COAMFTE
Commission on Accreditation for
Marriage and Family Therapy Education

Master of Arts in Marriage and Family Therapy

KAIROS UNIVERSITY

Program Handbook

2026-2027

Curriculum, admission and degree requirements, tuition and fees, or other policies subject to change.

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MFT Program Handbook Acknowledgment

I, _____, hereby acknowledge the receipt of the 2026-2027 Master of Arts in Marriage and Family Therapy Program Handbook. I realize that I am responsible for reading and understanding this Handbook, which contains many of the policies, procedures, rules and regulations to which I will be subject. I further acknowledge that this Handbook supersedes and replaces any and all prior MFT Program Handbooks. I also understand that it is the intent of the MFT Program Handbook to give me some idea as to the policies to which I will be subject and that it is not a complete manual. Except as provided in this acknowledgment, I realize the policies may change from time to time and will be posted on Pathwright under "MFT Program Information" when the policies do change.

Date: _____

_____

Student's Signature

_____

Student's Name (please print)

NOTE: This form is for your reference. It will be completed through the MFT Program Orientation Path when you begin the program. Thank you.

MFT Profession's Licensure and Regulatory Requirements (and Portability) and Acknowledgement of Choice of Internship Hours

The Federal government has designated marriage and family therapy as a core mental health profession along with psychiatry, psychology, social work and psychiatric nursing. Currently, all 50 states in the USA support and regulate the profession by licensing marriage and family therapists. In Canada, only two (2) provinces (Ontario and Quebec) regulate the profession of Marriage and Family Therapy. However, each state and province have its own laws and regulations about what is needed to become licensed as an MFT in that state/province.

Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to each state's licensure resources: MFT State/Provincial Resources (AAMFT.org).

The practice/licensure requirements vary across state and provincial jurisdictions. Included in these licensure requirements are the educational requirements, which include: ● How many credits a master's program must have, as well as the number of credits needed for licensure; ● Specific coursework needed; ● The length and/or the number of credits of the internship, as well as ● The number of direct client hours needed, along with the number of relational hours (couples, families, or other relational subsystems) needed within the total number of hours; ● The number of supervision hours needed.

Portability: Once a person is licensed in one state, it does not mean that that license will be accepted unconditionally by another state. There are "portability"issues (educational requirements differ) when it comes to getting licensed in another state. Please consider any planned relocations in your decision about how many hours of internship you will do as part of your MFT program.

Use the link provided to look at the internship hour educational requirement for licensure in that state. Go to kairos.edu/disclosures to find out the states in which the Kairos University MFT program meets the current educational requirements. Please note that Kairos University only accepts students residing in states where the program meets current educational requirements.

If you need assistance finding information about a particular state or province's licensure laws and regulations, visit AAMFT.org for MFT state and provincial resources or talk with your advisor.

Choice of Internship Hours

Prior to beginning Internship, each student must indicate their choice of internship hours (300 or more hours as required by their state licensure plans). A COAMFTE accredited program requires at least 300 hours of internship experience. However, there are states that require more clinical contact hours for their educational requirements in the state licensing process. It is

important to understand at the beginning of the program how many hours you will need in internship to meet the educational requirements where you plan to be licensed.

The COAMFTE Accreditation Standards Version 12.5 (effective 1/1/2022) states that the Internship be "a minimum of 300 direct clinical contact hours with individuals, couples, families, or other systems and that at least 100 of those clinical hours be ***relational hours*** that occur over a minimum of twelve months of clinical practice."

12.5 Glossary definition:
Relational Hours is a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems. ● Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.) ● Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours.

Acknowledgements

I declare that I chose _____ number of hours for my internship experience based on my understanding of the requirements in _____ (state or province) for licensure. By signing below, I acknowledge that I have received information about licensure portability from one state or province to another.

I also declare that I am currently living in the United States or Canada and that I will continue to reside in the United States and Canada throughout the duration of my program. If, for any reason, I move outside of the US or Canada (even temporarily), I will take a leave of absence or withdraw from the program.

_____ _____

Signed **Date**

NOTE: This form is for your reference. It will be completed through the MFT Program Orientation Path when you begin the program. Thank you.

MFT Program Information

WELCOME to the Master of Arts in Marriage and Family Therapy Program at Kairos University! You will be spending the next several years with faculty who, first of all, are committed to Jesus Christ, and then to helping equip you to become competent marriage and family therapists within a caring and collaborative online educational environment. The work entrusted to mental health professionals is that of working with and caring for relationships, and we believe this work begins among ourselves. Among the greatest gifts your professors have to share with you are their collegial spirit of working together and their respect for one another. We anticipate your contact with faculty, staff and students at Kairos will be positive and respectful as well, for these relationships will become the foundation upon which you build new and ever more nurturing ways of being with others.

The faculty respects the diversity that each of you brings to the program. You will be encouraged and supported in your sharing of the journey which has brought you to this place. It will be in the intimate associations of graduate education that you will come to understand yourself more fully and the experiences which may, at this time, be foreign, not understood, or unknown to you. It is with great pleasure, responsibility and trust in God's grace through relationship that the faculty teaches, mentors, supervises and serves you, knowing that we influence one another in immeasurable ways. Respect and professionalism are expected in all interactions. It is through these relationships with faculty, your classmates, and clients that you will grow personally and professionally, and ultimately be presented to the professional community upon graduation.

History of the Marriage and Family Therapy Program

The Master of Arts in Marriage and Family Therapy program was initially established at Evangelical Theological Seminary in Fall 2002. Accreditation with The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) was attained May 1, 2013. On July 1, 2022, the MFT program at Evangelical Seminary moved to Kairos University. The program continues to maintain its COAMFTE accreditation under the university. Kairos University is also accredited by the Association of Theological Schools and the Higher Learning Commission.

Kairos University Mission and Values

Mission Statement: Kairos University nurtures followers of Jesus who flourish in their vocations for the life of the world.

Organizational Values & Practices

Kairos recognizes that faithful practices must mirror faithful values and is committed to living out our values in a dynamic way under the leading of God’s Spirit in fulfilling our mission while actively balancing values that may compete at times.

Presence: People and relationships are at the core of everything we do as an organization. In order to serve people well, we must first be present with them.

Faithfulness: All programs, services, and employees must place trust in God, be rooted in prayer, participate in the kingdom mission, and *remain faithful to biblical teaching, the long wisdom of orthodox Christian faith, and our rich institutional heritage.*

Affordability: Curriculum and counseling services development and operational planning, processes, and structures are considered alongside their impact on the overall cost to educate a student or provide services to a client, in order to pass cost savings onto students and clients.

Accessibility: Extending programs and services to those God entrusts in our care, regardless of where God has placed them or called them to serve, enables us to meet people where they are. We value a range of offerings, including high-level academic study or long-term therapy to certificate-level education or one-time conversations that bring hope.

Partnership and Collaboration: There is much we can learn and more we can do when we learn from and collaborate with others. Partnership and collaboration take place with other kingdom-minded ministries, networks, denominations, counseling practices, and seminaries to help enhance access to theological education and integrated counseling and to better and more efficiently serve those God has placed in our care.

Outcome-Based Education: *Placing our focus on outcomes and assessment at the outcome level creates more naturally-integrative and experiential learning experiences for students. This allows us to focus on curating resources, facilitating learning, and becoming experts at assessment of outcomes.*

Technology: Efficient and reliable technology enables us to serve people well and be present with those we serve. Our technical infrastructure (e-learning platforms, computer-based data management systems, etc.) must be dependable, flexible, easy to use, and capable of supporting multiple modes of engagement simultaneously (e.g., live video conference, asynchronous, and in-classroom learning all at the same time).

Cross-Knowledgeability and Collaboration: Collaboration at all levels and broad knowledge of the entire institution and its various initiatives. Cross-knowledgeable staff, faculty, board members, and therapists help us best steward our mission. Staff roles are intentionally cross-functional, and faculty members are cross-disciplinary in their knowledge and mindset. Everyone possesses general knowledge of our distinctives and offerings.

Ongoing Change: Exceptional ability to encourage change and manage the process of change enhances our ability to adapt to the needs of students and clients, changes in our culture, and the ever-changing landscape of theological education.

Innovation: Innovation and the desire to experiment are encouraged. By focusing continually on innovation and experimentation, we can be nimble and more easily find new ways to serve students and clients well within our kingdom calling.

Relevance: The context of the student and/or the client is valued immensely. We recognize the impact these contexts have on how we structure pathways of development for students and clients.

Inclusion: Having diversity that matches the diversity of those we are called to serve enhances our ability to serve in a variety of ways.

Theological Hospitality

Theological Hospitality is one of the defining practices of Kairos University and is essential to do the work God has called us to do. Theological hospitality is not theological neutrality. We don't expect anyone in the Kairos community to take a neutral stance on anything that is important to them or their tradition. We don't ask participants to check their commitments at the door so that they can participate in a learning journey with us. Instead, we strive to welcome, appreciate, and desire the contributions of different Christian theological traditions. In this way, we encourage people to develop, understand, and share their convictions. We value differences. We believe those who are different from us have something to contribute to us. We need each other to challenge each other, to hold each other accountable, to learn to see what we can't see without those who see differently than we do. It is in communities of difference that we more deeply learn what is most determinative about who we are.

MFT Program Mission, Purpose and Philosophy

MFT Program Mission Statement

Congruent with the University's mission statement to cultivate followers of Jesus who flourish in their vocations for the life of the world, the MFT program provides quality education and training in a committed Christian context to develop competent professionals as beginning marriage and family therapists.

Program Purpose

The Master of Arts in Marriage and Family Therapy prepares students for entry-level practice as marriage and family therapists who evaluate and treat a variety of relationship and mental health issues. Grounded in family systems theory and relational/systemic approaches, the program provides clinical training integrated with Christian faith. This program meets academic requirements for MFT state licensure in many states and the District of Columbia. Prospective students should visit kairos.edu/disclosures to verify that the program meets educational requirements in their state, as Kairos University only enrolls students from states where these requirements are fulfilled.

Program Philosophy

The KU MFT program is built upon a blended model that integrates Christian faith and practice with the principles, frameworks, and theories of Marriage and Family Therapy (MFT). This philosophy reflects the mission, values, and practices of Kairos University, while also aligning with the guidelines established by our accreditors and regulatory bodies.

Our program is guided by our commitment to the following formational practices and objectives:

1. Engaging Scripture in Practice

We consistently return to the living Scriptures of the Christian faith, allowing them to shape our clinical presence and therapeutic imagination. We do this not as an isolated reading but in the presence of the Holy Spirit and in conversation with the Christian community. This practice invites us to interpret Scripture as alive and active in the lives of individuals, cultures, and relationships today.

2. Cultivating Relational Identity

We intentionally form and sustain relationships that reflect the relational nature of God. In both personal and professional settings, we prioritize the health of our connections with others

because we believe that relational presence is central to human flourishing. Therefore, we practice attunement, empathy, and repair as necessary habits in all areas of life.

3. Committing to Integrated Growth
We engage in ongoing personal, spiritual, and relational growth as a non-negotiable part of our professional development. We do not compartmentalize these areas but instead practice integration, recognizing that our therapeutic work is only as strong as our own journey toward healing and wholeness.

4. Practicing Cultural Humility
We approach every client, colleague, and context with a posture of learning. Cultural humility is not a theoretical stance for us, but a lived practice of curiosity, repentance, and honor. We make space to be taught by the lived realities of others, especially those whose experiences differ from our own, and we allow this learning to reshape our assumptions and methods.

5. Offering Pathways to Healing
We actively participate in the work of healing by creating therapeutic spaces marked by safety, dignity, and care. We do not see healing as a formula or a fixed outcome, but as a collaborative and sacred process. Therefore, we practice clinical presence as a kind of ministry, grounded in compassion and discernment.

6. Applying Systemic Understanding
We interpret individual behavior within the larger patterns of relationships, families, and systems. We practice therapy through a systemic lens, which means we consider how a person is embedded within networks of meaning and influence. This includes applying relational theory not only to couples and families but also to broader cultural and societal dynamics.

7. Living Within a Holistic Framework
We intentionally support mental, emotional, physical, spiritual, social, and cultural dimensions of health as interconnected aspects of human life. We practice holistic care by attending to justice dynamics, access to resources, and long-term well-being. In doing so, we recognize that human thriving requires attention to the whole person and the systems in which they live.

Program Goals and Student Learning Outcomes

Program Goal 1: Students will develop competent professional skills (including and related to knowledge, practice, research and ethics) as beginning marriage and family therapists.

SLO 1: Students will demonstrate comprehension and application of the relational/ systemic marriage and family therapeutic models.

1.1 Students will demonstrate comprehension of the MFT models by at least 80% of students receiving a grade of 83% or higher:

1.1.1 On the theories paper in CC527 Theories I of MFT and

1.1.2 On the final exam in CC528 Theories II of MFT.

1.2 Students will demonstrate comprehension, application and competency of the MFT models by:

1.2.1 at least 80% of the students attaining the program-level competency score in this area, by the end of their internship, as evidenced on the final supervisor's evaluation of intern; and
1.2.2 at least 80% of the students receiving a score of 3.0 or higher for this SLO, on both mid-term evaluations.

SLO 2: Students will be able to articulate what marriage and family theory/theories inform their clinical work and its application to multicultural contexts.

2.1 Students will demonstrate use of theory by at least 80% of students receiving a grade of 83% or higher on the theoretical paper in CC528 Theories II of MFT.

2.2 Students will demonstrate use of theory and its application to multicultural contexts by at least 80% of students receiving a grade of 83% or higher on the theoretical paper in CC826 Advanced MFT Seminar.

2.3 At least 80% of students will demonstrate use of theory by receiving a score of 3.0 or higher for this SLO, on the Mid-Term 2 evaluation

SLO 3: Students will demonstrate knowledge and competency in assessment, diagnosis, treatment planning, and therapeutic interventions with individuals, couples and families seeking treatment, from a relational/systemic framework that is multiculturally-informed.

