



Alliant  
International  
University

**2018-19**

**CFT PROGRAM MANUAL**

COUPLE AND FAMILY THERAPY GRADUATE PROGRAMS



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## Welcome

Dear Student,

Welcome to Alliant International University's Couple and Family Therapy graduate programs! We are dedicated to helping you become a knowledgeable and competent clinician and researcher, able to succeed in a wide variety of clinical and academic settings. We work diligently to ensure the training you receive in our program will prepare you for a distinguished career that will reflect well upon you and upon us. While our programs are demanding, we expect you will find your investment of time, energy and effort into them will be rewarded.

The PsyD in MFT was the first PsyD to be accredited by the AAMFT Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Our current faculty includes Susan Johnson, the renowned therapist and creator of Emotionally Focused Therapy (EFT). EFT is one of the most empirically tested and supported approaches to couples therapy. Past faculty members have included such founders of MFT as Jay Haley, developer of Strategic Family Therapy; James Framo, creator of Intergenerational Family Therapy; and many others who have made tremendous contributions to the field such as Virginia Satir, Carl Whitaker, and Ivan Boszormenyi-Nagy.

Please read this handbook thoroughly and keep it for your records. You will find yourself using it often during your training because it contains answers to many of your questions. We want you to succeed so use the manual, and then consult with faculty and staff to ensure you receive the most accurate and thorough answers to your questions. You will find information in this manual describing those in our faculty and staff who can best meet your specific needs or answer specific questions.

We hope you enjoy your experience in our programs. Again, welcome!

CFT Faculty

**SECTION I:**

**Organizational Structure of CFT Program**

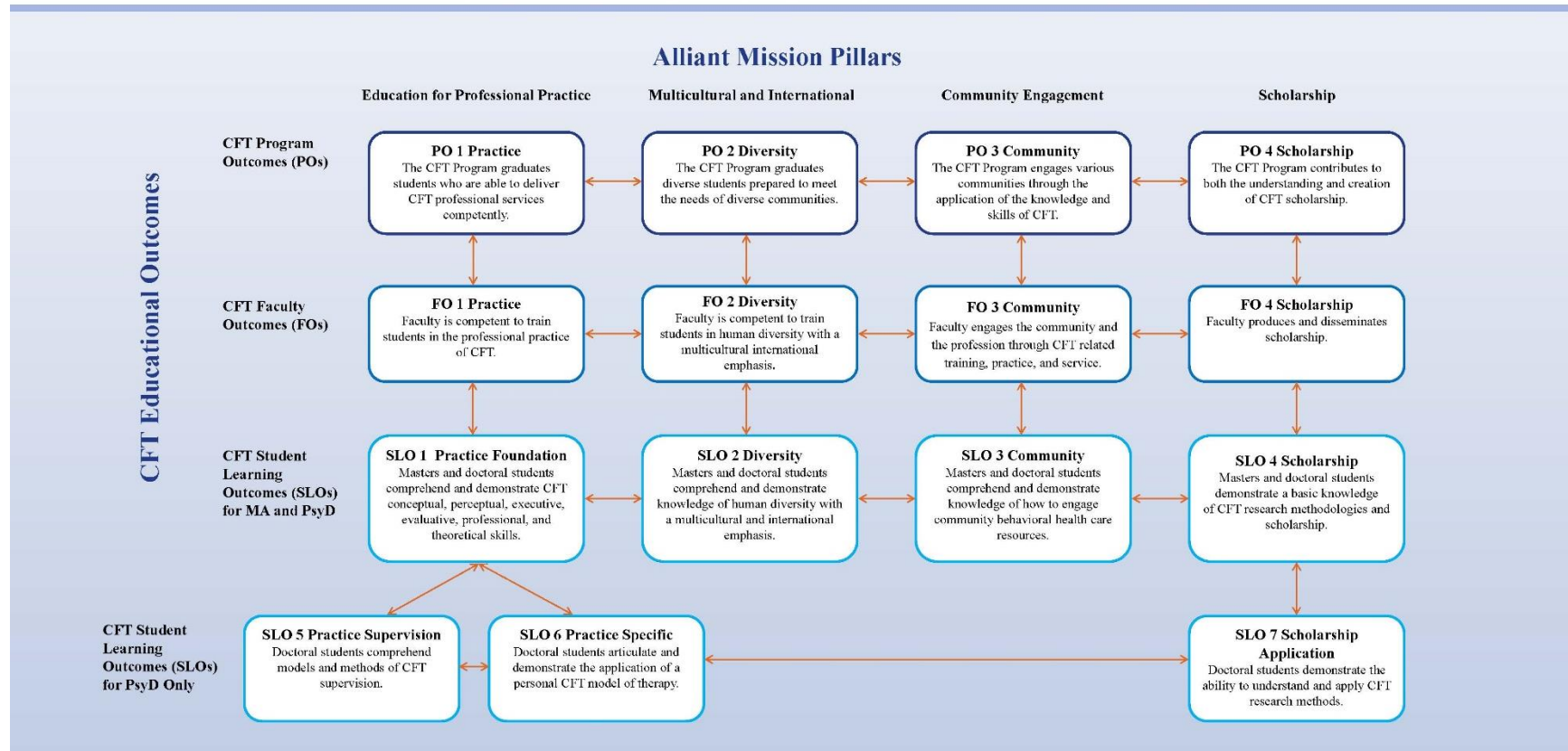
## **Introduction**

The CFT Program is housed in the California School of Professional Psychology at Alliant International University. There are two degree programs in CFT: A Masters of Arts in Marital and Family Therapy (MA) and a Doctor of Psychology in Marital and Family Therapy (PsyD). The MA degree is offered in five locations (San Diego, Irvine, Los Angeles, Online, and Sacramento). The PsyD program is offered in four locations (San Diego, Irvine, Los Angeles, and Sacramento). Both the masters and the doctoral programs are accredited by COAMFTE. All locations have identical curriculum/degree requirements, policies, and procedures.

## **Couple and Family Therapy Program Mission**

The mission of the Marriage and Family Therapy Graduate Programs is to provide the highest quality education, training, scholarship and service in the field of Marriage and Family Therapy. We train ethical professionals to foster the well-being of individuals, children, couples, families, organizations, and communities primarily through improving relationships. Our MFT programs specifically focus on the understanding and respect for the diversity of human relationships across different populations from a variety of multicultural, socioeconomic, international backgrounds. Students are inspired to respect multiple dimensions of human diversity, develop a mature personal and professional identity, stay current with professional knowledge and practice, and make a positive difference for clients and society.

### CFT Educational Outcomes and Alliant Mission Pillars

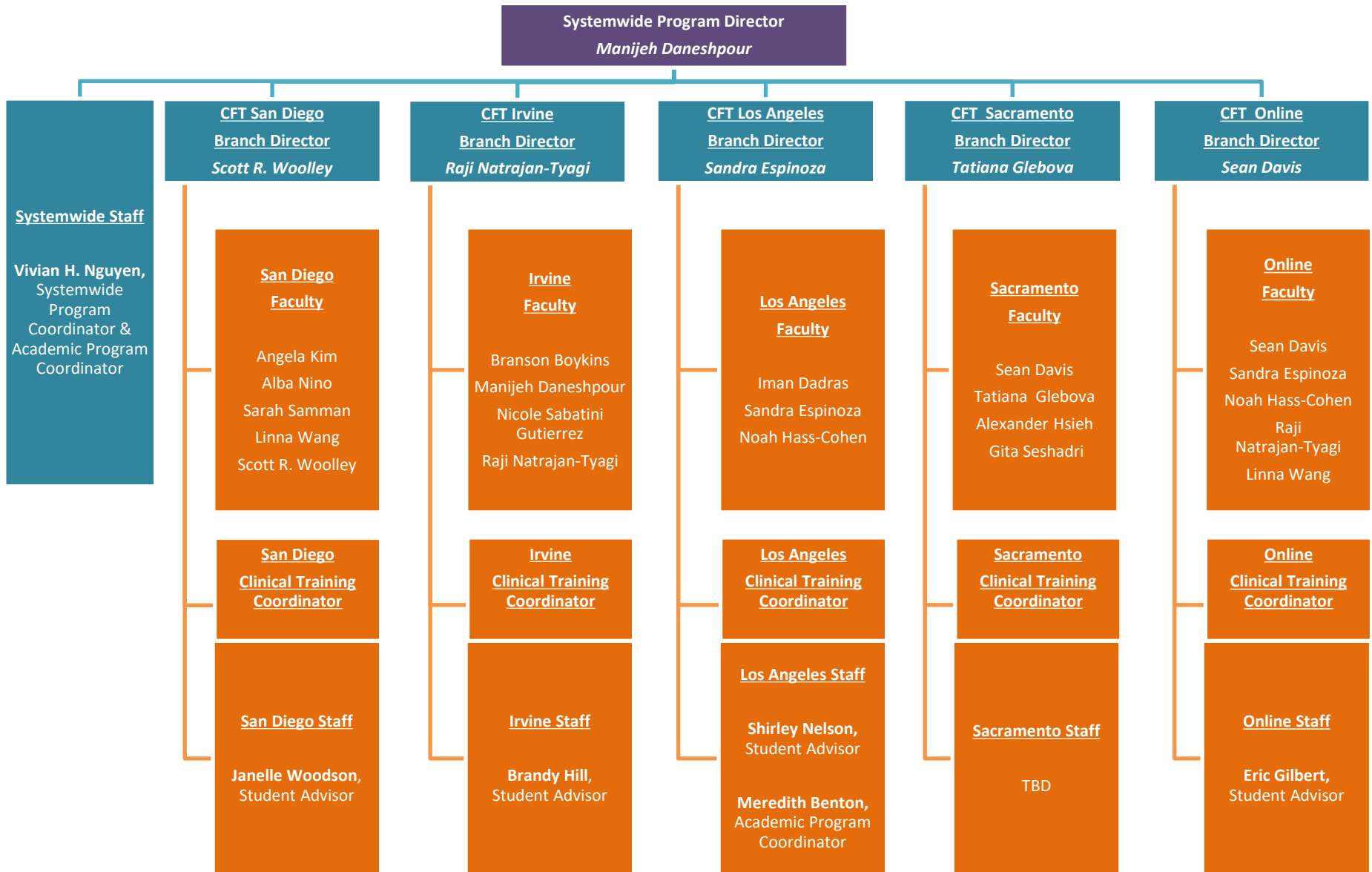


## Organizational Chart

The following organizational chart indicates the administrative structure of the CFT Program. The **Systemwide Program Director** provides administrative leadership for the program across all sites and reports directly to the Systemwide Dean of the California School of Professional Psychology (CSPP). **Branch Directors** provide administrative leadership for programs at specific sites. They are responsible for oversight of the program on their respective campuses such as, scheduling classes, supervising core and adjunct faculty and staff, and taking requests for academic exceptions to the Systemwide Leadership Committee. Thus, as will be described later, questions and concerns about academic programs, classes, policies, and procedures are first directed to the program's administrative leadership at each site.

Each campus/site also has an administrative structure that may include the Registrar, Financial Aid/Work-Study, Student Business Services, and Library/Resource centers. It is important for all students to become familiar with the specific persons and offices available on their campus.

## Organizational Chart CFT Graduate Programs



## Getting and Staying Connected

As with all relationships, frequent and effective communication between faculty, staff, and students is critical to your satisfaction with your educational experience and success in our program.

