interview
- Preferred view of self/from others

Psychoanalytic Family Therapy/Object Relations

- Participant observation
- Listening
- Avoid reassuring, advising, confronting
- Interpretation
- Avoid counter transference

Integrative Family Therapy

- Language of parts
- Internal conversations
- Micro/Macro lenses
- Solution focus