3.1 Students will demonstrate knowledge of assessment, diagnosis, treatment planning, and therapeutic interventions with individuals, couples and families seeking treatment, from a relational/systemic framework that is multi-culturally-informed by:
3.1.1 at least 80% of students receiving a grade of 83% or higher on the Take Home Exam in CC729 Abusive & Addictive Family Systems;
3.1.2 At least 80% of students pass the Oral Case Presentation (typically in CC847) demonstrating competency in assessment and treatment plan implementation.

3.2 Students will demonstrate competency of assessment, diagnosis, treatment planning, and therapeutic interventions with individuals, couples and families seeking treatment
3.2.1 by at least 80% of the students attaining the program level competency score in this area, by end of their internship, as evidenced on the final supervisor's evaluation of intern.

SLO 4: Students will demonstrate knowledge and basic application of research to marriage and family therapy.

4.1 At least 80% of the students will receive a grade of 83% or higher on the Task Analysis Assessment and Report in CC627 Research in MFT.

4.2 At least 80% of the students will receive a grade of 83% or higher on the CC627 Research in MFT Outcome Analysis for Effectiveness Based Practice paper.

SLO 5: Students will demonstrate knowledge and competency of MFT ethical, legal and professional issues

5.1 Students will demonstrate knowledge of MFT ethical, legal and professional issues by at least 80% of students receiving a grade of 83% or higher on the Case Studies presentation and paper in CC728 Ethical, Legal and Professional Issues in MFT.

5.2 Students will demonstrate competency of MFT ethical, legal and professional issues by:

5.2.1 At least 80% of the students attaining the program level competency score in this area, by the end of their internship, as evidenced on the final supervisor's evaluation of intern.

5.3 At least 80% of students will receive a grade of 83% or higher on the CC647 Teletherapy Skills paper.

Program Goal 2: Deepen student self-awareness, understanding and growth personally, relationally, and spiritually.

SLO 6: Students will demonstrate awareness of and address "self of the therapist" issues that impact the capacity for practice/service and ministry.

6.1 At least 80% of students will receive a score of 83% or higher on the Personal Addictions Paper in CC729 Abusive & Addictive Family Systems.

6.2 At least 80% of students will receive a score of Pass on the Personal Sexual Journey Narrative in CC837 Sexual Function & Systemic Sex Therapy.

6.3 At least 80% of the students will receive a score of 3.0 or higher for this SLO, on the Mid-Term 1 & 2 evaluations.

6.4 At least 80% of the students will attain the program level competency score in this area, by the end of their internship, as evidenced on the final supervisor's evaluation of intern.

Program Goal 3: Engage students with issues of diversity and multi-culturalism.

SLO 7: Students will demonstrate awareness and comprehension of and sensitivity to issues of diversity and multiculturalism in the therapeutic process.

7.1 At least 80% of the students will receive a score of 83% or higher on the Cultural Genogram Paper in CC827 Diversity & Cultural Attunement (formerly named as Gender & Ethnicity).

7.2 At least 80% of the students will receive a grade of 83% or higher on the case study paper in CC 860 Grief, Suffering, & Hope.

7.3 At least 80% of the students will attain the program level competency score in this area by the end of their internship, as evidenced on the final supervisor's evaluation of intern.

7.4 100% of students pass Experience with Diverse, Marginalized, and/or Underserved Communities by the end of CC 846 Internship II.

Program Goal 4: Involve students in Christian faith and spiritual formation.

SLO 8: Students will demonstrate comprehension and the ability to address faith perspectives and experiences of clients with marriage and family theory and praxis.

8.1 At least 80% of students will receive a score of 83% or higher on the Theology of Sexuality Paper in CC837 Sexual Function & Systemic Sex Therapy.

8.2 At least 80% of students will receive a score of 83% or higher on the reflective journal paper in CC 860 Grief, Suffering, & Hope.

8.3 At least 80% of the students will attain the program level competency score in this area by the end of their internship, as evidenced on the final supervisor's evaluation of intern.

Student/Graduate Achievements: accomplishments of graduates as a result of finishing the program.

1. Master's programs must demonstrate 70% of graduates for each cohort that achieve ***any*** level of MFT licensure
2. The program will report graduation rates for length of time for each cohort.
3. Graduates of the program will report job placement rates for each cohort.

The Program Outcomes established by the MFT faculty/personnel will be assessed, reviewed and revised as necessary, on a regular basis. A plan has been made for the Plan for the Assessment, Review and Revision of the MFT program's Outcomes) that will be followed, based upon the Assessment Plan Design and Annual Assessment Timeline.

Being accredited by COAMFTE, under the new Standards 12.5 (beginning January 2022), we collect data for the student/graduate achievement criteria that includes indicators such as licensure examination pass rates, graduation and retention rates, and employment or job placement. The following are what is currently required: 1) graduation rates for minimum, advertised, and maximum length of time for each cohort; 2) job placement rates for each cohort; and 3) a 70% of graduates from each cohort will achieve any level of MFT licensure.

Roles of Faculty and Students in Governance

It is important that faculty and especially students know and understand their roles in the governance of the MFT program. The roles are simple, as follows:

- The roles of the faculty are to e*ducate, train, advise, model, mentor, supervise, lead, serve, and learn* as well as *design, approve, implement, review, and change* the curriculum alongside the program director and in accordance with section 4.4 on shared governance in the university's articles on incorporation, while
- The role of the student is primarily to *learn* (which includes questioning, observing, reading, practicing etc.)*, but also to evaluate and provide feedback*. (There will be both formal and informal ways to evaluate the program and to provide feedback, including but not limited to the following: learning outcomes questionnaire, course evaluations, supervisor evaluations, exit interview [upon graduation], and ad hoc surveys).

The MFT personnel participate in regular department meetings, during which many MFT issues are discussed and decisions made.

MFT Student Advisory Committee Guidelines (MFT SAC)

The MFT Student Advisory Committee (MFT SAC) was to serve as a bridge between the MFT students and MFT faculty. During the fall semester, each cohort will select one (1) student, as their representative, to attend a specified program department meeting during which the program and student learning outcomes (SLOs), etc. will be evaluated.

MFT Curriculum

Sixty-five credits are required for this degree. These are distributed in nine areas of concentration, thus meeting the educational requirements for The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), and for the Higher Learning Commission (HLC) and the Association of Theological Schools (ATS). These areas are: Faith Foundations, Spiritual Formation, Human Development, Marriage & Family Studies, Marriage & Family Therapy, Professional Studies, Research, Personal Enrichment, and a 300 or more hours supervised internship as required by your state licensure plans. The program assists students to work from a multi-systemic framework that encourages mental, physical, social, relational, emotional, and spiritual wholeness and growth for individuals of all ages, couples, and families.

Courses are typically held synchronously (live) online via Zoom during the afternoon and evening on Tuesday and Thursday. Part time students should expect to attend class on either Tuesday or Thursday - accelerated students attend on both days.

Each student enters the program on a part-time or accelerated track. Students should work with their advisor if they need to adjust their pace to ensure that they meet the course requirements for degree completion in a timely manner.

Time Limit

The Master of Arts in Marriage and Family Therapy program may be completed in 2½-3 years of accelerated part-time study, or 3½-4 years of part-time study. When exceptional circumstances arise, a student may have up to 6 years to complete the program. Please notice that admissions for new students is limited to the fall semester **only.**

Meet the Faculty and Supervisors

Core Faculty

Core faculty for the MFT program identify as marriage and family therapists and typically teach at least four credits per academic year; provide some amount of supervision to interns; and contribute to program administration and leadership, curriculum development, and evaluation protocols in some way.

Janet R. Stauffer, PhD Union Institute & University Ph: 605-274-2730
Professor of Marriage & Family Therapy
MFT Program Director
AAMFT Approved Supervisor
jstauffer@kairos.edu

Jen Ransil, PhD Eastern University Ph: 610-513-7895
Professor of Marriage and Family Therapy
Clinical Director
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jransil@kairos.edu

Hilary Chiu, DMFT Fuller Seminary Ph: 973-946-8798
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Elizabeth Santos Fisher, DMFT Fuller Seminary Ph: 570-385-3941, Ext. 5
Professor of Marriage and Family Therapy
AAMFT Approved Supervisor
estantosfisher@kairos.edu

Tesia Wells, PhD Texas Woman's University Ph: 713-594-5494
Professor of Marriage & Family Therapy
AAMFT Approved Supervisor
twells@kairos.edu

Program Clinical Supervisors

Program Clinical Supervisors are individuals who are qualified to provide MFT relational/systemic supervision within a COAMFTE accredited MFT program.

Kairos University's Core Faculty members (listed above), all of whom are qualified to provide MFT relational/systemic supervision within a COAMFTE accredited MFT program, serve as the program's Program Clinical Supervisors.

Who Should I Contact?

If you have a question or need some assistance, please check out the contact information below to help get you started. If what you are looking for isn't covered here, please email info@kairos.edu, and we will get you connected with the Kairos team member who can serve you best.

- Program questions – Your advisor (if unknown contact Dr. Stauffer, Program Director)
- Internship questions – Dr. Ransil, Clinical Director (jen.ransil@evangelical.edu)
- Enrollment questions (i.e., change/drop course, leave, withdrawal) – Your advisor
- Student record questions – Brandi Pohlmeier, Registrar (bpohlmeier@kairos.edu)
- Financial aid and VA benefits – Linda Long, Financial Aid Director (llong@kairos.edu)
- Billing and student accounts – Angie Moland, Student Accounts (amoland@kairos.edu)
- Course of study (sequence, prerequisites, etc.) questions - See next pages/your advisor
- Program progress (i.e., informal degree audit) – Your advisor
- Transfer of courses from other institutions – Dr. Ransil (jen.ransil@evangelical.edu)

MFT Curriculum - 65 Credits

Suggested PROGRAM PREREQUISITES

1) Bachelor's degree in psychology, social work, sociology, human services, family studies, nursing or equivalent ***is suggested***.

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A. FAITH FOUNDATIONS

1) CC860 Grief, Suffering, & Hope……..……...……3 cr.

B. SPIRITUAL FORMATION

1) CS510 Spiritual Disciplines and Practices ……..……..……..……3 cr.

C. HUMAN DEVELOPMENT

1) CC633 Dynamics of Bio-Psychosocial-Spiritual Development and Health across the Life Span..3cr.
2) CC827 Diversity & Cultural Attunement …….……....3 cr.
2) CC646 Psychological Tests, Measurements & Statistics……..……1 cr.
3) CC625 Assessment in MFT …….....3 cr.
3) CC713 Children & Adolescents in Family Therapy…….……...3 cr.

TOTAL - 13 credits

C. MARRIAGE & FAMILY STUDIES

1) CC527 Theories of Marriage & Family Therapy I …..……...…3 cr.
2) CC528 Theories of Marriage & Family Therapy II …..…….....3 cr.
3) CC525 Foundations for Marriage and Family Therapy.....……..……...……3 cr.

TOTAL - 9 credits

D. MARRIAGE & FAMILY THERAPY

1) CC637 Family Therapy - Skills and Practice…….....3 cr.
2) CC729 Abusive & Addictive Family Systems…….……...……3 cr.
3) CC726 Couples Therapy - Theory and Practice……...……...……...…….3 cr.
4) CC837 Sexual Function & Dysfunction.…….……...3 cr.
5) CC857 Trauma, Resilience, & Resistance ……..3 cr.
6) CC826 Advanced MFT Seminar …...…….……..…1 cr.
7) CC748 Relevant Issues in the Practice of MFT ……...…….……...……... 1 cr.

TOTAL - 14 credits

E. PROFESSIONAL STUDIES

1) CC728 Ethical, Legal & Professional Issues in Family Therapy……3 cr.
2) CC546 Teletherapy Practice & Ethics……..…….. 1 cr.

TOTAL - 4 credits

F. RESEARCH

1) CC627 Research in Marriage & Family Therapy…….…...3 cr.

G. *PERSONAL ENRICHMENT*

1) CC617 Personal Growth Plan……...…….……0 cr.

H. *INTERNSHIP* (21-24 mo.: 300 or more client contact hrs. as required by your state licensure plans/ 100 hrs. of MFT program approved supervision.)

CC845 Counseling Internship I……...3 cr.
CC846 Counseling Internship II…….3 cr.
CC847 Counseling Internship III……....3 cr.
CC848 Counseling Internship VI……....4 cr.

TOTAL - 13 credits

PROGRAM REQUIREMENTS - 65 Credits

Part Time Schedule

Fall (August) - YR 1
CC527 Theories I
CC525 Foundations for Family Therapy

Spring (January) - YR 1
CC646 Tests & Measurements

Spring (February) - YR 1
CC625 Assessment in Family Therapy
CC 528 Theories II

Spring (May) - YR 1
CC 728 Ethical & Professional Issues

Fall (August) - YR 2
CC637 Family Therapy Skills & Practice
CC633 Dynamics of Bio-Psychosocial-Spiritual Development

Spring (January) - YR 2
CC647 Teletherapy Practice & Ethics
CC845 Internship I
(typically begins January 1)

Spring (February) - YR 2
CC726 Couples Therapy
CC827 Diversity & Cultural Attunement

Spring (May) - YR 2
CC713 Child & Adolescent Development

Fall (July/August) - YR 3
CC729 Abusive & Addictive Family Systems
CC837 Sexual Function & Systemic Sex Therapy

CC846 Internship II
(typically begins July 1)

Spring (January) - YR 3
CC748 Relevant Issues

Spring (February) - YR 3
CC627 Research
CC857 Trauma, Resilience & Resistance (new course replacing CC 543 Survey of Theology)
CC847 Internship III

Spring (May) - YR 3
CC 860 Grief, Suffering, & Hope (offered May-June)

Fall YR 4
CS510 Spiritual Disciplines and Practices (asynchronous)
CC 848 Internship IV

Spring (January) - YR 4
CC826 Advanced Marriage & Family Therapy Seminar (offered January or June/July)
***Graduate when complete internship hours - as early as January in the fourth year.