Announcement of important meetings, changes in schedules or policies are examples of information we want to get to you as quickly as possible. We have outlined below a variety of ways we have established to keep you current. If these are to be effective, students' responsibility in this process is to maintain contact with faculty and staff at Alliant to receive important communications. This includes keeping updated contact information on file with the program, accessing your Alliant email account and the Moodle site on a regular basis, and promptly contacting professors and/or staff of any changes in your plans or as needs arise.

## Student Mailboxes

Graded papers, notices of upcoming conferences, and other important program information are often distributed via hard copy to student mailboxes. For this reason, **students should check their mailboxes every time they are on campus:**

- San Diego student mailboxes are located in room 215 of Daley Hall.
- Irvine student mailboxes are in the library.
- Sacramento student mailboxes are located in the break room.
- Los Angeles student mailboxes are located in room 7117.
- San Francisco student mailboxes are located on the second floor in the hallway.

## Accessing Moodle

Many courses and the CFT Program maintain online sites in Moodle. Course websites include a variety of functions (e.g., course outlines, documents, copies of syllabi, and discussion boards). Refer to course syllabi for specific information regarding use of Moodle in the course. There is also a CFT Program Moodle course where students can gather information, download forms, contact faculty and staff via email, and interact with one another through use of bulletin boards.

To access this site:

1. Open a web browser and go to <http://elearning.alliant.edu>.
2. Enter your user name (For example: John Doe will use jdoe)
3. Enter your password
  - New Students – You should have received your username and password via personal email, contact [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) for username and password assistance.
  - Existing Students – Use your current network/Email password.)
4. Click "Login." You will see a list of courses that you are registered in (for Moodle) including the CFT Program site.

If you're having difficulty logging in, contact IT Helpdesk via email [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) or call 858-635-4357, option 1.

## Accessing Alliant Email

Many important communications from the university and the program are distributed through Alliant email, e.g., on-line registration information, information about the course schedule availability, etc. It is not practical for the University to use your personal email address; therefore, **it is critical that you check your Alliant email daily.**

To access your Alliant email:

1. Open a web browser and go to: <https://mail.alliant.edu>
2. In the box "Domain\user name": Enter `alliant\` and your username. e.g. `alliant\jsmith`  
For Example: John Smith may be `alliant\jsmith`  
\* Some students will also need to include a number after their User ID because of a common name. For Example: John Smith may be `alliant\jsmith2`.
3. In the box "Password" enter your password, the password is case sensitive.
  - o *New Students* – You should have received your username and password via personal email, contact [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) for username and password assistance.
  - o *Existing Students* – Use your current network/email password.

If you forget your password or experience login problems, contact the IT Helpdesk via email [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) or call (858) 635-4357, option 2.

## Finding forms

As is the case at any university, there are many forms you will need to fill out during the course of your graduate training. To find forms, go through the following steps:

See if the form is available online through the CFT Program Moodle course (see instructions above).

1. **San Diego:** Go to the main hallway in the second floor of Daley Hall. Most forms are available on the north wall in a large forms rack. Contact Janelle Woodson. [jwoodson@alliant.edu](mailto:jwoodson@alliant.edu).
2. **Irvine:** Check with Brandy Hill, [brandy.hill@alliant.edu](mailto:brandy.hill@alliant.edu).
3. **Los Angeles:** Check with Meredith Benton, [mbenton@alliant.edu](mailto:mbenton@alliant.edu).
4. **Sacramento:** Check with Kimberly Gardner, [kgardner@alliant.edu](mailto:kgardner@alliant.edu)

## Professional Organizations

All students are **required** to become student members of AAMFT/AAMFT-CA, and encouraged to join CAMFT, IFTA, APA, NCFR, etc. These professional organizations connect students with important developments in the field and provide numerous opportunities for networking within the profession. Students typically pay low membership fees and have opportunities to work at conferences in exchange for a reduction in the conference registration. Application forms are available in the CFT program office and at <http://www.aamft.org> and <http://www.camft.org>. Additional professional organizations are listed later in this section.

**San Diego Faculty & Staff**  
**Alliant International University**  
**10455 Pomerado Road**  
**San Diego, CA 92131**  
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**Irvine Faculty & Staff**

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415-955-2105

**Eric Gilbert**

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[eric.gilbert@alliant.edu](mailto:eric.gilbert@alliant.edu)  
858-635-4057

## General Contact Information

### Academic Calendar

<https://www.alliant.edu/alliant-calendar/academic-calendar/>

### Campus Life: Events Schedule

<https://www.alliant.edu/events/>

### Consumer Information

Policies, financial statements, security, and privacy information.

<https://www.alliant.edu/consumer-information/>

### myAlliant

Access course schedule, personal information, grades, and financial statements.

<https://my.alliant.edu/ICS/>

### Financial Aid

<https://www.alliant.edu/admissions/financial-aid-scholarships/>

Email: [finaid@alliant.edu](mailto:finaid@alliant.edu)

858-635-4559

### Registrar

Transcripts, degree applications, and course schedules.

<https://www.alliant.edu/academics/registrar-public/>

Email: [registrar@alliant.edu](mailto:registrar@alliant.edu)

858-635-4469

### AlliantHELP

<http://www.alliant.edu/alliant-help/index.php>

858-635-4357

### Information Technology (IT) HelpDesk

[helpdesk@alliant.edu](mailto:helpdesk@alliant.edu)

858-635-4357, option 1

### E-Learning

[elearning@alliant.edu](mailto:elearning@alliant.edu)

858-635-4433

### **Professional Organizations**

The following professional organizations serve to coordinate and advocate for their members in a variety of settings. Many host annual conferences, which are excellent opportunities for learning and accruing professional development hours. Students are strongly recommended to join AAMFT and its California division, AAMFT-CA, as well as CAMFT.

#### **American Association for Marriage and Family Therapy (AAMFT)**

1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710

(202) 452-0109

<http://www.aamft.org>

#### **American Association for Marriage and Family Therapy, CA Division (AAMFT-CA)**

P.O. Box 6907, Santa Barbara, CA 93160

(800) 662-2638

<http://www.aamftca.org>

#### **American Family Therapy Academy (AFTA)**

1608 20th Street, NW, 4th Floor

1022 G Street

Sacramento, CA 95814

(916) 325-9786

<http://www.calpsychlink.org>

#### **American Psychological Association (APA)**

750 First Street, NE, Washington, DC 20002-4242

(800) 374-2721; (202) 336-5500; TDD/TTY: (202) 336-6123

<http://www.apa.org>

#### **California Association of Marriage and Family Therapists (CAMFT)**

7901 Raytheon Road, San Diego, CA 92111-1606

(858) 292-2638

[www.camft.org](http://www.camft.org)

#### **International Family Therapy Association (IFTA)**

c/o Family Studies Center

Purdue University Calumet

2200 169<sup>th</sup> Street, Hammond, IN 46323

(219) 989-2027

<http://www.ifta-familytherapy.org>

#### **National Council on Family Relations (NCFR)**

1201 West River Pkwy, Suite 200, Minneapolis, MN 55454-1-888-781-9331

<http://www.ncfr.org/>

**SECTION II:**

**Program Overview and Progressing through the Program**

**CFT Program Student Learning Outcomes:** The Student Learning Outcomes (SLO) for the Alliant CFT programs are derived from and directly related to the University and Program Missions.

***Master's (SLOs 1-4)***

- **SLO 1 Practice Foundation Knowledge and Skills:** Students will comprehend the systemic foundations and major theories of couple and family therapy.
- **SLO 2 Diversity Knowledge and Skills:** Students will apply couple and family therapy ethical and legal standards, assessment processes, theories, and techniques.
- **SLO 3 Community Knowledge and Skills:** Students will comprehend and practice respect for human diversity with a multicultural and international focus.
- **SLO 4 Scholarship Knowledge and Skills:** Students will have a basic knowledge of research methodologies and scholarship activities. The four student learning outcomes apply to all masters and doctoral students.

***Doctoral (SLOs 1-7):***

- **SLO 5 Practice Supervision Knowledge and Skills:** Students comprehend models and methods of CFT supervision.
- **SLO 6 Practice Specific Knowledge and Skills:** Students demonstrate the effective application of a personal CFT model.
- **SLO 7 Scholarship Application Knowledge and Skills:** Students complete a research project related to the field of Marriage and Family Therapy.

**Program Overview: Master's Program**

The CFT programs at Alliant are designed to maximize students' learning and experience in a limited time frame. Students generally progress through the programs as follows:

- The *first year of the Master's program* is dedicated to class experience, developing the theoretical background necessary to think systemically about families. During this first year, students also receive ample experience role-playing therapy sessions to begin developing the skills they will use when seeing clients.
- The *second year of the Master's program* combines further development of this theoretical background with the student's first experience doing therapy with clients. Students in this year participate in a supervised clinical practicum, working in one of several community-based clinics with client families. This practicum requires 500 hours of client contact over a 12-month period, and usually involves about 20 hours per week at the clinic site. Students also continue to take classes during this year, and often find the experience with real clients and the classroom experience intertwine well in facilitating rapid development of their clinical skills.
- **Students in the CFT master's program must pass the MA comprehensive exam as a part of their degree program.** (See [MA Comprehensive Exam](#) policy on page 25)

A typical [MA Curriculum Plan](#) can be found on page 21 of this manual. It indicates the classes that students generally take each semester.

### **Professional Development Requirements (MA)**

In addition to the clinical training requirements, the masters and doctoral programs also require activities aimed at enhancing students' personal and professional development. These include activities that orient students to the profession, provide opportunities for specialized training. These activities also introduce the importance of life-long learning and education. Activities include workshops, in-service trainings, professional conferences and individual, family, or group therapy experiences. Master's students are required to complete 50 professional development hours, 25 of which may be personal therapy. The program strongly encourages that students have the opportunity to experience being a client of psychotherapy, both to enhance one's understanding of the process and to further stimulate personal growth and self-awareness that are so useful in the role of therapist. These hours are degree requirements and thus must be completed in order for either degree to be posted.

\*Therapy must be done with a licensed mental health professional.

**Reporting Professional Development Hours.** Professional development hours are submitted in writing to the Clinical Training Coordinator or program support staff on each campus, as follows:

1. Verification of professional development activities should be submitted with dates and descriptions of the training event, with a signature by a person in charge of the event, or a certificate of completion. It should be submitted as soon as students have completed a workshop. Students should keep copies of the verification for their own records.
  - a. No more than 20 professional hours can be accrued from any single training.
  - b. No more 8 professional hours can be completed online.
  - c. Include your student ID number on the document.
2. Verification of individual psychotherapy hours from the student's therapist on his/her letterhead indicating starting date and number of hours completed to date.
  - a. No more than 25 professional development hours can be accrued for individual psychotherapy.
  - b. Include your student ID number on the document.
3. Verification of video supervision with PsyD CFT doctoral student should be submitted with dates and number of hours completed to date.
  - a. Include your student ID number on the document.
  - b. If utilizing these hours as professional development, these hours are not eligible to tracking as video supervision while in practicum.

