

**2022-2023**

**COUPLE & FAMILY THERAPY**

# **CFT**

## **STUDENT HANDBOOK**

with the Art Therapy, Drama Therapy, and  
Dance/Movement Therapy Concentrations

**Antioch University Seattle**

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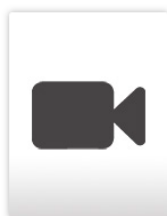
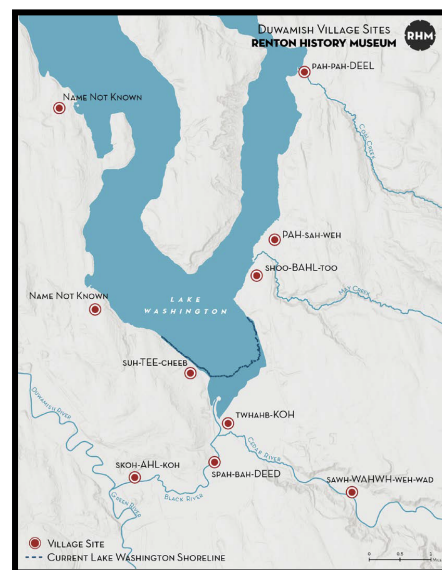
# Land Acknowledgement

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The Couple and Family Therapy Program of Antioch University Seattle would like to acknowledge *that we are on the unceded ancestral lands of the Coast Salish people, specifically Duwamish Tribe (Dkhw Duw'Absh), a people still here, continuing to honor and bring to light their ancient heritage.*

As systemic thinkers in the field of family therapy, sociocultural attunement must be a central piece of our professional identity. We acknowledge the unique mental health needs resulting from historical trauma, as well as the distinctive knowledge systems and healing traditions of Indigenous peoples, both past and present.

*Whether you are here on the west coast or other places in the states, please join us in honoring and acknowledging the Coastal Salish people and their land. Learn more about how to support the Duwamish Tribe [here](#). If you are not located on Coast Salish land, please take a moment to learn about the Indigenous people whose ancestral lands you inhabit by visiting [Native Land Digital](#).*



## Princess Angeline

by [Yasu Osawa](#), [Sandy Sunrising Osawa](#), [James Rasmussen](#), [Upstream Productions](#), [Duwamish Tribe](#), [Jazz Police](#) (Musical group), [Seattle \(Wash.\) Office of Arts & Cultural Affairs](#).

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Discusses the life of Kikisoblu (Princess Angeline), daughter of Chief Seattle, and the Duwamish Tribe which was one of the largest tribes in Washington State but is now unrecognized by the... [Read More](#)

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# Introduction

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## Welcome

Welcome to the School of Counseling, Psychology, and Therapy (SCPT) at Antioch University Seattle (AUS). There are two master's level programs in SCPT: Clinical Mental Health Counseling (CMHC) and Couple and Family Therapy (CFT). CFT students have the option of adding specializations in Art Therapy (AT), Dance/Movement Therapy (DMT), or Drama Therapy (DT). CFT students can also choose to acquire a certificate in a specialized area of training (see page 61 of this handbook). This handbook provides all the relevant information about the AUS CFT Program including its policies, history, mission, enrollment, administration, degree requirements, internships, and other related matters.

## History

**History of the University.** Antioch College was founded 1852 in Yellow Springs, Ohio, and the first president was educational reformer and politician Horace Mann, who was central to the movement promoting the idea that education should be universal, free, and democratic.

Since its founding, Antioch has been at the cutting edge of social justice. For example, Antioch admitted students of color in the mid-1850s while slavery was still in practice in the United States. In 1852, Rebecca Pennell was the first female college professor in the country to have the same rank and pay as her male colleagues. During World War II, Antioch arranged for interned Japanese Americans to be freed and enrolled at Antioch. Additionally, in 1946, Antioch was the first historically white college to appoint an African American person to be chair of an academic department.

In 1943, to increase diversity, Antioch offered scholarships to students of color, and the first scholarship recipient was Edythe Scott. Her sister, Coretta Scott King, wife of Martin Luther King, Jr., later attended Antioch as well. And in 1965, Martin Luther King, Jr. gave the commencement speech at Antioch. That was the same year as the Selma-to-Montgomery marches which contributed to the passage of the Voting Rights Act of 1965, a landmark federal achievement of the American Civil Rights Movement. During that commencement speech, King said, "I cannot stand on the campus of Antioch College without a deep sense of appreciation for all that this great institution of learning has given to the cultural, the social and political life of our nation and the world."

Today Antioch University is a national, multi-campus private university with locations in Keene, NH; Santa Barbara, CA; Los Angeles, CA; and Seattle, WA. In addition to these local campuses, Antioch also houses the Graduate School of Leadership and Change and Antioch University Online, which are programs that operate across the institution. The combined enrollment for all Antioch campuses is approximately 5,000 undergraduate and graduate students. Antioch University Seattle (AUS) was established in 1975 and currently has an enrollment of about 797 students with approximately 210 of these students in SAPCFT.

**History of the CFT Program.** After Marriage and Family Therapists (MFTs) were given certification status by the Washington State Legislature in 1987, the Graduate Programs in Psychology at AUS saw a substantial increase in the number of students seeking clinical training in this area. In 1994, the GPP responded to this demand by restructuring its clinical curriculum so that students interested in this type of training could meet the educational standards for certification as MFTs in the State of Washington. In 1996 the CFT Track became a separate academic program within the GPP under the leadership of Paul David as Program Chair.

Upon the program's inception in 1996, it was decided to call the program "couple" and family therapy instead of "marriage" and family therapy since gay and lesbian couples were not allowed to legally marry, and many couples choose not to marry. Within the field, many agreed the word "couple" was more inclusive and accurate. For example, Blume (2008)<sup>1</sup> wrote that the word "marriage excludes most lesbian, gay, bisexual, and transsexual couples, communicating assumptions that unmarried couples are socially undesirable and are not worthy of professional help" (p. 6). However, the CFT Program offers a master's degree in Marriage and Family Therapy because this is the standard degree in the field and more widely recognized by academic institutions. As a result of this clash between labels, some training programs are called Marriage and Family Therapy (e.g., Pacific Lutheran University and Seattle Pacific University) and some are called Couple and Family Therapy (e.g., Seattle University and Antioch University Seattle).

Currently, the CFT Program is one of the largest academic programs in the School of CPT with approximately 207 graduate students. Students completing the CFT Program curriculum receive a Master of Arts in Couple and Family Therapy and are eligible for licensure as Marriage and Family Therapists in Washington State.

**COAMFTE Accreditation.** The CFT Program received initial accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in July of 2005. In 2009 and 2016, after extensive and collaborative restructuring processes, the CFT Program received its COAMFTE re-accreditation. There are currently 128 COAMFTE accredited master's-level, doctoral-level, and post-degree programs in the US and Canada.

COAMFTE accreditation is considered the highest accreditation within marriage and family therapy education, and there are many benefits to being COAMFTE accredited. By achieving and maintaining accreditation, the CFT Program demonstrates to students, potential employers, state licensure boards, and the general public that the CFT Program provides students with the necessary preparation to achieve competency as couple and family therapists, to meet the current requirements for professional practice, and to pass the licensure exam. Furthermore, currently Washington's MFT licensing body (the Department of Health) allows graduates from COAMFTE-accredited programs to waive half of their post-graduation clinical and supervision hours for licensure in Washington State.

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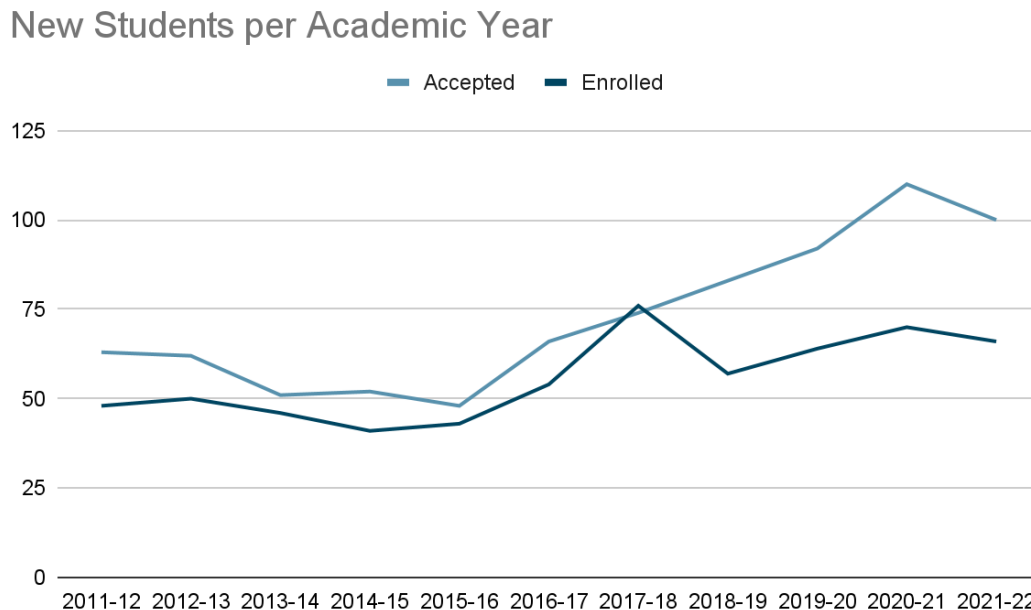
<sup>1</sup> Blume, T. V. (2008). Retelling the story of couple and family counseling. *The Family Journal*, 16(1), 6-12.



**Other Accreditation.** Antioch University is accredited by the Higher Learning Commission (HLC) and is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree- granting institutions under the Degree-Granting Institutions Act. Antioch University is also a private, 501(c)3 non-profit organization.

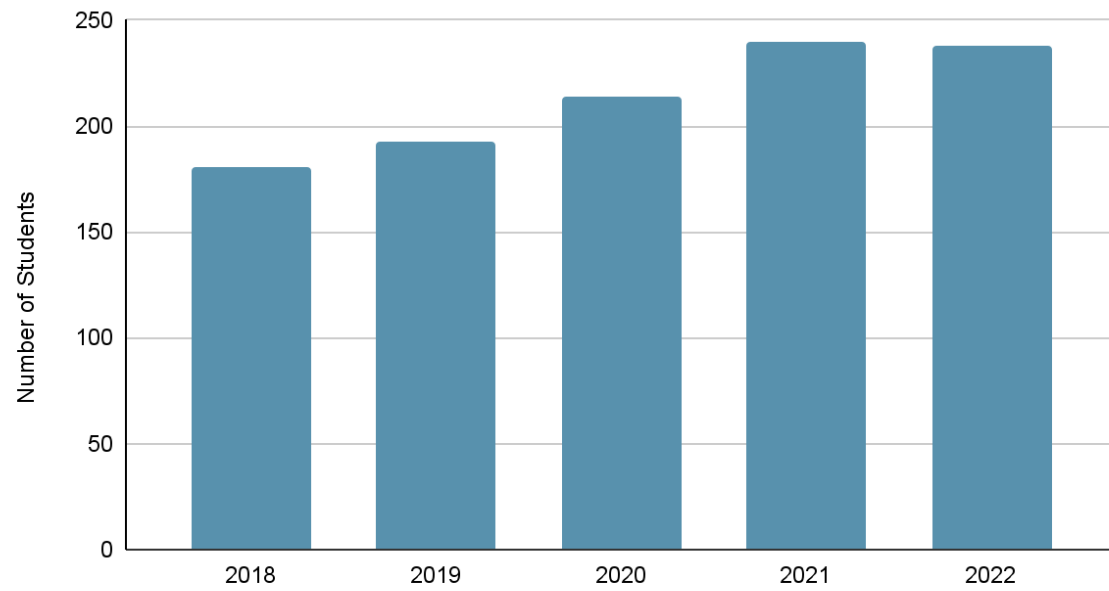
## CFT Enrollment

The chart below shows the number of new students per academic year (July through June).



The chart below shows the total enrollment in the CFT Program since 2018. Currently, there are 207 students in the CFT-only program and 31 active students in the CAT/CFT tracks (which includes Drama Therapy, Art Therapy, and Dance Movement Therapy), for a total of 238 students overall.

## CFT Enrollment Numbers by Year



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# Mission & Values

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The mission of the CFT Program fits harmoniously within the mission of Antioch University.

**CFT Program Mission.** The mission of the Antioch University Seattle Couple and Family Therapy program is to prepare and train knowledgeable, skilled, self-aware, ethical, and anti-racist couple and family therapists in a learning environment that centers anti-white supremacy and social justice in its academic experience.

**CFT Values Statement.** The Antioch University Seattle Couple and Family Therapy program supports anti-racist and anti-oppressive practices by confronting and rejecting white supremacy and systemic inequality through socially-just and systemically-oriented academic instruction.

We will take an active stance against white supremacy, marginalization, dehumanization, and systemic oppression while teaching our students to engage in active resistance and advocacy in their work as individual, relationship, couple, and family therapists.

We value self-awareness and cultural responsiveness of our faculty, students, and graduates and strive to create opportunities for these personal learning processes to happen across systemic levels.

**AU Mission.** The AU mission is to provide learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice. The CFT Program mission corresponds with the following AU mission elements: 1) to provide education that empowers students with knowledge, 2) to provide education that empowers students with skills, and 3) to advance social justice.

**Emotional Labor Acknowledgement and Group Statement.** (Allina Santillan, 2021)

Emotional labor is the need for one group to regulate their emotions to satisfy another group, usually the group holding the most power. We want to acknowledge the diversity present, and not present, in this space, as this group is currently composed of predominantly white bodied people, and white folks inherently hold more power in our current social system. We also want to recognize that black and brown bodied folks in this cohort are inherently carrying the abundance of emotional labor both in this space and on a daily basis in the world, many of them navigating multiple systems of oppression. We thank and honor those that do the emotional labor and agree not to exploit it. We acknowledge the need to hold this emotional labor as a group. As a result of these acknowledgements, it is a goal of this group for the folks that do not tend to hold the weight of emotional labor, to accept the complexity and pervasiveness of emotional labor.

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## Social Justice & Diversity

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Each field of discipline within Antioch University must approach issues of social justice within the context of its purpose, theoretical underpinnings, and methodology. We understand the pursuit of social justice as a determination to recognize the inherent worth of all humans and to set conditions for all to have equitable access to the benefits that society offers and the burdens that it imposes.

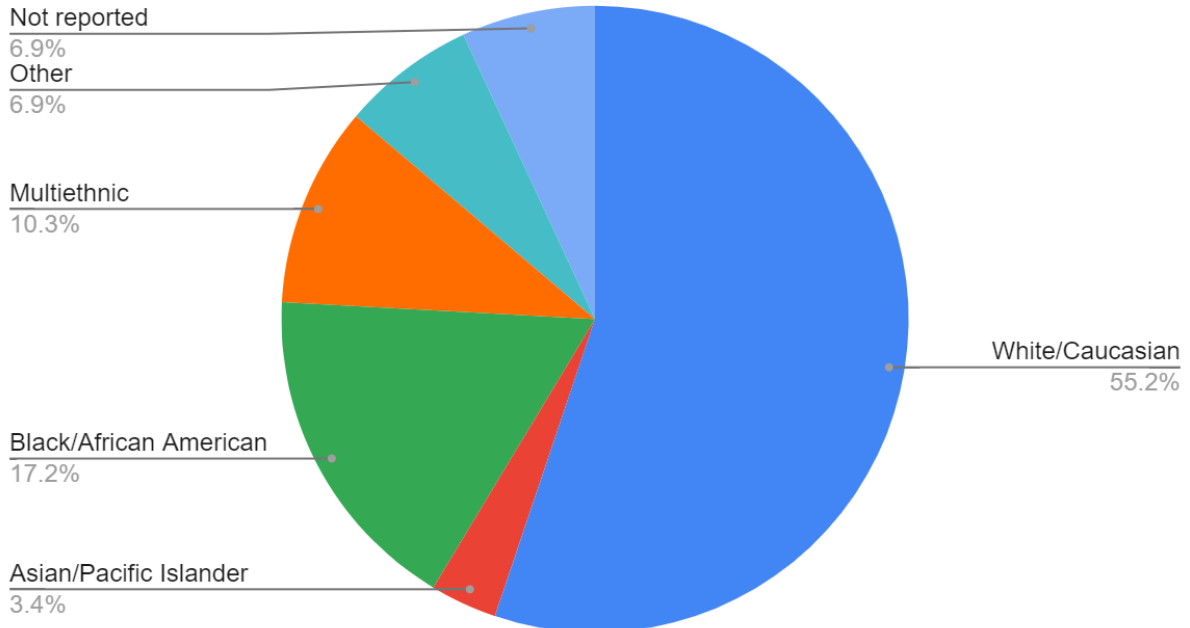
The CFT Program demonstrates its commitment to the advancement of social justice and anti-racist work by preparing therapists to think critically about power, privilege, and multicultural issues to best serve clients and communities. Consistent with a systemic perspective we believe that by empowering our students with relevant knowledge as well as clinical and advocacy skills, the requirements of social justice will be served for individual clients and within the larger community.

In the Couple and Family Therapy graduate program at AUS, our dedication to diversity is reflected in an ongoing educational paradigm across coursework that includes student self-awareness (including matters of power and privilege) and an expected cultural responsiveness to diverse and underserved communities. In 2020, we re-envisioned our program mission statement and developed a values statement that centers anti-racism and anti-oppression activism in our work as a CFT program.

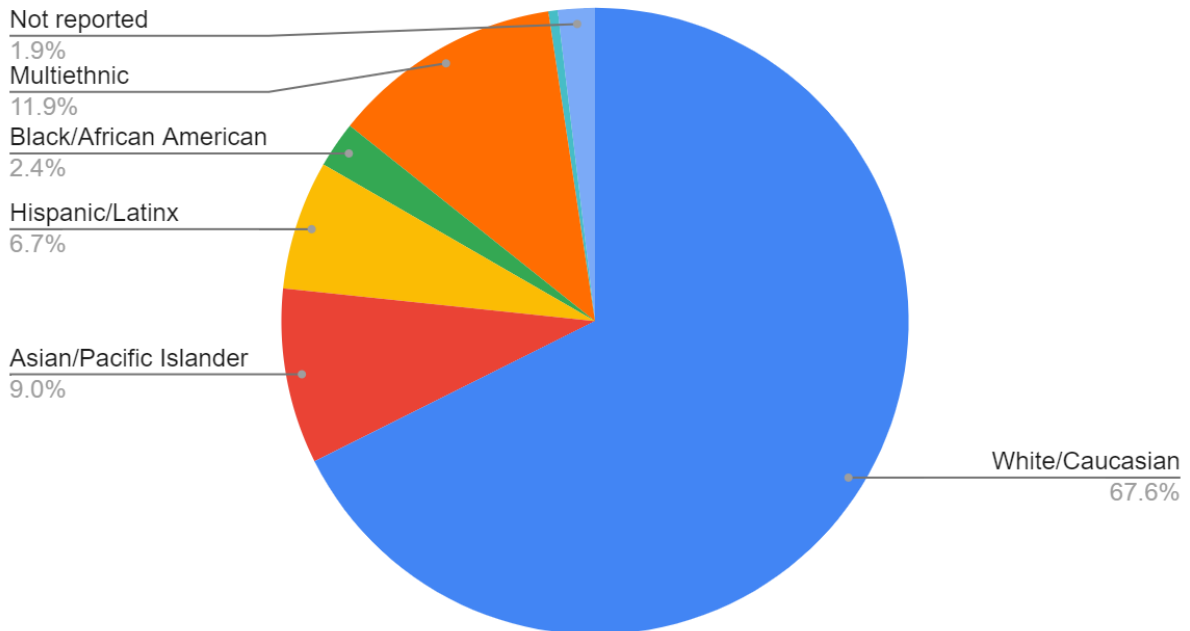
**Diversity and Inclusion Policy.** The CFT program does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation, or national origin in any of its activities or policies relating to students, faculty, instructors, supervisors, other relevant educators, or professional staff.

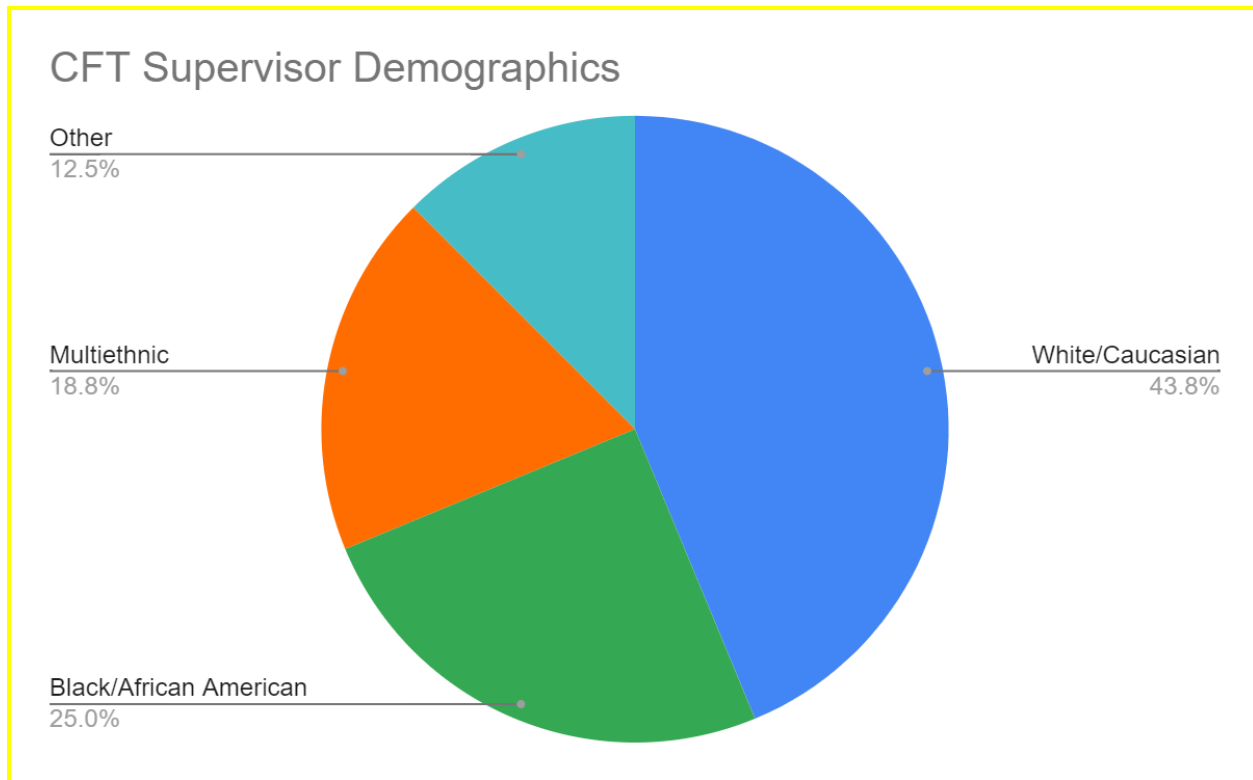
**Demographic Composition:** Our faculty, supervisors, and student body are representative of diverse populations in several ways, including race, age, gender, ethnicity, religion, disability status, and sexual orientation. The CFT Program has focused our efforts toward the recruitment and retention of BIPOC individuals for full-time and part-time faculty positions, onsite supervisors, and students. We actively recruit from all over the Pacific Northwest and the United States to ensure its longevity and sustainability. The CFT curriculum's strong emphasis on multiculturalism and anti-oppression pedagogy is also emphasized as a means of attracting applicants from diverse backgrounds. See demographic information below.

## CFT Faculty Demographics



## CFT Student Demographics





**Serving Diverse Communities.** CFT students complete their clinical internships at over 75 agency and practice sites that are mission-aligned, committed to social justice, and serve diverse client populations throughout Western Washington. Students are trained during their clinical internship to serve the therapeutic needs of underserved communities and encouraged to address issues of countertransference from the perspective of their socially constructed identities.

The Intern Survey Report 2015 indicated that students gave their sites a high rating on “exposure to a range of different clinical populations” and appreciated client diversity as a strength area of their internship experience.

In 2020, we created a program requirement of “social justice hours” (see page 53 of this handbook for a description and Appendix K for the required form) that must be completed by the time students begin their internship. This element was added based on feedback from faculty and students that more focused learning opportunities to practice social justice work were desired. As part of this review, the CFT faculty also integrated diversity competencies into faculty evaluations and standardized faculty (full-time and adjunct) expectations for centering anti-racism and anti-oppression in the classroom and in interactions with students.