Accelerated Schedule

Fall (August) - YR 1
CC527 Theories I
CC525 Foundations for Family Therapy
CC637 Family Therapy Skills & Practice
CC633 Dynamics of Bio-Psychosocial-Spiritual Development

Spring (January) - YR 1
CC646 Tests & Measurements *** May postpone this course to another year
CC647 Teletherapy Practice & Ethics ***MUST TAKE FOR INTERNSHIP PREPARATION

Spring (February) - YR 1
CC625 Assessment in Family Therapy
CC528 Theories II
CC726 Couples Therapy
CC827 Diversity & Cultural Attunement

Spring (May) - YR 1
CC728 Ethical & Professional Issues ***MUST TAKE FOR INTERNSHIP PREPARATION
CC713 Child & Adolescent Development

Fall (July/August) - YR 2
CC729 Abusive & Addictive Family Systems
CC837 Sexual Function & Systemic Sex Therapy
CS510 Spiritual Disciplines and Practices (asynchronous)
CC845 Internship I *(typically begins July 1 for interns who have passed Ethics)*

Spring (January) - YR 2
CC748 Relevant Issues
CC846 Internship II

Spring (February) - YR 2
CC627 Research
CC857 Trauma, Resilience & Resistance

Spring (May) - YR 2
CC 860 Grief, Suffering, & Hope (offered May-June)

Fall (July) - YR 3
CC847 Internship III *(typically begins July 1)*

Spring (January) - YR 3
CC826 Advanced Marriage & Family Therapy Seminar (offered January or June/July)
***Graduate when complete internship hours - as early as the end of January YR 3 (2.5 years)

What to Know About the Program

When students are admitted to the program as an incoming class, they form a cohort that will progress through the program together, offering encouragement and stability to one another. This cohort-centered approach is a major strength of the program that is an intense and sustained experience, described as a transformative journey that unfolds over the length of the program. Another strength of the program is the intentionally sequenced curriculum with purposeful self of the therapist development, while bringing cultural and theological sensitivity into the practice of marriage and family therapy.

Throughout the duration of the program, there will be ongoing assessment and evaluation of individual students, collective student growth, and overall program effectiveness. The MFT Program Outcomes (Program Goals and Student Learning Outcomes) state what is used to assess each goal/outcome, and the Assessment Plan Design and Annual Assessment Timeline/Calendar provide information as to when each assessment is done.

Core Courses

The courses that comprise what are referred to as ***core courses*** include: CC525 Foundations for Family Therapy, CC527 Theories I of MFT, CC528 Theories II of MFT, CC625 Assessment in MFT, CC637 Family Therapy Skills & Practice, CC726 Couples Therapy Theory & Practice, and CC728 Ethical, Legal & Professional Issues in MFT.

Internship Admission and Process

Before any student in the MFT program can begin their clinical portion of the program, the internship, certain criteria must be met. (Most students are expected to be ready at the prescribed time – depending on whether they are part time, accelerated part-time or "hybrids," but some may not be ready to make this step.) The following criteria must be met in order to proceed into the clinical internship:

1. A minimum 3.0 grade point average in all *core* MFT courses completed, *with no grade lower than a C in **any** MFT course*. [For those entering *part-time*, the following courses must have been successfully completed: CC525, CC527, CC528, CC625, CC633, CC637, CC647, and CC728. For those entering *accelerated part-time*, the following courses must have been successfully completed: CC525, CC527, CC633, CC637, CC647, and CC728; and then the students ***must*** be enrolled in CC528, CC625, CC726 and CC729 and in the Spring semester.] Students in this program are expected to maintain a 3.0 cumulative GPA.

2. A student must complete CC617 Personal Growth Plan, which requires development of a personal growth plan and reflection paper, prior to the start of internship. Post the Personal Growth Plan reflection paper in your Internship Drive folder within the "Prerequisite Documents" subfolder.

3. MFT faculty will determine student readiness to begin internship courses by conducting an evaluation of each student 2-3 months prior to the anticipated internship start.
   As a result of this evaluation, the student may receive one of the following outcomes:
   1) Admittance to begin internship courses with No Restrictions: the student will begin internship by taking Internship I in the next semester provided they have taken the necessary steps.

      These documents will be collected during CC 637 Family Therapy Skills & Practice.
      a) The Proposal for Internship Site form
      b) The signed "internship Agreement"

c) Submitted (and received approval for) a proposal for your Personal Growth Plan
d) A copy of his/her Student Membership in AAMFT.
e) The three "Clearances" needed to practice in your state or providence *(to be paid by each student)*:

For example, in Pennsylvania you would need:

1) PA Child Abuse History;
2) PA State Police Criminal Record Check; and
3) FBI Criminal History Check.

Students will also be required to complete the online internship registration form to register for each internship course. Forms must be completed within the appropriate registration window. See the Internship Registration section below for details.

2) Admittance to the internship <u>with Restrictions</u>: the student will develop and write a plan that addresses the identified concerns in consultation with an MFT faculty member.^

3) <u>Admittance withheld</u> so that concerns may be dealt with first: the student will develop and write a plan that addresses the identified concerns, in consultation with an MFT faculty member, and then submit this to the Clinical Director. Regular reports of progress will be expected. An evaluation by the MFT faculty will take place at the end of the specified period of time. The following are the possible outcomes of this evaluation:
    1) Begin the internship in the next semester, with No Restrictions.^
    2) Begin the internship in the next semester, with Restrictions: the student will develop and write a plan that addresses the identified concerns, in consultation with his/her supervisor, and then submit this to the Program Director.^
    3) Continue the break for an agreed upon time period: the student will continue to implement the established plan and/or make adjustments to it, with the approval of the Program Director.
    4) No Re-entry into the internship: the student no longer qualifies to continue in the MFT Program.

4) <u>No Admittance</u> to the internship: the student does not qualify to enter the clinical program. This means that the student no longer qualifies to continue in the MFT program.

^ *The documents and requirements listed in the Admittance - No Restrictions section will also be collected and needed prior to the start of internship when being admitted with restrictions and/or starting after admittance has been withheld.*

What to Expect in the Internship Experience

Note: This outline serves as an overview for the internship experience recommended for most students through the Marriage and Family Therapy program. It should be noted that some students' plans may differ from this outline depending on the transfer of credits from another graduate degree, when the student wants to begin seeing clients, or taking classes at an accelerated pace. Please talk with your advisor about any questions you might have about your learning experience.

PRE-INTERNSHIP TIMELINE

For both PT/Accelerated students, the preparation for internship formally begins with enrollment in the CC 637 Family Therapy Skills & Practice. While taking this course, you will obtain the required background checks and clearances for your home state, join the American Association of Marriage and Family Therapists as a student member, and confirm your state's required internship hours for licensure.

*You will also need to identify a site for your internship experience. Ideal internship sites will serve individuals, couples, and families from a systems lens and provide care for a variety of concerns. To be approved, the site needs to have a licensed mental health provider (LMFT, LPC, or LSW) who will oversee your clinical experience. This includes assigning cases, assuring client and intern safety, and collaborating with the MFT program supervisors as needed.

When you have identified a site that is open to taking you on as an intern, the Proposal for Internship Site form will need to be filled out and submitted to the Clinical Director who will contact the site, answer any questions, and have them complete an Agreement Form as an internship site.

In addition to the forms and clearances needed to begin internship, students are also required to complete **CC 617: Personal Growth Plan (0 credits).** This is a two-fold opportunity: a chance to sit on the other side of therapy as the client and to address any issue that might come up personally as you engage with clients as the therapist intern. Your therapy experience needs to be with a licensed mental health provider, preferably a LMFT. A licensed professional counselor or social worker is also acceptable if they are addressing the presenting issues from a systems perspective. This is also an opportunity to address areas that need growth or healing in order to be a better therapist.

The final item that needs to be in place to begin an internship is the Pre-internship Evaluation (Mid-Term 1) conducted by faculty. Based on our observations of your academic performance and course interactions with peers and faculty, faculty will make a recommendation about your readiness to begin to see clients.

**Due to the way class time and internship practice simultaneously layer therapeutic learning, it is important to plan ahead and have an internship site in place so you are ready to begin your therapy hours at the prescribed time in your course sequence. If unable to do so, you may be asked to take a leave from all courses until you can engage in an internship.*

INTERNSHIP REGISTRATION

Students are required to register for each internship course rotation. To be approved to register, students must have an approved internship site with a returned site agreement and must complete the online internship registration form before the semester begins.

The process for obtaining an approved internship site with a returned site agreement includes:

- Submitting a site proposal for approval by the MFT department.
- Allowing time for the MFT department to send a site agreement to the approved site and for the site to return the agreement to the university.

- Officially registering for the internship course after being cleared to participate by completing the online internship registration form prior to the closing of the internship registration window (August 15 for Fall and February 15 for Spring).

Registration closes exactly six weeks after the start of the semester (August 15 for Fall semesters; February 15 for Spring semesters). Students who miss the registration deadline must wait until the next semester to participate in an internship course. **Please note that enrolling in the internship course path on Pathwright is not the same as completing the required online internship registration form.** Only successful and timely completion of the online internship registration form is accepted as registration. Students who are unable to secure an approved internship site and the required paperwork prior to the registration deadline will not be allowed to register for an internship course. Students who do not have other coursework to complete while waiting for a future internship course offering may request (or be required to take) a Leave of Absence from the university.

INTERNSHIP REQUIREMENTS

The following are the internship course requirements for MFT intern therapists:

1. The internship's duration is usually for 21-24 months (customarily serving a minimum of 18 months).

2. During the 21-24 months, the intern therapist is to complete a total of 300 or more hours (the amount required by the state you plan to obtain licensure) face-to-face client contact hours, of which 100 hours ***must*** be "relational" hours. Relational Hours is a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic. The intern must meet with the relational grouping in the therapy room for at least 30 minutes. The remaining time may be with one or another member of the group individually to fulfill the hour. Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours.

3. Internship may consist of both in person (same physical location) and teletherapy (online) face-to-face hours. Students must have a **minimum of 150 in-person hours** in their internship experience.

4. The intern therapist is expected to work at least one day or partial day per week (depending upon client caseload and agency expectations) at the internship/internship site.

5. The intern therapist **must** participate in weekly supervision (of 1 hr), and is to be supervised by one of the MFT program's clinical supervisors, who are certified as relational/systemic supervisors throughout the duration of the internship.
    a. Supervision will be broken into 6-month rotations (paralleling the semesters that students register for internship).

b. *Group supervision* will take place once per month for two (2) hours *during the first week of every month*, and interns will **not** meet for their individual supervision during that week.
c. Each clinical site provides the legal responsibility for the clients being seen during internship. The weekly supervision provided by the MFT program clinical educational supervisors is considered secondary to the supervision received at the agency, as ultimate clinical responsibility resides with the agency. The agency *must* agree to this responsibility for their clients.

6. Complete a *minimum* of 100 hours of supervision with the MFT program clinical approved supervisors. ***One half (50 hours) of the total hours of supervision must be "raw data"*** (live and/or recorded). This means that therapy sessions need to be recorded as much as possible. Also note that ***if an intern were to receive no supervision during any calendar month, none of the client contact hours will be permitted to count toward his/her total clinical hours!***

7. The intern is expected to apply what is learned in supervision to her/his client cases. There will be times when a specific directive is given by the supervisor for an intern to do or not do (most likely in cases that tend to be difficult and/or have ethical issues, thus needing more direction); *the intern is expected to follow through and carry out the directive*. **If** the intern, for whatever reason, **decides to not carry out the given directive*, this will be considered a breach of ethics, resulting in consequences, including possible dismissal from the program,*** depending upon the seriousness of the breach. The supervisor's experience and knowledge must be honored. [If the intern has a question about a given supervisor's directive, the intern may contact the Clinical Director.]

8. Interns are required to follow program and university guidelines for the secure and confidential handling of information, materials, forms, and HIPAA-compliant recordings related to internship and supervision. This includes using only the specific platforms and tools the program provides for internship. Interns are prohibited from saving or storing any internship related information and materials on their computers and are not allowed to delete or share any files on the program's secured platform that are associated with their work in internship. Specific details are shared upon entry into internship.

9. In internship rotation I, which is the initial stage of seeing clients, the intern is expected to have a basic understanding of major family systems models, the ability to join with clients, conceptualize, assess (including spirituality and diversity), write a basic clinical note and treatment plan, and identify mandated reporting/warning issues. Interns demonstrate self-awareness of limitations and transference/counter-transference self of the therapist considerations. Benchmarks for rotation I completion are:
    a. Intern competently completes Gehart forms (case conceptualization, assessment, & treatment plans) and client genogram within 4 sessions until supervisor approves; then completion of genogram and tx plan going forward.
    b. Intern regularly attends monthly group supervision (at least 5 times/6 per rotation) and weekly individual/dyad supervision (at least 15/20 per rotation).
    c. Intern reviews at least 20 hours of recorded sessions with a supervisor (either group or dyad/individual) per rotation; 10 hours must be the intern's clinical work from that rotation.

d. Intern demonstrates competency in writing a clinical note utilizing the ROAP or SOAP method.
e. Intern articulates basic knowledge of some systemic theories (major tenants and goals) and can utilize one or two with some clinical skill (interventions or enactments).
f. Intern demonstrates recognition and appropriate action in situations that require mandated reporting or seeking assistance from a supervisor.
g. Intern maintains a teachable, open relationship with supervisors, accepting feedback and direction.
h. Intern addresses self of therapist work in supervision.
Courses completed: Family Systems Theories I & II, Foundations in MFT, Assessment in MFT, Bio-Psychosocial-Spiritual Development, Ethics, Tests & Measurements, and Family Therapy Skills & Practice.