**Master of Arts in Marital and Family Therapy**

**Typical MA Program Plan**

**Full-time Students Starting Fall 2018**

**60 Units**

	Fall	Spring	Summer
<b>2018-19</b>	<b>6310 MFT Law &amp; Ethics (3 units)</b> <b>6312 MFT Theories &amp; Tech. I (3 units)</b> <b>6313 MFT Tech. Lab I (1 unit)</b> <b>6326 Diversity &amp; the Family (3 units)</b> 6328 Ind. & Family Life Cycle (3 units)  (13 units)	<b>6311 Intro to Psychopathology (3 units)</b> <b>6322 MFT Theories &amp; Tech. II (3 units)</b> <b>6323 MFT Tech. Lab II (1 unit)</b> <b>6360 Preparing for Community Practice (3 units)</b> 7330 Chemical Dependency and the Family (3 units)  (13 units)	6303 Group Therapy (3 units) 6317 Parent-Child Therapy (2 units) 7360 Practicum OR Elective (3 units)*  (8 units)
<b>2019-20</b>	6325 Trauma & Crisis Intervention (3 units) – IRV, LA 7302 MFT Research Methods (3 units) – SD, SACR 7311 Couples Therapy (3 units) 7360 Practicum (3 units)  (9 units)	6325 Trauma & Crisis Intervention (3 units) – SD, SACR 7302 MFT Research Methods (3 units) – IRV, LA 7314 MFT Assessment (3 units) 7360 Practicum (3 units)  (9 units)	7156 Psychopharmacology (3 units) 7312 Sex Therapy (2 units) 7360 Practicum OR Elective (3 units)*  <b>Take Masters Comprehensive Exam</b>  (8 units)

**NOTES:**

\*Students begin Practicum either during the first summer or second fall semester. There is only 1 elective class as part of the standard program, and it is taken during the first or second summer semester. Some students may need to take 4 practicum classes to complete their hours.

1. All classes run the entire semester – 15 weeks during fall and spring, and 10 weeks during summer.
2. Classes in bold are required before taking practicum.
3. The first MFT Tech Lab class will cover basic interviewing techniques in the first three class meetings.
4. Three consecutive semesters of practicum are required. If all clinical requirements are completed in three semesters, the fourth semester of practicum is not needed. In that instance, students are able to take an elective class.
5. Students who are admitted to the PsyD program can start taking classes in the third year, fall semester.

## MA Timeline of Tasks

### Timeline of tasks for CFT master's degree students

Full-time MA students are expected to complete the MA program in 2 years. Part-time MA students are expected to complete the program in 3 years. The maximum time limit for MA program completion is 5 years. You are responsible for completing each of the following tasks on time, and keeping up to date with exact event dates, procedures, and any rule or deadline changes made by Alliant and/or the California Board of Behavioral Sciences (BBS). Failure to complete one task on time will cause delays in others (for example, you cannot begin seeing clients in practicum until you have obtained liability insurance).

### FIRST ACADEMIC YEAR

#### Acceptance

- Return acceptance agreement and deposit
- Submit FAFSA ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) for financial aid
- Enroll for first semester courses and complete an Individual Program Plan signed by your Advisor (this will be your guide for the graduation audit and continued enrollment).
- Become familiar with Alliant student handbook

#### Fall semester – September/October

- Begin classes
- Join AAMFT ([www.aamft.org](http://www.aamft.org))
- Consider joining other professional organizations such as CAMFT, NCFR
- Seek personal therapy – recommended, not required
- Begin acquiring 50 professional development hours, which consist of (continuing education professional seminars/conferences and up to 25 hours of personal therapy count toward this graduation requirement). For professional seminar/conferences student must submit either a certificate of completion or a CEU verification form. For personal therapy, the student must submit a letter from a licensed therapist documenting total hours of treatment. This letter should not address the focus and content of treatment. Students are to submit the certificate of completion or a CEU verification forms to the Clinical Training Coordinators (CTCs) on their campus, who will review if the hours meet the requirements listed in clinical training manual.

#### Fall semester – November/December

- Review campus list of practicum sites
- Become familiar with CFT Masters Level Practicum Clinical Training Manual (available on the CFT Program Moodle course)
- Sign and submit form stating you have read CFT Masters Level Practicum Clinical Training Manual
- Prepare resume and cover letter
- Register for Spring semester courses

#### Spring Semester – January/February

- Attend Agency Fair, meet potential supervisors
- Meet with CTC to get practicum approval verification form and practicum packet

- Meet with CTC to obtain clearance to start practicum, conduct placement interview, discuss sites and request introduction letter to top 3 choices
- Schedule interviews with practicum sites
- Renew FAFSA ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) for next academic year

#### **Spring Semester – March/April/May**

- Sign contract with practicum site, submit to CFT Clinical Training Office
- Have supervisor fill out Supervisor Responsibility Statement for BBS ([www.bbs.ca.gov](http://www.bbs.ca.gov))
- Obtain liability insurance (link through [www.aamft.org](http://www.aamft.org)) for practicum
- Become familiar with MFT trainee regulations on BBS website ([www.bbs.ca.gov](http://www.bbs.ca.gov))
- Register for summer semester courses

#### **Summer Semester – June/July/August**

- Start practicum
- Submit monthly hours forms to CFT Clinical Training Office
- Track all hours on BBS forms as well ([www.bbs.ca.gov](http://www.bbs.ca.gov))
- Register for fall semester classes
- Submit Site Evaluation (completed by student) and Student Evaluation (completed by supervisor) to CFT Clinical Training Office

### **SECOND ACADEMIC YEAR**

#### **Fall Semester – September/October**

- Submit monthly hours forms to CFT Clinical Training Office
- Continue tracking hours for BBS
- Renew professional organization memberships
- Review professional development hours (conferences/seminars, personal therapy)
- Plan ahead for conferences to attend to meet requirement of 50 total hours

#### **Fall Semester – November/December**

- Submit monthly hours forms to CFT Clinical Training Office
- Continue tracking hours for BBS
- Register for spring semester courses
- Meet with academic advisor for degree audit
- If going on to doctorate, submit applications to doctoral programs
- Submit Site Evaluation (completed by student) and Student Evaluation (completed by supervisor) to CFT Clinical Training Office

#### **Spring Semester – January/February**

- Submit monthly hours forms to CFT Clinical Training Office
- Continue tracking hours for BBS
- Prepare graduation application to be submitted by Alliant deadline

#### **Spring Semester – March/April/May**

- Submit monthly hours forms to CFT Clinical Training Office
- Continue tracking hours for BBS
- Begin seeking post-graduation job as MFT Intern
- Review clinical and professional development hours submissions to ensure graduation requirements will be met

- Complete practicum – Students should not leave their sites until an official audit of their hours has been certified by the Academic Program Coordinator on their campus.
- Submit Site Evaluation (completed by students) and Student Evaluation (completed by supervisors) to CFT Clinical Training Office
- Have supervisor sign Verification of Experience form for BBS
- **Take MA comprehensive exam** (See [MA Comprehensive Exam](#) policy)

### **Graduation**

- Congratulations! Celebrate graduation with family, friends, and colleagues
- Submit BBS Program Certification form to the Systemwide Program Coordinator, Vivian H. Nguyen, for verification.
- Apply to BBS for MFT intern number within 90 days of degree posting (download application from [www.bbs.ca.gov](http://www.bbs.ca.gov))
- If going on to doctorate, forward transcripts showing master's degree to the program you will be attending.

### **NOTES:**

\*The Registrar cannot post your degree unless you have completed an official audit of practicum hours and hours have been certified by the Academic Program Coordinator on your campus.

\*Credit for the practicum course will not be given until all monthly hours forms; the Site Evaluation (completed by student) and Student Evaluation (completed by supervisor) are submitted to the CFT Clinical Training Office.

\*These are procedural requirements only, and this list may not be all-inclusive. Maintain regular contact with the clinical training office, BBS, and the university to ensure all requirements are being met.

## MA Comprehensive Exam

### Who Must Take the Exam

Master's and doctoral students who entered the program in Fall 2008 or later must successfully complete the examination process to receive their degrees. Doctoral students who completed a comprehensive exam as part of a COAMFTE accredited master's program do not need to take the test.

### When Students Should Take the Exam

The following are general recommendations. Individual circumstances may vary. If you are not sure whether you should take the exam this year, please consult with your local advisor and exam committee representative.

- **Full-time MA students** should take the exam after they've completed all coursework besides MFT Practicum, Psychopharmacology, and Sex Therapy.
- **Part-time MA students** should take the exam in the year they are completing the program.
- **Incoming PsyD students with a MA degree from COAMFTE accredited programs**, do NOT have to take our MA Comprehensive Exam.
- **Incoming PsyD students with a MA degree from non-COAMFTE accredited programs**, have to take our MA Comprehensive Exam at the end of Fall semester. See [Transfer Credit](#) policy.

### Students Who Do Not Pass

Any student who does not pass the test will be required to retake the exam at its next offering, which will be in late November or early December. Students who fail the exam may be referred to SERC, and those who do not pass after three attempts will be referred to SERC for additional remediation or other necessary measures, up to dismissal from the program. Failure to attend the exam when registered is considered as equivalent to failing the exam.

Students may request for an exception to policy for an early re-examination date. Each campus faculty group is to decide whether students can be granted an early re-examination. MA Comp Exam committee would honor the campus faculty recommendation on early re-examination. The student must submit a request and make a statement to the program director to justify taking the exam early. The request may or may not be granted.

### Passing Scores / Difficulty

You can expect some of the items to be rather easy and you can also expect some items to be rather challenging. We expect no student to have a perfect paper. You will need to read the questions carefully. It is impossible to give a specific passing score until we perform a statistical analysis of all of the items and all students' scores. Some items may be removed from scoring. Based on past examinations, we anticipate that the cutoff score for passing will most likely be approximately 75%. Within two weeks of taking the exam, you will receive an email indicating whether or not you passed the exam. However, you will receive a tentative score immediately after the exam.

### Length

Once the exam has started, you will be allowed a maximum of three hours to complete the exam. In prior years, very few students have used the entire time, though, of course, we encourage you to review your answers carefully before submitting.

### Program Overview: PsyD Program

The first two years of the doctoral program are the same as the two-year Master's program. In the *third and fourth years of the doctoral program*, students are expected to be regularly seeing clients as they continue their academic development. This client contact is usually done as a paid MFT intern in a community-based clinic, though other settings may also be acceptable.

During the fourth year of the doctoral program, students take the CFT Doctoral Exam. This exam is described in more detail below. Once this exam is passed, the student is "Advanced to Candidacy."

The *final year of the doctoral program* is dedicated to completion of the dissertation and internship. Students generally do not participate in coursework over this final year, except for Advanced Practicum courses and possibly some electives.

A typical program plan follows on the next page and indicates the classes students generally take each semester. It is important to note these plans may differ slightly across campuses and/or may change on an annual basis to maintain the highest standards of training possible. **Therefore, it is important to consult with the Student Advisor on your campus.**

Some students do not follow the exact timelines listed on the next two pages. Due to work, family or other obligations, students may choose to take longer than the time frame shown to complete their programs. For students who choose to take longer, it is important to be aware of the academic policies detailed in the Alliant catalog regarding time limits. The maximum time limit to complete CFT doctoral program is 10 years.