**Reasonable Accommodation of Students with Disabilities.** Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. All students requesting reasonable accommodations must register with the DSS Office and may be required to submit documentation of disability from a health care professional. All accommodations are determined on a case-by-case basis since functional limitations can vary uniquely. If you are a student with disabilities and you believe that you may require any reasonable accommodation(s), please contact the DSS Office listed below at the earliest opportunity. Those with documented disabilities, diagnosed by a qualified professional, and disclosed to the coordinator for student disability services, may request and be accorded reasonable accommodations that will allow them to participate in the institution's programs and services. Students should understand that the university can provide reasonable accommodation for students with disabilities only upon arrangement through the DSS Office. Faculty and staff members should not attempt to arrange reasonable accommodation of disability independent of the DSS Office. Students are responsible for forwarding their faculty members the electronic Letter of Accommodation from the DSS office the first week of the quarter. In cases when the disability accommodation is extended time on assignments, students and faculty are required to meet and plan a schedule. Each assignment must be discussed, and specific due dates agreed upon and documented in writing in advance between student and faculty. For more information, please contact the DSS Coordinator.

**Diversity Council.** As of 2019-2020, AUS has developed an active Diversity Council, consisting of faculty, staff, and students. The aim of this council is to ensure the institution's ongoing commitment to issues of diversity and identity intersections, including areas where improvement is needed. In addition, this council is tasked with ensuring a safe learning environment for all individuals, alongside a dedication to historically marginalized communities. Recommendations from the council are delivered to the Provost on a regular basis, to implement effective initiatives across campus. Interested students should contact the Diversity Council Chair, Sue Byers ([sbyers1@antioch.edu](mailto:sbyers1@antioch.edu)) or the student chairs, Danyaile Hammond ([dhammond1@antioch.edu](mailto:dhammond1@antioch.edu)).

**AUS Safe Zone.** The CFT Program participates in the AUS LGBTQIA Safe Zone, a training program committed to public identification of allies for gay, lesbian, bisexual, transgender, questioning, and other sexual minority individuals. Adapted from SAFE programs throughout the United States, SAFE is defined as: Staff, Students, Administration, and Faculty committed to Equality on campus (S.A.F.E.). The mission of the AUS LGBTQIA Safe Zone is to create a campus environment of tolerance, understanding and awareness of the special needs of LGBTQIA and other sexual minority persons. In doing so, the LGBTQIA Safe Zone promotes awareness and provides resources and training to create a network of available allies for sexual minorities. Goals include providing ongoing support for LGBTQIA individuals by raising awareness and providing resources/education to faculty, staff, administration, and students. Further, the AUS Safe Zone hopes to foster open communication between faculty and students regarding LGBTQIA issues by creating an open- minded, collegial environment free of oppression, coercion, prejudice, discrimination, and bigotry. By providing environments where persons can discuss LGBTQIA issues in a safe manner (through identified Safe Zones), it is hoped the project will promote a more general and active atmosphere of tolerance, acceptance, respect, and safety on campus.

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# Student Involvement

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## Student Governance: CFT Student Advisory Group (SAG)

CFT students are encouraged to participate in the CFT Student Advisory Group (SAG) which participates in the governance of the CFT program. SAG is a group of current CFT students committed to holding space for fellow students to share their experiences and feedback about the CFT program. Their goal is to provide an additional avenue for communication between faculty and current students around the CFT program. This goal is not intended to replace direct contact between students and professors or course liaisons; rather, their aim is to surface recurring themes and issues within the program that transcend individual student experiences in particular courses and persist over time.

The CFT Student Advisory Group meets with the Faculty Liaison to provide feedback and assessment about the extent to which the CFT program is fulfilling its mission and Educational Outcomes. This feedback is gathered through interaction with fellow students, an anonymous survey administered by the group, and quarterly SAG open houses. The Faculty Liaison is responsible for communicating this feedback to the CFT Faculty and Chair, and student members of the SAG are invited to attend and present feedback gathered at CFT Faculty Meetings (see chart below to demonstrate feedback loop). Interested students should contact the CFT Student Advisory Group at [cftsag@antioch.edu](mailto:cftsag@antioch.edu) or the SAG Faculty Liaisons, Dr. Shawntres Parks ([sparks@antioch.edu](mailto:sparks@antioch.edu)) and Jessica Leith ([jleith@antioch.edu](mailto:jleith@antioch.edu)).

## Student Life and Support Groups

CFT students are encouraged to participate in various campus activities and groups throughout their time in the program. To get involved, students may contact the [Student Life Office](#). The Student Life Office provides connections for students within our Antioch University Seattle community. The office represents and supports student interests and issues and Student Life staff participate on ad-hoc committees. Staff also organizes Student Assembly, an ongoing, open student group where ideas are generated and implemented. The Student Life Office also serves as a resource for students by: 1) Hosting student receptions, speaking engagements and other events; 2) Facilitating leadership and networking opportunities by helping initiate projects, activities and events throughout the AUS community; 3) Maintaining the student lounge with space for networking, eating, resting, and studying; 4) Updating bulletin boards in the Student Lounge and updating information to students; 5) Organizing the AUS New Student Orientation Packets; 6) Housing the AU Student Policies Overview. Student life can be contacted by emailing [studentlife.aus@antioch.edu](mailto:studentlife.aus@antioch.edu).

Below are a few examples of student groups that CFT students may participate in during their time at AUS.



### **Asian Student Group**

This group is a space for foreign-born Asian students to connect with each other and support each other in the aspects of career, cultural adaptation and language, etc. It also provides a space for Asian-perspective conversations around racism since many of the conversations taking place in school and in society are dominated by white or black voices. This group is open to all students who came to the US from Asian countries. *Faculty Liaisons:* Keiko Sano ([ksano@antioch.edu](mailto:ksano@antioch.edu)) and Patty Peihshuan Liu ([pliu1@antioch.edu](mailto:pliu1@antioch.edu))

### **Black Student Union (BSU)**

Our mission is to address the academic needs and cultural realities on campus by encouraging inclusion and cultural diversity at AUS, with special regard to students of African descent. We are dedicated to enhancing and supporting the educational experience and institutional equity by partnering with students by partnering with the student body, faculty, staff, administration, alumni, and the community. *Faculty Liaison:* Sue Byers; [bsu.aus@antioch.edu](mailto:bsu.aus@antioch.edu)

### **Creative Arts Therapy Student Association (CATSA)**

The mission of CATSA is to support current students of Antioch University Seattle by building a professional support network within the AUS creative art therapy student community and the greater creative arts therapy professional community. CATSA will focus on fundraising for the purpose of providing financial support for students to attend local, regional, and national conferences related to the field. The intention is to offer students an opportunity to build comradery with their peers who are at all stages of their graduate school experience and to meet professionals within the field. CATSA will provide support around coordinating conference attendance logistics and what to expect from the conference experience overall. Workshops will be offered to instruct students on applying and presenting at conferences with peer support and review. *Faculty Liaison:* Maggie Yowell Wilson

### **Christian Perspectives in Practice**

The goals of this student group are to connect students to discuss the ethical integration of faith in professional practice and to promote positive relationships among all people. Although our focus is on Christian beliefs, we welcome people of other faiths to share and discuss the role religion and spirituality play in life and in therapy. We do this through respectful discussion, whether during formal or informal meetings. Please join the discussion and build relationships with people from a variety of faiths. *Faculty Liaison:* Anthony Pennant ([apennant@antioch.edu](mailto:apennant@antioch.edu))

### **Counselors/Students for Social Justice Chapter (CSJ)**

CSJ AUS's mission is to promote social justice in our society through confronting oppressive systems of power and privilege that affect, not only professional counselors and their clients, but our society as a whole. The group will work to assist in instituting positive change in our society through the professional development of counselors and students. *Faculty Liaison:* Dax Bevely ([cbevly@antioch.edu](mailto:cbevly@antioch.edu)).

### **Counselors of Color Student Support Group**

The Counselors of Color Support Group was created to offer students of color currently enrolled in the counseling programs at AUS a safe space to share and discuss the unique challenges counselors of color face and to exchange resources. This group is open to master's level Antioch University students in the CMHC, CFT, and Creative Arts Therapy (CAT) counseling programs who identify themselves as a person of color. The group is entirely student-led. Please note that while no counseling is offered, referrals are available. Contact them at [counselorsofcolor.aus@antioch.edu](mailto:counselorsofcolor.aus@antioch.edu). *Faculty Liaison:* Keiko Sano ([ksano@antioch.edu](mailto:ksano@antioch.edu))

### **Delta Kappa Honor Society for CFT Students**

*Delta Kappa, the International Marriage and Family Therapy Honor Society* is a student lead organization. Delta Kappa serves to further and complement the fine work being done by the American Association for Marriage and Family Therapy, the American Family Therapy Academy, and the International Family Therapy Association. Delta Kappa recognizes the achievements of current students as well as practitioners already in the field who have achieved distinction and continue to make significant contributions to the field.

*Delta Kappa, the International Marriage and Family Therapy Honor Society* has three primary aims. The first aim is to train emerging leaders in the field of marriage and family therapy to assume the mantle of leadership in the profession. The second aim is to provide a structure for developing scholarly forums that present cutting edge research and theory on marriage and family therapy to practitioners on an ongoing basis at the local, state, regional, national, and international level. The third aim is to recognize and promote the achievements of marriage and family therapy clinicians and scholars. To be inducted into the Delta Kappa Honor Society, students must have 12 credit hours in addition to the completion of Family of Origins and Multicultural Perspectives. Students must not be on a Student Development Plan, should demonstrate professionalism, and have achieved at least 85% Intermediate Competency. Students interested in this organization must first consult with their academic advisor, who then recommends them to the faculty representative of Antioch University Seattle Delta Kappa Honor Society. Students may access the application and recommendation form on Sakai, proceed to "AUS MA programs in School of Applied Psychology, Counseling, and Family Therapy Resources", then "Delta Kappa."

*Faculty Liaisons:* Cayla Minaiy ([cminaiy@antioch.edu](mailto:cminaiy@antioch.edu)) and Margaret Macleod ([mmacleod1@antioch.edu](mailto:mmacleod1@antioch.edu))

### **Jewish Student Group**

This group aims to provide a space for Jewish students to meet, connect, and explore how our Jewish identities interact with our growth in the counseling profession. All Antioch students identifying as Jewish are welcome. Since we are a newly formed group, we welcome your input for what you would like to see from us going forward. *Faculty Liaison:* Dusty Destler ([dmdestler@antioch.edu](mailto:dmdestler@antioch.edu))

### **Queer Club**

A safe space for LGBTQ+ folks and allied students, staff, faculty, and alumni to create meaningful connections, community advocacy opportunities, and empowering discourse. If you are interested in

joining, being on a mailing list, and/or participating in upcoming online meetings, email [aus.queerclub@antioch.edu](mailto:aus.queerclub@antioch.edu). *Faculty Liaison:* Fiona O'Farrell ([fofarrell@antioch.edu](mailto:fofarrell@antioch.edu))

### **Secular Student Alliance**

The Secular Student Alliance at Antioch is a safe space to empower secular students to proudly express their identity, build a welcoming community for counselors/therapists in training, promote secular values, and set a course for lifelong advocacy. *Faculty Liaison:* Dax Bevly ([dbevly@antioch.edu](mailto:dbevly@antioch.edu))

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# Personnel

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The CFT Program is managed by the Program Co-Chairs, the CFT faculty, the SAPCFT Dean, and the administration of AUS. For full CFT faculty bios, see Appendix E.

## **Executive Administration**

Shawn Fitzgerald, PhD, Dean of the School of CPT  
Benjamin Pryor, PhD, Campus Chief Executive Officer

## **CFT Program Chair**

Jennifer Sampson, PhD, CST

## **CFT Associate Chair**

Cayla Minaiy, PhD

## **CFT Core Faculty**

Sheila Addison, PhD  
Lastenia Francis, PhD  
Janice Hoshino, PhD, ATR-BC (Chair of the Creative Arts Therapy Programs)  
Rachel Hughes, PhD (CFT Director of Clinical Training)  
Shawntres Parks, PhD  
Jarryn Robinson, PhD  
Zain Shamoon, PhD

## **CFT Teaching Faculty**

Jill Forsberg, MA  
Maria Kim, PhD  
Jessica Leith, MS (Director of Outcomes & Accreditation)  
Margaret MacLeod, MS  
Ashley Mason, MA, ATR-BC  
Fiona O'Farrell, MA, CST (Director of the Sexuality Certificate Programs)  
Anthony Pennant, PhD

## **SAPCFT Staff**

Travis Adams  
Margaret Conley  
Michelle Honey  
Shirlee Ballyot

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# Educational Outcomes

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Educational Outcomes for the CFT Program comprise results and measures for student learning and program effectiveness. Students are expected to achieve the Student Learning Outcomes (SLOs) that correspond to CFT's Program Goals (PGs). Student Learning Outcomes must be demonstrated in each course and throughout students' graduate experience with peers, faculty, clients, and colleagues. The Student Learning Outcomes exist within the five Professional Core Competencies (PCCs), which provide the framework for evaluating student work in each course. The PCCs represent competencies expected of students to achieve the student learning outcomes and demonstrate competency in the CFT program.

## Outcomes Based Education Framework (OBE)\*

The purpose of the OBE is to identify mechanisms for gathering feedback and data that are demonstrative of the program's goals and student learning outcomes. In order to demonstrate that the program is in fact meeting these benchmarks, several communities of interest (COI's) are surveyed (e.g. students, faculty) annually to provide feedback. The table below gives an example of some student based methods for meeting SLO's, providing input into the program and the process for evaluating this and providing feedback back to this COI.

### Communities of Interest

- Students/Alumni
- Faculty
- Program Clinical Supervisors/Internship Sites

Example of Feedback Mechanism	Timeline for Assessment	Process for Analysis (who/when)	Feedback to COI's on Action Taken
Current Student Survey	Competency Assessment III	Results are analyzed at annual faculty retreat	Quarterly Community Meeting; Email updates from Program Chair
Graduating Student Survey	Competency Assessment IV	Results are analyzed at annual faculty retreat	Quarterly Community Meeting; Email updates from Program Chair; Newsletter
Clinical Readiness Assessments	Applied Family Therapy I & II, Applied Couples Therapy, Individual Treatment in	Results are analyzed by course instructors midway and at the end of the quarter taken.	Individual feedback is given at the end of the course to students from the instructor. Data is

	the Family System	The DOA collects these from instructors quarterly.	shared with students at CFT Community Meetings during week 6.
Capstone Project Chapters	Quarterly throughout Case Consultation	Chapters are analyzed by course instructors midway and at the end of the quarter taken. CA4 instructor collects these prior to graduation to determine eligibility. The DOA collects these from the CA4 instructor. Faculty review at annual retreat.	Individual feedback is given at the end of the course to students from the instructor. Data is aggregated and shared with students at CFT Community Meeting during week 6.
Course Assignments	Multicultural Perspectives, Systems Perspectives, Assessment & Diagnosis, Ethics	Primary demonstration of competency assignments are evaluated by course instructors. The DOA collected these from the registrar.	Individual feedback is given at the end of the course to students from the instructor. Data is aggregated and shared with students at CFT Community Meeting during week 6.

*\*For a full description of the Outcomes Based Framework, please see Appendix P.*

## CFT Program Goals (PGs)

1. Admit and graduate a more diverse student body.
2. Graduate students who demonstrate a relational and systemic philosophy and ethics in their clinical practice.
3. Graduate students who integrate multiculturally-attuned clinical knowledge, skills, and research that is adaptable to work with client populations of varying social locations and contexts.
4. Graduate students who promote inclusion, respect for diversity, anti-discrimination, and social responsibility from a culturally responsive perspective.
5. Graduate students who identify as systemic therapists who are prepared to seek employment as and meet state licensure requirements for marriage and family therapists (LMFT).

## CFT Student Learning Outcomes (SLOs)

- SLO 1: Students will integrate and apply systemic and anti-oppressive clinical knowledge, theories, skills, research, healing practices, and evidence-based treatments that are adaptable to work with client populations of varying social locations and contexts.
- SLO 2: Students will effectively use couple, relational, and family systems theories to inform systemic case conceptualizations and treatment plans in their clinical work.

- SLO 3: Students will demonstrate legal and ethical competence by understanding and adhering to relevant laws and ethical codes including the AAMFT Code of Ethics.
- SLO 4: Students will demonstrate differentiated and culturally-attuned positions while engaging in critical and exploratory conversations with classmates from backgrounds and perspectives different than their own.
- SLO 5: Students will demonstrate and integrate an anti-racist and anti-oppressive stance in their knowledge and application of systemic clinical theories, models, healing practices, and evidence-based treatments.

## Professional Core Competencies (PCCs)

Professional Core Competencies (PCCs) are areas of competency expected of students in all aspects of their graduate education in the CFT Program. The PCCs represent important areas by which students demonstrate learning competencies relevant to becoming a couple and family therapist and determine the extent to which students achieve the designated student learning outcomes (SLOs). The PCCs are assessed in each course in the final narrative evaluation rubric and comprise the overall competency attained in each course or learning assessment.

- **PCC – Professionalism**
  - Adheres to the ethical guidelines of AAMFT. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Respects and appreciates the culture of colleagues and can effectively collaborate with others. Shows an ability to think abstractly and recognizes multiple sides of an issue and generates creative solutions. Demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.
- **PCC - Reflective Practice**
  - Engages in self-analysis and displays flexibility in thinking. Grapples with abstract concepts and complexity. Takes responsibility for behavior, choices, and mistakes.
- **PCC - Applied Critical Thinking**
  - Recognizes multiple sides of an issue, tolerates ambiguity, and accepts situations that require flexibility in thinking and creative solutions. Reaches conclusions that are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
- **PCC – Diversity, Inclusion, and Social Justice**
  - Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally, or

unintentionally.

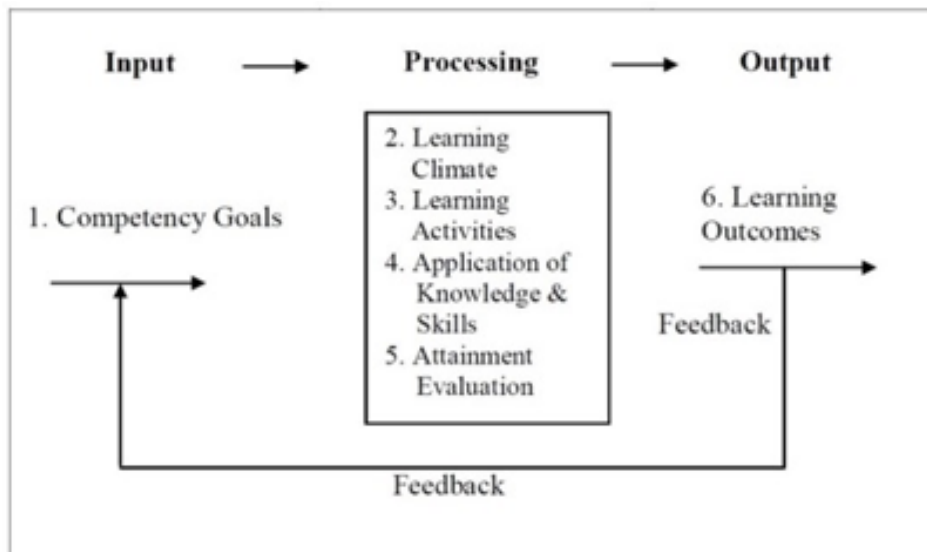
- **PCC - Written Communication**

- Writes clearly, professionally, and thoughtfully. Integrates personal and academic material when appropriate. Effectively cites and engages with research and relevant literature in written work when relevant. Presents ideas and information in an organized format. Uses Master's level technical writing skills and APA style. Does not engage in plagiarism of any type.

## Educational Philosophy

The educational philosophy of the CFT Program is based on a model of adult learning that is student-centered and competency based. The student-centered aspects of this model emphasize establishing learning environments characterized by collaboration, self-direction, and self-reflective practice. The competency-based aspects of this model entail a systemic approach to knowledge and skill acquisition that involve a continuous and recursive application of the following steps:

1. Setting clear goals for competency acquisition
2. Establishing a climate of mutual learning
3. Facilitating learning activities
4. Applying knowledge and practicing skills
5. Evaluating competency attainment
6. Assessing overall learning outcomes leading to additional goal setting for further competency development





The steps in this competency-based learning system are embedded throughout the curriculum and constitute some of the key elements in the CFT Program's mastery system of competency development. This learning system constitutes a mastery model of development because it provides a clear framework for students to work toward competency by using the ongoing feedback they receive to continue their self-improvement until they either (a) acquire competency or (b) determine that mastery is not possible for them.

To learn more about our Student/Graduate Achievement based on this educational model, see the COAMFTE Student/Graduate Achievement Disclosure in Appendix N of this handbook.

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# Competency Evaluation

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AUS does not use a letter or numerical grading system. Students instead receive a final narrative evaluation at the completion of each course, written by the course instructor. Final narrative evaluations communicate three key aspects about a student's learning: (1) the competency attainment level the student achieved based on the student learning outcomes, professional core competencies, and any other relevant competencies or outcomes identified for the course or learning activity; (2) the learning product that demonstrated this level of competency (i.e., a paper, journal, or some other form of demonstration); and (3) a narrative summary of the student's strengths, areas for improvement, and other relevant comments about the student's learning.

The educational philosophy that all CFT students can eventually achieve high levels of competency attainment reflects a mastery approach to education that is imbued throughout the CFT curriculum. This approach is an outcomes-based approach to clinical training in which competency is clearly defined and within which learners receive continuous feedback about their competency attainment. Moreover, when learners receive feedback that indicates insufficient achievement, they are given the opportunity to improve their performance to achieve an acceptable level of competency.

A comprehensive student review by the faculty occurs in student's first and second quarter, as well as directly before starting internship and their last quarter of the program. Students are also expected to demonstrate and document their learning in the program by reviewing feedback from instructors, reviewing their final narrative evaluations each quarter, and reviewing their competency matrix (see Appendix G) in the Competency Assessment courses. This assessment process is designed around students' self-evaluation and integration of feedback from instructors to maximize their achievement of competency. Starting in fall 2020, students' overall competency attainment is assessed based on their Capstone Project, which is the signature learning product for completing the CFT Program.

Another aspect of this mastery model is that final narrative evaluations for competency attainment should be based on a final outcome or demonstration of learning that can represent students' overall level of achievement. The essence of this assessment system is that the final evaluation of competency is based on how well the student has demonstrated mastery of the knowledge and skills specified in the course syllabus. In addition to these program-wide competency attainment levels, instructors may indicate additional course-specific competency attainment levels in the syllabus.

Students must meet the Required Competency standards for each course to pass the course.

## Competency Levels

Competency for each course is assessed on four possible attainment levels:

1. *Below Competency* - Failed to meet minimum graduate-level competency in terms of course attendance, scholarship, and performance standards.
2. *Required Competency* - Met minimum graduate-level competency in terms of course attendance, scholarship, and performance standards. While this is a passing grade, students are expected to strive for mastery of the material in all courses, not just basic performance.
3. *Intermediate Competency* - Achieved Required Competency plus demonstrated mastery of the identified course knowledge and/or skill areas. Intermediate competency is the level at which students are seen to be ready for clinical practice.
4. *Advanced Competency* - Achieved Intermediate Competency plus demonstrated a level of expertise in the course knowledge and/or skill areas that would be expected of entry-level master's practitioners. This final competency level can only be achieved in internship case consultation courses.

All competencies are derived from the CFT Program's mission, the CFT Program Goals, the Professional Core Competencies, the Student Learning Outcomes and the Professional MFT Principles (i.e., the MFT Educational Guidelines, the COAMFTE Version 12.5 Foundational Curricular Areas, the AAMFT Code of Ethics, the AMFTRB Examination Domains, Task Statements, and Knowledge Statements, and the educational requirements for licensure of MFTs in Washington State). Students' progress toward meeting these competencies is tracked and documented through a domain matrix tracking form that is reviewed at various checkpoints in the program (i.e. Competency Assessment courses).

CFT students receive competency assessments for each course based on its stated learning competencies that correspond to student learning outcomes and professional core competencies. These competencies are assessed according to the following four levels of achievement: Below, Required, Intermediate, and Advanced Competency. Students must maintain a minimum level of 75% Intermediate Competency in order to successfully complete their required coursework.

Furthermore, during CFT students' internship, a competency-based assessment form – Condensed MFT Core Competencies (C-MFT-CC) -- Supervisor Version – is used to monitor clinical knowledge and skill development.

### ***Below Required Competency (No Credit)***

CFT students must achieve Required Competency in all courses to receive credit for the course and progress through the CFT Program. During the quarter if students think they are going to not receive credit in a course, they should contact their advisor because the advisor might be able to coach the student toward a passing grade.

If a student receives Below Required Competency (No Credit) in a required course, the course instructor will contact the student's advisor, and the student will be required to meet with their advisor to address the deficient in their learning. The student will be placed on a Student Development Plan (SDP), which will be in place until the student retakes and passes the specified course. The student must retake the course within two quarters, or the next time the specific course is offered, whichever comes first. This includes retaking the course the following quarter regardless of who is teaching the course. Students who receive Below Required Competency do not have the option of avoiding the same instructor in subsequent quarters.