10. In internship rotation II, interns build on a foundation described above with deepening understanding of specific areas of marriage and family therapy and build skills in working with relationship patterns and dynamics. They demonstrate therapeutic inclusion of spirituality in sessions as clinically appropriate. Interns continue to demonstrate self-awareness of limitations and transference/counter-transference. Interns reliably practice addressing diversity within the therapy room and demonstrate culturally attuned therapeutic practice. Benchmarks for rotation II completion (in addition to the benchmarks for rotation I) are:
    a. Intern discerns content and process in client sessions and invites clients into deeper dialog around emotions, patterns, perceptions, and attributions.
    b. Intern reliably recognizes and addresses diversity and cultural attunement with clients and their communities.
    c. Intern recognizes ethical and legal dilemmas that arise in the clinical relationship according to the AAMFT Code of Ethics and state regulations.
    d. Intern maintains appropriate professional boundaries with clients, agency, and program.
    e. Intern articulates self-of-therapist awareness when personal issues are entering into clinical practice and utilizes supervision to address them appropriately.
    f. Intern demonstrates growing utilization of interventions/enactments from several theories and is able to articulate a rationale for their use in clinical practice.
    g. Consistently maintains clinical paperwork, timesheet, supervision summaries, client genogram/tx plan, and recorded sessions.
    h. Document completion of the Experience with Diverse, Marginalized, and/or Underserved Communities by submitting on Internship II Pathwright under Diversity Experience Step.
    Courses completed: Children/Adolescent therapy, Diversity & Cultural Attunement, Sex Therapy, Marital Therapy, Abusive & Addictive Family Systems.

11. In internship rotation III and IV, interns show proficiency in systemic therapy with clients with capacity to utilize several modalities, maintain clinical records, utilize supervision, incorporate research and evidence-based clinical practices, and collaborate with other agencies. Interns need minimal oversight on case conceptualization, assessment, and treatment planning. Students demonstrate proficiency by presenting an Oral Case

Presentation. Interns continue to demonstrate self-awareness of limitations and transference/ counter-transference, competent address of spirituality, and practice from a culturally competent engagement with diverse and /or marginalized persons.
Benchmarks for rotation III (in addition to the benchmarks for rotation I and II) are:

a. Intern is able to present a relational case during group supervision that articulates a primary theory (and potentially a secondary theory), complete with Gehart forms, genogram, 4-6 video clips demonstrating interventions and enactments consistent with the theory of choice, and addresses self-of-therapist, ethical, and diversity considerations. Intern has two attempts to complete this benchmark with a full PASS by group supervisor. This is called the Oral/Written Case Presentation Evaluation. Instructions, requirements, and details are provided on pages 26-28.
**This benchmark may be completed in rotation IV with supervisor permission.*

12. Benchmarks for rotation IV (in addition to the benchmarks for rotation I, II, and III) are:
    a. Intern meets Program Competency Level Competency (4s - 5s) or Exceeds PCL in all categories.
    b. Intern documented 300 or more client hours with at least 150 hours of "in-person" (client and therapist in the same room) sessions.
    c. Intern documented 100 relational hours (couples, families, or other relational subsystems) out of the 300 required clinical hours.
    d. Intern attended 100 hours of relational supervision.
    e. Intern reviewed at least 50 hours of raw data in supervision (live supervision, video/audio recordings, or transcripts).

Please note that failure of the same MAMFT Counseling Internship course (I, II, III, or IV) twice and/or inability to pass Oral Case after attempts offered in Internship III and IV will lead to dismissal from the program. Students who fail any Internship course will be required to follow up with the Registrar's Office prior to beginning a second attempt of the course.

SUPERVISION

You are required to have weekly supervision during your internship rotation experience. Interns will schedule individual/dyad supervision with their supervisor independently. Group supervision will meet the first full week of each month typically from 11:30 am - 1:30 pm CST on either Tuesdays or Thursdays depending on your course schedule.

Group Supervision Dates

Group supervision is typically held on Tuesdays and Thursdays. Typically, this means that group supervision most often is scheduled for the first week of each month when both Tuesday and Thursday fall in the same week. Students preparing to participate in internship will get access to the dates for the upcoming term when they receive dyad assignments and participate in the internship orientation meeting.

Please join the Internship Resource and Support Course on Pathwright for a detailed description of what is expected for supervision each week.

Supervision Plan/Policy to Assure Uninterrupted Supervision (Key Element III-C)

COAMFTE regulations require that each intern gets weekly supervision, with a total of 100 hours during their internship. Supervisors are therefore expected to provide **weekly** supervision of one hour, for both dyads and for individuals, except for the week when group supervision is provided. When a supervisor goes on ***vacation,*** it is the responsibility of that supervisor to make arrangements with another one of the program's supervisors to meet with their interns/supervisees while they are gone. (This principle is also applicable to those who provide monthly group supervision.) An intern cannot go without their weekly supervision when a supervisor goes on vacation. (However, when an intern goes on vacation, they do not have to meet for supervision the week of their vacation.)

INTERNSHIP PAPERWORK

Interns are expected to fill out the clinical paperwork required by their site. Additionally, in the first internship rotation (Internship I), interns are expected to fill out MFT program Case Conceptualization forms (based on Gehart's *Mastering Competencies in Family Therapy*), Clinical Assessment, and Treatment Plan for each client until supervisors determine competency. More details are provided in the internship handbook on timing for these forms. Students need to provide their clinical education supervisor with several session summary notes following the ROPE or SOAP protocol for the supervisor to determine competency. As students move into the Internship II and III courses, program clinical educational supervisors will determine the need to continue with the case conceptualization and clinical assessment forms as necessary.

PAID INTERNSHIPS

If your site offers interns compensation for seeing clients, you are free to enter into contracts for pay. Interns may not see clients independently. You must be directly supervised by a licensed therapist who is overseeing your caseload, ethical/legal responsibilities associated with a therapy practice, and obligation to provide quality care for clients.

INTERNSHIP COMPLETION

Internship standards (COAMFTE 12.5) require 100 hours of supervision during internship (individual, dyad, or group). Supervision hours are in addition to the minimum of 300 client direct contact hours needed for the program requirements to complete internship. The program also stipulates 100 hours be RELATIONAL, either couple, family, or systemic, in the 300 or more client hours. At least 50 hours of your supervision needs to include observable data from clinical work: such as visual/audio recordings of sessions or live supervision. Please count a relational hour if more than one person is in the session for at least half of the session time.

As we look for ways to accommodate the needs and interests of our students, we balance factors like convenience, efficiency, and flexibility with developing competent, well-prepared therapists. Internship experience is not only about the number of hours accrued but demonstrating increased competence in the work of therapy. Moving from one internship course to another will be determined by competency. In order for the faculty to evaluate competency, students must log a sufficient number of hours throughout the semester. Additionally, supervision needs to be a meaningful experience in growing the therapist. You will need to pace your supervision hours to match how many clients you are seeing in each internship course rotation. The current program outlined in the handbook provides 100 hours of supervision by the end of fourth internship course rotation.

ACCELERATED INTERNSHIP EXPERIENCE

A minimum of three internship course rotations (one six month semester each) are needed to meet the requirements of the program. In the first and second course rotations, you will be assigned a few clients each week and you will meet in a dyad (two interns) with your supervisor on the weeks that you do not have group supervision. The third course rotation builds clinical hours, and supervision needs to match those additional hours. The oral case is presented in the third course rotation. Supervision hours can increase in a couple of ways:

1) Weekly supervision can increase to 1.5 hours to match the pace of client hours if you are seeing more than 10 clients each week. This will need to be approved by your individual supervisor. (1:5 ratio of supervision hours to client hrs)

2) In your second and third internship course rotations, you may join an additional group supervision with one of the clinical program supervisors. The day/time for this group will be determined by those who are interested in attending this group. This group will be offered to students with more than 10 clients in their caseload.

ORAL/WRITTEN CLINICAL CASE PRESENTATION

Guidelines for the Oral/Written Clinical Case Presentation/Evaluation Completed During CC847 MFT Counseling Internship III

Throughout the internship course sequence, students develop clinical competencies. During the third Counseling internship course/supervision rotation (and into the fourth Counseling internship course/supervision rotation, as needed), students will present an **Oral/Written Clinical Case Presentation,** during their group supervision time, to show evidence of their professional development as a therapist. The major focus will be to demonstrate their application and evaluation of their own theoretical perspective over the course/duration of one clinical relational (couple/family/systemic) case, as well as to show progression toward goals. Students will therefore also:

1) critique their clinical theory and their use of it with the selected case;
2) articulate how personal and professional values fit into the ethical care of their selected clinical case;
3) articulate and demonstrate their clinical awareness of and sensitivity to larger contextual/diversity issues within their selected case and how this impacts their ability to provide ethical, clinical care; and
4) briefly articulate their development of the self of the therapist in relation to the therapeutic process.

A pass/fail grade will be given, and ***students must pass this evaluation in order to graduate from the MFT program***. If a student fails the first time, they will be allowed to redo this presentation a second time, during the fourth internship course (CC848). Students attempting Oral Case as part of their fourth rotation (CC848) must pass the oral case presentation in order to pass in the course. Failure of Oral Case in CC848 will result in automatic failure of the course.

Preparing for the Oral/Written Clinical Case Presentation

Students will complete the three (3) Gehart forms (Case Conceptualization along with the genogram, Clinical Assessment, and Treatment Plan) for the case that they choose and also write a brief summary of their theory of therapy that they are applying to the case they will present. The three forms and summary must be uploaded to their Google Drive and shared with their group supervision supervisor and peers two (2) weeks prior to the presentation. Students will then

formally present their Oral/Written Clinical Case Presentation during the group supervision time of the third internship (CC847)**.** The format for this 1.5+ hour oral presentation will include (see grading rubrics for this):

1) a 10-minute summary of the case;
2) 4 to 6 video-taped clips from one relational clinical case (family, couple, systemic), with commentary/explanation and reflection on the video-taped sections (40-50 minutes);
3) 30 minutes of questions by faculty/supervisors and answers by the presenting student;
4) 15 minutes for an oral self-reflection and internship group reflection on the growth as a therapist of the presenter, over the course of the program until that point.

Persons involved:
The group supervisor will be present for the Oral Case presentation and will do the interactive discussion/question & answers portion of the presentation and write the initial evaluation. Oral case presentations will be recorded and available for other core faculty and program supervisor review. A student may request for additional evaluation from core faculty and program supervisors.

Criteria and suggested timeline/format for this presentation:

1) The case must be relational - a couple, family or system, with the expectation of a minimum of 6 sessions;
2) MFT relational systemic theories of primary focus for interns approved for Oral Case Presentations are Bowen, EFT, Contextual, Solution Focused, IFS, Narrative, Brief Strategic, Structural, Experiential, CBFT, or Object Relations. If a student chooses a primary theory other than the ones listed above, it is the responsibility of the student to demonstrate systemic relational application within the case presentation.
3) Two weeks prior to the Presentation, students will upload to their Google drive and share the completed three (3) Gehart forms (inclusive of a genogram), and a summary of their theory of therapy that is applied to the case for presentation;
4) Provide a hand-out for fellow interns in that group supervision, of:
    a. the summary of the student's theory of therapy that is applied to the case,
    b. a copy of the genogram for the case;
5) Provide a hand-out summarizing each of the video clips, with the following information:
    a. session date and session number
    b. a brief description of what you are demonstrating in this video clip; and
    c. a brief assessment/critique of your work in this video clip;
6) The student presenting will give a 10-minute summary of their chosen case;
7) 40-50 minutes of 4-6 video clips, possibly with discussion between clips. You will not be allowed to go over the time. Clips must reflect your work over time and demonstrate at least the following competencies:
    a. Understanding of your theoretical orientation;
    b. Clinical understanding of the case [conceptualization, clinical assessment & diagnosis (if applicable), and systemic relationships];
    c. Progression of therapy toward the goals, with the use of the student's theory;
    d. Self-of-the-therapist and/or family-of-origin issues showing up during the process;
    e. An exploration of contextual/diversity issues; and
    f. An explanation of any ethical and professional issues involved in the case.
8) 30 minutes of questions and feedback from supervisors (and other students if there is time), of the presenter's overall work

9) Closing the presentation with expressions of confirmation, affirmation and blessing by all present.

When writing your theory of therapy, it is not just telling us what the theory is all about; you are to explain the basics of the theory ***as it applies to your relational case***. Explain why you chose this theory (theories – no more than one or two supporting theories may be used), based on your case. Then explain how you used the theory/theories to help the client achieve their goals of therapy. You will need to include a written explanation of the contextual/diversity issues, as well as the ethical and professional issues, and the self-of-the-therapist issues involved in the case.

Proficiency in Oral Case completion will be expected in the conceptual understanding of the case and not necessarily in the execution. It is understood that rotation four and supervision for licensure continues to develop proficiency in the execution of a theory.

Catalog Course Description for the Oral Case Presentation

CC847 MFT Counseling Internship III

(See the course description for CC845.) During this internship, students will focus on preparing and presenting, during group supervision, a competent application of their theory of therapy to one of their relational clinical cases (family, couple, or other system), to show evidence of their professional development and competency, as well as to show progression toward their goals while using their theory. [A competent application of a theory of therapy will include the following aspects: contextual/diversity issues, ethical and professional issues, and self-of-the-therapist issues.] A pass/fail grade will be given, and students must pass this evaluation in order to graduate from the MFT program. If a student fails the first time, they will be allowed to redo this presentation a second time, during the fourth internship course (CC848).

In preparation for the Oral Presentation, Group Supervision during the first year of internship will be used to help student interns prepare for their Orals. The following are the guidelines for group supervision:

All interns are expected to present a client case during group supervision on a rotation basis. The rotation will consist of at least three (3) interns presenting their client cases during each monthly group supervision. This means that at each monthly supervision, volunteers/selected interns will agree to present during the next group supervision time, so that all interns will present on a rotation basis.