### Professional Development Requirements (PsyD)

The doctoral program also requires activities aimed at enhancing students' personal and professional development. These include activities that orient students to the profession, provide opportunities for specialized training. These activities also introduce the importance of life-long learning and education. Activities include workshops, in-service trainings, professional conferences and individual, family, or group therapy experiences. **Doctoral students are required to complete 100 professional development hours, 25 of which may be personal therapy\***. The program strongly encourages that students have the opportunity to experience being a client of psychotherapy, both to enhance one's understanding of the process and to further stimulate personal growth and self-awareness that are so useful in the role of therapist. **These hours are degree requirements and thus must be completed in order for either degree to be posted.**

\*Therapy must be done with a licensed mental health professional.

**Reporting Professional Development Hours.** Professional development hours are submitted in writing to the Clinical Training Coordinator or program support staff/designee on each campus, as follows:

4. Verification of professional development activities should be submitted with dates and descriptions of the training event, with a signature by a person in charge of the event, or a certificate of completion. It should be submitted as soon as students have completed a workshop. Students should keep copies of the verification for their own records.

- a. No more than 20 professional hours can be accrued from any single training.
  - b. No more 8 professional hours can be completed online.
  - c. Include your student ID number on the document.
5. Verification of individual psychotherapy hours from the student's therapist on his/her letterhead indicating starting date and number of hours completed to date.
- a. No more than 25 professional development hours can be accrued for individual psychotherapy.
  - b. Include your student ID number on the document.

**Doctor of Psychology in Marital and Family Therapy****Typical PsyD Program Plan****(Full-time Students Starting Fall 2018)****54 Units – Post 60-unit MFT Master's from Alliant**

<b>Even Year Start Dates</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>3<sup>rd</sup> Year</b> Offered Even Years (2018, 2020, 2022 etc.)	6021 Adv. Statistics I (3 units) 6112 Social Basis of Behavior (3 units) 9325 Adv. MFT Qualitative (3 units)	6022 Adv. Statistics II (3 units) 6105 Bio. Aspects of Behavior (3 units) 9324 Adv. MFT Quantitative (3 units)	XXXX Elective (3 units) XXXX Elective
<b>4<sup>rd</sup> Year</b> Offered Odd Years (2019, 2021, 2023 etc.)	6110 Personality and Affect (3 units) 8314 Adv. Brief Models (3 units) XXXX Elective	8311 <u>Adv. Couples Therapy</u> (3 units) 8315 <u>Adv. Intergenerational</u> (3 units) XXXX Elective	9320 Supervision in MFT I (3 units)
<b>5<sup>th</sup> Year</b> Offered Every Year	9901 Dissertation 9360 Internship Supervision	9901 Dissertation 9360 Internship Supervision	
<b>Odd Year Start Dates</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>3<sup>rd</sup> Year</b> Offered Odd Years (2019, 2021, 2023 etc.)	8314 <u>Adv. Brief Models</u> (3 units) 6110 Personality and Affect (3 units) XXXX Elective	8311 <u>Adv. Couples Therapy</u> (3 units) 8315 <u>Adv. Intergenerational</u> (3 units) XXXX Elective	9320 Supervision in MFT I (3 units) XXXX Elective (3 units)
<b>4<sup>rd</sup> Year</b> Offered Even Years (2018, 2020, 2022 etc.)	6021 Adv. Statistics I (3 units) 6112 Social Basis of Behavior (3 units) 9325 Adv. MFT Qualitative (3 units)	6022 Adv. Statistics II (3 units) 6105 Bio. Basis of Behavior (3 units) 9324 Adv. MFT Quantitative (3 units)	XXXX Elective (3 units)
<b>5<sup>th</sup> Year</b> Offered Every Year	9360 Internship Supervision 9901 Dissertation	9360 Internship Supervision 9901 Dissertation	

1. Students need to enroll in a minimum of TWO 9360 (Internship Supervision) and must finish at least TWO components of Internship out of the FIVE available [Clinical, teaching, research, supervision and administration]. If students need more than two semesters to complete their Internship, then they are expected to maintain continuous enrollment.
2. If students need more than one semester for dissertation completion (typical for many students depending on the type and scope of the dissertation), they are expected to maintain continuous enrollment (during Fall and Spring semesters) in dissertation course until they have achieved dissertation clearance.
3. All underlined courses are prerequisites for the MFT Doctoral Exam.

## PsyD Timeline of Tasks

### Timeline of tasks for CFT doctoral degree students

Full-time PsyD students are expected to complete the doctoral program in 5 years. Part-time PsyD students are expected to complete the program in 10 years. The maximum time limit for PsyD program completion is 10 years. You are responsible for completing each of the following tasks on time, and keeping up to date with exact event dates, procedures, and any rule or deadline changes made by Alliant and/or the California Board of Behavioral Sciences (BBS). Failure to complete one task on time will cause delays in others (for example, you cannot begin seeing clients in practicum until you have obtained liability insurance).

### FIRST AND SECOND ACADEMIC YEAR (non-COAMFTE MA graduates must follow MA timeline regarding practicum placement)

#### THIRD ACADEMIC YEAR (COAMFTE MA graduates)

##### Fall Semester – August-December

- Register for classes listed in your program plan.
- Students are expected to be regularly seeing clients as they continue their academic development.
- Begin/Continue acquiring 100 professional development hours, which consist of (continuing education professional seminars/conferences and up to 25 hours of personal therapy count toward this graduation requirement). For professional seminar/conferences student must submit either a certificate of completion or a CEU verification form. For personal therapy, the student must submit a letter from a licensed therapist documenting total hours of treatment. This letter should not address the focus and content of treatment. Students are to submit the certificate of completion or a CEU verification forms to the Clinical Training Coordinators (CTCs) on their campus, who will review if the hours meet the requirements listed in clinical training manual.

##### Spring Semester – January-May

- Register for classes listed in your program plan.
- Students are expected to be regularly seeing clients as they continue their academic development.

##### Summer Semester – June-August

- Register for classes listed in your program plan.
- Students are expected to be regularly seeing clients as they continue their academic development.

#### FOURTH ACADEMIC YEAR (COAMFTE MA graduates)

##### Fall Semester – August-December

- Register for classes listed in your program plan.

- Students are expected to be regularly seeing clients as they continue their academic development.
- **Prepare for MFT Doc Exam (attend MFT doc exam orientation)**

#### **Spring Semester – January-May**

- Register for classes listed in your program plan.
- Students are expected to be regularly seeing clients as they continue their academic development.
- **Take MFT Doc Exam (only available fall and spring)**

#### **Summer Semester – June-August**

- Register for classes listed in your program plan.
- Students are expected to be regularly seeing clients as they continue their academic development.

### **FIFTH ACADEMIC YEAR (COAMFTE MA graduates)**

#### **Fall Semester – August-December**

- Register for classes listed in your program plan.
- Students are expected to be regularly seeing clients as they continue their academic development.
- Start internship components.
- May start dissertation after passing the doctoral exam.
- Prepare for dissertation proposal and IRB
- Collect data for dissertation

#### **Spring Semester – January-May**

- Register for classes listed in your program plan.
- Students are expected to be regularly seeing clients as they continue their academic development.
- Continue internship components.
- Oral Defense
- Graduation!

#### **NOTES:**

\*The Registrar cannot post your degree unless you have completed an official audit of internship hours have been certified by the Academic Advisor/Program Coordinator on your campus.

\*For the clinical option, credit for the internship course will not be given until all monthly hour logs; the Site Evaluation (completed by student) and Student Evaluation (completed by supervisor) are submitted to the CFT Clinical Training Office.

\*These are procedural requirements only, and this list may not be all-inclusive. Maintain regular contact with the clinical training office, BBS, and the university to ensure all requirements are being met.

## Progressing Through the Program

PsyD students are expected to complete the program in 5 years. The maximum time limit for PsyD program is 10 years. Both of our degree programs (MA and PsyD) are considered “terminal degrees” in that they prepare students for licensure and practice. As such, there are specific (perhaps rigid) academic and applied training experiences that are dictated by professional accrediting organizations and licensing requirements, in addition to those of Alliant. Therefore, it is important for you to understand the requirements of your program, the sequencing of courses and pre-requisites, and clinical training requirements.

Student Advisors: Janelle Woodson in San Diego, Brandy Hill in Irvine, Shirley Nelson in Los Angeles, and Kimberly Gardner (Campus Director) in Sacramento, are your first point of contact for questions about program requirements, registration issues, and interfacing with other offices of the University. They are also the first point of contact for transfer credit, waivers, and developing an Individual Program Plan (IPP). Once the IPP is developed, you can use it as a specific guide for registering for classes and applying for important things such as practicum, internship and doctoral exams.

Students will be assigned to a Faculty Mentor. This is essentially a mentor/support role with two parts: (1) meet with the student at least once per semester, and (2) write the Annual Student Evaluation in consultation with other faculty at the end of Spring Semester. The primary role, however, is to provide support and advice regarding personal and professional development as an MFT, development of particular professional interests and how they relate to our programs and curricula, clarification of the programs' theoretical models and goals. Faculty Mentors can also provide hints and suggestions for how to study for exams, expectations about writing papers, and/or suggestions for resources for more in-depth tutoring.

## Course Sequencing

1. Typically, graduate courses are offered only once per year and scheduled the same semester each year. Thus, if you miss a course when it is scheduled, you will have to wait until the following year to take it.
2. Each program is carefully designed as to the sequencing of courses and training experiences. **Therefore, it is very important that you follow the Program Plan as designed.**
3. Doctoral students have a number of electives as a part of their program. Electives should be taken to fill in a space in a student's schedule only if required core theory and research courses have been taken. The latter are required pre-requisites for the doctoral exam, advancement to candidacy and dissertation and should **therefore be the top priority when scheduling and registering for classes.**

## Developing an Individual Program Plan (IPP)

1. Each program provides a Program Plan (see previous pages) that lists the recommended sequencing of courses to be taken each semester for each year in the program. In essence, the Program Plan functions as block scheduling for the program. Most master's

students (and many doctoral students) follow the standard program plan. Those with transfer credits or who are proceeding at a slower or faster pace will require an IPP.

2. An Individual Program Plan (IPP) is developed by the student and the Advisor (Janelle Woodson in San Diego, Brandy Hill in Irvine, Shirley Nelson in LA, and Kimberly Gardner in Sacramento) with consultation and approval by the Branch Director. The IPP is based on the Program Plan, taking into consideration any approved transfer courses and specific electives, or changes in the number of courses per term desired by the student. This means that it is especially important for doctoral students to have an individual plan. The IPP must be approved by the Branch Director. Copies are provided to the student and the student's file.
3. Once an IPP is approved, students can easily determine which courses to register for each semester. If a plan needs to be modified, that can easily be done, by working with the Academic Advisor or designee.
4. Note that classes are scheduled on the assumption that students are following the recommended sequence. Thus, if you have transfers or waivers, there may be difficulties in course scheduling. This can also happen if you take significantly more or fewer courses than indicated on the program plan.
5. Financial aid is typically related to the program plan and only cover the courses in the plan. If you are going to take courses outside the plan, you need to contact financial aid office.

### Registering for Classes

Important people to know and maintain contact with regarding class registration:

- San Diego: Janelle Woodson            858-635-4754; [jwoodson@alliant.edu](mailto:jwoodson@alliant.edu)
- Irvine: Brandy Hill                    949-812-7449; [brandy.hill@alliant.edu](mailto:brandy.hill@alliant.edu)
- Los Angeles: Shirley Nelson        626--270-3334; [shnelson1@alliant.edu](mailto:shnelson1@alliant.edu)
- Sacramento: Kimberly Gardner    916-561-3204; [kgardner@alliant.edu](mailto:kgardner@alliant.edu)

They also must check your transcript to ensure you are eligible for any transitions within the program, such as beginning practicum, taking doctoral exams, beginning pre-doctoral internship and graduating. You can also contact them for help in resolving difficulties such full classes, scheduling conflicts, etc.