If a student receives a Below Required Competency rating in a required course (e.g., FOO) twice, the student will be withdrawn from the program. Future reentry to the program or a different graduate program within AUS requires a full admission process; admission is not assured. This policy does not apply to elective courses. If a student receives Below Required Competency twice in an elective course, then that student will not be withdrawn from the program. However, that student would still be placed on a Student Development Plan and would be required to retake that elective course or its equivalent. For example, if a student earns Below Required Competency in Abusive Relationships, then that student must either retake and pass Abusive Relationships or retake a similarly themed course such as Assessment & Treatment of Domestic Violence to meet that elective requirement.

### ***Required vs. Intermediate Competency***

CFT students must achieve Intermediate Competency in at least 75% of courses to graduate from the CFT Program (see Competency Attainment Standard section below). Required Competency should be what instructors expect of CFT student performance if it meets the academic requirements for a letter grade of "B" for a graduate course in psychology. For all students taking CFT courses this means that they must meet basic graduate-level requirements in terms of attendance, scholarship and writing, professionalism, and academic performance in order to receive credit for a given course. However, a Required Competency grade should be the exception to the students' overall academic performance, not the rule, as the CFT program expects students by the end of most courses to have achieved mastery of the material, as evidenced by achieving Intermediate Competency in 75% of classes.

The criteria for Intermediate Competency should not only involve academic competency in the subject area of the course, but should also include professional and clinical competency as well; that is, at this level of attainment, each instructor must develop criteria that is appropriate for the particular knowledge and skill areas they are teaching. In addition, depending on whether the course is based more on conceptual knowledge than skills-based, instructors consider different ways of defining competency attainment criteria.

### ***Advanced Competency***

The CFT Program is designed to facilitate achievement of Advanced Competency upon graduation. Since the definition of Advanced Competency is "knowledge and skills commensurate with a beginning-level master's practitioner," this competency rating is reserved for students enrolled in Internship Case Consultation class.

## Competency Attainment Standard

Students must attain Intermediate Competency in a minimum of 75% of pre- internship courses to be eligible to begin internship, which is assessed both by the student's advisor and the Competency Assessment III instructor. The student also must attain Intermediate Competency in 50% of their Internship Case Consultation courses AND in 75% of all courses overall to graduate. This attainment will be assessed by their advisor and the Competency Assessment IV instructor. Progress toward the Competency Attainment Standard is assessed formally in Competency Assessment courses III & IV and informally by academic advisors throughout a student's program. For students to receive credit for each of these courses, students must have achieved the required competency standard as well as completed any additional work required to attain the competency standard such as retaking a course in which the student did not earn credit or pass.

If a student falls below the 75% overall Intermediate Competency level at either of the Competency Assessment checkpoints (III or IV), a student will not be permitted to proceed in the program until the 75% standard is reached. This may prohibit a student from starting their internship or from graduating the program. (For this reason, it is critical that students are regularly checking in with their advisors to ensure that they are staying on track to meet these program standards.)

In order to remediate competency standards that fall below 75%, students must retake one or more courses to earn an Intermediate Competency in the class in order to bring their standard about 75% before they may proceed with progress in their program. Students *must* earn an Intermediate Competency in the course in order to raise their Competency Standard percentage. The only courses that students may not retake to earn an Intermediate Competency are Family of Origin Systems and Multicultural Perspectives. Students will be placed on a Student Development Plan (see Appendix I) by their advisor until the required standards are met.

## Satisfactory Academic Progress (SAP)

These AU standards help students assess their ability to be successful in their academic program: progressing at a reasonable rate, retaining eligibility for financial aid, and completing the program within the maximum time allowed. Students must meet both term-based and cumulative academic standards which are based on the percentage of attempted credits that are completed successfully. The cumulative calculation includes any accepted transfer credit as both attempted and completed. See the AUS Catalog for more information.

**Minimum Standard for MA students.** First term: 50% term-based and cumulative attempted credits. All subsequent terms: 75% term-based and cumulative attempted credits. P, NP, INP and AU are excluded from a student's Satisfactory Academic Progress evaluation. Courses assigned NC, INC, W and WNC are evaluated as attempted but not earned.

In other words, if a student takes three 3-credit courses in the 2nd quarter, and the student receives a CR in two courses and an NC, INC, W or WNC in the third course, the student will be put on Academic Warning because the SAP is 66% which is below the 75% threshold. At that point, the student would need to get the completion rate up to 75% by the end of the next quarter or else the student will be withdrawn from the program (unless the student appeals within 5 days of being notified and the student successfully appeals).

**Academic Standing Statuses.** Academic Warning—if the minimum term-based or cumulative completion rate is not attained, the student is placed on academic warning and has the following term to bring the percentage of credits successfully completed up to the minimum standard. If the student is unable to bring the percentage up to the minimum standard, the student may petition to be placed on academic probation for the following term.

In other words, if a student performs below SAP (75%), the student will be put on Academic Warning: one term status; no appeal necessary; the student needs to get the completion rate up by end of warning term or else the student will be ineligible to continue enrollment or receive aid (essentially, the student will be withdrawn from the program), unless the student appeals within 5 days of being notified. If the student successfully appeals, the student will be put on Academic Progress Probation (PROB) for one term. If the student is on PROB and cannot meet SAP (75%) in one term, the student needs to make an academic plan to do so and the student will be put on Academic Plan Probation (APROB) and it may span up to 3 terms.

## Clinical Readiness Assessments

The clinical readiness assessment process is designed to identify opportunities to provide feedback to students on exhibited character, attitudes, attributes, behavior, and basic systemic clinical skills as they advance toward becoming a competent couple & family therapist. This process is meant to aid students' development of the essential skills of taking in feedback, self-reflecting, and continuously evaluating and positively modifying their own behavior. The assessment questions are based on the five professional core competencies (professionalism, reflective practice, applied critical thinking, diversity, inclusion, & social justice, and written communication) expected of all AUS MA psychology students as well as the 16 core competencies expected of CFT students (Condensed MFT Core Competencies, Northey & Gehart, 2019). Students are assessed in all applied classes (Applied Couples Therapy, Applied Family Therapy I & II, and Individual Treatment in the Family System) and must meet or exceed expectations in order to advance into internship. See Appendix Q for the full assessment form.

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# Curriculum

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The CFT Program is based on a mastery model of education. As such, the CFT program supports and expects its students to acquire the necessary clinical competencies needed to become effective beginning-level CFTs.

## Credit Requirements

In order to earn a Master's in Arts (M.A.) degree in Couple and Family Therapy (MFT), students matriculating into the program beginning in Fall 2021 are required to complete 77 graduate credits-- 49 of which are required courses, 16 of which are internship case consultation, and 12 from the elective series.

## Time to Graduation

Since students are free to make their own schedule, time to graduation varies from 2.25 to 6 years. The average degree time is 3.5 years for full-time students and 5.5 years for part-time. According to the Financial Aid Office, enrollment of three credits is considered half-time for graduate students. Six credits are considered full-time enrollment.

**Nine-Quarter Minimum.** The shortest possible time in which the degree can be completed is nine quarters (2.25 years). However, because of a combination of factors related to course scheduling and sequencing, it may be difficult to complete the degree within that amount of time. As a result, it is important to note that the CFT Program cannot guarantee that students can arrange their schedule of studies in such a way as to finish in nine quarters.

**Six-Year Maximum.** All courses must be completed within 6 years (72 months) of matriculation for credits to count. If a student takes longer than 6 years to graduate (including Leaves of Absence), that student will be withdrawn from the program.

The CFT Program is a master's degree program that consists of 77 quarter credits (80 credits for students operating under that 2020-21 Plan of Study or earlier). The CFT curriculum has been structured to allow students to complete the program at their own pace within a six-year time limit; the average length of time for degree completion for students is 3.5 years for full time and 5.5 years for part time. It should be noted that because they are given the freedom to progress at their own pace and because students matriculate throughout the year (aside from summer), CFT students are not organized into cohorts, although they often go through various required course sequences together.

The CFT Program offers a competency-based curriculum organized within the following Competency Domains. The table below shows each course by domain and for each course provides the number of credits, the required or recommended sequence, the course description, and the course competencies.

CFT Curriculum					
Course	Cr.	Prerequisite	Sequence	Course Description	Course Competencies
<b>Domain 1: Foundations of Relational/Systemic Practice, Theories &amp; Models</b>					
COUN5030: Family of Origin Systems	3	None	Required quarter 1  Followed by Multicultural Perspectives  Prereq for 5120, 5800, 5810, 5815, and 6002	The purpose of this course is to facilitate the development of competencies in understanding family of origin systems theories of human development and differentiation. Particular emphasis will be placed on students examining their personal and professional development in terms of their own family history, relationships, and conflicts. This will be conducted using the Person of the therapist (POTT) model for increased effectiveness with clients, students will learn to track here and now “signature themes” that are relevant to their professional work.	Understand family-of-origin (FOO) systems theories of human development and differentiation.  Take a systemic position in the application of FOO theories in the analysis of family histories and unresolved family conflicts.
COUN5050: Systems Perspectives in Family Therapy	3	None	Recommended quarter 1-2  Prereq for 5120, 5800, 5810, and 6002	The purpose of this course is to introduce students to general and family systems theories of human communication. Emphasis will be placed on integrating the theoretical formulations of a systems approach while developing clinical competencies in the systemic analysis of family relationship problems.	Comprehends general and family systems theories of human communication.  Applies general and family systems concepts of human communication in the analysis of family relationship problems.
COUN5820: Theories of Couple & Family Therapy	3	5050, 5061, 5800, 5810, 5815, 5120	Suggested during 2 <sup>nd</sup> or 3 <sup>rd</sup> quarter of internship	The purpose of this course is to examine the foundational theories of family therapy and to explore their historical development. In doing so, the purpose of this course is also to prepare students for the Association of Marital and Family Therapy Regulatory Board’s (AMFTRB) examination for licensure as Marriage and Family Therapists in Washington.	Understands clinical theories and models that are foundational to the practice of couple and family therapy.
COUN5730: Advanced	3	5120, 5815, 5800,	Suggested during	The purpose of this course is to explore a specific couple and	Understand family systems theories of human



Systemic Theories and Models Elective Series			internship	family therapy theory or model of therapy to offer more targeted training from a specific framework for working with couples and families.	communication and connection
					Analyze clinical strengths and weaknesses through live supervision and receive feedback surrounding the model's application with a client system
					Understand the utility of a specific family therapy model in assessing and treating clients
					Use skills and interventions from a specific family therapy model to conduct family therapy with a client system
					Apply family systems concepts in the analysis of family relationship problems
Domain 2: Clinical Treatment with Individuals, Couples, and Families					
COUN5061: Beginning Clinical Skills for Couple and Family Therapists (formerly Communication and Counseling Skills)	3	None	Recommended quarter 3  Prereq for 5120, 5800, 5810, 5815, 5850, most electives, and 6002	This course consists of laboratory training in the basics of therapeutic communication and introductory skills for conducting a therapy session. The course includes recorded practice sessions in which students will work on developing skills for use with engaging clients in a helping context. Proficiency in these skills is necessary in order to be ready for internship and future clinical practice. The course is designed to meet in part the COAMFTE standards for clinical training of Marriage and Family therapists.	Understand the importance of intentionally using various helping behaviors with clients in therapy.
					Demonstrate a variety of helping behaviors during skills practice with peers in individual and conjoint settings. Articulate potential impacts of the person-of-the-therapist on the therapeutic relationship, as well as the impacts of one's own social locations (e.g. ADDRESSING model concepts) and the potential for perpetuating white supremacy via the therapy process.
COUN5120: Individual Therapy in the Family System	3	5030, 5050, 5061	Prereq for 6002	The purpose of this course is to integrate the theoretical foundations of individual therapies in the context of family dynamics and relationships. The individual psychotherapy methods applied will target the treatment of a range of problem areas and be	Understands clinical models of individual treatment in the context of family systems theory.

				grounded in the overarching perspective of systemic theory.	
COUN5800: Applied Couple Therapy	4	5030, 5050, 5061	Prereq for 6002	The purpose of this course is to introduce students to the theory and practice of couple therapy. Emphasis will be placed on evidence-based models of couple therapy and on developing basic therapeutic competencies needed to begin working (under supervision) with couples.	Applies foundational theories and models to the clinical assessment and treatment of couples.
COUN5810: Applied Family Therapy: Part I (Children and Parenting)	3	5030, 5050, 5061	Prereq for 6002	The purpose of this course is to introduce students to the theory and practice of family therapy, from the first session to termination with emphasis on working with children and parents/caregivers. The course is designed to foster a stimulating, creative, and collaborative learning community founded on curiosity, openness, and respect.	Understand the family therapy models presented in the course.
					Apply skills and interventions from the family therapy models in conducting family therapy.
					Apply family therapy theory to common childhood problems.
COUN5815: Applied Family Therapy: Part II (Adolescence and Families)	3	5030, 5050, 5061	Prereq for 6002	The purpose of this course is to introduce students to the theory and practice of family therapy, from the first session to termination with emphasis on working with adolescents and their families. The course is designed to foster a stimulating, creative, and collaborative learning community founded on curiosity, openness, and respect.	Understand the family therapy models presented in the course.
					Apply skills and interventions from the family therapy models in conducting family therapy.
					Apply family therapy theory to common adolescent problems.
Domain 3: Diverse, Multicultural and/or Underserved Communities					
COUN5040: Multicultural Perspectives	3	5030	Required quarter 2  Prereq for 6002	The purpose of this course is to facilitate competencies in the understanding of cultural attunement among individuals, groups and families and their impact on the theory and practice of family therapy.	Understands multiple cultural identities and the ways in which they influence human development and interaction.
				Particular emphasis will be placed on enhancing students' abilities to apply this understanding to their personal lives and professional work, the the person-of-the-therapist concept of <i>accessing the self</i> .	Takes a multicultural perspective in addressing personal and institutional manifestations of oppression and privilege.
Multicultural	3	5040,		The courses in this series includes	(Varies)

Therapy Series Elective		5050, 5061		(but is not limited to) the following CFT or CMHC courses: COUN 6160 Internalized Oppression, COUN 7000 Multicultural Attunement, COUN 5450 Latinx Cns Experiences & Practices, COUN 5430 Asian American & Pacific Islanders Cns Experiences & Practices, COUN 5440 American Indian Cns Experiences & Practices, COUN 5410 Jewish Amer Cns Experiences & Practices, COUN 6220 Spirituality, Religion, & Atheism in Counseling, COUN 5400 African-American Cns Experiences & Perspectives, COUN 5460 Client with Disabilities Experiences & Perspectives in Cns, COUN 5470 Sexual; Minorities Experiences & Perspectives in Cns, COUN 5471 Diversity in Sexual Expression, COUN-6710 Multicultural Seminar. For a full list, see your degree audit.	
Domain 4: Research & Evaluation					
COUN5512: Introduction to Research in CFT	4	None	Anytime	This introductory course provides an orientation to the fundamentals of research design, including an understanding of basic statistical methods, the logic of hypothesis development and testing, and approaches to gathering and interpreting data. The class also encourages dialogue/inquiry into issues of evidence-based practice (EBP) and the role of clinicians as researchers. Finally, this course emphasizes research concerning child/couple/family studies and therapy.	Understands research methodologies relevant to mental health services.
					Evaluates professional research studies and develops a research project of personal interest in mental health services.
					Understands couple and family therapy research methods and evidence-based practice.
					Understands couple and family therapy research methods and evidence-based practice.
Domain 5: Professional Identity, Law, Ethics & Social Responsibility					
COUN5191: Ethics and Professional Issues in CFT	4	None	Prereq for 6002	Introduces specific ethical guidelines for CFTs and focuses on historical, cultural, and professional contexts within which therapy occurs. This course emphasizes how to develop the ability to critically think and	Comprehends the ethical and legal principles which govern the field of mental health.
					Applies the ethical and legal principles to a variety

				analyze clinical situations in ethical terms. This course also provides an overview of special topics in family law, ethics and professional issues related to the practice of couple and family therapy with a case- focused presentation, including a focus on telehealth.	of case and clinical situations. Understands the principles for ethical and legal practice within the profession of couple and family therapy. Applies principles of ethical and legal practice in MFT to clinical case examples.
<b>Domain 6: Biopsychosocial Health &amp; Development Across the Lifespan</b>					
COUN5240: Human Sexuality	3	5040, 5050	Anytime	The purpose of this course is to increase the student's knowledge of the field of Human Sexuality and its place in psychological treatment and education. In addition, students will have an opportunity to examine their own subjective experience and its influence on their personal and professional effectiveness.	Understands human sexuality and the treatment of sexual dysfunction. Assesses and develops treatment approaches for addressing sexual dysfunction.
COUN5220: Human Development in the Family Life Cycle	3	5040, 5050	Anytime	The student will understand the basic developmental tasks of children, youth, and adults throughout the lifespan, as well as how these tasks impact, and are impacted by, the developmental cycle of the family of origin and the family of choice. The student will understand how individual and family development is affected by interpersonal, interactional, and cultural factors.	Comprehends family life cycle theory. Applies family life cycle concepts in the analyses of clinical case studies.
<b>Domain 7: Systemic/Relational Assessment &amp; Mental Health Diagnosis and Treatment</b>					
COUN5150: Psychopathology	3	5030, 5050	Prereq for 5850 and 6002	The purpose of this course is to introduce students to the diagnostic system contained in the DSM-5 and to facilitate their understanding of psychopathology. This course on psychopathology is designed to give students the foundation for assessing both patterns, and factors creating those patterns, of diagnostic categories presently in use in the mental health system today.	Understands psychopathology in terms of the DSM-5 diagnostic categories. Applies multiple clinical treatment and cultural perspectives in interpreting DSM-5 disorders.
COUN5850:	4	5061, 5150	Must take	A survey of approaches to	Comprehends the

Assessment, Diagnosis, & Treatment Planning in CFT			quarter immediately following 5150  Prereq for 6002	assessment, steps in delineation and presentation of client patterns and issues, and decision-making procedures for recommending appropriate treatment options for individual, couple, and family clients.  Students become familiar with use of DSM- 5 and multi-axial diagnosis, as well as alternative conceptualizations and approaches, with special emphasis on family systems assessment and diagnosis.	diagnostic system of the DSM-5 and the clinical treatment modalities appropriate for various diagnoses.
					Uses the diagnostic system of the DSM-5 in assessing mental disorders and developing clinical treatment plans.
					Incorporates a systemic perspective in diagnostic interviewing, assessment, and treatment planning.
Abuse Series Elective	3	5040, 5050, 5061	Anytime	These courses include but are not limited to COUN5280: Abusive Relationships, COUN5290: Addictions & Substance Abuse, COUN5310: Assessment & Treatment of Domestic Violence, and Survey of Addiction. For a full list, see your degree audit.	(Varies)
<b>Domain 8: Contemporary Issues, CFT Professional Identity, &amp; Capstone Project Development</b>					
Special Topics Elective Series	3	5040, 5050, 5061	Anytime	These courses are typically 1-credit weekend classes that are designated to count for one of the specific elective series. The spirit of these courses is to offer current topics that are relevant to the field of CFT in weekend-intensive format, allowing students to be exposed to more topical subject matter during their program than may be typically allowed by a standard 3-credit quarter-long course.	(Varies)
COUN5000: Competency Assessment I	0	None	Required quarter 1	This course is required in the student's first quarter and provides an orientation to the Couple and Family Therapy curriculum, competency assessment, portfolios/competency matrix, capstone project, academic writing, and advising process.	Understands the CFT Program system of competency-based assessment.
					Applies the CFT competency-based system in conducting an initial assessment of clinical capabilities and career aspirations.
COUN5010: Competency Assessment II	0	5010	Required quarter 2	This course is required in the student's second quarter and provides guidance for initial competency assessment, the	Understands the CFT Program system of competency-based assessment.

				capstone project, professional identity as a CFT, and program information.	
				Competency matrix management, and review of the capstone project.	Applies the CFT competency-based system in conducting an initial assessment of clinical capabilities and career aspirations.
COUN5020: Competency Assessment III	0	Pre-reqs: 5000, 5010, 5030, 5040, 5050, 5061, 5150  Pre- or Co-reqs: 5120, 5191, 5800, 5810, 5815, 5850, 5981	Required quarter before internship	This course is required one quarter before internship. It provides students with guidance in completing their portfolio/competency matrix and acts as a checkpoint ensuring students are qualified for internship.	Comprehends the clinical capabilities required to begin a CFT internship.  Conducts a systematic assessment of clinical capabilities in preparation for beginning a CFT internship.
COUN5025: Competency Assessment IV	0	6002	Required final quarter	This course is required in the student's final quarter. It provides a final checkpoint for students to demonstrate that they have mastered the clinical competencies and have successfully met all requirements including successful completion of the capstone project, and it provides preparation for employment and MFT licensure in the State of Washington.	Understands (a) the conceptual requirements on the state MFT licensing exam, and (b) the clinical capabilities required of a beginning- level couple and family therapist.  Conducts a systematic assessment of participants' readiness to (a) pass the state MFT licensing exam, and (b) practice as a beginning-level couple and family therapist.
<b>Domain 9: Supervised Clinical Practice and Community Intersections &amp; Collaboration</b>					
COUN-5981: CFT Internship Preparation	0	5010	Required 3 quarters before internship	This course is required for students who are two to three quarters away from starting their internship. The course provides an orientation to the tools available to students for aid in securing an internship and reviews the prerequisites and other necessary conditions to begin internship.	Becomes familiar with internship search materials, strategies for securing an internship, and required contracts, forms, logs, and Supervision Assist platform to be utilized during internship.
COUN-6002: Qtr 1-4 Internship Case Consultation	4	5020	Required during internship	This course provides group consultation for CFT students' clinical work during their internship. This course emphasizes direct clinical training	Utilizes and expands clinical skills, theoretical knowledge, and professional values in clinical work with clients.

COUN-6014: Qtr 5 Internship Case Consultation	0			and completion of the capstone project. The internship work itself primarily consists of providing direct therapeutic services to clients in an agency setting. This work is conducted off-campus at an internship site approved by Antioch University. Students receive supervision at their internship from their on-site supervisor.	Demonstrates ability to apply theoretical knowledge, clinical skills, and professional values appropriately to a variety of cases and agency/internship activities.
					Understands and utilizes the case consultation process in the development of clinical and professional skills.
					Demonstrates the ability to (a) present cases and incorporate consultative feedback regarding clinical and professional skills; and (b) to offer consultative feedback that assists peers in developing clinical and professional skills.
					Be able to develop the following for the capstone project: (a) a personal epistemology and theory of change; (b) a beginning clinical integration perspective informed by social justice, personal experience and values, and systems theory; (c) an updated informed consent & disclosure statement; (d) a licensure exam study guide & post-graduation action plan; and (e) a personal reflection of one's journey in the program.

## Competency Assessment (CA) Series

Competency Assessment courses are a series of group advising meetings that serve as required checkpoints for students at various points throughout the program. To graduate, each student must take: COUN5000: CA-1 in their 1st quarter, COUN5010: CA-2 in their 2nd quarter, COUN5020: CA-3 in the quarter before internship, and COUN5025: CA-4 in their final quarter of the program.

**COUN5000: Competency Assessment I.** This course is required in the student's first quarter and provides an orientation to the Couple and Family Therapy curriculum, competency assessment, portfolios/competency matrix, capstone project, academic writing, and advising process.

**COUN5010: Competency Assessment II.** This course is required in the student's second quarter and provides guidance for initial competency assessment and competency matrix management, and review of the capstone project.

**COUN5020: Competency Assessment III.** This course is required one quarter before internship. It provides students with guidance in completing their portfolio/competency matrix and acts as a checkpoint ensuring students are qualified for internship.

**COUN5025: Competency Assessment IV.** This course is required in the student's final quarter. It provides a final checkpoint for students to demonstrate that they have mastered the clinical competencies and have successfully met all requirements including successful completion of the capstone project, graduation surveys, and the MFT Licensing Exam Study Guide & Post Graduate Plan of Action assignment as it provides preparation for employment and MFT licensure in the State of Washington.

## Electives

CFT students are required to take a total of 12 elective credits. CFT/CAT students will refer to their specific Plan of Study for elective courses. Beginning Fall 2020, there are four required elective series that students must complete, which are described below.

**Abuse Series Elective.** The Abuse Series elective serves to provide students with an opportunity to learn more about abusive systems that influence client lives. Courses in this series include topics related to substance abuse, domestic violence, trauma, abusive relationships, crisis prevention and response, and other related subjects.

**Advanced Theories Elective.** The Advanced Theories elective is a requirement for students who matriculated in Fall 2020 or later. The courses in this series allow students to do a deep dive into a specific systemic theoretical framework in order to learn the theory more fully and integrate it into practice in more depth than time allows for in the survey courses. Courses will be offered on a rotating basis each quarter.