The presentation will include: the choice of at least one recording clip of a client case (preferably a relational case); the submission of documents (see below), as well as sharing documents to the other group supervision participants; a summary/explanation of the chosen case; and showing the recording clip. The supervisor will then interact with the intern, asking questions about the case and providing insight, help and suggestions. Following this, the other interns will be given an opportunity to ask questions and make comments.

For the presentation, the intern is to submit the following information/documents (Group Supervision) *by noon the day before group supervision takes place,* and to all intern participants (electronically via email)*:*

1. A three-generation genogram of the client case
2. The Case Conceptualization and Treatment Plan, if this is the fourth session or beyond
3. A hand-out summarizing the video clip(s), to include:
    a. Session date and session number;

b. If done in-person or online
c. A brief description of what you are demonstrating in the video clip (what theory and its intervention are you attempting to use with the client)
d. A brief assessment/critique of your work in this video clip (what did you do well and not so well; suggest what you could have done differently)

4. Any self-of-the-therapist issues or family-of-origin issues showing up during this case.
5. What the intern is looking for from the supervisor/supervision time

At the beginning of the presentation, the intern is to give a brief summary/explanation of their chosen case, to include:

1. the theory (s)he has chosen to apply to this case, and if that hasn't been done yet, then what theory (s)he is thinking about using.
2. What progression of therapy toward the goals has taken place.
3. Any contextual/diversity issues present in the case.
4. Any ethical and professional issues involved in the case.

Before sharing the recording clip, the intern is to briefly state what (s)he is demonstrating in the video clip. After showing the clip, the intern is to give a brief critique of what they did. The supervisor will then ask questions and provide feedback, after which the other interns may ask questions and offer comments.

This process is intended to help prepare interns for their Oral Presentation. Remember, proficiency in Oral Case completion will be expected in the conceptual understanding of the case and not necessarily in the execution. It is understood that rotation four and supervision for licensure continues to develop proficiency in the execution of a theory.

Program Completion

PREPARING TO FINISH YOUR PROGRAM

At completion of the courses and internship requirements of the MFT program, the student will:

- Review the Program Requirements Worksheet.
  *(**OR** the Transfer Credit Worksheet for students who have transferred from Alliance University upon its closure.)*
- Contact the Clinical Director via email for an internship hours audit and copy their advisor. The Clinical Director will respond by email to student and advisor certifying the completion or noting deficiencies.
- Students will then share their unofficial transcript (see download directions below) with their advisor, and the advisor will review it to be sure all requirements are completed.
- The advisor will fill out the Notice of Completion form recommending administrative review of the student for graduation.

Instructions for students who want to access their unofficial transcript:

To request an unofficial transcript, email registrar@kairos.edu.

PROGRAM EXIT ITEMS

Once the Registrar's Office has confirmed a student is ready for graduation, the student will receive exit items to complete as part of the graduation process. In addition, we ask each graduate to fill out the MFT program survey for graduates. This assessment is very important as it helps us assess our program goals.

Program-Related Policies, Definitions, and Practices

Several policies are in place, according to Standards 12.5. They are:

- The Policy for: Transparency and Informed Acknowledgement of Information Regarding the MFT Profession, and Licensure & Regulatory Requirements

- The Policy On: Compliance of Teletherapy and Virtual/Tele-Supervision with Regulatory RequirementsSupervision Plan to Ensure Uninterrupted Supervision

- **Experience/Activity with diverse, marginalized, and/or underserved communities:** In order to make sure the program meets the requirement of Standards 12.5 Key Element III-D, (that every student has some kind of experience/activity with diverse, marginalized, and/or underserved communities), **every MFT student is required to engage in either:**

  1) a professional activity (such as therapy, research, MFT relational/systemic supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; **and/or**
  2) another type of activity (such as projects, service, interviews, workshops, etc.), as long as the experience is directly related to MFT activities, and the student interacts with members of these communities. This experience is a requirement and must be completed by the end of CC846 Internship II. Completion must be documented in the Internship II rotation (R2) path on Pathwright.

Policy for: Transparency and Informed Acknowledgement of Information Regarding the MFT Profession, and Licensure & Regulatory Requirements

All prospective students in the application process will be informed whether this MFT program meets the educational requirements for licensure for the state in which they reside or plan to be licensed. Once an applicant has been accepted as a student in the MFT Program, and has confirmed their acceptance, the MFT Program Handbook will be sent to them several weeks before the commencement of the fall semester classes.

Please refer to the policy on **Supervision Plan/Policy to Assure Uninterrupted Supervision (Key Element III-C)** on pages 25-26 for important details related to requirements for supervision.

Compliance of Teletherapy and Virtual/Tele-Supervision and Regulatory Requirements

Programs that include teletherapy and/or virtual supervision as part of the clinical practice experience must have a policy on how the program ensures that such practices are compliant with relevant federal, state, or provincial regulatory requirements. (COAMFTE 12.5 Standards)
The MFT program allows the use of virtual supervision with student intern therapists who are engaged in their clinical practice experience (internship/internship). The Program also allows these student intern therapists to engage in teletherapy during their clinical practice experience (internship/internship).

Program **definitions** of teletherapy and tele-supervision:

- **Teletherapy** *is the process of delivering synchronous (real-time) therapeutic services using a secure (HIPAA compliant) video platform.*

- **Virtual or Tele-Supervision** *is the process of delivering synchronous (real-time) MFT relational/systemic supervision using a secure (HIPAA compliant) video platform.*

Compliance

The MFT program uses a HIPAA compliant video platform when virtual supervision and teletherapy are used. The program uses Google Meet as the video platform provider for supervision of interns. The intern is required to use their **Google Meet** provided by the university or the HIPAA compliant teletherapy platform provided by the internship agency for recording sessions.

Teletherapy Practice & Ethics Training

Students will take a one credit training course on utilizing video systems to deliver therapy to clients before starting internship or within the first rotation of internship (CC. Training will include HIPAA compliance, teletherapy best practices, ethical considerations, and risk management.

Policy for In-Person vs Virtual (online) Client Hours

Students must have a *minimum* of **150 face-to-face** (in the same location) to meet the internship requirements. This means that if the intern needs 300 hours of clinical experience, no more than 150 hours of teletherapy is permitted. For students needing 500 hours of clinical experience, no more than 350 hours of teletherapy is permitted. Exemptions to this policy may be granted for unavoidable or unforeseen circumstances at the discretion of the MFT department. **Choosing an agency that only offers online appointments will not meet the criteria for an exemption to this policy.**

It is the student's responsibility to find a placement that meets the requirements for the program including audio/video recording of client sessions, both individual and relational hours, and at least 150 hours of direct in-person (same physical location) clinical experience.

Definition of Diversity

Our program recognizes and affirms human dignity. Our definition of diversity includes (but is not limited to) race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religion, spiritual and/or religious beliefs, nation or origin, or other relevant social categories, immigration or language.

Professional Ethics

While enrolled in the MFT program, students are expected to adhere to the AAMFT Code of Ethics. Violation of the professional standards may result in disciplinary action and possible dismissal from the program. **This includes failure to document; incomplete, inaccurate, or late notes; and/or missing treatment plans, consent forms, or progress notes.**

Evaluation, Assessment & Collection of Information

In order to improve the program, as well as to meet the requirements for accreditation, assessment and evaluation of students will take place throughout the program, and additionally as a graduate of the program. Basic information about new students will be gathered and reported to the MFT Program Director.

There are two "mid-term evaluations" of all MFT students that are done by the MFT faculty. The first evaluation is done 3-4 months prior to beginning the first internship course (CC 845). This evaluation determines a student's preparedness to begin the internship. Once a student has begun the internship, the second evaluation is done 7-10 months later, by the MFT faculty. The intent of

this evaluation is to make sure that interns are progressing appropriately both professionally and personally in their internship experience. Each student involved in these evaluations will receive a letter informing him/her of the results of the completed evaluation, along with an electronic copy of the evaluation.

While participating in the internship, at the end of each rotation of supervision (each rotation is 6 months, with the final rotation possibly being either shorter or longer), evaluations will be conducted and uploaded to the student's Google folder. These evaluations include an intern self-evaluation, the supervisor's evaluation of the intern, and the intern's evaluation of the supervisor.

The MFT program has an Assessment Plan for the Program Outcomes: Program Goals, Student Learning Outcomes, and Faculty Outcomes), which uses the grades of various papers, exams, and evaluation results. According to this Assessment Plan, each Student Learning Outcome (SLO) is clearly labeled in how it applies to the program goals. This information and data collected will remain anonymous and will be used for assessment purposes for the improvement of the Program.

After graduating from the MFT program, alumni will occasionally receive a survey asking different kinds of questions that will help the university collect information for the purpose of submitting the COAMFTE Annual Report and for providing evidence of the program attaining its Program Outcomes in order to maintain COAMFTE accreditation. Alumni participation is greatly appreciated.

Serious Responsibility of the MFT Faculty

We are committed to helping students thrive in developing their gifting and calling to its fullest. That is the reason we are here. Nevertheless, because marriage and family therapists intervene in the lives of other people, their clients, it is of utmost importance that only competent beginning-level clinicians be allowed to graduate. In cases where a student is severely lacking in clinical skill and/or who is severely hindered by personal difficulties, it is the serious responsibility of the MFT faculty to identify the student and his/her difficulties and to advise that student in another, different direction, out of the program. Students who do not transition out of the program and continue to lack clinical skills and/or be hindered by personal difficulties may be dismissed from the program. Students who participate in the program's internship courses will acknowledge this as part of their supervision contract.

Advising a student out of the program is a sad and difficult situation for both student and faculty. Because of this, faculty will attempt to work with any student who exhibits such deficiencies. Advising a student out of the program is possible but tends to be rare. When needed, steps are taken to discern with the student in the process. Dismissal resulting from lack of improvement in identified areas of concern is also possible. Deficiencies include, but are not limited to, the following:

1. Inability to appropriately apply theoretical material in a clinical setting. This includes being unable to engage clients in therapy, to adequately conceptualize cases, to diagnose existing problems, and to design and implement treatment plans and strategies.
2. Consistent failure to work with supervisors, faculty and/or students.
3. Manifestation of either a serious enough emotional problem or personal issue that negatively impacts clients, and either make no effort to resolve these problems or, after engaging in therapy, have made insufficient gains to continue in the practice of marriage and family therapy.

4. Failure of the same MAMFT Counseling Internship Course (I, II, III, or IV) twice and/or inability to pass Oral Case after attempts offered in Internship III and IV.

The explanation and possible outcomes of the student evaluation prior to beginning internship and of the intern evaluation 7-10 months after beginning internship are in place to serve as guidelines to respond to a student who may be struggling with deficiencies. Pre-internship and mid-internship evaluations (including Mid-Term 1 and 2 evaluations); department action letters; and/or documented action steps from a professor, advisor, department, or the Chief Academic Officer and Dean, including department concern letters and probation letters, are used to identify deficiencies and provide corrective actions, when needed.

Advisor Role

At the start of the program, students will be assigned a faculty advisor. In keeping with the Kairos model of mentorship and mutual discernment, students are encouraged to connect with their advisors to process challenges in academic and personal challenges. While advisors do not provide therapy for their advisees, they are equipped to observe the student's circumstance and aid in the discernment process.

Cohort Support

Since this program is structured and sequential, classes of students will progress together. This allows for an increased sense of relational connection and support throughout the program. Students are encouraged to connect with their cohort outside of class to form supportive, collaborative relationships. Scheduled class times intend to facilitate mutual learning through dialog, shared experiences, and contrary perspectives. Respectful exchanges of ideas, feelings, and perspective is intended in the program.

Student Safety and Protection of Private Information

Safety is the ability to express oneself without fear of reprisal. MFT program faculty and students commit to not discriminate based on students' race, ethnicity, class, gender, sexuality, religion, or worldview. Safety involves the expression of diverse opinions and disagreement through respectful, open and ongoing dialogue. Safety does not include freedom from discomfort, as students grow through challenging experiences, which may cause discomfort.

Self-awareness and personal growth are important aspects of development as a professional therapist. Courses in the program will have assignments that will invite students to share personal information in small and large groups and in written assignments. The MFT faculty wants you to know that you will never be forced to share information that you are uncomfortable sharing. We seek to protect your privacy, yet stretch you to become transparent while developing appropriate boundaries as a professional. The faculty is committed to creating a safe environment in which you can address personal concerns. We encourage you as a therapist-in-training to stretch and to risk more with us and your student colleagues than you might normally be prepared to do. In general, self-reflection is worth the discomfort in terms of the growth it can produce for you, and what it adds to your ability to be helpful to others.

In the process of becoming a marriage and family therapist, personal issues are often brought up for students. This is normal and to be expected. When painful experiences from a student's past come up and even get in the way of the clinical work, we expect you to address clinical impairment in supervision or even with MFT faculty. We will be happy to discuss these issues as they pertain to clinical work, but will make referrals for therapy when the issue needs to be addressed more thoroughly by the student.

Faculty members share student clinical and academic information and progress with each other when evaluating student progress. Personal information directly and specifically related to academic performance and clinical practice may be discussed during these evaluation sessions. Otherwise, faculty will not share personal confidences or struggles of students with one another.

Technology Training for Students/Faculty/Supervisors

New students, faculty and supervisors will receive training via emails, instructions and videos. Students are responsible for the information they receive. If you have technology questions, please contact your advisor and they will put you in touch with the assistance you need. Please make sure that you check your email frequently and/or set up email alerts to a regularly checked email.

Joining Course Paths on Pathwright

Prior to the beginning of each semester, students will receive the enrollment links for the upcoming semester course offerings. Students are responsible for understanding the classes they need to take each semester. Students are also responsible for joining the correct courses on Pathwright each semester. Students may work with their advisor as needed.

Students must receive approval to participate in internship courses before completing the official online registration form. The online registration form is required and must be completed before the internship registration window closes (August 15 for Fall semesters and February 15 for Spring semesters). Details about being cleared to participate in an internship course are noted in the Internship Registration section on page 21.