### Online Registration

1. To register for classes, login to your myAlliant student portal account at <https://my.alliant.edu>. If you have forgotten your login credentials, click the "Forgot Password" link in the Quick Links section of the myAlliant landing page. If you cannot remember your user name, please contact the IT HelpDesk via email at [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) or call 858-635-4357, option 1.
2. \*\*Please note, do not use your browser's "Back" button when navigating the myAlliant portal. Use the "breadcrumbs" that are located under the blue menu bar or click on the tabs to go from place to place within the portal.
3. Select "Student" from the menu bar to get started
4. In the "Academic Resources" box, select "My Academic Information." You can also access this from the link in the navigation box on the left of the screen.
5. Select "Course Schedule and Registration"

6. Use the drop-down menu to choose the session for which you want to register. Select your program (Undergraduate, Graduate, or Extension) from the drop-down menu. If prompted, complete the Registration Agreement, Personal Information Update, APA Survey, or any other information requested on this screen. You will not be able to proceed to registration until the requested information has been submitted.
7. To add a course using the “Add by Course Code” tab, start typing the course code in the box. A dropdown of courses that match what you have typed will appear. Select the course code and section number you want from the dropdown. You can add up to six courses at a time using this feature. Click “Add Courses” when finished.
8. To find classes to add, use the “Course Search” tab. When searching by Course Code, enter the letters in all capitals and then any numbers without spaces between them; for example, use “PSY” or “PSY8500”, but not “psy 8500”. Click “Search” to finish.
9. Choose the appropriate section of the course from the results list by clicking in the selection box on the left, then click “Add Courses” to finish.
10. Your course schedule shows the courses in which you are registered. To drop a course, select the box to the left of the course and click “Drop Selected Courses” to finish.
11. If you need technical assistance using the myAlliant portal, please contact the IT HelpDesk at [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) or call 858-635-4357, option 1.

If you are unsure about what class(es) you took in the Fall 2017 semester, or what class(es) you are taking now, please consult with your student advisor.

### Course schedule

Alliant’s systemwide course schedule is available online and continuously updated. To view the course schedule, login to your myAlliant student portal account at <https://my.alliant.edu>. Typically, the Registrar emails students with dates and procedures for registration for each term. This email will be sent to your Alliant email address so **IT IS IMPORTANT TO CHECK THIS REGULARLY.**

### General Academic Policies

Students are responsible for maintaining compliance with all Alliant policies, including those in the Alliant catalog, those in the student handbook, and those in this manual.

1. Your degree requirements are those specified in the catalog for the year you first enrolled in classes. Thus, if you began your program August 2018, the degree requirements listed in the Alliant Catalog 2018-19 are the ones you must follow. If there are changes made to the program in a later catalog, you are not required to meet the new changes. Your academic advisor will work with you to assure that you can complete the degree requirements for your program.
2. **Transfer Credit:** Incoming students who can present acceptable proof that they have taken courses from WASC accredited schools that are judged to be the equivalent of courses offered at Alliant may be granted transfer credit. **These courses must be no older than 7 years.** Thus, courses transferred from other accredited institutions in essence replace the Alliant courses and thereby reduce the number of credits earned at Alliant to complete the degree.

- a. Students accepted into the MA in CFT Program may transfer a maximum of 15 units from another institution.
- b. Students accepted into the PsyD CFT Program may transfer a maximum of 50-55 units from a COAMFTE accredited MFT program.
- c. Students accepted into the PsyD CFT Program may transfer a maximum of 40 units (see c-i and c-ii below) from a non-COAMFTE accredited MFT program.
  - i. If students pass the MA comprehensive exam, they are treated the same as students from COAMFTE accredited programs, and can transfer a maximum of 55 units from their MA program. The exam is administered end of the Fall semester.
  - ii. If students do not pass the MA comprehensive exam, our current credit transfer policy stands. They can transfer a maximum of 40 units, and they do not have to retake the exam.
- d. Practicum experience from previous programs: Requests to approve practicum experience from another university require approval of the Branch Director and Clinical Training Coordinator to establish equivalency with accreditation requirements. Please submit requests to the Clinical Training Coordinator.

For applicants who **graduated within 7 years** and are **non-licensed**, the current policy stands.

For applicants who **graduated within 7 years** and are **licensed**, we accept the MA degree and they don't need to retake any courses. Students have to demonstrate relationship hours to waive a portion or the whole 250 relational hours requirement.

For applicants who **graduated 7+ years ago** and are **non-licensed**, our current policy stands.

For applicants who **graduated 7+ years from an accredited program** and are **licensed**, we take their degree as is and they can move on to PsyD Program.

For applicants who **graduated 7+ years** are from a **non-accredited COAMFTE program** and are **licensed**, retake MFT Theories II and MFT Research Methods and waive clinical hours. There is the opportunity to test out of the two courses.

3. **Waivers** are granted only when there is evidence of mastery of the content of the course (or other requirement) in question. **Waivers do not reduce the number of units** the student must complete for the Alliant degree. Waivers therefore function to provide the student with an additional elective. The Branch Director must approve all waivers for incoming students. **If a required course is waived, another Alliant course must be substituted.**

*\*Note that when courses are waived (or transferred), the student will be accountable for that content in future courses, doctoral exams, and orals.*

4. **Procedures for Transfers/Waivers:** The student provides a list of the Alliant courses for which s/he is interested in receiving credit, along with course descriptions and syllabi for the courses.

Requests for transfer credit/waivers and course substitutions are submitted in writing, first to the Student Advisor, then the Branch Director. The Branch Director takes it to the CFT Leadership Team for approval. This allows for clearer communication and more permanence on the issue as a copy is provided to the student and saved in student's file.

5. **Registering for Courses:** It is important for students to register only for courses required by their program (especially important for students using financial aid).

MA students may register for master's level courses required by the program. It is **not** appropriate to take courses in the doctoral program until you have applied and been accepted to that program.

6. **Independent Study Classes:** Independent Study Courses are individually designed courses covering a subject of special interest to the student and faculty member. The student and instructor work together to develop a syllabus for the proposed course that includes all elements of a standard syllabus. There is a maximum of 6 units of independent study in the doctoral program. Independent study courses may range from 1-3 units. **Courses listed in the catalog and scheduled during the academic year cannot be taken as independent studies (see current University catalog).**
7. **Academic Exceptions:** Any time a student wants an exception to program requirements or other standard academic policy, a Request for Academic/Administrative Exception to Policy form should be filed with the Academic Program Coordinator. The Academic Program Coordinator gives it to the Branch Director, who will take it to the CFT Leadership Team for review and approval.
8. **Academic Standing:** Master's students who receive less than a C- in a required course will be required to retake the class. Doctoral Students who receive less than a B- in a course required by the program will be required to retake the class. **The course must be repeated within one academic year.**

### Program Policies

1. **Applying to the PsyD Program:** Current masters level students who are interested in the CFT doctoral program are encouraged to apply. However, current CFT master's students must wait until the end of Fall semester during their second year before applying. Current master's students' applications will be considered during the Spring semester in conjunction with outside applications for the doctoral program. Please submit the admissions application form along with an updated statement of your professional interests to the Admissions Office. An additional letter of reference is not necessary
2. **Taking Classes at a Campus different than the Home Campus:** Student may take up to half of their classes at a campus other than their home campus. To take a course at a campus other than the home campus, the student needs to send an email to the Branch Directors on both campuses and receive permission from both. If classes are full, priority is given to students from the home campus. If students desire to take more than half of their classes at another campus, they must apply to change their home campus.

3. **Changing the Home Campus:** Students wishing to change their home campus within the course of the CFT degree program may request the change in writing to the Branch Directors at both locations (i.e., current home campus and desired new home campus). Such requests will be considered on a space-available basis if all of the following conditions are met:
  - a. The student has completed at least two full semesters of coursework at their current home campus.
  - b. Students currently enrolled in practicum must submit all practicum required forms (Alliant CFT Monthly Clinical Hours Reports, Contract for Field Placement in Practicum, Practicum Approval Form, Certificate of Liability Insurance, AAMFT Membership Letter, and signed sheet from Clinical Training Manual) and professional development documentation with their request.
  - c. The student is in good academic standing.
  - d. Both Branch Directors and the Systemwide Program Director approve the change.
  - e. The student has not been previously denied admission at the desired new home campus.
  
4. **Participation in Commencement:** Master's students in good academic standing can participate in commencement exercises if they have completed all academic course requirements except those required in the summer of the second year, and have a) successfully completed at least one semester of practicum and b) currently enrolled in practicum.
  
5. **Online Courses:** CFT students who are doing their degree on-ground, may take all of their electives online. These classes must be taken at Alliant International University. All elective courses (on-ground and online) must be pre-approved by the Branch Director. They may not take their non-elective courses online.
  
6. **Cultural Immersions:** In general, the only classes that can be taught on a cultural immersion program are electives. Exceptions will be made on a case by case basis by the Program Director."
  
7. **Posting the MA degree:** CFT doctoral students must complete the MA degree and have it posted prior to the completion of 18 units of doctoral coursework.

### **Student Progress Monitoring**

It is the policy of the CFT program to collect and track ongoing data concerning the progress and accomplishments of its students and graduates to determine whether the program is meeting its program outcomes and student learning outcomes. Several mechanisms are in place to achieve this goal:

#### *Student's Progress:*

1. Every year during Spring Semester, each student's grade reports, Basic Skills Evaluation Form data (practicum and internship) and Professional Development data are reviewed by the campus based faculty and a formal report is provided to the student and put in

- the student's folder. These reports not only identify students who are progressing satisfactorily through the program; they also serve as a mechanism to identify students for whom additional services might be needed.
2. Each semester, the Basic Skills Evaluation Form (practicum and internship) is reviewed by the Clinical Training Coordinator on the campus.
  3. All masters and doctoral students must pass the MA Comprehensive Exam. (See [MA Comprehensive Exam](#) policy on page 24). The MA Comprehensive Exam is item analyzed. Students are given feedback on their exam results and when necessary, individualized remediation plans are developed and implemented.
  4. All doctoral students must take and pass a doctoral exam that includes both a written and an oral component. The doctoral exam pass rate is recorded each semester. Students who fail the exam meet with their exam chair to work on strengthening their exam performance. Please see Doctoral Exam Manual for details.

#### *Graduate's Progress and Accomplishments*

1. Twice a year the program collects and tracks data from the California Board of Behavior Science with regards to Alliant student's pass rate on the California MFT Standard Written License Examination and on the California Clinical Vignette License Examination.
2. The CFT program conducts an annual survey of its graduates which requests information about employment, progress toward licensure, perspectives on the effectiveness in preparing the graduate for professional practice. This survey is sent out to graduate electronically. Program staff follow up to contact those who have not completed the survey and obtain information about employment, licensure, etc.
3. Several of the faculty members maintain contact with program graduates. On a formal level, they often coauthor scholarship together. This information is transmitted formally via the alumni survey. On an informal level, this information is disseminated at faculty meetings.