**Family Series Elective.** The Family Series elective provides students an opportunity to learn about a specific subject in relational therapy in more depth. Courses in this series include specific populations (e.g. children, parenting, adolescents) or specific types of treatment approaches (e.g. Gottman therapy, Premarital education). ***This elective is only required for students who matriculated in Spring 2020 or earlier.*** Students matriculating in Fall 2020 will no longer have the Family Series elective requirement, as much of the content of this series will be absorbed into Applied Family Therapy Parts I & II.

**Multicultural Elective.** The Multicultural Series elective provides students an opportunity to learn about clinical work with populations that occupy a variety of social locations. Subjects



covered in this series may include courses on clinical work with various ethnic or cultural groups, diversity in sexual or gender expression, specific biopsychosocial health concerns, and many more. In order for a course to count for a multicultural elective, the following criteria must be met: 1) The course must include a consideration of cultural power dynamics that impact the therapeutic relationship, 2) The course must provide assignments that require students to introspect about their social location and self-of-the-therapist matters, 3) The course must include an experiential component, and 4) The class must include a systemic perspective, inclusive of both family systems and sociocultural systems.

**Special Topics Elective.** Special topics electives are offered on a rotating basis each quarter. These courses are typically 1-credit weekend classes that are designated to count for one of the specific elective series. The spirit of these courses is to offer current topics that are relevant to the field of CFT in weekend-intensive format, allowing students to be exposed to more topical subject matter during their program than may be typically allowed by a standard 3-credit quarter-long course.

**Play Therapy Electives.** Students who entered the CFT program prior to fall 2020 can count Intro to Play Therapy toward either the Family Practice Series or General Elective requirement. Preference is given to students who intend to complete the play therapy certificate with remaining spots open to students who wish to only take Intro to Play Therapy. Students who began the CFT Program in fall 2020 or later will not be able to count Intro to Play Therapy toward the required electives.

## Course Sequencing

**Students should be mindful when scheduling these courses.** If a student does not take these courses during the required quarter, there will be negative consequences (such as being prevented from registering for other courses, not being able to begin internship, being placed on a Student Development Plan (SDP), or being withdrawn from the program):

- COUN5030: Family of Origin Systems (FOO) (required 1st quarter)
- COUN5000: Competency Assessment-I (required 1st quarter)
- COUN5040: Multicultural Perspectives (required 2nd quarter)
- COUN5010: Competency Assessment-II (required 2nd quarter)
- COUN5061: Beginning Clinical Skills in CFT (required 3rd quarter)
- COUN5981: CFT Internship Prep (required 3 quarters before internship)
- COUN5020: Competency Assessment-III (required the quarter before internship)
- COUN5025: Competency Assessment-IV (required final quarter)

Similarly, these courses must be taken back-to-back (i.e., in consecutive quarters):

- COUN5030: Family of Origin Systems, *then* COUN5040: Multicultural Perspectives
- COUN5150: Psychopathology, *then* COUN5850: Assessment, Treatment Planning and Diagnostics in CFT

Although there is variation among individual student's course sequences, the following tables represent the typical progression through the CFT Program:

#### Sample Sequence of Study (2.25-year or 9-quarter plan)

	Quarter 1 (10 cr)	Quarter 2 (10 cr)	Quarter 3 (10 cr)	Quarter 4 (9 cr)
Year 1	<b>COUN5030: Family of Origin Systems (3)</b>  COUN5191: Ethics & Profess Issues in CFT (4)  COUN5050: Systems Perspectives (3)  COUN5000: CA-I (0)	<b>COUN5040: Multicultural Perspectives (3)</b>  COUN5512: Intro to Research in CFT (4)  COUN5220: Human Dev in the Family Life Cycle (3)  COUN5010: CA-II (0)	COUN5061: Beginning Clinical Skills for CFT (3)  <b>COUN5150: Psychopathology (3)</b>  [Abuse Series Elective (3)]  COUN5981: CFT Internship Prep (0)	COUN5120: Indiv Therapy in the Family System (3)  <b>COUN5810: Applied Family Therapy, Pt 1 (3)</b>  <b>COUN5850: Assess, Diagn, &amp; Treatment Plan in CFT (4)</b>
	Quarter 5 (10 cr)	Quarter 6 (7 cr)	Quarter 7 (7 cr)	Quarter 8 (7 cr)
Year 2	<b>COUN5800: Applied Couples Therapy (4)</b>  <b>COUN5815: Applied Family Therapy, Pt 2 (3)</b>  [Special Topics Elect (3)]  COUN5020: CA-III (0)	<b>COUN6002: Case Consult I (4)</b>  COUN5240: Human Sexuality (3)	<b>COUN6002: Case Consult 2 (4)</b>  COUN5730: Advanced Systemic Theories (3)	<b>COUN6002: Case Consult 3 (4)</b>  COUN5820: Theories of Couple & Family Ther (3)
	Quarter 9 (7 cr)			
Year 3	<b>COUN6002: Case Consultation 4 (4)</b>  [Multicultural Elect (3)]  COUN5025: CA-IV (0)			

#### Sample Sequence of Study (3-year or 12-quarter plan)

	Quarter 1 (6 cr)	Quarter 2 (7 cr)	Quarter 3 (6 cr)	Quarter 4 (7 cr)
Year 1	<b>COUN5030: Family of Origin Systems (3)</b>  COUN5050: Systems Perspectives (3)  COUN5000: CA-I (0)	<b>COUN5040: Multicultural Perspectives (3)</b>  COUN5191: Ethics & Profess Issues in CFT (4)  COUN5010: CA-II (0)	COUN5061: Beginning Clinical Skills for CFT (3)  COUN5220: Human Dev in the Fam Life Cycle (3)	COUN5120: Indiv Therapy in the Family System (3)  <b>COUN5800: Applied Couples Therapy (4)</b>
	Quarter 5 (6 cr)	Quarter 6 (7 cr)	Quarter 7 (6 cr)	Quarter 8 (7 cr)
Year 2	COUN5240: Human Sexuality (3)  <b>COUN5150:</b>	<b>COUN5810: Applied Family Therapy, Pt 1 (3)</b>  <b>COUN5850: Assess, Diag, &amp;</b>	<b>COUN5815: Applied Family Therapy, Pt 2 (3)</b>  [Abuse Series Elective (3)]	COUN5512: Intro to Research in CFT (4)  [Multicultural Elect (3)]

	<b>Psychopathology (3)</b>	<b>Treat Plan in CFT (4)</b> COUN5981: CFT Internship Prep (0)		COUN5020: CA-III (0)
	Quarter 9 (7 cr)	Quarter 10 (7 cr)	Quarter 11 (7 cr)	Quarter 12 (4 cr)
Year 3	<b>COUN6002: Case Consultation I (4)</b> [Special Topics Elect (3)]	<b>COUN6002: Case Consultation 2 (4)</b> COUN5730: Advanced Systemic Theories (3)	<b>COUN6002: Case Consultation 3 (4)</b> COUN5820: Theories of Couple & Family Ther (3)	<b>COUN6002: Case Consultation 4 (4)</b> COUN5025: CA-IV (0)

### Sample Sequence of Study (4-year or 16-quarter plan)

	Quarter 1 (3 cr)	Quarter 2 (3 cr)	Quarter 3 (6 cr)	Quarter 4 (4 cr)
Year 1	<b>COUN5030: Family of Origin Systems (3)</b> COUN5000: CA-I (0)	<b>COUN5040: Multicultural Perspectives (3)</b> COUN5010: CA-II (0)	<b>COUN5061: Beginning Clinical Skills for CFT (3)</b> COUN5050: Systems Perspectives (3)	COUN5191: Ethics & Profess Issues in CFT (4)
	Quarter 5 (6 cr)	Quarter 6 (6 cr)	Quarter 7 (6 cr)	Quarter 8 (4 cr)
Year 2	<b>COUN5120: Indiv Ther in the Family System (3)</b> COUN5220: Human Dev in the Fam Life Cycle (3)	<b>COUN5810: Applied Family Therapy, Pt 1 (3)</b> COUN5240: Human Sexuality (3)	<b>COUN5815: Applied Family Therapy, Pt 2 (3)</b> [Abuse Series Elective (3)]	<b>COUN5800: Applied Couples Therapy (4)</b>
	Quarter 9 (6 cr)	Quarter 10 (6 cr)	Quarter 11 (4 cr)	Quarter 12 (4 cr)
Year 3	[Multicultural Elect (3)] COUN5820: Theories of Couple & Famil Ther (3)	<b>COUN5150: Psychopath (3)</b> [Special Topics Elect (3)] COUN5981: CFT Intern Prep (0)	<b>COUN5850: Assess, Diag, &amp; Treat Plan in CFT (4)</b>	COUN5512: Intro to Research in CFT (4) COUN5020: CA-III (0)
	Quarter 13 (4 cr)	Quarter 14 (7 cr)	Quarter 15 (4 cr)	Quarter 16 (4 cr)
Year 4	<b>COUN6002: Case Consultation I (4)</b>	<b>COUN6002: Case Consultation 2 (4)</b> COUN5730: Adv Syst Th (3)	<b>COUN6002: Case Consultation 3 (4)</b>	<b>COUN6002: Case Consultation 4 (4)</b> COUN5025: CA-IV (0)

## Person-of-the-Therapist (POTT) Track

Person-of-the-Therapist (POTT) training is a sequence of courses aimed at developing *knowledge*, *access*, and *use* of self-of-the-therapist cues during the therapy process. This training develops therapists who practice self-attunement and *here and now* clinical awareness as a fundamental part of their therapeutic orientation when working with clients. This track begins in students' first quarter of graduate school within the CFT program, and requires that students take the each class in succession: Family of

Origin Systems - POTT (quarter one), Multicultural Perspectives - POTT (quarter 2), and Beginning Clinical Skills in CFT - POTT (quarter 3). This mini-cohort track is available to students beginning in Fall and Winter quarters only, and participation is based on first-come, first-served availability.

**COUN5030: Family of Origin- POTT Track Course 1.** The purpose of this course is to facilitate the development of competencies in understanding family of origin systems theories of human development. Particular emphasis will be placed on students examining their personal and professional development in terms of their own family history, relationships, and conflicts. This will be conducted using the Person of the therapist (POTT) model for increased effectiveness with clients. Students will learn to track their here and now “signature themes” that are relevant to their professional work.

**COUN5040: Multicultural Perspectives - POTT Track Course 2.** The purpose of this course is to facilitate competencies in the understanding of cultural attunement among individuals, groups, and families, and their impact on the theory and practice of family therapy. Particular emphasis will be placed on enhancing students’ abilities to apply this understanding to their personal lives and professional work, through the person-of-the-therapist concept of accessing the self.

**COUN5061: Beginning Clinical Skills in CFT - POTT Track Course 3.** This course consists of laboratory training in therapy skills, and application of theory to practice. Specific focus will be given to the Person of the Therapist (POTT) Model’s Utilization of Self framework. This course is the third of the POTT series for CFT Master’s students. The course includes recorded mock therapy sessions under instructor supervision. Focus will be given to positive therapeutic relationships, application of basic therapy skills, and the utility of introspection as a therapeutic tool. Proficiency in these skills is necessary for a positive internship experience and designed to meet COAMFTE standards for training couple and family therapists.

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# Admission

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Students in the School of Applied Psychology, Counseling & Family Therapy (SAPCFT) may be admitted either as “Full Admit” or “Conditional Admit.”

**Conditional Admission Status (CAS).** CAS indicates that the student was admitted with outstanding admissions requirements in one or more of the following areas as stated in your Admit Status Letter:

- Bachelor’s Degree Completion
- Official Transcripts
- Writing lab sessions, and/or
- Letters of recommendation

Until the student completes the outstanding requirements of CAS, the student’s records will show an Advising Hold. To register, the student must contact the student’s advisor to gain approval for registration. CAS students are restricted to 6 graduate credits per quarter until their CAS conditions are met.

Students in CAS need to meet the conditions within the first or second quarter of enrollment as specified in the Admission Status letter. Specifically, any writing course or lab requirements must be completed before the second quarter begins because writing requirements are a pre-requisite for Multicultural Perspectives, which is taken in the second quarter.

**Students in CAS are to submit all final documentation to fulfill those conditions no later than the first week of their third quarter.** The Admissions Committee will review all materials and render a decision by the end of week five of the third quarter. Students may be advanced to full admissions status, kept in CAS with stipulated conditions, or be administratively withdrawn from the degree program upon that decision. A statement will be given to each student acknowledging the student’s status. A copy of this statement will also be given to the student’s advisor and placed in the student’s file and given to the Registrar’s office notifying all parties of the student’s new status.

**Pathway Students.** Students in the AUS BA Liberal Studies Program and the BA in Health Psychology and Counseling Program who wish to enter one of the MA programs (CFT, CMHC, or CAT) may become a Pathway (formerly “Ladder”) student. This process involves overlapping the final 12 credits of the BA degree with the first 12 credits of an MA Psych (CFT, CMHC, or CAT/CFT or CMHC) degree.

To become eligible as a Pathway student, BA students must first obtain approval from their BA faculty advisor. To receive this approval, students must complete the **AUS Undergraduate to MA Pathway Form**, indicating that they have met the following application criteria:

- Student must be in Good Standing within their program

- Student must have 12 or less quarter credits left to complete their BA degree at Antioch University Seattle
- Student must plan to complete an Abnormal Psychology course in BA program prior to the quarter they hope to matriculate into the MA program.
- Student must complete WRTG6110: Writing in Academic Contexts in their first quarter enrolled in MA program
- As a part of the MA Pathway Coursework plan, students must enroll in COUN 5030: Family of Origin and WRTG 6110: Writing in Academic Contexts in their first quarter. In the second quarter of Pathway Coursework, students must enroll in COUN 5040: Multicultural Perspectives and COUN 5050: Systems Perspectives

***Note:** BA Advisors should advise students to take the MA writing assessment at least two quarters prior to beginning the admissions process so the student can enroll in the WRTG6110 in the quarter prior to program matriculation, if indicated by the results of the writing assessment. If a BA student's MA Writing Assessment indicates that they also need to complete five writing lab sessions, they will not be considered for admission into the CFT Program.*

Upon gaining their advisor's approval, the student will contact AUS Admissions and apply to the master's program in which they wish to enroll. The student applies in the same way that all outside applicants apply except the student does not need to provide proof of a completed bachelor's degree (students will provide the signed AUS Undergraduate to **MA Pathway Form** in its place). Instead, the student is applying with the expectation of completing the bachelor's degree within two quarters of beginning the MA program. This student will be considered in the general applicant pool, and if selected based upon their application, may be selected for an interview.

Following the interview, if the BA student is accepted into the MA program, the student will enter the program having the Conditional Admission Status (CAS) which indicates that the student was admitted with the outstanding admission requirement of a completed bachelor's degree; Conditional Admission Status waives the program requirement of a completed Bachelor's Degree for two quarters. Courses taken in the MA program count toward achieving the student's bachelor's degree and the student's MA degree up to a maximum of 12 credits.

CAS students are restricted to **6 graduate credits per quarter** until their CAS conditions are met. Ladder students have two quarters to complete the bachelor's degree after entering the MA program. After completing two quarters of enrollment in the Pathways program (see curriculum below), the student will have completed the requirements for their bachelor's degree. Once this occurs, the student must submit a transcript to the MA program, and their program status will be changed from CAS to "Full Admit."

If the student does not complete their Pathway requirements in two quarters, the student's Conditional Admission Status will be rescinded, and the student must complete their bachelor's degree before reapplying to the program. The student will not be allowed to register for any MA courses until the student completes the bachelor's degree and submits the official transcript. If readmitted, any MA courses

that the student has previously received credit for during the Pathway enrollment will be considered for credit in the program.

Pathway students may enroll for **no more than 6 credits per quarter** for up to two quarters. Pathway students are limited to enrolling in the following course sequence while they are on Conditional Admit Status:

**Quarter 1:**

*Couples and Family Therapy (CFT) Program*

WRTG6110: Writing in Academic Contexts

COUN5030: Family of Origin Systems

COUN5000: Competency Assessment I

*Art Therapy/CFT*

WRTG6110: Writing in Academic Contexts

COUC5030: Family of Origin Systems and Creative Arts Therapy

COUN5000: Competency Assessment I

*Drama Therapy/CFT*

WRTG6110: Writing in Academic Contexts

COUC5030 Family of Origin Systems and Creative Arts Therapy

COUN5000: Competency Assessment I

**Quarter 2:**

*Couples and Family Therapy (CFT) Program*

COUN5040: Multicultural Perspectives

COUN5050: Systems Perspectives

COUN5010: Competency Assessment II

*Art Therapy/CFT*

COUC5040 Multicultural Perspectives and Creative Arts Therapy

COUC5050: Systems Perspectives

COUN5010: Competency Assessment II

*Drama Therapy/CFT*

COUC5040 Multicultural Perspectives and Creative Arts Therapy

COUC5050: Systems Perspectives

COUN5010: Competency Assessment II

For more information, students should consult with their BA advisor about the specifics and to work out a timeline for finishing the BA degree requirements while adhering to the timelines listed above.

**Visiting Students.** Visiting students include those individuals who wish to enroll to take a course for credit or as an auditor, i.e., for no credit. Class admission is based on space availability and AUS

Program approval, and the Visiting student is either a graduate of an accredited MA Program in Counseling, Psychology, or Therapy or currently enrolled in such a program. They will need to supply an official transcript (paper or electronic) to document your student status at another university.

At AUS, credits earned as a visiting student are not automatically applied to a degree should the visiting student decide to apply to the University. All visiting students are subject to the AUS Satisfactory Progress Policy. Visiting Students are limited to a maximum of two courses, 6 credits, per quarter with a maximum total of 12 credits as a visiting student.

Visiting students may elect to audit a course rather than receive course credit. Please note that auditing students are expected to fully attend, participate, and fulfill the requirements for the course. Auditing students do not receive a final course evaluation, nor is any permanent record kept. Not all courses offered by GPCPT/AUS are available to Visiting students either for credit or to audit.



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# Registration

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**Academic Calendar.** For a list of all deadlines and due dates regarding registration and financial aid, students should review the AUS Catalog and the AUS Student Handbook available on the AUS website, which is a separate handbook from this one that is specific to the CFT Program. The AUS Student Handbook is for all Antioch Seattle students, not just CFT Students.

**Active Student Status.** Students must take the following steps to maintain active student status. Students must register: 1) for a course, or 2) request a Leave of Absence (LOA) from Student Services, or 3) for pay an Enrollment Maintenance Fee (EMF). If a student currently has an Incomplete (INC) in any class, the student must maintain active student status until completed. See the AUS Catalog for more information.

**Advisor Meetings.** It is recommended that new students make a 30-minute appointment with their advisor during their first quarter to go over the student's Plan of Study. Students may consider making appointments to check in with their advisor as needed. Students must meet with their advisors before internship and graduation and at any other time deemed necessary to help students successfully progress through the program or address academic or professional concerns.

When necessary, a student may be asked to meet with an instructor, advisor, or other AUS personnel. This may occur for a variety of reasons. For example, if a student is presenting disruptive or concerning behavior in class, the instructor may ask the student to meet outside of class to discuss solutions. If a student refuses to participate meaningfully in this process, Antioch may impose sanctions (e.g., Student Development Plan) in addition to any necessitated by the conduct itself. Failure to meet with an instructor upon request is a conduct issue covered by AU Policy 6.103 and will be addressed by the Vice President for Student Affairs.

**Changing Advisors.** CFT Students may wish to change advisors at some point. Students must fill out the Request to Change Core Faculty Advisor form (available on Sakai) and obtain the signature from their current advisor and the faculty member who has agreed to take them on as an advisee. If the student has no preference of who will be their new advisor, they can check the box indicating this decision. However, if a student wishes to change advisors due to an interpersonal issue or conflict, they will be encouraged first to address this issue, as appropriate, with their current advisor. It is important to note that approval of this change is not guaranteed and will be contingent on the chair's decision, which is based on a variety of factors including faculty's current advising loads.

**Course Cancellations.** Due to budgetary issues, courses with only a few registered students may be canceled by the university administration, sometimes at the last minute. All courses run the risk of being

canceled each quarter due to low enrollment. Students should plan accordingly so that courses being canceled do not have a negative effect on the completion of the student's plan of study.

Aside from internship case consultation and Competency Assessment IV, CFT students should avoid taking courses in their final quarter because if that course is canceled, students will have to extend their graduation date.

**Course Load.** As described in the AUS Catalog, AUS graduate students may take a maximum of 12 credits per quarter. Students who wish to exceed the maximum quarterly course load must receive approval from their Faculty Advisor and the CFT Chair (form available at Student Services). The maximum can only be exceeded by 3 credits. These credit load limits include courses taken concurrently at other institutions.

**Degree Audit Tracking.** Students may track their progress toward completing their degree requirements by using the Program Evaluation tool in AUView.

**Dropping Classes.** If a student withdraws from a class after week 5 (see “last day to withdraw” on official academic calendar), the student will receive a Withdraw—No Credit (WNC) designation in the course, and the instructor will write a narrative evaluation summarizing the circumstances of the No Credit. Students may petition this No Credit with Academic Affairs. After the withdrawal period, students may do a late withdraw through the end of the instructional period. A late withdrawal is noted on the transcript with a WNC (withdraw—no credit), and factors into satisfactory academic standing as an unsuccessful attempt. No tuition is refunded for courses dropped during the withdrawal or late withdrawal period. Students are required to submit requests for any course drops during the withdrawal or late withdrawal period to the Registrar's office for processing. Students may request this action by completing an add/drop form in the Registrar's office, or by emailing [registrar@antioch.edu](mailto:registrar@antioch.edu) from their Antioch Gmail account.

**Financial Aid.** 3 credits. According to the Financial Aid Office, enrollment of three credits is considered half-time for graduate students and therefore eligible for financial aid. Six credits are considered full-time enrollment.

**Forms.** Students can find all required program forms in Sakai: AUS MA Programs in the School of Applied Psychology, Counseling & Family Therapy -> Resources. Students can find all internship forms in Sakai: AUS MA Clinical Training Hub -> Resources.

**Leave of Absence Limit.** All programs in the School of Applied Psychology limit the consecutive number of Leaves of Absence (LOA) to four quarters. Academic programs may limit their total allowable LOAs to fewer than the maximum allowed by the University. In the CFT Program, there is no limit to the total number of LOAs over the course of their program. Students can take LOAs as they are needed, as long as they do not take more than 4 in-a-row, and as long as they graduate within the maximum program length of 6 years.

To be on leave, a student must register for the leave of absence by the end of the twelfth week prior to the quarter of absence. Leave of Absence registration must be submitted for each quarter the student intends to be on leave. Leaves of Absence can be requested only one quarter at a time. Taking a Leave of Absence may cause financial aid loans to go into repayment.

If a student does not register for courses, a Leave of Absence, or Enrollment Maintenance status by the end of the twelfth week of the prior quarter, the student will be automatically withdrawn. Withdrawn students who wish to resume their degree programs must apply for readmission through the Admissions Office.

**Leave of Absence for International Students.** If an international student wishes to take a Leave of Absence (LOA) or register less than full-time, the student must consult with the registrar's office prior to registration or the student's status in the program might be at risk.

**Letters of Accommodation (LOA).** According to the Antioch University Seattle Disability Support Services office, students with a LOA need to talk with their instructors at the beginning of the quarter if the student wants to arrange for extended time on assignments. If a student does not have an agreement in writing at the beginning of the quarter, that student will not be allowed extra time on assignments, and therefore, if the student turns in an assignment late, the student risks not receiving credit for the course. For more information, contact Disability Support Services.

**Plan of Study.** It is recommended that students utilize their Plan of Study as a check sheet to plan and track their progression through the courses. It is important and useful to write out a rough sketch of classes, quarter to quarter, and revise it as the student progresses through the program. One aspect of complexity in the registration process is that the more flexible the student's schedule, the better chance a student will have in registering for a course they need. Students cannot always, of course, control their schedule from quarter to quarter, so having back up options for registration each quarter is recommended.

The Plan of Study form can be found on Sakai at: AUS MA Programs in the School of Applied Psychology, Counseling & Family Therapy -> Resources -> Plans of Study MA Clinical. The relevant plan of study for each student is the one assigned to the year in which a student matriculated into the CFT program.

**Tuition and Fees.** According to Antioch's policies, Students are expected to register before the term begins, follow the course curriculum outlined in their programs, and pay tuition plus applicable fees each term they are enrolled. Registration after the beginning of the term will incur a Late Registration Fee. Registering for classes obligates the student for payment of applicable tuition, fees, and other charges. Failure to attend classes does not constitute withdrawal from Antioch or exemption from tuition payment. Only students in 'good financial standing' are permitted to register. No balance will be permitted to be carried over from one term to the next. All balances must be paid in full before the next term's registration deadline. Tuition and fees are subject to change in an Academic Year. For the current cost of tuition and fees, see: <https://catalog.antioch.edu/content.php?catoid=3&navoid=87#tuition>

**Waitlists.** If a desired course is full, there are a few options available to the student. However, it should be noted that the chance of getting in may be low. Waitlists are monitored once per day until 5 pm the day before the quarter begins; if a student has not received a status update by this time, the student did not get into the course.