Course Drops and Withdrawals

Course drops and withdrawals must be communicated directly to the course professor and, in some cases, the Registrar's Office. Please refer to the MFT program information path on Pathwright or the Kairos University student handbook for more information.

It is strongly encouraged that students:

- Drop courses no later than the third week of class (February/September start dates);
- Drop course no later than the first week of class (January/May/June start dates).

A course drop is not official until an email asking to be removed from the course has been sent to the course professor. Lack of participation does not assume a drop or a withdrawal. It is the student's responsibility to ensure that the professor, and Registrar if applicable, have acknowledged their submitted request.

Any withdrawal request outside of the time frame above, must be sent directly to the Registrar's Office at registrar@kairos.edu for review.

Attendance and Assignments

Students are expected to attend all classes and to come prepared by reading what has been assigned. Unless instructed otherwise, submission of assignments should be completed before the class begins to be considered "on time". Students are also expected to be punctual to online synchronous classes. Please treat attending online classes with the same courtesy and decorum as if you were in person in a classroom. Students should be seated in a well-lit environment conducive to academic learning. Cameras should remain on video transmission mode except for extenuating circumstances. Driving

during class, talking to others in your environment (even while muted), or other distracting behaviors should be avoided.

Zoom Classroom

Students are expected to attend virtual Zoom class and virtual Google Meets supervision by being in a closed secure room with no one else present or able to see the screen or hear the audio. If on a rare occasion, a student needs to be in class while in a shared space, they need to notify the professor beforehand, need to use headphones, and need to be sure their screen is not accessible for others to see.

Academic Integrity

Academic honesty in your work is expected and required. All work must be your own. Violations of academic integrity/honesty include, but are not limited to: plagiarism (substituting as one's own work part or all of any assignment, oral or written, that is copied, paraphrased or purchased from another source, including on-line sources, without proper acknowledgement of that source); cheating; misuse of AI, and facilitating academic dishonesty (helping another student violate this policy). Academic dishonesty is a serious infraction and will not be tolerated. Any student found guilty of academic dishonesty risks failure of the assignment, and possibly the course. Located on Pathwright, under the MFT Program Information, is a document entitled APA Guidelines and Plagiarism. Please refer to this. The university's policy on academic honesty is outlined in full detail in the Kairos Student Handbook.

APA Format

All papers submitted during your tenure in the MFT program will be written in APA format. Located on Pathwright, under the MFT Program Information, is a document entitled *APA Guidelines and Plagiarism.* **Please** refer to this to make sure you write your papers according to APA style.

Grades

An MFT student is expected to maintain a minimum 3.0 grade point average in all ***core*** MFT courses, with no grade lower than a C in ***any*** MFT course. If a student receives a C- or lower in any marriage and family therapy course, that course **must** be repeated. MFT faculty uses grade equivalents that are established and stated in the Kairos Student Handbook. Students in the program must also maintain the university's grade point standards in addition to program-specific requirements. In most cases, grades for MFT courses can be found within the course path on Pathwright. At the completion of the course and once grades have been submitted to the Registrar, students will receive an email with the final grade that has been posted to their transcript.

To support student success, the university may monitor students whose GPA falls to 3.25 or below and may require meetings with the registrar, program faculty, and/or the Chief Academic Officer and Dean to discuss academic progress and strategies for maintaining the program's minimum GPA requirement of 3.0.

Using Pathwright

Kairos University uses Pathwright to aid in course organization. Syllabi and information will be located on Pathwright under each class. Each student is responsible for the information the professor places there and is expected to be able to utilize the system to submit assignments and forms, access rubrics and course materials, register for the next courses needed in the program, and communicate with professors.

MFT Program Information can be found on Pathwright as well. There you will find the latest MFT handbook, internship handbook, interactive forms for internship, and much more!

University-Wide Policies and Procedures

Kairos University Student Handbook

While review and acknowledgement of the Kairos University Student Handbook is part of the university's application process, all students are advised to reference the handbook throughout their academic journey. The Kairos University Student Handbook contains general, campus, and business office information as well as detailed information on policies and procedures. The handbook is accessible online directly at kairos.edu/studenthandbook or via Pathwright under Student and Mentor Resources, which can be accessed by clicking on the Menu in the top left corner and then looking for the link about halfway down the menu. A few of the many items addressed in the Kairos Student Handbook are noted below. Please reference the Student Handbook for complete details.

- **Disability Policy**
  Students with disabilities seeking reasonable accommodations must identify their needs to the Registrar Brandi Pohlmeier, Phone: 605-336-6588, Email: registrar@kairos.edu. To fully evaluate requests for accommodations, the Registrar's Office requests documentation to verify a student's disability. NOTE: Students who receive approval from the Registrar for disability accommodations are responsible for communicating their needs throughout the semester to the professor. If a student is unsure of their ability to meet a deadline, they need to proactively communicate that to the professor at least three days before the assignment's deadline. Generally speaking an accommodation extension is not more than three days.

- **Grievance Policies**
  Please check the Kairos University Student Handbook for academic and other grievances policies. Such policies include community dialogue and conflict resolution, formal grievance processes, and the process for resolving complaints related to state authorization. Additional grievance policies are noted throughout the university's student handbook and cover sexual harassment, accommodation for disabilities, and those related to various government regulations and policies. Policies are subject to change.

- **Probation, Dismissal, and Reinstatement**
  The Probation, Dismissal, and Reinstatement section of the handbook covers academic and non-academic probation, ground for dismissal, dismissal and complaint process, reinstatement procedure, and administrative leave of absence. Policies are subject to change.

- **General Policies and Procedures, Benefits, and Business Office**
  Remaining sections of the Kairos University Student Handbook cover a number of policies and procedures including academic-related policies and procedures (academic honesty, forthcoming Artificial Intelligence guidelines, etc.), details related to benefits, and business office matters including tuition and student billing.

Forms and Evaluation Documents

Below are links to a few of the forms completed by Kairos MFT students at various points throughout the program. Some of the forms completed by faculty, such as Mid-Term 1 and 2 evaluations, are also used as rubrics to assess capacity to continue in internship.

Site proposal form for internship courses

Intern supervision contract for internship courses

Intern eval of supervisor for internship courses

Course Descriptions

CC525 FOUNDATIONS FOR MARRIAGE AND FAMILY THERAPY
This course will provide a theoretical foundation of family of origin work and the opportunity to explore and gain an understanding of self-of-therapist. Students will be exposed to basic family systemic constructs such as circular causality, process dynamics, differentiation, family structure, and intergenerational influences on family functioning. Students will complete an in-depth examination of their family history while applying and personalizing core systemic concepts to their respective families of origin by evaluating their self-image, relational skills, and family of origin dynamics through the "Family Voyage" class project. Further, "self-of-therapist" issues will be examined by an assessment of one's interpersonal skills that may enhance or impede professional effectiveness. In addition, self-exploration will involve a discovery of personality-type theory that will impact both personal and professional life. 3 credits (Fall semester)

CC527 THEORIES OF MARRIAGE AND FAMILY THERAPY I
This course is designed to provide a basic theoretical foundation for the "classic" modern marriage and family therapy theories. The following sub-schools are examined and contrasted: Psychodynamic, Structural, Strategic, Contextual, Experiential, IFS, and EFT. It will include conceptualization of family and couple dynamics, and the theory and application of interventions according to various therapeutic modalities. Cultural attunement within theories will be explored as well as integration with a Christian worldview. Each student will begin to conceptualize his or her own therapeutic framework out of a deepening self awareness. Quizzes and an exam will facilitate preparation for the MFT licensure exam. 3 credits (Fall semester)

CC528 THEORIES OF MARRIAGE AND FAMILY THERAPY II
This course examines contemporary theories and approaches in marriage and family therapy (MFT), focusing on the integration of postmodern philosophies in therapeutic practice. Topics include Cognitive Behavioral Family Therapy (CBFT), Cognitive Processing Therapy (CPT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), Collaborative Dialogue, Narrative Therapy, Solution-Focused Therapy, Postmodern Feminist Family Therapy, Social and Cultural Constructivism, and Relational Cultural Theory (RCT). Students will also engage with some Christian perspectives on MFT, exploring how faith-based principles align with modern therapeutic methods. These approaches will emphasize cultural attunement, equipping students to work effectively within diverse multicultural family settings. Quizzes and an exam will support preparation for the MFT licensure exam. Prerequisites: CC525 and CC527. 3 credits (Spring semester - February)

CC617 PERSONAL GROWTH PLAN (PGP)
Students are required to address an area of personal growth with a licensed therapist for at least six sessions as part of their personal development. Each student will complete their therapy requirement and then submit a 2-3 page reflection paper. Students are required to upload their completed plan and reflection to their Internship Drive folder within the "Prerequisite Documents" subfolder before they can be cleared for internship. This course is a prerequisite to CC845. Students must pass the personal growth plan and paper in order to start CC845. Additional details on Personal Growth Plan requirements can be found here. 0 credits

CC625 ASSESSMENT IN MARRIAGE AND FAMILY THERAPY
Provides an overview of the Diagnostic and Statistical Manual (DSM-5-TR) with a family systems perspective, regarding both etiology and treatment of various clinical disorders. Case conceptualization, assessment, diagnostic, and treatment planning skills will be developed in both individual and relational

arenas. Various assessment measures will be reviewed and Crisis Intervention will be addressed. Enrollment is limited to MAMFT students only. Prerequisites: CC525 and CC527. 3 credits (Spring semester - February)

CC627 RESEARCH IN MARRIAGE AND FAMILY THERAPY
This course will provide an overview of the purpose, methodology, and process of marital and family therapy research. Specific attention will be given to the scholarly writing of a literature review, to various methods of research design both quantitative and qualitative, to a process for evaluation and critique of research articles, and to becoming meaningful consumers of research through an application of effectiveness-based research and progress research. Ethical issues will be addressed as well as what it means to view research through a theological lens. Prerequisites: CC525, CC527 and CC528. 3 credits (Spring semester - February)

CC633 DYNAMICS OF BIO-PSYCHOSOCIAL-SPIRITUAL DEVELOPMENT AND HEALTH ACROSS THE LIFE SPAN
This course addresses individual and family development, human sexuality, and the interconnectedness of bio-psychosocial-spiritual health across the lifespan. Practices of "Integrated Care Providers" will also be explored, such as: prevention and engaging the consumer in taking initiative for wellness through motivational interviewing; using screening tools for assessment (protective, as well as risk factors); participating in interdisciplinary health teams; and resilience and recovery models. Health psychology, digital literacy, and telehealth, as well as the impact of technology in a person's life and relationships will be reviewed. The voice of the consumer concerning healthcare will be integrated in various ways throughout the course. 3 credits (Fall semester)

CC637 FAMILY THERAPY SKILLS AND PRACTICE
The course focuses on learning the basic skills that are essential to conducting therapy. Special focus is placed on the skills involved in the initial therapy sessions. Students will learn some basic intervention techniques and begin to implement theoretical concepts with the practice of therapeutic skills and through observations. Throughout the course, attention will be given to the development of the self-of-the-therapist, as students begin to personally apply what they learn to their lives both personally and professionally. Prerequisites: Part-time MFTs: CC525, CC527 and CC528; accelerated part-time MFTs: enrolled in CC525 and CC527. 3 credits (Fall semester)

CC646 PSYCHOLOGICAL TESTS AND MEASUREMENTS
This one-credit course will provide an overview of the value of psychological tests and measurements for marriage and family therapists. An overview of common assessments and inventories will be reviewed throughout this course, which is aimed at supporting MFT students in conducting more thorough and accurate assessments of individuals. A conceptual understanding of major statistical processes is included, so that MFT students will be able to grow their research skills and ability to evaluate the validity and reliability of assessment tools. Students will be asked to locate psychological tests and measurements as part of the required assignments for this course. In addition, Myers-Briggs Type Indicator, Enneagram, and other temperament-based assessment measures will be discussed and critiqued for the value they can bring into a clinical setting. Prerequisite: CC525/CC527. 1 credit (Spring semester - January)

CC647 TELETHERAPY PRACTICE & ETHICS
Presents therapeutic skills necessary for completing client paperwork, storing/accessing HIPAA related data on online platforms, assessing HIPAA compliance, teletherapy etiquette, and discussion on the suitability of a client to participate in online therapy. The course will cover teletherapy best practices, ethical considerations, and risk management. Required completion before starting internship. 1 credit (Spring semester - January)

CC713 CHILDREN AND ADOLESCENTS IN FAMILY THERAPY
Focuses on child and adolescent difficulties that are experienced within the family, from a family systems perspective. Child and adolescent development will be covered. How the child and adolescent influence the family, and vice versa, will be discussed. Assessment and treatment skills will be explored and developed for working with children and adolescents alone and within the context of family therapy. Special focus will be

given to play therapy. Prerequisites: CC525, CC527, CC528, CC625 and CC637. 3 credits (Spring semester - May)

CC726 COUPLES THERAPY - THEORY AND PRACTICE
Evaluates theoretical models of marital therapy along with the skills of marital assessment. Students learn basic approaches to marital therapy along with systemic intervention techniques. Presents a variety of marital issues that focus on sharpening skills in formulating theoretical assessment, therapeutic goals, joining techniques and systemic strategies for change. Prerequisites for part time MFTs: CC525, CC527, CC528 and CC637; for accelerated part time MFTs: CC525, CC527, CC637 and enrolled in CC528. 3 credits (Spring semester - February)

CC728 ETHICAL, LEGAL AND PROFESSIONAL ISSUES IN FAMILY THERAPY
Explores the development of professional attitudes, integrity, and identity of the marriage and family therapist. Issues including professional socialization, professional organizations, licensure, family law, and confidentiality are noted. The American Association for Marriage and Family Therapy (AAMFT) code of ethics is highlighted along with various legal issues and liabilities related to marriage and family therapy. For students, this course must be taken prior to beginning CC845. Enrollment is limited to MAMFT students only. This is provided as a hybrid online course: a few weeks in the online classroom with asynchronous elements on Pathwright. (Spring semester -May)