#### **Student Availability**

Although many graduate courses are scheduled in the evening and/or on weekends, meetings with faculty and other staff are typically made during normal workday hours. Therefore, we recommend that students plan to have at least half a day available during the week for these and other required activities even during semesters in which all of the student's classes are in the evening or on weekends. In addition, practicum and internship sites typically require that trainees/interns be available to work during normal working hours. Student availability during the week may impact the selections of practicum and internship sites.

#### **Confidentiality**

Because of the educational/training nature of the program, it is important for students, faculty, supervisors, and administrators (both at Alliant and at training sites) to be able to share information openly and honestly. Students are hereby notified that faculty, supervisors, and administrators (both at Alliant and at training sites) can and will share both academic and personal information with one another for training purposes. This includes information students may share about themselves, their backgrounds, and their experiences. Students understand that the classroom setting is not by nature a confidential setting and the program cannot prevent other students from sharing at their discretion personal information they hear in class or other settings.

Students who discuss client cases must do so under the auspices of a release signed by the client(s) indicating their understanding of the student's role and how information may be shared for educational/training purposes. Students are not at any time to discuss confidential client information outside of the educational/training context.

### **Paper Writing and Style Requirements**

High quality writing skills are an essential part of becoming a professional psychologist or family therapist. APA Style is required for papers and projects in this program. Copies of the APA Style Manual are available in bookstores and the library. Students' writing skills will receive special attention by instructors. A student may be advised to take special writing classes, work with an editor, or utilize the university's writing lab to fix problems in this area.

Note that most word processing programs include spell checkers and grammar checkers. Most faculty members will expect that students use these resources in preparing papers. Therefore, we expect writing will be free of typographical, spelling, and simple grammatical errors.

### **Clinical Training**

#### **Practicum**

The practicum experience is the student's beginning work as a MFT clinician, working with client couples, families, and individuals in a community-based clinic. The practicum is a minimum one-year commitment in which students accrue at least 500 client contact hours, at least 200 of which must be with couples and families. During the practicum year, students can accrue more than 1,000 of the 3,000 hours of experience (including direct client contact, supervision, and professional development) required for MFT licensure in the state of California. More information is provided in the CFT Masters Level Practicum Clinical Training Manual.

#### **Pre-Doctoral Internship**

The doctoral internship is the experiential element of the student's capstone year in the doctoral program. The word "internship" as used here applies to the Alliant CFT program pre-doctoral internship. It should not be confused with the term "MFT intern" (a state licensing term used by the Board of Behavioral Sciences, which applies to MFT license applicants during the period between completion of the master's degree and eventual licensure) or "Psychologist intern" (a state licensing term used by the Board of Psychology for pre-doctoral as well as post-doctoral pre-licensed clinicians). The distinction is important as each term carries with it a separate set of requirements. The clinical training portion of this manual contains detailed information about the pre-doctoral internship, such as information about pre-requisites, etc.

Students also must complete and retain BBS clinical hours forms (which can be downloaded from <http://www.bbs.ca.gov>) or appropriate Board of Psychology forms (<http://www.psychboard.ca.gov>) for licensure purposes.

#### **Pre-Doctoral Internship Policy**

To prepare doctoral level couple and family therapists to perform different professional functions competently in their future workplace, and to comply with COAMFTE accreditation requirements, Alliant CFT doctoral students are required to choose two components to complete their pre-degree internship. Student can only choose a maximum of two faculty supervisors. Each of the following option is 50% of the total internship. The internship must be a minimum of 9 months. This means all students must be registered for internship for Fall and

Spring Semester. In some circumstances, a student may choose to also do internship during the summer. In this case, students should be aware that they will need to register for at least 3 semesters, and they must ensure that their faculty internship supervisor is available during the Summer. Students must be registered in internship until they have completed all internship requirements. This policy is effective to doctoral students enrolled in 2016, and optional to currently enrolled students.

1. **Clinical:** This option is recommended to be the primary component for students who are not licensed yet. Students need to complete minimum 250 clinical hours, under AAMFT approved supervisor(s). The objective of this option is that students will gain clinical hours required by the state licensure as well as improving their clinical competency. The clinical internship component has to be pre-approved by the campus Clinical Training Coordinator (CTC). Under special circumstances and with prior approval, students may request to work at two practicum sites to gain clinical hours toward their degree. The process involves the following steps:
  - a. Complete the CFT Internship Approval Form
  - b. Contact CTC to approve the site
  - c. Give CTC a copy of the malpractice insurance certificate
  - d. Give CTC proof of AAMFT membership
  - e. Give CTC CFT Program Manual signature page
  - f. Complete CFT Internship Placement Agreement form
  - g. After the CTC approves the clinical component, attach the above documents to the CFT PsyD Program Internship Contract for final approval by the program Branch Director.
  - h. Alliant hourly logs must be submitted to the campus CTC every month.
2. **Teaching:** This option is composed of minimum three (3) academic units of college level supervised independent teaching, or six (6) units of co-teaching experience at Master's level in Alliant CFT program. Each academic unit is 15 hours of class teaching time. Students are to receive at least one-hour supervision for every 6 hours of teaching. Alliant CFT programs will assist but not guarantee students to gain teaching experiences within Alliant CFT programs. Students are encouraged to seek for teaching experiences independently. Students need to provide an adjunct teaching contract if the experience is to be gained in other teaching institutes. Online teaching is excluded at this time. The outcome of this option is a teaching portfolio with teaching contracts, syllabi, teaching material, and course evaluations.
  - a. Classes have to be college level or above (i.e., from community college to graduate school).
  - b. Independent teaching includes conducting activities such as developing syllabus, teaching, evaluation, etc. as the sole instructor of the course. Students have the option of teaching MFT Tech Lab I & II for two semesters and receive 3 academic units of college level supervised independent teaching.
  - c. Co-teaching: Students can co-teach a minimum of two masters' level content course of Alliant CFT program with and be supervised by a core faculty of Alliant CFT program. Limit co-teaching to two students per course per semester.
3. **Scholarship:** Students are to conduct at least one independent research project as the first author that can be done in one or two semesters. This independent project can be part of but not the entirety of a dissertation. The outcome of this option is the completion of at least one independent research project. The research can be applied

- research project such as program evaluation for a contracting agency. The result of the project is to be disseminated by a conference presentation, journal submission with “revise and resubmit” review, or submission the study findings to the contracting agency. This component can also include a research grant submission.
4. **Supervision:** This component is for students to start the process of becoming an AAMFT Approved Supervisor via “Doctoral Track.” The outcome of this option is that students meet at least half of the requirement of AAMFT Approved Supervisor designation, i.e., min 90 of 180 hours of supervising and 18 of 36 hours of mentoring in 9 of 18 months. Under this option, students
    - a. Should have taken PSY9320, Supervision I, Fundamentals of Supervision, prior to the internship registration,
    - b. Must register continuously for 9 months. Because summer semester is shorter, those doing the supervision track will typically start in the Fall and continue through the Spring. If a student starts in the Spring, the student will need to register in the Summer and in the Fall, which means the student must be registered and pay for internship for all three semesters.
    - c. Must keep at least AAMFT student or pre-clinical fellow membership,
    - d. Must have more clinical experience than those being supervised.
    - e. The supervision must be in the practice of MFT (e.g. systemic/relational in nature).
    - f. Supervise minimum two (2) C\MFT trainees, which may be achieved by co-teaching practicum courses,
    - g. Students must attend one-hour weekly meetings or two hours bi-weekly meetings with faculty mentor.
    - h. A final project may be a comprehensive supervision literature review, a video documentation of supervision of supervision, a publishable supervision case study, or a revised and update philosophy of supervision paper based on the supervision experiences gained during the internship.
  5. **Policy and Administration:** This option is for students to develop leadership and management capacity. It may include writing and submission of an administration grant application, new program development; participate in policymaking, etc.
    - a. Locations of this internship option include by not limited to public mental health systems, non-for-profit mental health organizations.
    - b. Students need to be on site at least 20 hours/week for a minimum of nine (9) months.
    - c. The role is not to provide clinical services. Students should be in the role of management/leadership.
    - d. The internship site will inform the program the roles/tasks that the student is to take, and mutually decide on the project(s) that best fit the learning of the student, and identify the on-site supervision hierarchy.
    - e. The outcome of this option is a portfolio that includes the report(s) of the project(s), description of the roles/functions, and a list of achieved learning objectives, such as mental health administration related laws, grant submitted, policies influenced, etc.

### **The Process to Choose Your Internship Components**

1. **Assess your strengths, your career goals and employment outlook.** If you are not licensed yet, you may want to choose clinical internship as your first choice. If you are

- licensed already, you may want to choose two other components to gain different experiences to broaden your career opportunities, e.g., if you are very good at research and you aspire to be in higher education, you are encouraged to choose teaching and research. If you want to be a director of a program or agency and want to be an AAMFT approved supervisor, you are encouraged to choose Supervision and Policy and Administration components. You do not have to do this assessment alone. Consult with your peers and colleagues, especially your faculty mentor.
2. **Seek internship venues:** you need to secure the internship sites where you can do the internship components of your choice. You need to have an agency approved for your clinical component. If you want to do teaching, first approach your Branch Director to see if there are teaching opportunities in the program. We do our best to provide teaching experiences in the program but we may not be able to provide it for everyone. You are encouraged to look into other teaching institute for such opportunities. If you want to do research internship, you need to have a faculty supervisor who is willing to work with you and provide guidance on your research project.
  3. **Getting approval** from your Branch Director: You need to complete the Alliant CFT Psy.D Program Internship Contract, provide evidence of internship venues, and meet with your Branch Director for approval. As a reminder, if choosing the clinical component, students must gain pre-approval from the CTC prior to getting Branch Director approval.
  4. **Verify the Completion** of your internship: at the completion of your internship, you will complete the Alliant CFT Psy.D. Program Internship Completion Verification Form, obtain all the needed signatures, and submit it to the Academic Assistant on your campus.

Please note: the new internship policy is effective as of January 1, 2016. We do not retroactively count the experiences that you may have gained before January 1, 2016, e.g., you may have taught a lab in the past. That teaching experience does not count as your internship retroactively.

### **CFT Doctoral Exam**

PsyD students must successfully complete a doctoral exam prior to advancement to candidacy and enrollment in the dissertation course, PSY 9901. Students may begin a doctoral internship before passing the exam; however, they will not be eligible to register as a psychological assistant with the BOP (unless they have a master's degree in psychology) until they have passed the CFT Doctoral Exam. More information can be found in the CFT Doctoral Exam Manual, which is located on the Alliant CFT Moodle page: <https://elearning.alliant.edu/login/index.php>

### **CFT PsyD Dissertation**

The dissertation is the capstone for the doctoral program. As such, it is typically completed the last year of the program. Students may begin work on the dissertation at any time, though formal approval of the dissertation committee and proposal requires Advancement to Candidacy and registration in the dissertation course (PSY 9901). Thus, while students may work with faculty before that time, they will not be able to schedule a proposal meeting until they are registered in the dissertation course and Advanced to Candidacy. More information can be found in the CFT Dissertation Guidelines, which is located on the Alliant CFT Moodle page: <https://elearning.alliant.edu/login/index.php>.