- Students can add themselves to the waitlist in the hope of another student dropping the course prior to the first class meeting
- Students can go to the first class meeting and hope a registered student does not show
  - If a registered student is absent and the absent student does not have an acceptable excuse, there is a chance the waitlisted student will get admitted, but the waitlisted student must attend that first class meeting to find out
  - The waitlisted student needs to attend the entire first class meeting
  - The waitlisted student needs to tell the instructor the student is on the waitlist and provide contact information
  - If another waitlisted student is also at the first class meeting, the student who is ranked highest on the waitlist will get priority
  - If the waitlisted student is admitted, the student will be required to add the course by paper with instructor signature to the registrar

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# CFT Student Expectations

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## AAMFT/WAMFT Membership

It is a requirement that all CFT students maintain Student Membership in the [American Association for Marriage and Family Therapy \(AAMFT\)](#) and the local Independent Affiliate, [Washington Association for Marriage and Family Therapy \(WAMFT\)](#) for the duration of their matriculation at Antioch. Among other important member benefits including scholarship, award, and presentation opportunities, AAMFT provides free professional liability insurance for students. In Competency Assessment I & III, students will be required to submit proof of AAMFT/WAMFT membership and professional liability insurance to keep in their student files. Students will initially enroll during Competency Assessment I (membership fee will be covered by students through their course lab fee in CA1), and it is their responsibility to maintain their membership renewal costs at their own expense for the duration of their program.

Another benefit of WAMFT is the Emerging Professional Network. It has many components including: Ethics Q&A sessions, MFT Exam Study Groups, online networking sessions facilitated by experienced MFTs to answer career questions, webinars that address key elements in the job search process, legal trainings, and the ability to dialogue online with other emerging professionals. This benefit is free to WAMFT members.

**To renew annual membership:** You will receive an email reminder from AAMFT each year at the time your membership renewal is due. To renew, you may follow the links in the renewal email OR go to [www.aamft.org](http://www.aamft.org) and click on the [Membership](#) tab, and follow the links to login and renew your membership. Remember that you will need to add on the [Washington Interest Network \(WAMFT\)](#) at the time of your renewal. You may also join other [Topical Interest Networks](#) (e.g. Queer and Trans Advocacy Network, MFTs Working with Trauma, Family Therapists in Schools, etc) for additional fees.

## Attendance

Students are expected to attend all scheduled classes. Credit may be denied solely based on failure to meet the attendance standards specified in the course syllabus.

**Week 11.** Even though a course may be scheduled for weeks 1 through 10, students should be advised that courses may be held during week 11 of the quarter. For example, if the instructor is ill and cannot attend a class meeting, that meeting might be rescheduled for week 11 of the quarter.

## Email Response Time

According to the AUS Catalog, AUS students are required to check their email once per week. However—since CFT Students often receive critical communication via email from faculty, the administration, onsite supervisors, other students, and so on—CFT Students are required to check and

read their Antioch email at least once per day. Students are also required to respond to email within one business day, otherwise the student may experience consequences such as losing credit or being placed on a Student Development Plan (SDP).

To comply with confidentiality and security requirements, official email communication with Antioch Seattle, including email between students and instructors, must originate from and be conducted within the Antioch University Seattle email system.

## **MS Word**

It is recommended that students use MS Word for writing their papers since instructors often use this program to view documents and other programs sometimes do not export well into MS Word.

## **Personal Therapy Requirement**

All students in the CFT program are required to complete 20 hours of personal therapy with a licensed mental health professional prior to internship. These licensed professionals can either be mental health counselors, marriage & family therapists, social workers, psychologists, or psychiatrists. Up to 10 hours of personal therapy within two years of matriculation can count toward this requirement. Counseling services received at the [AUS Campus Clinic](#) can count for MA students towards the personal counseling hours requirement.

The Completion of Personal Counseling Experience form which verifies completion of this requirement must be submitted to the student's advisor prior to internship - students cannot start internship until this form is submitted and approved by the advisor. The Completion of Personal Counseling Experience is in the "M.A. Clinical Training Hub" folder on Sakai > "Resources" > "Personal Counseling Hours Resources for Students". It can also be found in this Student Handbook, Appendix J.

The advisor cannot sign the Pre-internship Advisor Meeting [form](#) until the Completion of Personal Counseling Experience form has been submitted to the advisor. After the student meets with the advisor, the advisor then puts the Completion of Personal Counseling Experience form in the student's file and the Pre-internship Advisor Meeting form is given to the Director of Clinical Training. This form can also be found in this Student Handbook, Appendix L.

## **Social Justice Advocacy and Volunteer Requirement**

All students in the CFT program who matriculated Fall 2020 or later are required to complete 20 hours of social justice advocacy and/or social justice volunteer work prior to internship. Social Justice and Advocacy hours must support an underserved population. Students are responsible for reviewing the provided list of sites and consulting with their advisor should they want to volunteer at a site not listed. Once completed students will be required to submit a narrative essay reflecting on how the social justice advocacy or volunteer experiences shaped their thinking about the intersection of social justice work with their professional identities as couple and family therapists. These hours can be accrued in various social

contexts with the intention of supporting people from underserved communities and backgrounds (e.g., racial/ethnic, gender, sexual orientation, religious, etc.). Up to 10 hours of social justice advocacy or volunteer hours completed within two years prior to matriculation can count toward this requirement; the remainder must be completed after matriculation into the program. [A list of potential social justice advocacy and volunteer experiences can be found here](#) (this list is not extensive and is regularly being updated). CFT/AT and CFT/DT students may use Pre-Internship Practicum hours towards completion of the Social Justice Advocacy and Volunteer Requirement if the student's secondary practicum site has a social justice orientation that has been approved by their advisor.

The Completion of Social Justice Experience form which verifies completion of this requirement must be submitted to the student's advisor prior to internship - students cannot start internship until this form is submitted and approved by the advisor. The Completion of Social Justice Experience is in the "M.A. Clinical Training Hub" folder on Sakai > "Resources" > "CFT Specific Resources" > "CFT Social Justice Advocacy Experience Form". It can also be found in Appendix K of this Handbook.

The advisor cannot sign the Pre-internship Advisor Meeting form until Completion of Social Justice Experience form, including the narrative essay, has been submitted to the advisor. After the student meets with the advisor, the advisor then puts the Completion of Social Justice Experience form in the student's file and the Pre-internship Advisor Meeting form is given to the Director of Clinical Training.

## APA Writing Standards

Students in the MA Clinical Programs are expected to be able to write in a scholarly manner that meets the standards and guidelines from the Publication Manual of the American Psychological Association (7th edition). Accordingly, all students enrolled in these programs are assessed for their writing ability as part of the application process. For those students whose writing assessment indicates that they could benefit from additional development in this area, there will be a required writing class during their initial quarter: WRTG-6110: Writing in Psychology. This course supports first-year graduate students' transition to academic writing in the psychology discourse community. The credit accrued by taking either writing course is above and beyond the 80 credit units required for graduation. **Writing course credits may not be used toward elective credits.**

## Plagiarism

Plagiarism is defined as the presentation of an idea or a product as one's own when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances, or ideas expressed orally or via any electronic or other medium. Refer to the current AUS Catalog for full description and procedures.

## Technology Requirements

Because portions of this program may involve online learning, you must have access to a fast internet connection and a computer with a webcam. You will also need a private place to participate in video conferencing and supervision. As part of supervision we review video recordings of sessions, so you

should have a way to record sessions in your place of practice, and a secure place to store them. Please do not join video sessions while driving. Supervision sessions typically take place using a platform called Supervision Assist, which has HIPAA-compliant video conferencing and storage.

## **Zoom Policy**

While you are attending class by Zoom (our video conferencing platform--<https://zoom.us/>), you will be held to the same professional dispositional standards as you would any other in-person class. Please keep the following in mind:

- Although we cannot guarantee confidentiality, please respect the confidentiality of other classmates and take precautions when using Zoom in public spaces.
- Professionalism extends to dress and settings. Please dress appropriately and be aware of your surroundings when logging into class.
- Due to safety concerns, you are not to Zoom into class while driving. Please schedule your activities around the Zoom class, so that you can be settled in a distraction free environment prior to logging in. You will need to ensure that you have adequate network bandwidth for video conferencing.
- Please NO VAPING OR SMOKING while you are online.
- Students are expected to behave as if they are meeting in person and giving their undivided attention. This means no multitasking such as online shopping, chatting with friends, finishing your homework, cooking dinner, or doing yoga. The zoom classroom does have a feature that measures your attention during the meeting.



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# Environmental Supports

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## Diverse and Inclusive Learning Environment

All courses contain anti-racism and anti-oppression learning objectives, including learning materials that center diverse voices and contributions to the field. This includes analyzing CFT theories from an anti-racist lens, and decolonizing material and interventions that have historically and currently impacted BIPOC communities negatively. Students are expected to adhere to the PCC of Diversity, Inclusion, and Social Justice - Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Additionally, AUS Seattle has a number of groups that support BIPOC and LGBTQIA students, such as the Counselors of Color, Queer Club, Black Student Union, Diversity Council, and Asian Student Club.

## Physical Resources

Students who are taking courses on campus have a dedicated physical classroom. Students also have the opportunity to reserve study rooms outside of the actual class time, and can reserve these for remote classes as well. There is a physical library on campus where students can go to get support or have another quiet place to study. Administrative offices are also located on campus, including the Provost and Assistant Provosts, as well as Student Services and Financial Aid. There are communal seating areas for students to congregate, and signage throughout the building notifying students of important information about building policies and procedures, as well as groups and program information. There is a front help desk that is occupied by work study students throughout the day. Students have access to computers and a copy machine that are available in the common area.

## Technology Resources

Students have access to a wide net of technology resources. All students have access to Google suite of services, including Gmail, Calendar, Drive, Forms, etc as well as pro-level Zoom accounts. The Sakai learning management platform, (see Instructional resources), is an important technology resource that facilitates online teaching and learning, as well as communication with students. We have an extensive suite of [Academic Technology services](#). The program also uses the Supervision Assist platform, described further under Clinical Resources, to manage clinical placement applications and supports other aspects of MA student clinical training.

## Instructional Resources

Antioch uses the Sakai learning management system (<https://sakai.antioch.edu/>) to facilitate both in person and online academic courses. As noted above, we have an Academic Technology group that provides training and support for using Sakai. The library offers access to family therapy videos that offer

demonstrations of important concepts and theories. Faculty liaisons are provided with each course and are a resource when students require additional support in communicating with course instructors.

## Clinical Resources

Supervision Assist platform is used for students in applied and internship courses to track clinical hours, record sessions, and complete supervisor evaluations. There is an internship site website and a clinical internship handbook for students to refer to for all things related to internship. The program has a Director of Clinical Training and Program Associate to support students in their internship preparation and completion who offers frequent advising appointments specific to internship, including drop-in advising sessions quarterly.. Internship Prep Courses and support for locating internship sites. Competency Assessment III course that assures students have what they need to begin an internship. Students also have access to the MA Clinical Training Hub, a curated page on our learning platform, that sends notifications to students about open internship positions, post-graduate job postings, information about advising sessions, and links to important pages related to clinical development.

## Student Academic Resources and Support Services

A primary academic resource for our students is our Faculty Advising process. Each student is assigned to a Core Faculty member who provides academic and professional advising and mentorship throughout the student's program. The Antioch library system is another important academic resource (<https://www.antioch.edu/departments/library/>). We have a reference librarian assigned to our program who is available to help support students and faculty in accessing a broad range of library resources, including an extensive collection of search databases and full-text collections. We also have a physical writing center at the AUS campus (<https://libguides.antioch.edu/writing>) as well as a virtual writing center (<https://www.antioch.edu/departments/writing-centers/virtual-writing-center/>) and The Writer's Exchange (<https://wex.antioch.edu>), which offers paid writing support. Students have access to a number of student support services. These include:

- **Admissions:** <https://www.antioch.edu/admission-aid/admissions/>
- **Financial aid:** <https://www.antioch.edu/admission-aid/financial-aid/>
- **Registrar's Office:** <https://www.antioch.edu/departments/registrar/>
- **Disability Support Services:** <https://www.antioch.edu/resources/students/disability-services/>
- **Counseling Services:** Students on campus or in the Seattle area can access counseling services at the AUS Counseling Center.

Members of the entire Antioch University community, including Antioch students, faculty, and staff, have access to mental health and wellness services through Antioch University WellConnect. WellConnect provides a range of supports accessible to Antioch community members throughout the United States. Services include counseling and coaching (in-person, video or telephone, or text), as well as consultations on finances, legal needs, health and wellness, and referrals for local resources related to daily living, utilities, childcare, and eldercare. Please see the WellConnect website for more information:

<https://sites.google.com/antioch.edu/auwellconnect/home?pli=1&authuser=2> (requires Antioch login to access).

A list of other resources can be found here: <https://www.antioch.edu/resources>. Additionally, there are a number of student groups that students can join and participate in. See Student Involvement on pg. 16.

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# External Credit Considerations

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## Changing Degree Programs

According to the AUS Catalog, changing degree programs (within the MA programs: CFT, CMHC, AT, DT, DMT) requires an additional admissions interview and/or other requirements. First, students should speak to their advisor about their desire to change programs. The advisor will discuss the decision to transfer programs and determine if there is a concern with the CFT program or faculty that can be addressed and remedied, or if the other program really is a better fit. After that, the student completes a program change request form (available on Sakai), gets it signed by the current advisor, and submits it, at which point it will be reviewed by the new program's chair. The new program then sets up an interview with one of the faculty to see if the student is a good fit for the program and considers whether there is room in the program for an additional student. If the student is not a good fit, the student will remain in the original program. If there is room and the student is a good fit, the program can move forward with approval for transfer in the following quarter. If there is not room and the student is a good fit, transfer requests will be considered among the incoming applications for the next quarter of admission and a spot in the program offered to the student based on their ranked position among the incoming applicants.

## Cross Program Option

Students may enroll in any graduate course offered on the AUS campus that is open to visiting students as a Cross Program (CP) course. The CP option provides an opportunity for students to enrich their course work by Cross Program enrollment with other AUS programs. CP courses are typically taken as electives and, like all other courses, require the approval of the student's Faculty Advisor and the program in which the course is offered. Please consult the Quarterly Schedule of Classes for a listing of CP courses. Questions about a specific CP course should be discussed with the instructor involved.

## Enrollment at Other Institutions

To continue as a matriculated student in good academic standing, all students are encouraged to take their degree course work at AUS. However, the program recognizes that from time to time, students may wish to pursue course work at another degree granting institution. Courses acceptable for transfer must meet the following criteria:

1. The college or university is a regionally accredited institution.
2. The course is at the graduate level.
3. The course description and/or syllabus meets a minimum of 75% level of equivalence to the AUS course.
4. Course work is pre-approved by the student's Faculty Advisor.
5. A maximum of 12 credits are acceptable for transfer from another accredited institution.

6. The student's enrollment conforms to total credit limits for the quarter.
7. AUS students may not matriculate in a degree program at another institution for purposes of taking a course.

The student should complete the Request to Take Credits at Another Accredited Institution in a Future Quarter Form, found on the MA Psychology Programs Sakai site, and attach the official course description and/or syllabus. Students submit the form and documents to the CFT Program Associate, Michelle Honey (mhoney@antioch.edu), who will then forward the material to the department for approval. Students are required to submit all documents 3-4 weeks before the start of the course. The relevant chair will grant final approval/denial in writing, on the request form. Once approval is granted, students may register at the institution. Course work, taken at other accredited institutions and applied towards the AUS degree, is subject to the AUS transfer and waiver of credits process and requirements.

## Independent Studies

Students can request permission to design an Independent Study (IS) to meet their individual academic elective needs when those needs cannot be met by courses offered by SAPCFT. To be eligible, the IS must directly support the student's area of academic concentration. Independent Studies that duplicate core and elective courses offered by SAPCFT will not be approved. A packet that describes the IS process is available on Sakai in the MA Programs.

Independent Studies take a great deal of independent and concentrated effort. Students' written proposals should reflect both their willingness to participate with the necessary rigor and their academic need for this alternative learning experience. Granting of permission for an IS is not automatic. It is recommended that students apply for an IS option after their core requirement courses have been completed.

To determine the number of credits, per quarter, for a single IS course, the student should calculate the amount of time based on the ratio of credits to hours of work as 1 to 33. This means that 1 credit is earned for each 33 hours of focused work. In a typical three-credit course, this represents approximately 100 hours of independent work supervised by the evaluator. The number of IS credits that a student may take varies. The differences are based on the individual nature of each specialization, the number of courses offered, and the number of elective credits students may take. Most specializations within the SAPCFT allow students to take no more than three (3) IS credits.

The minimum credential for the evaluator of an IS is a master's degree in a Mental Health-related field. The evaluator can be a Core, Teaching, Affiliate, or Adjunct Faculty member at AUS or someone from the community who has appropriate expertise in a student's IS. If a student's preferred evaluator is an expert from the community, approval from the student's Faculty Advisor is needed before starting the IS. The evaluation process, including evaluator criteria, is described in the IS packet. If the student's evaluator is not AUS faculty, the Faculty Advisor is the faculty on record to grant credit.

## Transferring Credits

Students may request to transfer up to twelve (12) quarter credits that are transcript-verified for prior or concurrent graduate-level work from a regionally accredited institution. A grade of "B" or better (or its grade equivalency) must have been earned, and the course must have been completed within the last 5 years. To propose the inclusion of transfer credits towards completion of their degree at Antioch, students need to initiate this request during either the admissions process or their first quarter of enrollment. Contact SAPCFT Programs Coordinator Michelle Honey ([mhoney@antioch.edu](mailto:mhoney@antioch.edu)) to begin this process.

Each course transfer will be evaluated by the CFT Associate Chair. If the student is transferring credits from another Antioch University campus, the limit can be increased. The Associate Chair will review all completed coursework in an Antioch therapy/counseling program and assess how many courses meet the CFT curriculum requirements and will determine the total number of credits that can be transferred. Students cannot transfer undergraduate-level credit for graduate-level credit due to licensure requirements after graduation. For information on transferring international credit, see the AUS Catalog.

## Waiver of Required Courses

If students believe they have completed comparable graduate level work before entering SAPCFT, they may request a waiver of certain required courses in the CFT curriculum. This may be done at any point in the student's application process but must be done no later than the end of the first quarter of enrollment in the program. Courses may be waived with documentation of recent (within the past 5 years), graduate-level coursework from a regionally accredited institution for which the student received a grade of "B" or better. To be eligible for a waiver, the previous coursework must cover at least 75% of the material covered in the course offered at Antioch, which will be determined by the CFT Associate Chair.

To apply for a waiver, students should complete a Request for Transfer/Waiver form, found on the AUS MA Psychology Program Sakai site. Students should attach a copy of their official transcript, the syllabus for the course, and any other requested documentation to this form. Students should submit the entire package to the CFT Program Associate, Michelle Honey ([mhoney@antioch.edu](mailto:mhoney@antioch.edu)) to begin this process.

**Family of Origin Systems and Multicultural Perspectives are not eligible for waiver.** The design of these required courses are comprehensive and essential to the competencies earned towards the MA in Couple and Family Therapy at Antioch University Seattle. The full range of learning and competency involved cannot be completed based on previous course work, and thus, these two courses will not be considered for waiver based on previous graduate courses taken.

Please note, a waiver of a required course does **not** result in a reduction of the number of credits required for the master's degree. If students are given permission to waive a required course, the number of credits that have been waived must be taken as additional elective courses or an independent study. In other words, if a student waives a 3-credit course, the student is required to take an additional 3- credit elective to meet program credit requirements.

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# Certificates, Concentrations, and Programs

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## Addiction Studies Certificate

The Addiction Studies Certificate (ASC) Program has been designed to meet the Washington State Department of Health education requirements for the alternative training track to become an SUDP (Substance Use Disorder Professional) now available to licensed mental health counselors and licensed marriage and family therapists, as well as several other professions. The program requires 15 credits of coursework. The spirit of this ASC will be in service of integrating the fundamentals of addiction counseling that have proven to be effective, the explosion of neuroscience research supporting the strong relationship between trauma and addiction, as well as cutting edge clinical interventions that honor the relationship between mental health issues, attachment injury, trauma, and addiction. It is the purpose of the ASC to prepare students with the knowledge and clinical skills required to become a SUDP in the state of Washington, as well as to provide for the therapeutic needs of clients struggling with addiction and whatever other mental health issues they face. Students who complete this program will be knowledgeable and clinically competent to treat family members as well, as this curriculum is heavily influenced by family systems theories. Antioch provides a graduate level, integrated, cutting edge program to educate counselors who are interested in working with individuals suffering from addiction. To apply to the Certificate, please contact the Addiction Studies Program Coordinator Marcus Folkes, PhD at [mfolkes@antioch.edu](mailto:mfolkes@antioch.edu). The approval process includes consulting with the student's academic advisor for approval to integrate ASC coursework with the program of study.

## Latinx Clinical Mental Health Counseling Concentration

More than 17.6% of the U.S. population (56.6 million) self-identify as Latinx, making people of Latinx origin the nation's largest racial/ethnic minority (American Psychiatry Association, & Lisotto, 2017). The 2010 Census reports that Latinx Americans now comprise the largest ethnic/ racial minority group in the United States (50.5 million, or 16.3%), having surpassed African Americans (38.9 million, or 12.6%) (López, Barrio, Kopelowicz, & Vega, 2012). From 2015 to 2016, Latinx population grew by 2% (up to 57.5 million) in the U.S. By 2060, Latinx are expected to make up 30% of the total population (129 million) (American Psychiatry Association, & Lisotto, 2017). Individuals with limited English proficiency (LEP) are a rapidly growing segment of the United States population (Bauer, Chen, & Alegria Margarita, 2010). The Latinx Certificate helps professionals learn knowledge, awareness and skills to work with Latinx clients and their communities. Students enrolled in the certificate can be part of the AU Latinx Social Justice Institute.

The Latinx Social Justice Institute aims to improve the academic achievement and well-being of Latinx Antioch students in mental health programs, recruit and sustain Latinx students, faculty and staff, create and empower the Latinx community within Antioch University, encourages its students, faculty and community partners to be active members of their Latinx community, obtain on-campus leadership roles

and embrace Latin America's rich culture and history. The institute will incorporate actions on seven foundational areas that are aligned with the Antiochian vision: Service, education and training, mentorship, research, global engagement, and cultural/social justice and advocacy.

There are three pathways to enrollment in the certificate:

1. Good standing in one of the programs at Antioch University graduate school: Clinical Mental Health Counseling, Couples and Family Therapy, Psychology, Creative Arts Therapy, PsyD, and Counselor Educator and Supervision.
2. Being an alumnus of the graduate school or being a master's level graduate with comparable prerequisites from an accredited program (requires admission as a special student to the graduate.
3. Good standing in a comparable MA-level counseling related degree program at another institution (requires admission as a special student to the graduate school).

Application Process:

1. Meet with your Advisor.
2. Complete required prerequisites.
3. Complete application for Latinx CMHC Certificate
4. Submit application to Latinx CMHC Certificate Coordinator and Advisor Professor Villegas at [lvillegas2@antioch.edu](mailto:lvillegas2@antioch.edu).

To learn more about the Latinx Social Justice Institute or the Latinx CMHC Certificate please contact Professor Villegas at [lvillegas2@antioch.edu](mailto:lvillegas2@antioch.edu).

## **Multicultural Counseling Concentration**

The Multicultural Counseling concentration is designed to provide advanced knowledge and skills related to the multicultural competencies applied in clinical and community settings. The intent of this elective concentration is to equip students with an advanced understanding of multicultural dynamics and strategies when promoting clinical change and social advocacy within diverse communities. The primary objectives are to increase students':

1. Awareness of their own cultural values and biases in developing empathic and culturally sensitive counseling relationships as well as their social impact on others;
2. Understanding on how race, culture, ethnicity, oppression, and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help seeking actions, and the appropriateness or inappropriateness of counseling approaches;
3. Skills in adapting to the cultural values of various diverse groups as well as addressing barriers that prevent minorities from accessing mental health services as well as other discriminatory practices;
4. Confidence in applying culturally appropriate intervention strategies, especially in the context of internalized oppression/privilege within the counseling relationship in order to promote client and community resilience.

The 15 credit Multicultural Counseling Concentration incorporates courses currently available within the MA degree offerings in the School of Applied Psychology, Counseling, Couples and Family Therapy.



Prerequisite Course: Earned “Intermediate Competency” in COUN5040 Multicultural Perspectives: 3 credits.

Application Process:

1. Complete a short essay about your interest to pursue the Multicultural Certificate.
2. Submit to the Multicultural Concentration Coordinator for approval to Dr. Mariamee` Gonzalez at [mgonzalez3@antioch.edu](mailto:mgonzalez3@antioch.edu).