CC729 ABUSIVE AND ADDICTIVE FAMILY SYSTEMS
This course explores the assessment and treatment of abuse and addiction through a systemic, trauma-informed lens. Topics include child abuse and neglect, intimate partner violence, sexual abuse, and both chemical and behavioral addictions. Students will learn evidence-based, family-centered approaches to treatment, grounded in current clinical science and systemic theory. We also recognize that healing involves the whole person; mind, body, and spirit. Together, we'll explore how faith, spiritual identity, and the presence of God can play a powerful role in the healing process for both clients and clinicians. Students will reflect on their own stories and spiritual beliefs, considering how these shape their ability to show up fully and authentically in the therapy room. In addition to clinical content, students will actively research and present on different forms of abuse and addiction. This course encourages students to use their voices, sharpen their critical thinking, and engage their peers in meaningful dialogue around these complex and often painful topics. By the end of the course, students will be equipped not only with clinical knowledge and tools, but with a deeper, spiritually rooted awareness of how to bring compassionate, whole-person care into their work. Prerequisites for part time MFTs: CC525, CC527, CC528, and CC637; for accelerated part time MFTs: CC525, CC527, CC637 and enrolled in CC528. 3 credits (Fall semester)

CC748 RELEVANT ISSUES IN THE PRACTICE OF MARRIAGE AND FAMILY THERAPY
This course will facilitate student's developing competencies in current and emerging contemporary clinical theories/applications, challenges, problems, and/or recent developments at the interface of Marriage and Family Therapy knowledge and practice. Topics may change from year to year in order to address relevant issues. 1 credit (Spring semester - January)

CC826 ADVANCED MARRIAGE AND FAMILY THERAPY SEMINAR
This course will serve as a capstone to the MFT program through a learner centered format. Participants will practice dialogical engagement with one another as well as other persons within their context. This will entail implementation of the principles of self delineation, due consideration, and multilateral ethical imagination as articulated in the integrative model of Contextual Therapy. Each student will also develop his or her advanced personal theory of therapy which will include attention to common factors, diversity, self of the therapist, integration of Christian faith, illustrated with examples from internship experience, and supported with at least one applicable evidence based research article. In addition, each student will develop a plan of ongoing professional development. Enrollment is limited to MFT students only as the final program course. 1 credit (Spring semester - January with Summer option for early graduation request)

CC827 DIVERSITY & CULTURAL ATTUNEMENT (formerly named as GENDER & ETHNICITY)
This course explores the dynamics of diversity, power, and privilege across multiple dimensions (i.e. gender, ethnicity, race, class, sexuality, religion, and intersectionality). It facilitates the development of culturally competent therapeutic skills in attentive address, in assessment (including Cultural Formulation Interview), and in treatment modalities. The work begins with a study of relational theological anthropology seeing the heart of God as steadfast love for every person. Skills for dialogical engagement of both self and other will be practiced. Each student will research their own ethnic and cultural heritage, identifying biases and prejudices along with strengths and resources. Students will engage a diverse, multicultural, marginalized, and/or underserved community, and practice trauma informed ways of being with self and others. 3 credits (Spring semester - February)

CC837 SEXUAL FUNCTION AND SYSTEMIC SEX THERAPY
This advanced learning experience for students in the MFT program presents an analysis of human sexuality in view of biblical theology, historical, and cultural attitudes. Healthy and pathological sexual functioning are noted along with a study of a systemic approach to sex therapy in the context of couples counseling. Scripture and spiritual reflection on sexuality will be woven throughout the course, not confined to a single unit. Prerequisite: CC726 Couples Therapy; 3 credits (Fall semester)

CC845 MAMFT COUNSELING INTERNSHIP I
Provides direct counseling experience with individuals, couples, and families for MFT students. Students will be given the choice of doing a 300-hour or more internship, and must accrue these contact hours, over the four internship courses, spanning 21-24 months, in order to complete their degree requirements. Students need to secure a placement for their internship. Additionally, students register for and receive regular weekly supervision of their cases through review of recorded sessions. Group supervision will occur during the first week of each month, and dyadic/individual supervision will occur each week following the first week. Internship also assists students in the development of their professional skills as marriage and family therapists, including self-of-the therapist issues, as well as the integration of marriage and family theory and praxis with Christian faith and biblical principles when possible. More specifically, this 21-24 months sequence is designed to progressively build toward each student's development of a competent clinical presentation of the application of his/her stated theoretical orientation/theory during the third internship (CC847), and a written personal theoretical orientation of treatment (completed during the final capstone course CC826).

Internship evaluations will be completed at the end of each supervisory rotation/internship course. This internship course spans one semester (6 months). Successful performance will be demonstrated at the end of this internship by having a cumulative score of 2.0 or higher in each of the five "skill areas." The student will receive a grade of "pass/fail" upon completion. Prerequisites: Part-time students - CC525, CC527, CC528, CC545, CC625, CC633, CC637, CC646, CC647, CC728 and registered for CC726 and CC729; Accelerated part time students - CC525, CC527, CC545, CC637, CC633, CC646, CC647, CC728 and registered for CC528, CC625, CC726, and CC729. 3 credits

CC846 MAMFT COUNSELING INTERNSHIP II
See the course description for CC845. During this internship, dates for student's Oral/Written Clinical Case Presentations during CC847 will be determined during group supervision, and given to the Program Director, who will make a list available to all to be included. Successful performance will be demonstrated at the end of this internship by showing some progression in theoretical competency and skills development from the previous internship evaluation (ideally demonstrated in most categories), with scores in the 2 to 3 range. The student will receive a grade of "pass/fail" upon successful completion. This internship spans one semester (6 months). Prerequisite: CC845. 3 credits

CC847 MAMFT COUNSELING INTERNSHIP III
See the course description for CC845. During this internship, students will focus on preparing and presenting, during group supervision, a competent application of their theory of therapy to one of their

relational clinical cases (family, couple, systemic), to show evidence of their professional development and competency, as well as to show progression toward their goals while using their theory. [A competent application of a theory of therapy will include the following aspects: contextual/diversity issues, ethical and professional issues, and self-of-the-therapist issues.] A pass/fail grade will be given, and students must pass this evaluation in order to graduate from the MFT program. If a student fails the first time, they will be allowed to redo this presentation a second time, during the fourth internship course (CC847). 3 credits

Successful performance of this internship will be demonstrated at the end of this internship by showing some progression in theoretical competency and skills development from the previous internship evaluation (with scores in the 3 range), and/or maintaining competency once attained. The student will receive a grade of "pass/fail" upon successful completion. This internship spans one semester (6 months). Prerequisite: CC846. 3 credits

CC848 COUNSELING internship FOR MAMFT STUDENTS IV
See the course description for CC845. Successful performance of this final internship will be demonstrated by attaining the program level competency score in at least 4 of five "skill areas" of the evaluation. The student will receive a grade of "pass/fail" upon completion of acquiring all of the chosen 300 (or more hours as required by your state licensure plan) for the whole internship, and upon successful performance of the evaluation. This internship spans 6 months. In rare cases, this internship rotation may span longer than one semester (6 months) if a student has not completed the hours needed for the program and their state licensure plans. In those cases, students will remain in CC848 until all necessary requirements have been fulfilled. Prerequisite: CC847. 4 credits

CC857 TRAUMA, RESILIENCE, & RESISTANCE
This course presents neurobiology, trauma protocols, introduction to trauma treatment modalities within the context of clinical work as a marriage and family therapist. The objective of this course is to provide the foundational understanding of trauma-informed care when conducting assessments and treatment plans in clinical practice. Additionally, this class will expose students to the variety of trauma training options post-graduation and to begin the formational journey to embody safety well. The course is structured in three phases: stabilization, processing and integration. This is intentional, as students will experientially also stabilize, process and integrate the material. Enrollment limited to upper level MFT students only. 3 credits (Spring semester)

CC860 GRIEF, SUFFERING, AND HOPE
This course provides an in-depth examination of theoretical models of grief therapy alongside the development of advanced clinical skills for working with clients experiencing loss and suffering. Emphasis is placed on the integration of systemic perspectives and evidence-informed interventions in the treatment of grief. Students engage with contemporary and classical approaches to grief therapy while refining competencies in assessment, case conceptualization, and the formulation of therapeutic goals. The course addresses complex presentations of grief and suffering, with a focus on enhancing students' abilities in therapeutic joining, systemic intervention, and the application of diverse healing strategies across relational contexts. Particular attention is given to the exploration of theodicy and cultural perspectives on suffering and hope, encouraging students to critically examine the intersection of spirituality, meaning-making, and clinical practice. Prerequisites: CC857, and CC846. 3 credits (Spring semester - May)

CS510 SPIRITUAL DISCIPLINES AND PRACTICES
This course is a focused study of the classic spiritual disciplines and historical practices of Christian spirituality. To inform the study, leading spiritual masters will be surveyed, along with their contributions to Christian spirituality. The practice of spiritual disciplines, including a personal silent retreat, will supplement study as part of the course. 3 credits (asynchronous)

Annual Plan for Assessment, Review, and Revision
Kairos University MAMFT Program Outcomes (PGs and SLOs)

The role of the MFT faculty at Kairos University is to *educate, train, advise, model, mentor, supervise, lead, serve,* and *learn as well as design, approve, implement, review, and change the curriculum alongside the program director and in accordance with section 4.4 on shared governance in the university's articles on incorporation.*

Annually, unless noted otherwise, the following design, implementation, assessment, review, and revision of the Kairos University Marriage and Family Therapy program takes place as follows.

1. Identify / Review and/or Revise the Program Mission Statement

- The MFT faculty/personnel will define the program mission, making sure it is aligned with the university's mission.
- The program mission will be informed by, and revised as necessary, the assessment of Program Goals (PGs) and Student Learning Outcomes (SLOs).

2. Develop, Review, and/or Revise Program Outcomes (Program Goals - PGs and Student Learning Outcomes - SLOs)

- MFT faculty/personnel will first develop the Program Goals and Student Learning Outcomes, making sure that they are measurable.
- These will be informed by COAMFTE Developmental Competencies, AAMFT Core Competencies, state licensing regulations (Professional Marriage and Family Principles), and Kairos University's Communities of Interest (that may include KU MFT faculty, supervisors, students, administrators, agencies, graduates, and/or accreditors).
- These PGs and SLOs will be reviewed annually, based on the data collected, and/or revised as necessary, according to the assessment plan.

3. Check, Review, and /or Revise the Assessment Plan

- MFT faculty/personnel will design an assessment plan that addresses all of the program outcomes, stating what data for what targets and benchmarks will be collected for each SLO, for assessment purposes.
- MFT faculty/personnel will develop and give/send (a) relevant survey(s), based on the program's outcomes, goals, SLOs, and current Standards requirements, to the following Communities of Interest for the purpose of collecting information/data that will help in assessing the POs, PGs, SLOs and current Standards requirements of the program as well as the needs of the communities:
    - Current students - annually;
    - Graduating MFT students - annually upon graduation;

- Graduates of the MFT program (licensure and employment update) - annually;

- Supervisors (program educational and clinical site) - annually;
- MFT faculty (personnel/admin when needed);
- Student feedback (course evaluations) - each semester.

4. Check, Review, Evaluate, and/or Revise Curriculum and Organizational Alignment

- With the use of the curriculum map matrix for SLOs and courses, MFT faculty/personnel will identify and indicate where Student Learning Outcomes fit within the curriculum.

- With the use of the MFT competencies course matrix, MFT faculty/personnel will identify how the curriculum addresses the Student Learning Outcomes and supports the achievement of the program outcomes (PGs and SLOs).

- The MFT program will evaluate and review the data from student feedback concerning teaching/learning practices, student safety, technological, instructional, and clinical resources, supervisor resources and sufficiency, faculty sufficiency, as well as student support services, and /or revise these areas as needed.

- The MFT program will evaluate and review the data from faculty and supervisor surveys; from graduates; from student course evals and program surveys; and any other COI survey data.

- The MFT Program Director, along with institution administrators, will evaluate, review, and/or revise the policies and procedures in place to determine that faculty, fiscal, physical, technological, and instructional resources are sufficient to meet the program outcomes.

- MFT faculty/personnel, along with academic administrators, will evaluate how the university environment encourages faculty teaching, relational/systemic supervision, scholarship, research, practice, and/or service, and how the environment allows the program to achieve the program outcomes.

- The MFT Program Director, along with academic administrators, will evaluate and/or revise how student support services sufficiently meet the needs of students and the program.

- The MFT Clinical Director will evaluate the program supervisors who provide the required 100 hours of program supervision. Evaluation results will be shared with supervisors.

5. Collect, Analyze, and Review Data

- MFT faculty/personnel will gather the information/data, following the assessment plan, for the purpose of providing evidence of achieving the program's goals, SLOs, and current Standards requirements.

- MFT faculty will review and analyze the data and its results to determine how well the program is meeting its stated program outcomes (PGs, SLOs, etc.). This will occur at minimum annually typically anytime between the end of May through June.

6. Take Action: Revision of Program

- Based upon the results of the data and its analysis, MFT faculty/personnel will determine what about the program is effective and sufficient as well as what about the program needs to be revised.

- MFT faculty/personnel will then revise those aspects of the program indicated by the data review to better achieve its program outcomes (PGs, SLOs, etc.).

7. Report to Stakeholders

- Report relevant data to COAMFTE, as well as to other accreditation bodies (i.e., HLC and ATS) as needed.

- Report relevant data to the COIs including all MFT faculty, program and site supervisors, prospective students via the website, key KU administrators, graduates, and current students.