**SECTION III:**  
**PROGRAM AND STUDENT EVALUATIONS**

### Student Course Evaluations

(Evaluations of Instructors)

Students are asked to provide written feedback on each instructor and course toward the end of each semester. This formal, written process is an excellent opportunity to communicate **constructive criticism and praise**. Faculty members and the administration take these student evaluations seriously. They are used as one of the criteria in evaluating faculty for promotion, retention, and merit. They are also used in decisions about hiring adjunct faculty members. Evaluations are anonymous, they are machine-read and comments are typed (by someone outside of the program faculty & staff) before providing the information to faculty members and program directors.

### Annual Student Evaluations

(Evaluations of Students)

The academic performance and professional development of each student are evaluated yearly by faculty in the indicated degree program. This comprehensive evaluation includes academic performance, progress toward the degree goal, professional development, applied/clinical training, and identification of strengths and areas for remediation or help when indicated. For this purpose, professional development includes demonstrating good judgment; a sense of responsibility; ethical behavior; professionalism in dealing with clients, peers, supervisors, and instructors; and membership in national professional organizations. In addition, students must be responsive to the authorized supervision of his/her academic, applied, and scholarly activities and to exhibit tact, sensitivity and professionalism in all interactions.

Students will be provided with written feedback. Contact the Branch Director for specifics regarding annual student evaluations.

In order for students to remain in good standing in CFT Program, they must maintain satisfactory academic performance, evidence no psychological problems that may interfere with their work performance, receive satisfactory evaluations from supervisors, and comply with the terms of the practicum or internship contract signed with the agency providing supervised training. Identified problems may result in recommendations for review by the Student Evaluation and Review Committee (SERC). Faculty may also recommend review by the Program Director and/or Dean. Students are reminded that they must meet the academic student code of conduct and ethics and that failure to do so may result in disciplinary action up to and including dismissal from the University.

Professional conduct is an essential skill for a psychologist or couple and family therapist. Student conduct on campus (in the classroom, with peers, faculty and staff members) and in practicum/internship sites, whether in initial contacts, interviews, or later during the practicum/internship/process reflects on the quality of our program and can impact future placements. Students are expected to be courteous and professional at all times when interacting with sites and their staff. Any problems in such interactions should be addressed immediately.

## **Remediation**

A need for remediation typically occurs when a student experiences difficulty in one or more of the following areas: (1) academic performance and progress, (2) professional suitability/judgment, (3) legal/ethical behavior, and (4) academic code of conduct.

Insufficient academic performance and progress issues include by not limited to: GPA below 3.0; fieldwork unsuitability; not following program plan; exceeding program time limit, etc. Academic factors may include the student's inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program and/or university procedures.

Professional suitability/judgment refers to a student's behavior and/or decision-making that is unsuitable and/or inappropriate or unprofessional for practice in the field setting, as established by the profession. Concerns in the area of suitability for the profession include, though are not limited to, lack of development of professional skills within a field context; expressions of personal issues in ways that are inappropriate to the setting; lack of sensitivity to the perspectives of people from other cultures, religions, sexual orientation identity status, disability status and gender.

Legal/ethical factors may include the student's use of inappropriate language or actions, and violation of professional ethics codes and university rules (such as cheating, plagiarism, lying, and other offenses).

Violation and infractions of academic code of conduct include by not limited to intentional giving or use of external assistance during an examination without the expressed permission, fabrication, plagiarism, unauthorized collaboration, unauthorized research, disruption of academic activity, violations defined by faculty member, and assisting other students in acts of academic misconduct.

Student Evaluation and Review Committee (SERC) is usually involved in the remediation process. Remediation is designed to, wherever possible; assist students by (1) early identification of a problem area(s) and (2) establishing a working plan for problem correction. SERC recommends a remediation plan that affords students an opportunity to correct problems and to move toward successful program completion. In some situations, however, remediation may not be possible (e.g., serious ethical breach). Therefore, the student remediation policy does not obligate program faculty to follow or provide specific procedures or activities since each situation is unique and efforts and decisions must be individually tailored to the student's situation.

The program may choose to include the following options: additional remediation of unsatisfactory work or deficiency; offering alternative strategies for moving forward; assistance in transferring to another program; and termination from the program. Additional remediation strategies might include participation in therapy, completion of additional supervision time, transfer to another practicum site, and leave of absence from the practicum and/or degree program.

## **Resolving Common Problems, Student Complaints and Grievance Procedures**

Problems may arise for a number of reasons during the educational program, whether on campus or in practicum or internship placement. In general, the best solution is to attempt to resolve the problem first directly with person(s) whom you are having a conflict with. If this

proves unsuccessful, students should then consult with the Coordinator of Clinical Training for problems during practicum or internship. For other problems, please carefully follow the Alliant policy for problem-solving, student complaints and grievance procedures in the current Alliant Course Catalog and Student Handbook.

### **Information Technology**

The following chart outlines basic instructions for accessing the University's various information technology services.

## APPENDIX A: New Student IT Logon Information

This is an overview to help prepare and inform you about the online services that are available for our students. The following three applications: **Alliant Portal**, **E-mail** and **Moodle** require the **same** username/ID and password to authenticate login.

FYI: Changing the password will take effect for all three applications (portal, e-mail and Moodle).

### myAlliant/Student Information System:

myAlliant is the portal for Alliant International University. Students must login to review their personal profile, check grades, review the course catalog, access the bookstore, check degree audit, update class schedules, review financial aid status and much more is available at myAlliant.

1. Open a web browser and go to <https://my.alliant.edu/>

2. Enter your **User ID**: Type your first initial and last name (For example: John Doe will use **jdoe**)

\* Some students will need to include a number after their User ID because of a common name.

For Example: John Smith may be **jsmith2**.

4. Enter your **Password**:

**New Students** – Enter the password given by your local IT coordinator.

**Existing Students** – Use your current network/Email password.

5. Click on Login

If you need assistance contact the Information Technology Helpdesk at [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) or call 858-635-4357, option 2.

### Accessing Your Alliant E-mail Account:

You can access your Alliant Email account from any computer on campus, from your home, your Smartphone and you're iPad (Smart Pad). Below are instructions on how to log in to your Alliant E-mail.

1. Open a web browser and go to:

<https://mail.alliant.edu>

2. Enter your Domain\user name:

The Domain\Username: **alliant\** first initial of your first name followed by your last name. For Example: John Smith may be **alliant\jsmith**

\* Some students will also need to include a number after their User ID because of a common name.

For Example: John Smith may be **alliant\jsmith2**.

3. Enter your Password:

**New Students** – You should have received your username and password via personal email, contact [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) for username and password assistance.

**Existing Students** – Use your current network/Email password.

If you forget your password or experience login problems, contact the Information Technology Helpdesk via email [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) or by phone 858-635-4357, option 2.

### Accessing Your Moodle Account:

From the myAlliant home page students will be directed to the Moodle Login page by selecting on the link under Moodle. Students can also login to Moodle by visiting the following webpage: <http://elearning.alliant.edu>.

1. Enter your Username: Type your first initial and last name (For example: John Doe will use **jdoe**)

\* Some students will need to include a number after their User ID because of a common name. For Example: John Smith may be **jsmith2**.

2. Enter your Password:

**New Students** – You should have received your username and password via personal email, contact [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu) for username and password assistance.

**Existing Students** – Use your current network/Email password.

3. Click on Login

These resources will be beneficial to your education at Alliant International University. It is recommended that all students change their password immediately after they log in to the online applications. It is the students' best interest to familiarize themselves with these

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systems. The Information Technology Helpdesk is here to assist you if you have questions, comments or concerns with any of these online applications.

**FYI:** New account creation begins 2 weeks prior to each semester.

During this period, new account access will be available 3 business days after you register.

**Contact Information for the IT Helpdesk**

Phone number: 858-635-4357, option 2

E-mail: [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu)

**Contact Information for Moodle**

Phone number: 858-635-4470

E-mail: [ellearning@alliant.edu](mailto:ellearning@alliant.edu)

**APPENDIX B: AAMFT Code of Ethics**  
**Effective January 1, 2015**

**PREAMBLE**

The Board of Directors of the American Association for Marriage and Family Therapy (AAMFT) hereby promulgates, pursuant to Article 2, Section 2.01.3 of the Association's Bylaws, the Revised AAMFT Code of Ethics, effective January 1, 2015.

**Honoring Public Trust**

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.

**Commitment to Service, Advocacy and Public Participation**

Marriage and family therapists are defined by an enduring dedication to professional and ethical excellence, as well as the commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects. Marriage and family therapists embody these aspirations by participating 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. Additionally, 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. Marriage and family therapists also encourage public participation in the design and delivery of professional services and in the regulation of practitioners. Professional competence in these areas is essential to the character of the field, and to the well-being of clients and their communities.

**Seeking Consultation**

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.

**Ethical Decision-Making**

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.

Marriage and family therapists remain accountable to the AAMFT Code of Ethics 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 take reasonable steps to resolve the conflict in a way that allows the fullest adherence to the Code of Ethics.

### **Binding Expectations**

The AAMFT Code of Ethics is binding on members of AAMFT in all membership categories, all AAMFT Approved Supervisors and all applicants for membership or the Approved Supervisor designation. 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.

### **Resolving Complaints**

The process for filing, investigating, and resolving complaints of unethical conduct is described in the current AAMFT Procedures for Handling Ethical Matters. 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.

### **Aspirational Core Values**

The following core values speak generally to the membership of AAMFT as a professional association, yet they also inform all the varieties of practice and service in which marriage and family therapists engage. These core values are aspirational in nature, and are distinct from ethical standards. These values are intended to provide an aspirational framework within which marriage and family therapists may pursue the highest goals of practice.

The core values of AAMFT embody:

1. Acceptance, appreciation, and inclusion of a diverse membership.
2. Distinctiveness and excellence in training of marriage and family therapists and those desiring to advance their skills, knowledge and expertise in systemic and relational therapies.
3. Responsiveness and excellence in service to members.
4. Diversity, equity and excellence in clinical practice, research, education and administration.
5. Integrity evidenced by a high threshold of ethical and honest behavior within Association governance and by members.
6. Innovation and the advancement of knowledge of systemic and relational therapies.

### **Ethical Standards**

Ethical standards, by contrast, are rules of practice upon which the marriage and family therapist is obliged and judged. The introductory paragraph to each standard in the AAMFT Code of Ethics is an aspirational/explanatory orientation to the enforceable standards that follow.

#### **STANDARD I**

##### **RESPONSIBILITY TO CLIENTS**

Marriage and family therapists advance the welfare of families and individuals and make reasonable efforts to find the appropriate balance between conflicting goals within the family system.

**1.1 Non-Discrimination.**

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, sexual orientation, gender identity or relationship status.

**1.2 Informed Consent.**

Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. 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. 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.

**1.3 Multiple Relationships.**

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 document the appropriate precautions taken.

**1.4 Sexual Intimacy with Current Clients and Others.**

Sexual intimacy with current clients or with known members of the client's family system is prohibited.

**1.5 Sexual Intimacy with Former Clients and Others.**

Sexual intimacy with former clients or with known members of the client's family system is prohibited.

**1.6 Reports of Unethical Conduct.**

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

**1.7 Abuse of the Therapeutic Relationship.**

Marriage and family therapists do not abuse their power in therapeutic relationships.

**1.8 Client Autonomy in Decision Making.**

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 clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.

**1.9 Relationship Beneficial to Client.**

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

**1.10 Referrals.**

Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.