## Person-of-the-Therapist (POTT) Track

Person-of-the-Therapist (POTT) training is a sequence of courses aimed at developing *knowledge, access,* and *use* of self-of-the-therapist cues during the therapy process. This training develops therapists who practice self-attunement and *here and now* clinical awareness as a fundamental part of their therapeutic orientation when working with clients. This track begins in students' first quarter of graduate school within the CFT program, and requires that students take the each class in succession: Family of Origin Systems - POTT (quarter one), Multicultural Perspectives - POTT (quarter 2), and Beginning Clinical Skills in CFT - POTT (quarter 3). This mini-cohort track is available to students beginning in Fall and Winter quarters only, and participation is based on first-come, first-served availability. For more information, see page 43 of this Handbook.

## Play Therapy Certificate

Interested students must apply to the program through the webpage application (Play Therapy Request Form) prior to registering for the Introduction to Play Therapy course. Each Play Therapy Certificate Cohort starts spring quarter, and students cannot begin the certificate at any other time. The certificate takes approximately one year to complete at three credits a quarter (a total of 12 credits over four quarters). Courses are sequential and build upon one another. Students from CMHC, CFT, PsyD and MED programs may all apply. Play therapy is built on the language of children and systems, and there is a need for this modality in the community. It is recommended that students be in the middle-end of their programs, as basic therapeutic skills are needed. Content is reading intensive as classes are highly experiential. Some of the courses for the certificate required recorded sessions with a client or participant to demonstrate active learning and application of the techniques. Therefore, completing this certificate program while doing an internship is ideal to obtain skill acquisition and recorded sessions for review. The play therapy courses are weekend courses (three weekends per quarter weeks two, six, and 10), which can be helpful during internship. The [Play Therapy webpage](#) has a FAQ section which answers the questions most frequently asked about the program.

## Sex Therapy Certificate

Sex Therapy is a type of mental health counseling that focuses on anything and everything to do with sexuality including sexual functioning, intimacy, orientation, and identity. Sex Therapy focuses on the psychological, behavioral, cultural, and emotional issues relating to sexuality. This program will focus on Sex Positive approaches to sex therapy with an emphasis on Queer Affirmative care. The Sex Therapy Certificate (STC) is designed to fulfill the education requirements for full certification as a sexuality

therapist with the American Association of Sex Educators, Counselors and Therapists (AASECT). Students eligible to add the certificate would include students enrolled in the MA in Psych programs (CMHC, CFT, CAT). The certificate will provide students the option to focus their professional development to include a lens in sexuality.

Interested students must have a minimum of two quarters of their Masters program complete prior to applying to the certificate. They will meet with their advisor to review their plan of study and academic standing, and apply to the program through the designated application found in the [AUS Certificates Sakai Site](#). Cohorts enter into the certificate program once per year in Fall Quarter only. Applications are due by Week 8 of Spring Quarter each year. The Sex Therapy FAQ page on the [AUS Certificates Sakai site](#) will answer the questions most frequently asked about the program..

### **Application Process:**

Please note: Students already enrolled in a program at AUS can apply through an internal application system and should not apply through admissions or the Antioch.edu webpage:

1. Meet with advisor to review and sign the Advisor Recommendation Form
2. Complete application for Sex Therapy Certificate
3. Submit to Sexuality Certificate Program Director

### **Contact Information:**

Please contact Fiona O'Farrell ([fofarrell@antioch.edu](mailto:fofarrell@antioch.edu)) if you have any questions for the Sex Therapy Certificate.

## **Sexuality Education Certificate**

Sexuality Education is a multifaceted approach to provide developmentally appropriate information about sexual health, development, and wellbeing. This program will focus on the principles of Holistic Sexuality Education, which is a practice that combines emotional, physical, intellectual, spiritual and ecological values and utilizes multiple levels of consciousness to enlighten all involved in it, in matters pertaining to sexuality. The Sexuality Education Certificate (SEC) is designed to fulfill the education requirements for full certification as a sexuality educator with the American Association of Sex Educators, Counselors and Therapists (AASECT). Students eligible to add the certificate would include students who have completed a Bachelor's degree or enrolled in the MA in Education program or students enrolled in the MA in Psych programs (CMHC, CFT, CAT). The certificate will provide students the option to focus their professional development to include a lens in sexuality.

Interested students must have a minimum of two quarters of their Masters program complete prior to applying to the certificate. They will first meet with their advisor to review their plan of study and academic standing, then complete the required prerequisites and apply to the program through the designated application found in the [AUS Certificates Sakai Site](#). Cohorts enter into the certificate program once per year in Fall Quarter only in Summer and Winter Quarters only. Applications are due by Week 8 of Spring/Summer Quarter each year for a Winter start and by Week 8 of Winter Quarter for a Summer start. The Sex Therapy FAQ page on the [AUS Certificates Sakai site](#) will answer the questions most frequently

asked about the program. It is recommended that students have completed at least three academic quarters of their program of study, as prerequisites must be completed, and basic therapeutic skills are needed.

### **Application Process:**

Please note: Students already enrolled in a program at AUS can apply through an internal application system and should not apply through admissions or the Antioch.edu webpage:

1. Meet with advisor to review and sign the Advisor Recommendation Form
2. Complete application for Sexuality Educator Certificate
3. Submit to Sexuality Certificate Program Director

### **Contact Information:**

Please contact Fiona O'Farrell ([fofarrell@antioch.edu](mailto:fofarrell@antioch.edu)) if you have any questions for the Sex Therapy Certificate.

## **Trauma Counseling Certificate**

The purpose of the Trauma Counseling Certificate is to prepare professional counselors and other mental health professionals to become competent in working with trauma-related issues. The Trauma Counseling Certificate will provide a 15-credit trauma course to prepare professional counselors to work with trauma survivors across diverse populations.

The Trauma Counseling Certificate is open to enrollment for current Antioch graduate students in CMHC, CES, CFT, CAT, and PsyD program, as well as mental health professionals in the field who have a comparable master's level degree, and graduate students in other comparable MA-level counseling related degree program at other institutions across US and other countries.

The Trauma Counseling Certificate provides 5 courses to provide a good foundation for professional counselors to work with trauma-related issues in counseling. The Trauma, Disaster Response and Crisis Counseling course (COUN-5600) provides students the basic knowledge and understanding of trauma-informed care as well as crisis counseling. The Neurobiology of Trauma course (COUN-5660) helps students learn the impacts of trauma from the neurobiological perspectives and to learn interventions that address the body and the nervous system. The Childhood Trauma course (COUN-5662) helps students understand the impacts of trauma and childhood adversities from a developmental perspective, and help students learn how to work with children and adolescents with trauma histories. The Trauma and Social Justice course (COUN-5664) explores the historical trauma and intergenerational trauma so that students can help clients recognize and heal the trauma that got passed down through generations. The Advanced Trauma Counseling course (COUN-5666) prepares students to work with trauma survivors through deep understanding of the polyvagal theory, co-regulation, and principles of the three phases of the trauma recovery, as well as a variety counseling interventions and techniques.

Aligned with the focus of social justice at Antioch University, the Trauma Counseling Certificate has the emphasis of social justice counseling and multicultural competencies in order to help professional counselors address social justice issues from the trauma-informed lens. The emphasis of social justice will

be incorporated into the curriculum of the Trauma Counseling Certificate. The Trauma Counseling Certificate aims to prepare professional counselors who work with clients from the trauma-informed and social justice focused lens.

**Application Process:**

(The application process will be posted on the Antioch website)

1. Complete application for Trauma Counseling Certificate program
2. Submit to Trauma Counseling Certificate Coordinator and Advisor for approval

**Contact Information:**

Please contact Dr. Patty Pei-Hsuan Liu ([pliu1@antioch.edu](mailto:pliu1@antioch.edu)) if you have any questions for the Trauma Counseling Certificate.

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# Graduation Requirements

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## CFT Internship

The purpose of the internship is to provide CFT students with an opportunity to apply their academic learning and skills in a practical setting. This most likely entails working in a community mental health center, youth services bureau, health maintenance organization, or similar organized mental health setting which allows students to gain supervised experience as couple and family therapists.

All information relevant to Internship will be found in the CFT Clinical Internship Handbook. Students will be held to standards set in the CFT Clinical Internship Handbook that they receive during Competency Assessment III.

## Internship Hours Requirements

A CFT internship must conform to the following minimum criteria:

- Length: At least 4 quarters (at least 1 calendar year in length)
- Hour Requirements:
  - 300 direct client contact hours
  - 100 of the 300 direct client contact hours must be relational (with relationships, couples and/or families). Only actual time spent with more than one client at the same time may count as a relational hour.
  - 100 hours of supervision from an AAMFT-Approved Supervisor or AAMFT-Approved Supervisor Candidate:
    - A minimum of 50 of the 100 required supervision hours must be based on observable data (one-way mirror, co-therapy, video recording, or audio recording) by a Program Clinical Supervisor
    - Your on-campus supervisor in CFT Case Consultation provides all of these hours.
    - Interns in case consultation should log each case presentation shown during class with video and/or audio as supervision with observable data.

## CFT Capstone Project

As part of the CFT Program's emphasis on outcomes-based education, the CFT Capstone Project requires students to reflect on their growth as therapists-in-training and begin to develop their clinical integration perspective. Students who begin internship in fall 2020 or later are required to complete the CFT Capstone Project. CFT/CAT students will complete a Master's Project in lieu of the CFT Capstone Project (please refer to program specific requirements). As part of this project, students are expected to critically evaluate and present their clinical work with a couple, family, or relational system over the course of internship, which includes demonstrating their knowledge of systemic assessment and diagnosis and

showing video clips of their clinical work with client systems. Additionally, students are expected to update their informed consent and disclosure statements. Final evaluation of the CFT Capstone Project occurs in both the last quarter of Internship Case Consultation and Competency Assessment-IV. Please see the Capstone Project Manual for more information. **Students must pass each Capstone Project chapter in order to pass the Case Consultation course.**

1. Chapter 1: Personal Epistemology
  - DUE: Quarter 1 of Internship Case Consultation
  - Materials for this chapter build on assignments from Competency Assessment I & II and Systems Perspectives in the Family System
2. Chapter 2: Updated Informed Consent & Disclosure Form
  - DUE: Quarter 2 of Internship Case Consultation
  - Materials for this chapter build on assignments from Ethics & Professional Issues in CFT
3. Chapter 3: Clinical Integration & Theory of Change
  - DUE: Quarter 3 of Internship Case Consultation
  - Drafts of this chapter build on assignments from following courses: Assessment, Diagnosis, & Treatment Planning in CFT; Applied Family Therapy Part I; Applied Family Therapy, Part II; Advanced Systemic Theories and Models
4. Chapter 4: Final Case Paper, Presentation, and Reflection
  - DUE: Quarter 4 of Internship Case Consultation

## Planning for Graduation

Students must begin preparing for program completion (graduation) in their last 2-3 quarters of their program. Students must meet with their advisor in their second to last quarter to make sure the following graduation requirements are met:

**Application for Graduation.** The student is responsible for making sure they have met the requirements for the degree and taken the necessary steps to apply for graduation. They must also fill out the graduation application form on AUVIEW at least one quarter before their anticipated graduation.

**Degree Audit Report.** During the quarter prior to the student's anticipated graduation date, students should meet with their advisor to review their Degree Audit Report to ensure they have met their program requirements to date. In the student's final quarter, their advisor will approve their Degree Audit Report if requirements are met and grant the student permission through the Registrar's office to graduate at the end of the quarter.

**Commencement Ceremony.** Applying for graduation is different from signing up for the June graduation ceremony (a.k.a. commencement). Students will receive an email from the program associate with the deadline to apply for participation in Commencement.

**Degree Conferral.** Degrees are officially conferred once per quarter by the university at the end of each quarter (following Week 12). Instructors, advisors, and/or students do not have the ability to expedite the process to receive the degree conferral sooner.

**After Graduation.** All AU alumni are entitled to an Antioch email address in perpetuity provided that they check it at least once every 420 days. Students who graduate will normally be allowed to maintain and use their Antioch email accounts. However, alumni accounts that remain inactive for a period of 420 days or longer will be deleted. Students who leave the University without graduating have their email accounts disabled. Accounts and their contents will be deleted one month after access is disabled.

In addition, Antioch offers the following benefits to alumni: 1) online alumni directory, 2) job board, 3) library services (does not include many proprietary databases), 4) reduced tuition and/or opportunities to audit courses, 5) events, 6) continuing education opportunities, 7) alumni magazine, 8) proof of alumni status for insurance discounts and other uses, 9) program and campus-specific opportunities, and 10) volunteer opportunities. A graduation checklist can be found in Appendix M of this handbook.

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# Post-Graduation Licensing Requirements

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## Licensure Acknowledgement

Antioch University Seattle's Couple and Family Therapy Program prepares students for licensure in Washington State. Before beginning the program, students are provided with [Antioch's State Licensure disclosure](#) and complete a State Licensure Requirement Acknowledgement that states, "I acknowledge that the AUS CFT program is designed to meet professional licensure requirements for a License of Marriage and Family Therapy in Washington state. If I plan to pursue licensure in another state, I understand that I must review all requirements for LMFT licensure in my intended state of practice."

## Washington State Licensure

Licensure is the process by which Washington State requires and recognizes that practitioners have met certain knowledge, education, and supervision requirements in their respective fields of clinical practice. Washington employers and health insurance providers often use licensure as a minimum standard. The regulations pertaining to the licensing of master's level therapists are set forth in the Revised Code of Washington (RCW) 18.225 and are administered by the Quality Assurance Division of the Washington State Department of Health. It is important for students to understand the distinction between an educational curriculum and licensure requirements. The School endeavors to structure clinical graduate curricula to meet the requirements pertaining to MFT licensure; however, it is ultimately individual students' responsibility to ensure that they have personally met the relevant licensing requirements. The granting of licensure falls within the purview of the state and not the educational institution. It is also important to realize that licensure regulations vary widely from state to state. For the most current regulations in Washington State, it is recommended that students visit [www.doh.wa.gov](http://www.doh.wa.gov).

## Licensure Outside of Washington

The CFT Program is designed to address all the educational requirements for licensing marriage and family therapists (MFT's) in the State of Washington (except for the HIV/AIDS training requirement). If students live outside of Washington State, there may be ways in which they will want to make their learning more specific to their particular geographic area. Students should contact the specific state's licensing board for more information. For example, students may want to take electives that fulfill licensing requirements in other states. For instance, students anticipating getting a license to practice family therapy in California may want to take courses in both substance abuse and in relationship abuse. While the SAPCFT will assist students in whatever way possible to address the academic requirements for licensing in other states and in Canada, it is students' responsibility to investigate the licensing requirements in these other areas, and to ensure that the appropriate requirements are considered as they complete their degree requirements.



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# Remediation and Dismissal Policies

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AUS' dismissal policies, procedures, and practices, detailed below, assure due process for students. Students are expected to adhere to all AUS and academic program-related policies and procedures, to demonstrate competency in their CFT coursework and internship, and to maintain satisfactory progress toward completing their CFT degree requirements.

Consistent and/or egregious failure to meet these performance standards can result in dismissal from the University. These standards are not intended to be punitive; rather, they are intended to represent the high level of integrity and capability the CFT Program expects of its graduates.

**Student Competency Review (SCR).** The SCR involves MA faculty formally reviewing each student's performance at the beginning of the third quarter of their studies during the MA programs meeting. In preparation for the SCR, CFT faculty formally reviews the course evaluations for these third-quarter students and any other students of concern.

In the SCR meeting, faculty advisors present their assessments and make one of the following recommendations:

- Pass with no concerns
- No-pass with the stipulation to continue monitoring progress again next quarter
- No pass with concerns that require corrective action
- No-pass with concerns that require disciplinary action

CFT students who receive SCR no-passes with stipulations for follow-up review are generally considered to be in compliance, but the faculty advisors make sure that the students involved can handle the issues of concern by themselves and will show due diligence in remaining compliant. In contrast, no-passes with concerns that require corrective and disciplinary action are considered more serious. In these cases, the CFT faculty recommends that the seriousness of these concerns necessitate that the CFT Program take a more active role in addressing these problems; and, in some instances, the CFT faculty recommend that the concerns are so serious that they necessitate more unilateral action, i.e., requiring the student to take a leave of absence to address concerns they outline or removing the student from an internship and/or from the University. A copy of the SCR form can be found in Appendix H of this handbook.

**Student Development Plan (SDP).** CFT students who require corrective action are given the opportunity to rectify academic deficiencies and/or unprofessional behavior that are interfering with their capacity to satisfactorily complete the requirements for the CFT Program. These corrections are delineated in a Student Development Plan proposed by the CFT advisor and negotiated with the involved student.

Most of these problems are typically concerned with problems related to classroom performance, including: no credit granted for courses, academic progress warning, academic progress probation, chronically late assignments, failure to utilize corrective feedback, difficulties with class participation, chronic absenteeism and tardiness, insufficient English proficiency, substandard scholarship and academic writing. Problems are also related to internship-related matters such as: inability to obtain a clinical internship site, inability to retain a clinical placement, lack of client retention during clinical placement, onsite supervisor concerns, and excessive quarters needed to complete clinical placement.

Corrective actions are determined by the CFT advisor in consultation with the student. Typical corrective measures include students: enrolling in a writing course, completing a particular academic course, repeating a failed course, taking off-site skills training, writing a reflection paper, taking a leave of absence, engaging in psychotherapy, accepting a credit limit, adding more clinical supervision, and making a formal presentation on ethics.

After specifying these corrective actions and reviewing them with the student, the involved student is required to sign the SDP indicating that the student understands the plan's corrective requirements. In most cases, these corrective actions rectify the problems involved and no further remedial measures are required. However, in cases where there are repeated failures to carry out these corrective measures, the result may be dismissal of the student from the CFT Program. A copy of the student development plan form can be found in appendix C of this handbook.

**Disciplinary Action.** CFT students who require disciplinary action have been found to violate criminal law, professional and ethical standards, and/or Antioch University (AU) policies related to physical violence, property damage, and behaviors that interfere with AU's mission and community function.

Because these problems are considered more serious, they are likely to lead to more strenuous disciplinary actions. And when it has been determined that there is a clear violation of these standards, they are much more likely to lead to dismissal of students from the University. Furthermore, due process for students involved in corrective and disciplinary actions are defined and protected under the Student Rights (6.102), Grievance (6.109), and Appeal (6.111) policies contained in the AUS Student Handbook (pp. 13-15).

**Unsatisfactory Progress & Student Discipline.** The CFT Program's corrective action and dismissal process are specific to its own policies and procedures for ensuring that its students consistently adhere to ethical and competent standards of behavior. However, these standards are consistent with and are implemented within the AUS policies and procedures pertaining to the ethical and academic standards expected of its students. Three particular sets of AUS policies and procedures relevant to corrective action and dismissal are the University's standards for Satisfactory Academic Progress (6.199), Student Conduct (6.103), and Academic Integrity (6.105). In these cases, the CFT Program always integrates the implementation of its policies and procedures with those of the larger University system.

**Non-Clinical Master's Degree.** Normally, students completing the CFT Program curriculum receive a master's in Couple and Family Therapy that provides eligibility for licensure as a Marriage and Family

Therapist (MFT) in Washington State. However, after matriculation, some CFT students may decide that this clinical degree is not desirable or possible. For example, a student may progress partway through the curriculum and decide that practicing as a therapist does not fit for them as a career choice for various reasons. If a student has completed over 45-degree credits, students may request to transfer, with the official approval of the CFT Chair, to a non-clinical Master of Arts degree in psychology. Such students who have completed less than 45 credits are not eligible for this degree and should consider withdrawing. It is important to know that this degree does not provide eligibility for future clinical practice nor licensure in MFT. However, it does provide the graduate with a completed master's degree. The non-clinical degree is a 60-credit degree for a non-clinical MA in Psychology. Students must complete 56 credits within the MA programs and then complete a 4-credit Application Project – see guidelines for more information – which is established, overseen, and evaluated by the student's advisor.

Students must register for the Application Project course in the quarter they will complete the project. Because this is a change in degree, the student will need to submit the request to change program form to document the change - from the CFT program to the ISP program. Students interested in this option should consult with their advisor for further support and guidance.

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# Students Rights and Grievances

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Students at Antioch University have certain rights and responsibilities. Clear, effective communication is a critical element to the many relationships that support student success at Antioch University. For faculty, supervisors, and students, the best first recourse is always to address a concern directly. If, however, support is required to efficiently resolve an academic (or non-academic) issue, Antioch University and the CFT program have a formal grievance procedure in place.

Antioch University policies are gathered in the table below with a quick overview of the contents and a link for convenient access to the full details.

AU Policies Related to Student Rights and Complaints			
Policy #	Policy Name	Policy Purpose	Policy URL
4.607.02	Sexual Harassment and Sexual Violence Policy	This policy provides a comprehensive approach to issues of sex discrimination within the University, including sexual harassment, gender harassment, and sexual violence.	<a href="https://aura.antioch.edu/policy_forms/56/">https://aura.antioch.edu/policy_forms/56/</a>
6.101	Disability Support Services Policy	This policy outlines the steps one must take to request reasonable accommodation for a disability, provides a directory of the staff members on your campus who can help you with this, and a variety of other relevant items. It also includes the process of how to file a grievance related to disability.	<a href="https://aura.antioch.edu/policies_600_1x/1/">https://aura.antioch.edu/policies_600_1x/1/</a>
6.102	Student Academic Rights and Freedom	This policy informs students and faculty of the university's expectation regarding students' academic freedom as well as the responsibilities that students accept as members of the academic community.	<a href="https://aura.antioch.edu/policies_600_1x/7/">https://aura.antioch.edu/policies_600_1x/7/</a>
6.103	Student Conduct Policy	This policy gives students and student organizations general notice of the required standards of conduct, the nature of prohibited behavior, and their rights and responsibilities during a disciplinary process, should one arise.	<a href="https://aura.antioch.edu/policies_600_1x/2/">https://aura.antioch.edu/policies_600_1x/2/</a>
6.105	Student Academic Integrity	The purpose of this policy is to establish and communicate the university's standards of student academic integrity, the nature of prohibited behavior, and the protection of students' rights as well as expectations regarding students' responsibilities during the disciplinary process. It touches on areas such as clear expectations about thorough attribution of sources in writing and presentations, avoiding plagiarism, and the standards of academic honesty.	<a href="https://aura.antioch.edu/policies_600_1x/6/">https://aura.antioch.edu/policies_600_1x/6/</a>
6.109	Student Grievance Policy	The purpose of this policy is to provide students with a mechanism to address non-academic actions taken by others within the University community about which students believe they have legitimate grounds to grieve.	<a href="https://aura.antioch.edu/policies_600_1x/5/">https://aura.antioch.edu/policies_600_1x/5/</a>
6.111	Academic Appeal Policy	This policy is to provide students with a mechanism to address specifically academic actions taken by the faculty or administration which students believe they have legitimate grounds to appeal. Complaints related to academic warning, academic probation, and	<a href="https://aura.antioch.edu/policies_600_1x/4/">https://aura.antioch.edu/policies_600_1x/4/</a>

		academic dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may also be appealed under this policy.	
6.119	Satisfactory Academic Progress	The purpose of this policy is to inform students of the University's expectation regarding the review and assessment of satisfactory academic progress, the relationship of satisfactory academic progress to a student's eligibility for financial aid, as well as students' right of appeal.	<a href="http://aura.antioch.edu/policies_600_1x/9/">http://aura.antioch.edu/policies_600_1x/9/</a>
6.127	Student Organizations, Speech and Publications	This policy sets forth students' rights and responsibilities as well as university expectations with regard to the establishment and conduct of student organizations and student publications.	<a href="http://aura.antioch.edu/policies_600_1x/3/">http://aura.antioch.edu/policies_600_1x/3/</a>

## CFT Concern, Complaint, and Grievance Policy

When a dispute arises with a member of the faculty or staff, students in the CFT department have a right to seek a remedy through a formal complaint or grievance procedure. Students who have a complaint related to any of the following should first review this document for the process that needs to be followed:

- Content or conduct of a course
- Grading or evaluation
- Tuition
- Any other school policy or procedure

Students should first use available informal means of rectifying the situation before filing a formal complaint or grievance. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance process. These procedures shall also protect data privacy rights. For more information about your rights or the procedure, visit [Student Grievance Policy](#) on the AU website.

### Definitions:

**Student Concerns** are informal and relate to minor issues that can be solved between individuals such as student/instructor or student/program director. Concerns are usually communicated to the course liaison or faculty advisor verbally or through informal written communication (i.e., email). Concerns may be raised by a student, or a group of students. Examples may include complaints about course scheduling and timeliness of faculty feedback. The program does not generally keep formal records of student concerns. Due to their informal and sometimes anonymous nature, students may not receive follow-up from the program or university.

**Complaints** are formal, written claims by a student or a group of students alleging improper, unfair, or arbitrary treatment by an employee of the university. A complaint may become a grievance, if not mutually resolved and if the complaint falls within the definition of a grievance.