Timeline for Assessment, Review, and Revision
Kairos University MFT Program Outcomes (PGs and SLOs)

January

- *Early January* - Graduate Licensure Survey *Admin & Jen*
  - Administered to: Alumni / emphasis on graduates in licensure process
    - Open survey; analyze results (Admin) + Post spidertrails (for all grads) + direct emails to those from whom details are needed (Jen)
    - Results: Discussed at Annual Assessment Review

- *Mid January* - Course Evaluations *Admin & Faculty*
  - Administered to: Students in winter courses
    - Open survey (Admin) + share link (Faculty) + analyze results (Admin)
    - Results: Each faculty member receives results at end of term + High-level data discussed at Annual Assessment Review

- *Mid January* - Faculty/Supervisor to Student Ratio Evaluation *Admin & Faculty*
  - Administered by: Admin + Program and Clinical Director as needed
    - Results: COAMFTE Annual Report + Annual Assessment Review

- *Late January* - Winter SLO Data Collection *Admin & Faculty*
  - Administered by: Admin / Faculty whose courses have SLO data points
    - Request/enter data (Admin) + Share data (Faculty)
    - Results: Discussed at Annual Assessment Review

- *Late January* - Annual MFT Student Survey *Admin & Faculty*
  - Administered to: All current MFT students
    - Open survey; analyze results (Admin) + Notify students at the beginning of the last week of January; reminder at February class starts (Faculty)
    - Results: Discussed at Annual Assessment Review

- *Entire Month* - Student Intern Folder Audit *Clinical Director*
  - Administered by: Clinical Director (with assistance as needed)
    - Review of internship site reports from students, timesheet verifications, supervisor evaluation of intern, other contents as needed.
    - Site evaluation data collection - How are we doing as a program?; How is communication between the liaison and the agency?

February

- *End February* - Evaluation of Supervisors *Clinical Director*
  - Administered to: Program educational supervisors - end of rotation
    - Completed evaluations reviewed by Clinical Director and core faculty
    - Adjustments made to supervision assignments in next rotation as a result of the review and other data (supervisor's participation in supervisor meetings, interactions with the Clinical Director, etc.)
    - Results: Clinical Director follows up with supervisors; corrective processes are given (in coordination with Program Director) as needed
    - Results: High-level data (supervisor effectiveness) discussed at Annual Assessment Review

March

- *Date TBD* - Faculty Research Article Review *Program Director*
    - Administered by: Program Director in MFT meeting

- *End March* - Annual Communities of Interest Survey *Admin & Faculty*
    - Administered to: KU MFT Communities of Interest
        - Open survey; analyze results (Admin) + Notify COIs (Faculty)
        - Results: Discussed at Annual Assessment Review

- *Late March* - Mid-Term 2 Evaluations for Outlier Interns *Faculty*
    - Administered by: Faculty (month 9 - halfway through second rotation)

Data points flow into SLO benchmarks

April

- *Mid April* - Course Evaluations *Admin & Faculty*
    - Administered to: Students in spring courses
        - Open survey (Admin) + share link (Faculty) + analyze results (Admin)
        - Results: Each faculty member receives results at end of term + High-level data discussed at Annual Assessment Review

- *Late April* - Spring SLO Data Collection *Admin & Faculty*
    - Administered by: Admin / Faculty whose courses have SLO data points
        - Request/enter data (Admin) + Share data (Faculty)
        - Results: Discussed at Annual Assessment Review

- *Late April* - Evaluation of Clinical Director *Program Director*
    - Administered by: Program Director and based on site report feedback from supervisors and feedback from students, faculty, and Communities of Interest
        - Results: High-level data discussed at Annual Assessment Review

May

- *Entire Month* - Faculty Self-evaluations *Program Director*
    - Administered to: Core and non-core adjunct faculty
        - Reviewed by Program Director alongside course evaluation data and other relevant data points
        - Faculty members receive feedback from the Program Director with corrective processes given, as needed, if inadequate
        - Results: High-level data discussed at Annual Assessment Review
        - *Note: This survey will move to SurveyMonkey in the future.*

- *Entire Month* - Program Director Evaluation *CAO & Dean*
    - Administered via Program Director self-evaluation and survey data related to program director effectiveness
        - Reviewed by Chief Academic Officer and Dean
        - Program Director receives feedback from the CAO & Dean with any corrective processes given, as needed, if inadequate
        - Results: High-level data discussed at Annual Assessment Review

- *Late May-June* - Annual Assessment Review Period

June

- *Mid June* - Course Evaluations *Admin & Faculty*
    - Administered to: Students in summer courses
        - Open survey (Admin) + share link (Faculty) + analyze results (Admin)
        - Results: Each faculty member receives results at end of term + High-level data discussed at Annual Assessment Review

- *Late June* - Summer SLO Data Collection *Admin & Faculty*
    - Administered by: Admin / Faculty whose courses have SLO data points
        - Request/enter data (Admin) + Share data (Faculty)
        - Results: Discussed at Annual Assessment Review

- *Late June* - Faculty/Supervisor to Student Ratio Evaluation *Admin & Faculty*
    - Administered by: Admin + Program and Clinical Director as needed
        - Qualitative/Quantitative = Core faculty to student & supervisor to intern
        - Results: Discussed at Annual Assessment Review

- *Late June* - Intern Supervisee Evaluation of Supervisor *Clinical Director*
    - Administered to: Current student interns
    - Results: Incorporated into supervisor evaluations

- *Late May-June* - Annual Assessment Review Period

July

- *Early July* - Annual Assessment Summary *Program Director*
    - Program Director shares assessment findings and actions with COIs

- *Entire Month* - Student Intern Folder Audit *Clinical Director*
    - Administered by: Clinical Director (with assistance as needed)
        - Review of internship site reports from students, timesheet verifications, supervisor evaluation of intern, other contents as needed.
        - Site evaluation data collection - How are we doing as a program?; How is communication between the liaison and the agency?

August

- *End August* - Evaluation of Supervisors *Clinical Director*
    - Administered to: Program educational supervisors - end of rotation
        - Completed evaluations reviewed by Clinical Director and core faculty
        - Adjustments made to supervision assignments in next rotation as a result of the review and other data (supervisor's participation in supervisor meetings, interactions with the Clinical Director, etc.)
        - Results: Clinical Director follows up with supervisors; corrective processes are given (in coordination with Program Director) as needed
        - Results: High-level data (supervisor effectiveness) discussed at Annual Assessment Review

September

- *End September* - Mid-Term 1 (Pre-internship) Evaluation *Faculty*
    - Administered to: Students in CC637 Family Therapy Skills and Practice
        - Data points flow into SLO benchmarks

October

- *Date TBD* - Faculty Research Article Review *Program Director*
    - Administered by: Program Director in MFT meeting

November

- *Mid November* - Course Evaluations *Admin & Faculty*
    - Administered to: Students in fall courses
        - Open survey (Admin) + share link (Faculty) + analyze results (Admin)
        - Results: Each faculty member receives results at end of term + High-level data discussed at Annual Assessment Review

- *Mid November* - Mid-Term 2 Evaluations for January Interns *Faculty*
    - Administered by: Faculty (month 9 - halfway through second rotation)
    - Data points flow into SLO benchmarks

- *Late November* - Fall SLO Data Collection *Admin & Faculty*
    - Administered by: Admin / Faculty whose courses have SLO data points
        - Request/enter data (Admin) + Share data (Faculty)
        - Results: Discussed at Annual Assessment Review

December

- *Late December* - Intern Supervisee Evaluation of Supervisor *Clinical Director*
    - Administered to: Current student interns
    - Results: Incorporated into supervisor evaluations

Ongoing

- *Any Month* - MFT Program Exit Survey *Admin & Faculty*
    - Administered to: Graduating MFT students upon graduation
        - Results: Discussed at Annual Assessment Review

Calendar for Annual Assessment
MAMFT Program Outcomes (PGs and SLOs)

January	February	March	April	May	June	July	August	September	October	November	December

Graduate Licensure Survey
Course Evaluations
Faculty/Supervisor to Student Ratio
Winter SLO Collection
Student Survey
Student Intern Folder Audit

Evaluation of Supervisors

Communities of Interest Survey
Faculty Research Article Review
Mid-Term 2 Evaluations for Outlier Interns

Course Evaluations
Spring SLO Collection
Evaluation of Clinical Director

Faculty Self-Evaluations and Evaluation of the Program Director

Annual Assessment Review

Course Evaluations
Summer SLO Data Collection and
Faculty/Supervisor to Student Ratio
Intern Evaluation of Supervisor

Annual Assessment Summary
Student Intern Folder Audit

Evaluation of Supervisors

Mid-Term 1 Evaluation

Faculty Research Article Review

Course Evals
Mid-Term 2 Evaluations for January Interns
Fall SLO Data Collection

Intern Evaluation of Supervisor

Ongoing - Any Month: MFT program exit survey for students upon graduation

Annual Assessment Plan Design

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
Student Learning Outcome	Students will demonstrate comprehension and application of the relational/systemic marriage and family therapeutic models	Students will be able to articulate what marriage and family theory/theories inform their clinical work and its application to multicultural contexts	Students will demonstrate knowledge and competency in assessment, diagnosis, treatment planning, and therapeutic interventions with individuals, couples and families seeking treatment, from a relational/systemic framework that is multi-culturally-informed.	Students will demonstrate knowledge and basic application of research to marriage and family therapy	Students will demonstrate knowledge and competency of MFT ethical, legal and professional issues	Students will demonstrate awareness of and address “self of the therapist” issues that impact the capacity for practice/service and ministry	Students will demonstrate awareness and comprehension of and sensitivity to issues of diversity and multiculturalism in the therapeutic process	Students will demonstrate comprehension and the ability to address faith perspectives and experiences of clients with marriage and family theory and praxis.
	CC527 & CC528	CC528	CC729	CC627	CC728	CC729	CC827	CC837
Assessment	At least 80% of students receive a grade of 83% or higher in: CC527 (Theories I) Theories Paper + CC528 (Theories II) Final Exam.	At least 80% of students receive grade of 83% or higher in: CC528 Theoretical Paper.	At least 80% of students receive a grade of 83% or higher on CC729 Take Home Final.	At least 80% of students receive grade of 83% or higher in: CC627 (Research) Task Analysis and Assessment Report.	At least 80% of students receive grade of 83% or higher in: CC728 (Ethics) Case Studies Presentation and Paper.	At least 80% of students receive grade of 83% or higher in: CC729 Addictions Paper.	At least 80% of students receive grade of 83% or higher in: CC827 (G&E) Cultural Genogram Paper.	At least 80% of students receive grade of 83% or higher in: CC837 Theology of Sexuality Paper.
Assessment		CC826	Oral Case Presentation	CC627	CC647	CC837	CC860	CC860
		At least 80% of students receive grade of 83% or higher in CC826 Advanced Seminar Paper.	At least 80% of students pass the Oral Case Presentation (typically in CC847) demonstrating competency in assessment and treatment plan implementation.	At least 80% of students receive grade of 83% or higher in CC627 Outcome Analysis for Effectiveness Based Practice paper.	At least 80% of students receive a grade of 83% or higher in CC647 Teletherapy Skills Paper.	At least 80% of students receive grade of 83% or higher in CC837 Personal Sexual Journey Paper.	At least 80% of students receive a grade of 83% or higher in CC860 on the case study paper.	At least 80% of students receive a grade of 83% or higher in CC860 on the reflective journal paper.

Assessment	Mid-Term Student Evals 1 & 2	Mid-Term Student Eval #2				Mid-Term Student Evals 1 & 2	CC846	

	At least 80% of students receive a 3.0 or higher on this SLO.	All students receive a 3.0 or higher for this SLO.				At least 80% of students receive a 3.0 or higher on this SLO.	100% of students pass Experience with Diverse, Marginalized, and/or Underserved Communities by the end of Internship II.	

Assessment	End Internship Evals		End Internship Evals		End Internship Evals	End Internship Evals	End Internship Evals	End Internship Evals
	At least 80% of students attain PLC by end of internship - A) Familiarity of Therapy Models & B) Integration of Models/Concepts.		At least 80% of students attain PLC by end of internship - CC, CA, & Dx, Hypoth, TP Interventions.		At least 80% of students attain PLC by end of internship - Knowledge and Competency of MFT Ethics.	At least 80% of students attain PLC by end of internship - Self of the Therapist.	At least 80% of students attain PLC by end of internship - Diversity & Multiculturism.	At least 80% of students attain PLC by end of internship - Integration of Faith Principles.

EOs	**Used for Assessment**
SLO 1:	CC527 *Theories Paper* **Grade** & CC528 *Personal Models Paper* **Grade;** Mid-Term 1 & 2 Evaluation **Results**; End of Internship Evaluation **Results**
SLO 2:	CC826 *Advanced Seminar Paper* **Grade;** Mid-Term 2 Evaluation **Results**
SLO 3:	CC729 Take Home Final **Grade**; Oral Clinical Case Presentation (*assessment plan and treatment plan implementation*) **Grade**; End of Internship Evaluation **Results**
SLO 4:	CC627 *Task Analysis Assessment and Report* **Grade;** CC627 *Outcome Analysis for Effectiveness Based Paper* **Grade**
SLO 5:	CC728 *Case Studies (presentation/paper)* **Grade**; CC647 *Teletherapy Skills Paper* **Grade**; End of Internship Evaluation **Results**
SLO 6:	CC729 Personal Addictions Paper **Grade**; CC837 *Personal Sexual Journey Paper* **Grade;** Mid-Term 1 & 2 Evaluation **Results**; End of Internship Evaluation **Results**
SLO 7:	CC827 *Cultural Genogram Paper* **Grade**; CC860 *Case Study Paper* **Grade**; CC846 *Experience with Diverse, Marginalized or Underserved Communities* **Grade**; End of Internship Evaluation **Results**
SLO 8:	CC837 *Theology of Sexuality Paper* **Grade;** CC860 *Reflective Journal Paper* **Grade**; End of Internship Evaluation **Results**