**1.11 Non-Abandonment.**

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

**1.12 Written Consent to Record.**

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

**1.13 Relationships with Third Parties.**

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.

**STANDARD 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 Disclosing Limits of Confidentiality.**

Marriage and family therapists disclose to clients and other interested parties at the outset of services 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 Written Authorization to Release Client Information.**

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 Client Access to Records.**

Marriage and family therapists provide clients with reasonable access to records concerning the clients. When providing couple, family, or group treatment, the therapist does not provide access to records without a written authorization from each individual competent to execute a waiver. Marriage and family therapists limit client's access to their records only in exceptional circumstances when they are concerned, based on compelling evidence, that such access could cause serious harm to the client. The client's request and the rationale for withholding some or all of the record should be documented in the

client's file. Marriage and family therapists take steps to protect the confidentiality of other individuals identified in client records.

**2.4 Confidentiality in Non-Clinical Activities.**

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 Standard 2.2, or when appropriate steps have been taken to protect client identity and confidentiality.

**2.5 Protection of Records.**

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.

**2.6 Preparation for Practice Changes.**

In preparation for moving a practice, closing a practice, or death, marriage and family therapists arrange for the storage, transfer, or disposal of client records in conformance with applicable laws and in ways that maintain confidentiality and safeguard the welfare of clients.

**2.7 Confidentiality in Consultations.**

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.

**STANDARD III**

**PROFESSIONAL COMPETENCE AND INTEGRITY**

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

**3.1 Maintenance of Competency.**

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

**3.2 Knowledge of Regulatory Standards.**

Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.3.3 Seek Assistance. Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.

**3.4 Conflicts of Interest.**

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

**3.5 Maintenance of Records.**

Marriage and family therapists maintain accurate and adequate clinical and financial records in accordance with applicable law.

**3.6 Development of New Skills.**

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, and/or supervised experience.

**3.7 Harassment.**

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

**3.8 Exploitation.**

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

**3.9 Gifts.**

Marriage and family therapists attend to cultural norms when considering whether to accept gifts from or give gifts to clients. Marriage and family therapists consider the potential effects that receiving or giving gifts may have on clients and on the integrity and efficacy of the therapeutic relationship.

**3.10 Scope of Competence.**

Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.

**3.11 Public Statements.**

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.

**3.12 Professional Misconduct.**

Marriage and family therapists may be 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.

**STANDARD IV  
RESPONSIBILITY TO STUDENTS AND SUPERVISEES**

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

**4.1 Exploitation.**

Marriage and family therapists who are in a supervisory role 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 Therapy with Students or Supervisees.**

Marriage and family therapists do not provide therapy to current students or supervisees.

**4.3 Sexual Intimacy with Students or Supervisees.**

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.

**4.4 Oversight of Supervisee Competence.**

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 Oversight of Supervisee Professionalism.**

Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.

**4.6 Existing Relationship with Students or Supervisees.**

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

**4.7 Confidentiality with Supervisees.**

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.

**4.8 Payment for Supervision.**

Marriage and family therapists providing clinical supervision shall not enter into financial arrangements with supervisees through deceptive or exploitative practices, nor shall marriage and family therapists providing clinical supervision exert undue influence over supervisees when establishing supervision fees. Marriage and family therapists shall also not engage in other exploitative practices of supervisees.

## **STANDARD V**

### **RESEARCH AND PUBLICATION**

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

#### **5.1 Institutional Approval.**

When institutional approval is required, marriage and family therapists submit accurate information about their research proposals and obtain appropriate approval prior to conducting the research.

#### **5.2 Protection of Research Participants.**

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

#### **5.3 Informed Consent to Research.**

Marriage and family therapists inform participants about the purpose of the research, expected length, and research procedures. They also inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate such as potential risks, discomforts, or adverse effects. Marriage and family therapists 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. Marriage and family therapists inform participants about any potential research benefits, the limits of confidentiality, and whom to contact concerning questions about the research and their rights as research participants.

#### **5.4 Right to Decline or Withdraw Participation.**

Marriage and family therapists 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. When offering inducements for research participation, marriage and family therapists make reasonable efforts to avoid offering inappropriate or excessive inducements when such inducements are likely to coerce participation.

#### **5.5 Confidentiality of Research Data.**

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.

### **5.6 Publication.**

Marriage and family therapists do not fabricate research results. Marriage and family therapists disclose potential conflicts of interest and take authorship credit only for work they have performed or to which they have contributed.

Publication credits accurately reflect the relative contributions of the individual involved.

### **5.7 Authorship of Student Work.**

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

### **5.8 Plagiarism.**

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.

### **5.9 Accuracy in Publication.**

Marriage and family therapists who are authors of books or other materials published or distributed by an organization take reasonable precautions to ensure that the published materials are accurate and factual.

## **STANDARD VI**

### **TECHNOLOGY-ASSISTED PROFESSIONAL SERVICES**

Therapy, supervision, and other professional services engaged in by marriage and family therapists take place over an increasing number of technological platforms. There are great benefits and responsibilities inherent in both the traditional therapeutic and supervision contexts, as well as in the utilization of technologically-assisted professional services. This standard addresses basic ethical requirements of offering therapy, supervision, and related professional services using electronic means.

#### **6.1 Technology Assisted Services.**

Prior to commencing therapy or supervision services through electronic means (including but not limited to phone and Internet), marriage and family therapists ensure that they are compliant with all relevant laws for the delivery of such services. Additionally, marriage and family therapists must: (a) determine that technologically-assisted services or supervision are appropriate for clients or supervisees, considering professional, intellectual, emotional, and physical needs; (b) inform clients or supervisees of the potential risks and benefits associated with technologically-assisted services; (c) ensure the security of their communication medium; and (d) only commence electronic therapy or supervision after appropriate education, training, or supervised experience using the relevant technology.

#### **6.2 Consent to Treat or Supervise.**

Clients and supervisees, whether contracting for services as individuals, dyads, families, or groups, must be made aware of the risks and responsibilities associated with technology-assisted services. Therapists are to advise clients and supervisees in writing of these risks, and of both the therapist's and clients'/supervisees' responsibilities for minimizing such risks.

### **6.3 Confidentiality and Professional Responsibilities.**

It is the therapist's or supervisor's responsibility to choose technological platforms that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

### **6.4 Technology and Documentation.**

Therapists and supervisors are to ensure that all documentation containing identifying or otherwise sensitive information which is electronically stored and/or transferred is done using technology that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

### **6.5 Location of Services and Practice.**

Therapists and supervisors follow all applicable laws regarding location of practice and services, and do not use technologically-assisted means for practicing outside of their allowed jurisdictions.

### **6.6 Training and Use of Current Technology.**

Marriage and family therapists ensure that they are well trained and competent in the use of all chosen technology-assisted professional services. Careful choices of audio, video, and other options are made in order to optimize quality and security of services, and to adhere to standards of best practices for technology-assisted services. Furthermore, such choices of technology are to be suitably advanced and current so as to best serve the professional needs of clients and supervisee

## **STANDARD VII**

### **PROFESSIONAL EVALUATIONS**

Marriage and family therapists aspire to the highest of standards in providing testimony in various contexts within the legal system.

#### **7.1 Performance of Forensic Services.**

Marriage and family therapists may perform forensic services which may include interviews, consultations, evaluations, reports, and assessments both formal and informal, in keeping with applicable laws and competencies.

#### **7.2 Testimony in Legal Proceedings.**

Marriage and family therapists who provide expert or fact witness testimony in legal proceedings avoid misleading judgments, base conclusions and opinions on appropriate data, and avoid inaccuracies insofar as possible. When offering testimony, as marriage and family therapy experts, they shall strive to be accurate, objective, fair, and independent.

#### **7.3 Competence.**

Marriage and family therapists demonstrate competence via education and experience in providing testimony in legal systems.

#### **7.4 Informed Consent.**

Marriage and family therapists provide written notice and make reasonable efforts to obtain written consents of persons who are the subject(s) of evaluations and inform clients about the evaluation

process, use of information and recommendations, financial arrangements, and the role of the therapist within the legal system.

#### **7.5 Avoiding Conflicts.**

Clear distinctions are made between therapy and evaluations. Marriage and family therapists avoid conflict in roles in legal proceedings wherever possible and disclose potential conflicts. As therapy begins, marriage and family therapists clarify roles and the extent of confidentiality when legal systems are involved.

#### **7.6 Avoiding Dual Roles.**

Marriage and family therapists avoid providing therapy to clients for whom the therapist has provided a forensic evaluation and avoid providing evaluations for those who are clients, unless otherwise mandated by legal systems.

#### **7.7 Separation of Custody Evaluation from Therapy.**

Marriage and family therapists avoid conflicts of interest in treating minors or adults involved in custody or visitation actions by not performing evaluations for custody, residence, or visitation of the minor. Marriage and family therapists who treat minors 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 obtains appropriate consents to release information.

#### **7.8 Professional Opinions.**

Marriage and family therapists who provide forensic evaluations avoid offering professional opinions about persons they have not directly interviewed. Marriage and family therapists declare the limits of their competencies and information.

#### **7.9 Changes in Service.**

Clients are informed if changes in the role of provision of services of marriage and family therapy occur and/or are mandated by a legal system.

#### **7.10 Familiarity with Rules.**

Marriage and family therapists who provide forensic evaluations are familiar with judicial and/or administrative rules prescribing their roles.

### **STANDARD VIII**

#### **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.

#### **8.1 Financial Integrity.**

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

#### **8.2 Disclosure of Financial Policies.**

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.

**8.3 Notice of Payment Recovery Procedures.**

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.

**8.4 Truthful Representation of Services.**

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

**8.5 Bartering.**

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.

**8.6 Withholding Records for Non-Payment.**

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.

**STANDARD IX**

**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.

**9.1 Accurate Professional Representation.**

Marriage and family therapists accurately represent their competencies, education, training, and experience relevant to their practice of marriage and family therapy in accordance with applicable law.

**9.2 Promotional Materials.**

Marriage and family therapists ensure that advertisements and publications in any media are true, accurate, and in accordance with applicable law.

**9.3 Professional Affiliations.**

Marriage and family therapists do not hold themselves out as being partners or associates of a firm if they are not.

**9.4 Professional Identification.**

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.

**9.5 Educational Credentials.**

Marriage and family therapists claim degrees for their clinical services only if those degrees demonstrate training and education in marriage and family therapy or related fields.

**9.6 Employee or Supervisee Qualifications.**

Marriage and family therapists make certain that the qualifications of their employees and supervisees are represented in a manner that is true, accurate, and in accordance with applicable law.

**9.7 Specialization.**

Marriage and family therapists represent themselves as providing specialized services only after taking reasonable steps to ensure the competence of their work and to protect clients, supervisees, and others from harm.

**9.8 Correction of Misinformation.**

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

**SIGNATURE PAGE**  
**STUDENT MANUAL ACKNOWLEDGEMENT**

I hereby acknowledge receipt of my personal copy of the 2018-19 CFT Program Manual. I agree to read the manual and abide by the standards, policies, and procedures defined or referenced in this document.

The information in this manual is subject to change. I understand that changes in policies may supersede, modify, or render obsolete the information summarized in this manual. As the CFT Program provides updated policy information, I accept responsibility for reading and abiding by the changes.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Submit signature page to Clinical Training Coordinator or program staff.