**Grievances** are formal disputes or disagreements raised by a student, or group of students, alleging improper, unfair, or arbitrary action by an employee involving how an official university policy or procedure is being applied. Grievances refer to issues that may violate students' rights. Examples include sexual harassment and discrimination. Grievances are formal statements that

require follow-up from the program or university after arbitration or resolution.

### **Informal Student Concern Resolution Procedure**

1. Students with a concern are encouraged to first discuss the concern with the faculty member, supervisor, or other individual involved. Talking with the individual resolves concerns in most cases. It is important that the student attempt to resolve the concern directly before undertaking a formal process, if reasonably practical. To do this, the student should arrange a meeting with the appropriate individual(s) to discuss the concern and desired remedy. Before the student meets with the appropriate individual(s), they may want to have in writing the nature of the concern, a summary of the facts as they see them, and the remedy they are seeking. The faculty member is expected to discuss the matter with the student in a timely manner, provide a clarifying response to the student's inquiry, and if appropriate, adjust the disputed action. Most misunderstandings will be resolved at this first step by clarifying communications and expectations.
2. If it is not practical to talk directly to the individual involved, or if the student is not satisfied with the individual's response, or if a timely response is not received, the next step is to reach out to an appropriate third party. This might be one of three individuals:
  - a. If the concerning incident occurred during or related to one of the student's courses, the appropriate person to contact is the course liaison. The course liaison is listed at the beginning of each course syllabus. The course liaison's role is to serve as a professional mediator to help support solution-finding during potentially conflictual interactions during courses. NOTE: Internship Case Consultation is considered a course.
  - b. If the incident of concern is related to internship, the appropriate person to contact is the Director of Clinical Training (DCT). The DCT's role is to serve as a professional mediator to help support solution-finding during potentially conflictual interactions related to internship sites.
  - c. If the incident of concern is related to something else in the program, the appropriate person to contact is the student's advisor. Their faculty advisor's role is to help seek a resolution in line with program policies and procedures.
3. For this step, the student should communicate in writing the nature of the concern to the appropriate person identified above. This should include a summary of the facts as they see them, any resolution that has been attempted and its outcome, and the remedy they are seeking. The support person will then review the information presented and move towards seeking a resolution between the student and the other parties involved.
4. If it is not practical to speak with the identified support person or if the student is not able to reach a satisfactory agreement directly following consultation with them, if a timely response is not received from the support person, or if the incident that occurred is not related to a course, the next step is for the student to reach out to their faculty advisor. When contacting their advisor, the student should communicate in writing the nature of their concern, a summary of the facts as they see them, any resolution that has been attempted and its outcome, and the remedy they are

seeking. Their advisor will then review the information they have presented and move towards seeking a resolution between the student and the other parties involved.

**Formal Complaint Process.** Students who have experienced an incident that they believe constitutes improper/unfair/arbitrary treatment may file a formal complaint without going through the informal concern process above. Students who have moved through the informal complaint process and believe that the matter was not satisfactorily resolved AND that the incident constitutes improper/unfair/arbitrary treatment may continue on with a formal complaint process.

To initiate the formal complaint process, the student or group of students must reach out to the Program Chair to submit a written formal complaint within 30 calendar days of the date on which the event occurred. When the student contacts the program chair, the student should communicate in writing the nature of the complaint, a summary of the facts as they see them, supporting and documented evidence (e.g. policies, emails, etc), a list of other individuals involved, any resolution that has been attempted and its outcome, and the remedy they are seeking.

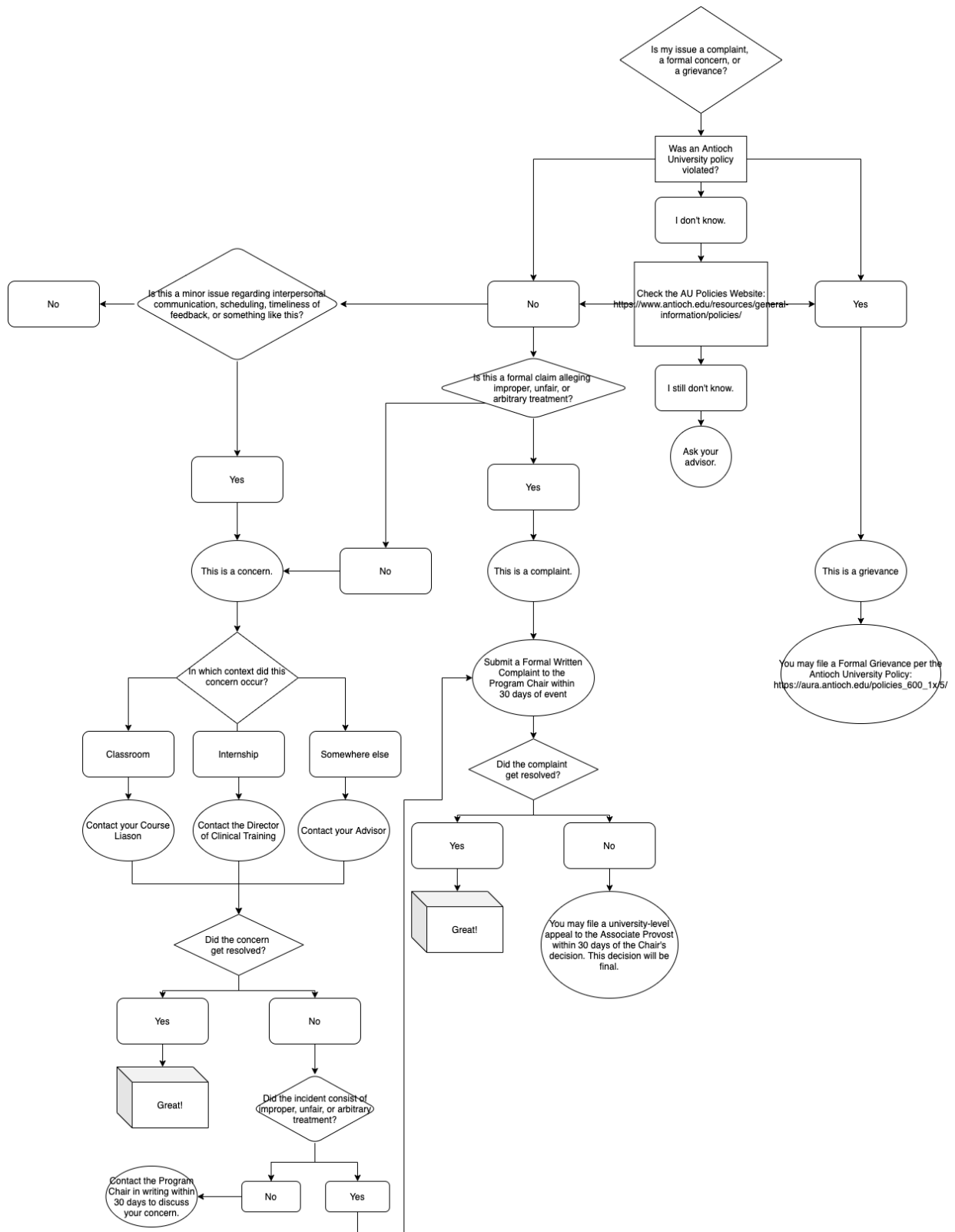
The program chair will then review the information the student has presented and move towards seeking a resolution between the student and the other parties involved and determine if the complaint should be handled through the student grievance process. If the complaint is appropriately handled through another policy process, the program chair will refer the student to the appropriate policy and the appropriate representative. Any student or group of students may present or discuss a complaint with the individual whose actions give rise to the complaint, and/or with the Program Chair. You may have a representative in attendance to observe any such discussion. The Program Chair will contact the student(s) with a response to the complaint and/or appeal information within 14 business days.

**Formal Grievance Process.** Students who have experienced an incident that they believe violates a university policy (e.g. sexual harrassment, discrimination, etc) may file a formal grievance without going through the formal complaint process above.

Students who have moved through the formal complaint process and believe that the matter was not satisfactorily resolved AND that the incident constitutes a violation of university policy may appeal the decision in writing to the Associate Provost within 30 calendar days of the date on which the Program Chair's decision was communicated to them. In order to appeal a formal complaint at the grievance level, the student must identify which [University policy](#) they believe has been violated during the process of the incident.

**[AU 6.109 Student Grievance Policy](#):** The purpose of this policy is to provide students with a mechanism to address non- academic actions taken by others within the University community about which students believe they have legitimate grounds to grieve. Please visit the AU website (link above) to review this policy in detail.

## Diagram of the CFT Concern, Complaint, and Grievance Policy





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# Appendix A: Art Therapy

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## History of the Art Therapy Program

In 1998, the post-masters' Art Therapy certification was expanded to a Master's program in Art Therapy. This program was designed to meet national standards for registration (ATR) through the Art Therapy Credentials Board (ATCB). It received its initial Approval in 2003 (7 year approval) by the American Art Therapy Association. In 2010, the program was granted re-approval for 7 years. In 2019, the Art Therapy Program received accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), with the next review period scheduled for 2027.

## Art Therapy Program Mission Statement

The Art Therapy program mission is to provide higher education and training in the theory and application of psychology in a variety of settings. Our curriculum promotes values of ethical practice, social responsibility and cultural pluralism; and our classes promote self-exploration, empowerment and whole person learning. We seek to balance traditional and contemporary perspectives in the field of psychology. We educate students to become informed and effective practitioners and change agents in our complex world.

## Art Therapy Specialization

The Art Therapy Specialization (AT), combined with Couple and Family Therapy (CFT), provides a comprehensive curriculum that enables students to acquire the basic conceptual and relational competencies needed for the professional practice of art therapy, as well as couple and family therapy. These competencies are developed through a combination of required coursework, electives, practical experience, and a supervised internship. The curriculum is designed to meet all of the educational requirements for the licensing of Marriage and Family Therapy Associates (LMFTAs) in the state of Washington. It is also designed to meet the educational requirements for the Provisional Art Therapy Registration (ATR-P) through the American Art Therapy Credentials Board (ATCB). To review the AT/CFT Plan of Study, see Appendix F of this Handbook.

## Faculty Snapshot

The Art Therapy MA Program has one full-time Core Faculty member, four full-time Teaching Faculty members, and one Affiliate (Part-time) Faculty member. All are licensed clinicians (LMFT, LMHC), registered and board-certified art therapists (ATR-BC), active participants in the profession, contributing citizens to the AUS community, and seek to uphold the science-practitioner model of reflective inquiry, experiential learning, social justice, and professional ethical conduct.

## Art Therapy Program Goals

1. To train ethical and culturally competent practitioners who are able to integrate and apply theory in practice.
2. To prepare practitioners who are able to demonstrate competency in art materials and an understanding of the creative process with individuals, groups, couples, and families.
3. To prime practitioners who are able to proficiently utilize assessments, diagnostic materials, and treatment planning.
4. To develop practitioners who are able to conduct and interpret research through their culminating master's project or thesis.
5. To cultivate practitioners who have a foundation in human development along the lifespan.
6. To develop practitioners within an area of specialty in either Clinical Mental Health Counseling or Couple and Family Therapy.
7. To cultivate professional identity and career development through methods of assessment with diverse clients.

## Art Therapy Student Learning Outcomes (SLOs)

- SLO 1: Demonstrate a comprehensive knowledge of art therapy and counseling theories in order to apply theoretical tenets to clinical interventions.
- SLO 2: Demonstrate knowledge and skills necessary to conduct an ethical, professional, and legal clinical practice.
- SLO 3: Demonstrate a solid foundation of art materials and their implications to be able to use media safely, ethically, and effectively.
- SLO 4: Demonstrate a comprehensive knowledge of the creative process and of symbolic language through the personal engagement of art making.
- SLO 5: Demonstrate an understanding of the therapeutic process with groups, individuals, and families.
- SLO 6: Demonstrate an understanding of art therapy and psychological assessments for use in diagnosis, treatment planning, and research.
- SLO 7: Demonstrate the ability to conduct research and interpret the implications of research in practice through a master's project or thesis.
- SLO 8: Demonstrate an understanding of human growth and development across the lifespan and the impacts of trauma on development.
- SLO 9: Demonstrate comprehensive clinical skills and utilizing art materials and processes within the therapeutic relationship.
- SLO 10: Demonstrate knowledge of psychopathology and diagnosis to guide treatment planning.
- SLO 11: Demonstrate the ability to engage with clients from a culturally competent position.
- SLO 12: Demonstrate comprehension of various clinical populations through a specialization in Clinical Mental Health Counseling or Couple and Family Therapy.
- SLO 13: Demonstrate a solid professional identity and the ability to utilize assessments and strategies with diverse populations for career development.
- SLO 14: Demonstrate a culmination of clinical art therapy skills through successful completion of pre-internship practicum and internship.

Program Goals	Student Learning Outcomes	ACATE Competencies
1	1	A, K
	2	B
	11	N
	14	
2	3	C
	4	D
	5	E
	9	I, O
3	6	F, J
	10	L
4	7	G, M
5	8	H
6	12	P
7	13	Q

## AT/CFT MASTER'S DEGREE PROCESS

The AT/CFT Program is a master's degree program that consists of 96-quarter credits. The curriculum has been structured to allow students to complete the program at their own pace within a six-year time limit; the average length of time for degree completion for students is 3.5 years.

The AT/CFT Plan of Study (POS) is divided into six sections: (1) Required Course (to be completed before Pre-Internship Practicum), (2) Required Course (to be completed before Internship), (3) Required Pre-Internship Courses, (4) Required Culminating Project, and (5) Elective Courses, and (6) Required Internship Courses. The rate of desired progress through the curriculum determines the number and combination of courses students complete.

It is recommended that students utilize their Plan of Study as a check sheet in order to plan and track their progression through the courses. It is important and useful to write out a rough sketch of classes, quarter to quarter, and revise it as the student progresses through the program. You can find your Plan of Study on Sakai. The most updated Plan of Study (applicable for students beginning in the 2021-2022 school year only) can be found in Appendix F of this Handbook.

## Required Courses

In the initial quarter of enrollment, students take the course titled COUC5030: Family of Origin Systems and Creative Arts Therapy, followed in the second quarter by COUC5040: Multicultural Perspectives and Creative Arts Therapy. They are scheduled at the same day and time in order to make planning easier. These courses are designed to challenge you to explore your personal, academic, and professional goals and the relationship of these goals to your personal history, your present situation, and the knowledge of yourself and the world that you bring to your studies. By introducing you to the process of examining this field within a cultural context, we hope to instill an understanding of the importance of doing clinical work within a multicultural framework. As you proceed through your course work, you will be expected to both critique and reflect upon the role that culture plays in counseling both in theory and practice.

These courses are designed to help you increase awareness of the interplay between your personal and professional lives. A basic belief for our clinical specializations is that a competent therapist must demonstrate her or his ability to be self-reflective. Through these classes we expect you to carefully explore and evaluate who you are and how this personal analysis will affect your work with clients. These courses are process-oriented and require you to draw on and evaluate your own life experiences. It should be clearly understood, however, that you will not be evaluated on the personal content of what you may share, but rather on your capacity to engage in the process of self-reflection and self-discovery that will be critical to your success as a therapist.

In addition to the above two required courses, you are expected to complete COUN5050: Systems Perspectives in Family Therapy. This course introduces you to the theory and practice of family therapy from a systems perspective and provides you with a framework for understanding problems of psychological dysfunction in terms of child, couple and family relationships.

## Other Required Courses

Beyond the above-described clinical courses, you are also required to complete a variety of other courses before you can begin your internship. These courses include, but are not limited to, COUC5010: History and Theory of Art Therapy, COUC5080: Techniques and Practice of Art Therapy, COUC6530: Advanced Art Therapy Assessment, COUC5400: Developmental and Treatment Models in Art Therapy, COUC5070: Art Therapy in Diverse Settings, COUC5060: Family Group Art Therapy, COUC5510: Art Therapy Research in Individual and Family Therapy, COUC6510: Advanced Art Therapy Research in Individual and Family Therapy, COUC5180: Ethics in Creative Arts Therapies, COUC5750: Creativity, Symbolism, and Metaphor, and COUC5170: Ethics in Family Creative Arts Therapy. These courses are intended to provide you with the basic ethical and clinical competencies needed to begin working with clients – particularly at the individual level of treatment.

The AT/CFT Program is based on a mastery model of education. As such, the AT/CFT program supports and expects its students to acquire the necessary clinical competencies needed in order to become effective beginning-level art therapists and couple and family therapists.

## Credit Requirements

In order to earn a Master's in Arts (M.A.) degree in Couple and Family Therapy (CFT) with a Specialization in Art Therapy (AT), the student is required to complete 96 graduate credits, 72 of which are required courses, 18 of which are clinical experience, 3 credits of which constitute a Master's Project, and 3 credits of an elective course. Since students are free to make their own schedule, time to graduation varies from 3 to 6 years. The average degree time is 3.5 years.

## Pre-Internship Practicum (PIP) Requirements

The pre-internship practicum is a course taken in two consecutive quarters upon completion of the pre-requisite courses listed below, and prior to internship. The pre-internship practicum affords students the opportunity to work with real clients in a variety of settings under university supervision. The student will begin to develop clinical skills, apply theory to practice, and be better prepared for the internship experience. The many settings for pre-internship practicum sites provide students with an opportunity to be introduced to diverse community agencies and organizations.

Students will complete a minimum total of 100 hours of work over the two consecutive quarters, with a minimum of 40 of these hours being some form of direct client contact of a therapeutic nature. Art therapy students will complete hours by seeing clients at the Antioch University Clinic and at an off-campus location. A student can expect to be at a pre-internship practicum site an average of 3-4 hours/week over the course of the two quarters and engage with clients in some way for 2 of those hours. Some examples of the type of direct client contact include assisting with a parenting group, assisting in a life-skills group for older teens/young adults, co-facilitating Life Review activities in a nursing home, engaging clients in a drop-in shelter or day treatment center, or working with a children's social skills group utilizing expressive therapy activities. All activities should be consistent with those performed by a Master's level mental health professional.

For AT/CFT students who wish to use hours accrued during Pre-internship Practicum towards the Social Justice Advocacy and Volunteer Experience requirement, the student's secondary site (non-AUS clinic) must have a social justice orientation. The appropriateness of the setting must be approved by their advisor and Pre-Internship Practicum Coordinator PRIOR to the student signing their Learning Contract and beginning to provide services at the site. Additionally, students will be required to submit a narrative essay reflecting on how the social justice advocacy or volunteer experiences shaped their thinking about the intersection of social justice work with their professional identities as couple and family therapists. These hours can be accrued in various social contexts with the intention of serving people from marginalized backgrounds (e.g., racial/ethnic, gender, sexual orientation, religious, etc.).

Supervision of a student's pre-internship practicum work is provided through the COUC5920: Pre-Internship Practicum (I and II) courses. However, the agency does need to provide a designated contact person on-site, for administrative purposes, oversight of the student's time, and guidance in agency policies and procedures. This contrasts with the clinical internship, in which the agency provides the necessary clinical and administrative supervision of a student's work. All sites must be approved by AUS, and students can find a list of approved pre-internship practicum sites on Sakai at Sakai/Clinical

Training Hub/Resources/Pre-Internship Practicum. Students are responsible for securing an interview with one or more approved sites the 1-2 quarters before they are to begin pre-internship practicum, and the final decision on placement rests with the agency.

**THE COURSES REQUIRED BEFORE BEGINNING PRE-INTERNSHIP PRACTICUM ARE:**

COUN5000: Competency Assessment I (taken 1st quarter)
COUN5010: Competency Assessment II (taken 2nd quarter)
COUC5030: Family of Origin Systems & Creative Arts Therapy (taken 1st quarter)
COUC5080: Techniques and Practice of Art Therapy
COUC5040: Multicultural Perspectives & Creative Arts Therapy (taken 2nd quarter)
COUN5061: Beginning Clinical Skills for Couple and Family Therapists (taken within first 3 quarters)
COUC5100: History and Theory of Art Therapy
COUC5050: Systems Perspectives in Family Therapy (taken within first 3 quarters)
COUC5180: Ethics in Creative Arts Therapy
COUC5170: Ethics in Family Creative Arts Therapy
COUC5400: Developmental and Treatment Models in Art Therapy
COUN5150: Psychopathology
COUN5850: Assessment, Diagnosis, and Treatment Planning in Couple and Family Therapy (taken in the quarter directly after COUN5150)
COUN-5905: Pre-Internship Practicum Orientation (completed 2-3 terms before PiP)
COUN-5915: Counseling Practicum Preparation (completed the term before PiP)

Prior to registering for COUC5920: Pre-Internship Practicum, all students will need to meet with their Academic Advisor no later than the fourth week of the quarter before they plan to start COUC5920: Pre-Internship Practicum and determine if they are ready to begin this coursework. Before the meeting, the student must review the contents in the “Pre-Internship Practicum (PIP)” folder on the AUS MA Clinical Training Hub on Sakai. The student must also complete the “Application for CFT-AT” on Sakai. The student will bring their updated Plan of Study and a list of potential secondary Pre-Internship Practicum sites to the advisor meeting. During the Practicum readiness meeting, the student and the advisor will review the student’s plan of study, discuss readiness for pre-internship practicum, and complete the Pre-Internship Practicum Advisor Meeting Form, which verifies that the student is in good standing and has completed all courses required prior to the practicum. The signed Pre-Internship Practicum Advisor Meeting Form is then submitted to the MA Clinical Training office so that registration for the course may be opened. This form is available on-line on The AUS MA Clinical Training Hub project site on Sakai.

After registering for the course, students will contact the Clinic and arrange for orientation and completion of paperwork required by the Clinic, which includes a Clinic Supervision Agreement and Student Therapist Profile. For off-campus practicum sites, students will complete a copy of the Pre-Internship Practicum Contract (available on-line on the AUS MA Clinical Training Hub) and have it

signed by all the designated parties. This contract outlines the general duties the student will perform at the assigned practicum site and the time frame for the practicum. This Contract will be signed by the student, the Agency Contact Person, and the “Pre-Internship Practicum” instructor, and will be submitted to the Director of Clinical Training no later than the first week of the quarter in which the student starts the practicum. This finalizes the practicum process. Students will complete their hours with a combination of hours from the clinic and an off-campus practicum site.

While in Pre-Internship Practicum, students will account for hours spent in the clinic and at the practicum site using Supervision Assist.

Submitting hours in Supervision Assist mirrors the procedures that are required for internship. Students will keep track of hours weekly, accounting for direct client contact and all other (indirect) activities. Student hours for any off-campus practicum site must be approved by the Agency Representative assigned to the student. Students in the AUS clinic have the Antioch Instructor/Supervisor approve the hours in Supervision Assist. All hours the student accrues during Pre-Internship Practicum and Internship will be submitted and totaled in Supervision Assist.

#### AT/CFT Sample Sequence of Study (3.5-year or 14-quarter plan)

	Quarter 1 (9 cr)	Quarter 2 (9 cr)	Quarter 3 (9 cr)	Quarter 4 (9 cr)
Year 1	<b>COUC5030: FOO Sysys &amp; Creat Art Therapy (3)</b>  COUN5080: Tech & Practice of Art Ther (3)  COUN5050: Systems Perspectives (3)  COUN5000: CA-I (0)	<b>COUC5040: Multicultural Perspectives &amp; CAT (3)</b>  COUC5100: History & Theory of Art Ther (3)  <b>COUN5061: Beginning Clinical Skills for CFT (3)</b>  COUN5010: CA-II (0)	COUC5180: Ethics in Creative Art Therapy (3)  COUC5400: Developmtl & Treatment Models in AT (3)  COUN5220: Human Dev in the Fam Life Cycle (3)	<b>COUN5120: Indiv Ther in the Family System (3)</b>  COUC5070: AT in Diverse Settings (3)  <b>COUN5150: Psychopathology (3)</b>
	Quarter 5 (7 cr)	Quarter 6 (7 cr)	Quarter 7 (7 cr)	Quarter 8 (6 cr)
Year 2	<b>COUN5850: Assess, Diag, &amp; Treatmt Plan in CFT (4)</b>  <b>COUN5810: Applied Family Therapy, Pt 1 (3)</b>	COUN5240: Human Sexuality (3)  <b>COUN5815: Applied Family Therapy, Pt 2 (3)</b>  COUC5170: Ethics in Family CAT (1)	COUC5060: Family Group Art Therapy (3)  <b>COUN5800: Applied Couples Therapy (4)</b>	COUC5750: Creativity, Symbolism, & Metaphor(3)  COUC6530: Advan Art Therapy Assessment (3)  COUN5981: CFT Internship Prep (0)
	Quarter 9 (7 cr)	Quarter 10 (4 cr)	Quarter 11 (4 cr)	Quarter 12 (7 cr)
Year 3	<b>COUC5920: PIP I (1)</b>  COUC5510: Art Therapy Research in Ind & Fam (3)  COUN5280 Abus Rxn OR COUN5290 Addic & SA (3)	<b>COUC5920: PIP II (1)</b>  COUC6510: Adv Art Ther Research in Ind & Fam (3)  COUN5020: CA-III (0)	<b>COUC6002: Case Consultation 1 (4)</b>  COUN5820: Theories of Couple & Family Ther (3)	<b>COUC6002: Case Consultation 2 (4)</b>



	Quarter 13 (7 cr)	Quarter 14 (4 cr)		
Year 4	<b>COUC6002: Case Consultation 3 (4)</b>  COUC6500: Mast Proj OR COUC6600: Mast Thes (3)	<b>COUC6002: Case Consultation 4 (4)</b>  COUN5025: CA-IV (0)		

## AT/CFT Internship Requirements

The AT/CFT internship must conform to the following minimum criteria:

1. 700 Onsite agency hours over at least four consecutive quarters.
2. At no time may AT/CFT students complete an internship in less than four quarters.
3. 300 total hours of direct client contact for the CFT requirement
4. 350 direct client contact hours must incorporate the use of Art Therapy and may include CFT hours.
5. 100 relational therapy hours
6. 105 on-campus group supervision hours provided by an ATR-BC or ATCS (case consultation hours count towards this requirement)
7. 50 hours of supervision based on direct observation (one-way mirror, co-therapy, videotape, or audiotape). These hours can be accrued on-campus with formal and informal case presentations in case consultation or by the student's on-site supervisor.
8. On-site Supervisors must be licensed with a master's degree in the behavioral sciences and have at least two years post master's experience. It is recommended that the student choose a supervisor with previous training or experience as a clinical supervisor.

The above internship hours are typically completed within a 16-20 hour work-week in a community mental health setting, and receive support with additional weekly Case Consultation hours. No student may complete an internship in less than four quarters or register for fewer than 16 credit hours (the combined total for both courses).

## Application for Graduation

Week 1 of the student's final quarter, the following steps should be followed:

1. Acquisition of Application for Graduation and Diploma Order Form on Sakai at: AUS MA Programs in the School of Applied Psychology, Counseling & Family Therapy > Resources > General Advising Forms - All Programs.
2. Advisor meeting to insure that (1) all requirements will be met by the end of final quarter; and (2) Achievement of 75% Intermediate or higher in each Competency Domain or have taken the Domain Competency Attainment course (see Competency Domain Achievement Standard).
3. Advisor signs the "Application for Graduation and Diploma Order Form."
4. Student submit form to the registrar by the end of week 3 of final quarter.
5. Graduation Ceremony. Applying for graduation is different than signing up for the graduation ceremony (a.k.a. commencement) in June. For information on the graduation ceremony go to: <http://www.antiochseattle.edu/student-campus-resources/academic-resources/commencement/>



## Post-Master's Considerations

**Provisional Art Therapy Registration.** Following successful completion of the AT/CFT program, students are eligible to apply for the Provisional Registered Art Therapist (ATR-P) designation through the Art Therapy Credentials Board (ATCB). This designation indicates that the graduate has successfully completed the requirements as an entry-level art therapist who is under the supervision of a Board-Certified Art Therapist (ATR-BC) or an Art Therapy Certified Supervisor (ATCS). Graduates will complete the online application, as well as submit their graduate transcript, post-graduate ATR-P supervision agreement, and signed attestations. While practicing as an ATR-P, art therapists are required to accrue clinical experience hours and supervision hours to be eligible for the Registered Art Therapist (ATR) designation through the Art Therapy Credentials Board (ATCB).

**Art Therapy Registration.** Credentials as a Registered Art Therapist (ATR) are obtained through the Art Therapy Credentials Board (ATCB). Eligibility for ATR consists of (1) a CAAHEP accredited art therapy degree program, (2) post-master's clinical experience, and (3) three letters from professional references.

**Post-Master's Clinical Experience.** For CAAHEP accredited programs, the art therapy post-master's experience requirements consist of a minimum of 1,000 hours of supervised, direct client-contact hours using art therapy. Hours used to complete administrative tasks cannot be included for purposes of obtaining ATR. Applicants must document a minimum of 100 hours of supervised experience, 50 of which must be provided by an ATR-BC or ATCS. A licensed or credentialed practitioner with a master's degree in a related mental health field may provide supervision for the remaining 50 hours.

To include experience in a private practice setting, the applicant must already be a licensed or certified practitioner in another psychotherapeutic discipline. All private practice experience must be supervised by an ATR, ATR-BC, or ATCS.

ATCB accepts supervised direct client contact experience providing art therapy services as a volunteer, in lieu of paid employment. Please be aware that in order to qualify, volunteer art therapy experience hours must be accrued through an organization or agency that provides supervised mental health services.

**Professional References.** The three required professional references must include the following:

- At least one reference form must be completed by a current ATCB credential holder (ATR, ATR-BC and/or ATCS) who can support the applicant's competency for registration as an art therapist. Supervisors who complete the Verification of Post-education Experience Form may also submit a Reference Form on behalf of the applicant.

Two from the following options:

- A current ATCB credential holder (ATR, ATR-BC, and/or ATCS) who did not supervise the applicant
- A supervisor who possesses a license or credential in a related mental health field

- A mental health professional or educator who is not ATCB credentialed and who did not supervise the applicant

For further information and instructions, go to the Art Therapy Credentials Board (ATCB) website at <http://www.atcb.org>.

**Registration and Licensure.** Both state licensure and national registration require direct client-contact hours, which in some instances, can be counted to meet both sets of requirements; for example, client-contact hours involving both verbal and nonverbal techniques may be counted toward both licensure and registration.

It is recommended that graduates familiarize themselves thoroughly with the standards for both state licensure and national registration and plan accordingly for the required supervision. It may be that a supervisor, licensed and board-certified (i.e., LMFT and ATR-BC, or LMHC and ATR-BC), could fulfill both state and national requirements.

## Appendix B: Drama Therapy

Information for the Drama Therapy program was unable to be updated by the time of the publication of this handbook. For information about Drama Therapy-specific requirements, please refer to the Plan of Study and contact Janice Hoshino, Director of Creative Arts Therapy Programs, at [jhoshino@antioch.edu](mailto:jhoshino@antioch.edu).

**DT/CFT Sample Sequence of Study (3.5-year or 14-quarter plan)**

	Quarter 1 (10 cr)	Quarter 2 (10 cr)	Quarter 3 (10 cr)	Quarter 4 (9 cr)
Year 1	<b>COUC5030: FOO Sysys &amp; COUNC5220: Intro to Drama Therapy (4)</b> <b>Creat Art Therapy (3)</b>  COUN5050: Systems Perspectives (3)  COUN5000: CA-I (0)	<b>COUC5040: Multicultural Perspectives &amp; CAT (3)</b>  COUC5100/5110: Theor/ Practice of Counsel (3)  COUC5212: Ethics & Prof Issues: Drama Therapy (4)  COUN5010: CA-II (0)	<b>COUN5061: Beginning Clinical Skills for CFT (3)</b>  COUN5220: Human Dev in the Fam Life Cycle (3)  COUC5200: Special Pops in Drama Therapy (4)	<b>COUN5120: Indiv Ther in the Family System (3)</b>  COUC5070: Group Counseling DvT (3)  COUC5310: Drama Therapy Research (3)
	Quarter 5 (7 cr)	Quarter 6 (7 cr)	Quarter 7 (7 cr)	Quarter 8 (7 cr)
Year 2	<b>COUN5150: Psychopathology (3)</b>  <b>COUN5810: Applied Family Therapy, Pt 1 (3)</b>  COUC5170: Ethics in Family CAT (1)	<b>COUN5850: Assess, Diag, &amp; Treatmt Plan in CFT (4)</b>  <b>COUN5815: Applied Family Therapy, Pt 2 (3)</b>	<b>COUN5800: Applied Couples Therapy (4)</b>  COUC5240: Improv and Creative Dramatics (3)	COUC5090: Creative Arts Therapy (4)  COUN5240: Human Sexuality (3)  COUN5981: CFT Internship Prep (0)
	Quarter 9 (5 cr)	Quarter 10 (5 cr)	Quarter 11 (7 cr)	Quarter 12 (7 cr)
Year 3	<b>COUC5920: PIP I (1)</b>  COUC5320: CFT Research in Drama Therapy (1)  COUC5280: Comm Based Theater & Sociodrama (3)	<b>COUC5920: PIP II (1)</b>  COUC5260: Psychodrama (4)  COUN5020: CA-III (0)	<b>COUC6002: Case Consultation 1 (4)</b>  COUN5820: Theories of Couple & Family Ther (3)	<b>COUC6002: Case Consultation 2 (4)</b>  COUN5280 Abus Rxn OR COUN5290 Addic & SA (3)
	Quarter 13 (7 cr)	Quarter 14 (4 cr)		
Year 4	<b>COUC6002: Case Consultation 3 (4)</b>  COUC6500: Mast Proj OR COUC6600: Mast Thes (3)	<b>COUC6002: Case Consultation 4 (4)</b>  COUN5025: CA-IV (0)		

## Appendix C: Dance Movement Therapy

This section is currently under construction by the Creative Arts Therapy program. All questions should be directed to Janice Hoshino, Director of the Creative Arts Therapy, at [jhoshino@antioch.edu](mailto:jhoshino@antioch.edu).

This program is run in collaboration with Antioch University New England; more information can be found at: [www.antioch.edu/academics/counseling-therapy/dance-movement-therapy-and-counseling-ma](http://www.antioch.edu/academics/counseling-therapy/dance-movement-therapy-and-counseling-ma)

**DMT/CFT Sample Sequence of Study (4-year or 16-quarter plan)**

	Quarter 1 (9 cr)	Quarter 2 (8.5 cr)	Quarter 3 (7.5 cr)	Quarter 4 (7.5 cr)
Year 1	<b>COUC5030: FOO Sysys &amp; Creat Art Therapy (3)</b>  COUN5050: Systems Perspectives (3)  COUC5180: Ethics in Creative Arts Therapy (3)  COUN5000: CA-I (0)	<b>COUC5040: Multicultural Perspectives &amp; CAT (3)</b>  PYB5020: Psychomotor Assess of Children (4.5)  COUC5170: Ethics in Family Creative Arts Therapy (1)  COUN5010: CA-II (0)	COUN5061: Beginning Clinical Skills for CFT (3)  PYB6806: Theory & Practice of DMT I (4.5)	PY5581: Theory & Practice of DMT II: Spec Pops (4.5)  <b>COUN5150: Psychopathology (3)</b>
	Quarter 5 (7 cr)	Quarter 6 (7.5 cr)	Quarter 7 (7.5 cr)	Quarter 8 (7.5 cr)
Year 2	<b>COUN5850: Assess, Diag, &amp; Treatmt Plan in CFT (4)</b>  COUN5120: Indiv Ther in the Family System (3)	PYG6041: Group Work in DMT (4.5)  <b>COUN5810: Applied Family Therapy, Pt 1 (3)</b>	PYB5140: Psychomotor Assessmt of Adults (4.5)  <b>COUN5815: Applied Family Therapy, Pt 2 (3)</b>	PY6822B: Advanced DMT Sem: Prof Identity (4.5)  COUN5240: Human Sexuality (3)
	Quarter 9 (7 cr)	Quarter 10 (7.5 cr)	Quarter 11 (5.5 cr)	Quarter 12 (5.5 cr)
Year 3	<b>COUN5800: Applied Couples Therapy (4)</b>  COUN5220: Human Dev in the Fam Life Cycle (3)  COUN5820: Theories of CFT (3)	PY6181: DMT & Syst Appro to Crisis & Trauma (4.5)  COUN5280 Abus Rxn OR COUN5290 Addic & SA (3)  COUN5981: CFT Intern Prep (0)	<b>PYP6911: Practicum in DMT I (1)</b>  COUC5510: PyB5902: Research and Eval (4.5)	<b>PYP6921: Practicum in DMT II (1)</b>  PYB6060: Social Cultural Diversity (4.5)  COUN5020: CA-III (0)
	Quarter 13 (3 cr)	Quarter 14 (3 cr)	Quarter 15 (3 cr)	Quarter 16 (3 cr)
Year 4	<b>COUC600B: CFT/CAT Internship I (2)</b>  <b>COUC601B/602B: Case Consultation/ Supervision I: CFT/CAT (1)</b>	<b>COUC600B: CFT/CAT Internship II (2)</b>  <b>COUC601B/602B: Case Consultation/Supervision II: CFT/CAT (1)</b>	<b>COUC600B: CFT/CAT Internship III (2)</b>  <b>COUC601B/602B: Case Consultation/ Supervision III: CFT/CAT (1)</b>	<b>COUC600B: CFT/CAT Internship IV (2)</b>  <b>COUC601B/602B: Case Consultation/ Supervision IV: CFT/CAT (1)</b>  COUN5025: CA-IV (0)

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## Appendix D: Academic Support Services

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### Career Services

AUS Career Services help students take charge of their career path before and after graduation.

### Center for Teaching and Learning

The Center for Teaching and Learning provides integrative writing courses to all students across academic programs. These “Writing across the Curriculum” courses offer a broad scope of writing experience, from understanding the writing process to features of academic writing, from genres requiring formal research and inquiry to professional writing. Some writing classes are “Writing in the Discipline” courses designed to prepare students for the various styles, conventions, and expectations of writing for a distinct discourse community, such as WRTG-6110: Writing in Psychology. The writing program is responsive to student needs and includes special topic courses each quarter that focus on creative writing or professional writing. All classes are taught in a blended model, bringing students from various AUS programs into a writing-rich environment.

### Community Counseling and Psychology Clinic

SAPCFT students are provided the opportunity to enhance their clinical training through work in AUS’ Community Counseling and Psychology Clinic. As stated on the AUS website, “The Clinic offers you opportunities to gain supervised experience with the diagnosis and treatment of a range of mental health disorders. Those served are widely diverse in age, ethnicity, and socio-economic status. Because Antioch is a learning institution actively engaged in community outreach, clients are referred by a variety of local agencies, as well as self-referred. Payment for services is on a sliding-fee scale.”

### Creative Arts Studio

The Art Studio is a creative environment where students, alumni, faculty, and staff can focus on enjoyment, creative expression, and learning from others. The Art Studio offers space to draw, paint, work with clay, or pursue other creative avenues. Supplies available include clay, a pottery wheel, a kiln, model boxes for still-life work, as well as supplies for two-dimensional art such as painting, drawing, chalk, and collage.

### Disability Support Services

Antioch University ensures, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all amendments, and other disability non-discrimination laws, that no student shall, on the basis of his or her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any university program or activity.

Antioch University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of university services, programs, and activities, in the most

integrated setting appropriate to the students' needs. We are also committed to providing reasonable accommodation to qualified students with disabilities to ensure that all students have an equal opportunity to benefit from and have access to programs and services.

Antioch University maintains a Disability Support Services (DSS) Office on each campus and for university-wide programs to coordinate services for students with disabilities. All students requesting reasonable accommodations must register with the DSS Office and may be required to submit documentation of disability from a health care professional. All accommodations are determined on a case-by-case basis since functional limitations can vary uniquely.

If you are a student with disabilities and you believe that you may require any reasonable accommodation(s), please contact the DSS Office listed below at the earliest opportunity. Those with documented disabilities, diagnosed by a qualified professional, and disclosed to the coordinator for student disability services, may request and be accorded reasonable accommodations that will allow them to participate in the institution's programs and services.

Students should understand that the university can provide reasonable accommodation for students with disabilities only upon arrangement through the DSS Office. Faculty and staff members should not attempt to arrange reasonable accommodation of disability independent of the DSS Office. Please click the link to read [Antioch University policy 6.101 Disability Support Services](#) for more detail.

## **Diversity Services**

The Office of Diversity Services: 1) Promotes educational and cultural enrichment programming and activities for all of its students, while at the same time, increasing cross-cultural understanding for the total University community; 2) Researches best practices in diversity initiatives and uses those findings to inform university decisions; 3) Develops innovative programs and communications strategies to promote inclusion, diversity, and equity and assesses the outcomes of those initiatives with a particular focus on their impact as related to recruitment and retention; 4) Coordinates cultural awareness programs and assists in the implementation of diversity and inclusion initiatives for the campus community; 5) Provides outreach to local and regional leaders, individuals and groups within diverse cultures; 6) Administers activities, programs and workshops to promote institutional awareness of and commitment to faculty diversity goals. This department offers: 1) Leadership in Diversity Training; 2) Student Advising / Mentorship; 3) Community Outreach Technical Support; 4) Speakers Bureau; 5) Affinity Group Support.

As of 2019-2020, AUS has developed an active Diversity Council, consisting of faculty, staff, and student fellows. The aim of this council is to ensure the institution's ongoing commitment to issues of diversity and identity intersections, including areas where improvement is needed. In addition, this council is tasked with ensuring a safe learning environment for all individuals, alongside a dedication to historically marginalized communities. Recommendations from the council are delivered to the Associate Provost on a regular basis, to implement effective initiatives across campus.

## Financial Aid

Antioch Seattle's financial aid staff guides students through the options for funding their studies. The staff develop a financial aid package to support individual circumstances, whether students are matriculating or close to graduation. Packages may include scholarships, loans, work-studies, and other types of financial aid. Antioch also offers a tuition payment plan, where tuition is paid in monthly installments.

## Library, Computing, and Research Support

The Antioch University Seattle Library provides a relaxed and supportive learning environment. We feature an extensive catalog with an up-to-date collection of books and print journals, as well as anytime access to a vast array of electronic resources. The collection is accessible through the online catalog on the library's web page at [www.antiochseattle.edu/lib](http://www.antiochseattle.edu/lib). The library offers efficient document delivery and interlibrary loan services as well as course reserves. Antioch Seattle has licenses to numerous academic databases with full-text journal articles and e-books.

Through the library, members of the Antioch community have access to a vast collection of resources. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. You will also find journals, masters' theses, dissertations, and videos/DVDs. Our knowledgeable staff is available to help navigate these resources and find the information you need. Computers, scanners, a printer, a presentation station, and a copy machine are available during the library's liberal open hours. To search the library catalog and see the current library schedule, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 for how to access the databases.

In addition to word processing-related products, library terminals have bibliographic, statistical modules, presentation software and graphic arts programs. All computers also provide direct access to the internet and major database collections. The Library teaches workshops throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or [bstuart@antioch.edu](mailto:bstuart@antioch.edu).

## Student Life

The Student Life Office provides connection for students within our Antioch University Seattle community. The office represents and supports student interests and issues and Student Life staff participate on ad-hoc committees. Staff also organizes Student Assembly, an ongoing, open student group where ideas are generated and implemented. The Student Life Office also serves as a resource for students by: 1) Hosting student receptions, speaking engagements and other events; 2) Facilitating leadership and networking opportunities by helping initiate projects, activities and events throughout the AUS community; 3) Maintaining the student lounge with space for networking, eating, resting, and studying; 4) Updating bulletin boards in the Student Lounge and updating information to students; 5) Organizing the AUS New Student Orientation Packets; 6) Housing the AU Student Policies Overview.

## **Veteran Services**

AUS is an approved university for the education and training of Veterans and Veterans family members. AUS' Veteran Services helps those who are eligible through the process of applying for GI benefits, financial aid, and enrollment. In addition, they offer referrals to 1) admissions counseling, 2) employment resources, 3) housing resources, 4) mental health and family counseling, 5) disability services, and 6) peer support. Veteran Services also has a Vet Corps Navigator to assist student veterans. It is a chapter of Student Veterans of America.

## **Virtual Writing Center**

The Virtual Writing Center (VWC) is an Antioch University “center” for writing support and is located online at [www.antioch.edu/vwc](http://www.antioch.edu/vwc). The VWC allows busy, late-night workers to get quality feedback on their writing no matter when they need it. Similar to the campus writing center, the VWC allows all Antioch University students to submit papers for peer review as well as to schedule live conversations with peer e-tutors or a faculty consultant. All e-tutors are students at Antioch University and have a deep understanding of the type of writing done across the campuses. Any student may also request a live conversation or contact the VWC by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu).

## **Writing Courses**

The Center for Teaching and Learning provides integrative writing courses to all students across academic programs. These courses offer a broad scope of writing experience, from understanding the writing process to academic writing; from formal inquiry and research to professional writing. The writing program is responsive to student needs and includes special topic courses each year. Regular courses include: WRTG-6050: Writing in Academic Contexts (3 credits), WRTG-6060: Inquiry and Research (3 credits), and WRTG-6110: Writing in Psychology (3 credits).

## **AUS Writing Lab**

The AUS Writing Lab is dedicated to offering students assistance with their academic work and development. One-on-one and group sessions of 25-50-minute appointments, drop-in hours, and resources for successful writing at AUS are available. Schedule your consultation directly online at <https://antiochctl.mywconline>, email [writinglab.aus@antioch.edu](mailto:writinglab.aus@antioch.edu), or call 206-268-4416. Consultations are in-person or synchronous via webcam. Writing Lab consultants are graduate students in various programs at AUS and thus have a deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing. The Writing Lab also offers other workshops on a variety of academic writing and other concerns (such as writing particular assignments, resume writing, oral presentations, and general academic success skills). These workshops are designed to complement and enrich the academic experience.



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## Appendix E: Faculty Bios

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### CFT Chair

**Jennifer Sampson, PhD, LMFT, CST** is Chair in the CFT Program. She has 13 years of teaching and academic experience and has served in the role of Program Chair at Antioch University since 2017. She graduated with her master's degree in Marriage and Family Therapy from Seattle Pacific University in 2008, and with her doctorate in Family Social Science from the University of Minnesota in 2013. She has been practicing individual, relationship, and family therapy since 2007; her clinical interests include working with relationships and individuals around personal and interpersonal growth, communication, and sexuality. Dr. Sampson served on the board of the Washington Association for Marriage and Family Therapy from 2017 to 2021, including in the role as Board President of WAMFT from 2019-2020. Dr. Sampson also served as the Executive Director and co-founder of The Hoarding Project from 2011 to 2018, during which time she chaired the King/Pierce County Hoarding Task Force. Dr. Sampson's research has included work on hoarding disorders and families, as well as the use of mixed-reality simulation software in MFT training programs.

### CFT Associate Chair

**Cayla Minaiy, PhD, LMFT** is Associate Chair of the CFT Program. Cayla has 9 years of clinical experience in both community agency settings and private practice. She graduated with her master's degree in Couple and Family Therapy from Oregon University, and with her doctorate in Couple, Marriage, and Family Therapy from Texas Tech University. Her primary clinical, academic, and teaching interests focus on the impact of trauma, body image, eating disorder recovery, and how the effects of trauma and body image disproportionately impact communities of color. Her clinical interests and expertise include assessing for ambiguous loss, trauma, and disordered eating behaviors as well as, helping individuals, couples, and families cope and build resiliency in the aftermath of trauma. She also specializes in working with immigrant and first-generation clients and how they navigate culture and identity. Dr. Minaiy has served as a reviewer for the Journal of Feminist Family Therapy since 2018.

### CFT Core Faculty

**Sheila Addison, PhD, LMFT** is a Core Faculty member of the CFT program. She is a licensed Marriage and Family Therapist in California and Washington, and an AAMFT Approved Supervisor. Her MA and PhD are from Syracuse University, where she learned to value self-of-the-therapist work and a commitment to social justice. Her clinical practice and research focus on couple therapy with marginalized groups, particularly the LGBTQ+ and BIPOC communities; Health at Every Size (r); sex therapy; multiple relationships in small communities; and diversity and inclusion strategies for the educational and corporate worlds. She is a Certified Gottman Method Couple Therapist, and working toward becoming an AASECT Certified Sex Therapist as she writes this.

**Lastenia Francis, PhD, LMFT** is a Core Faculty in the CFT Program. She has three years of teaching and academic experience and has served in the role of Core Faculty at Antioch University since 2021. She graduated with her master's degree in Marriage and Family Therapy from Mercy College in 2015, and with her doctorate in Marriage and Family Therapy from Northcentral University in 2021. She has been practicing individual, couple, and family therapy since 2014; her clinical interests include working with Black couples and individuals around interpersonal relationships, communication, and intersectional identities. Dr. Francis is the editor of the American Family Therapy Academy Blog since 2015. Dr. Francis served as the founder of Meaningful Emotion Therapy. She completed her dissertation work on understanding the reintegration experiences of Black veteran families.

**Janice Hoshino, PhD, LMFT, ATR-BC** is the Chair of the Art and Drama Therapy Programs at Antioch University Seattle and is a core faculty member in the CFT program. She also maintains a private practice, working primarily with couples and families using art therapy. She was a co-author in Family Art Therapy (2008) and has published numerous articles and chapters, primarily on family art therapy, multicultural issues in therapy, and research in art therapy.

**Rachel Hughes, PhD, LMFT, CMHS** is the Director of Clinical Training and Core Faculty Member for the CFT program, and is a child and family therapist and an AAMFT-approved supervisor who has worked with individuals, families, and couples in inpatient, outpatient, private practice, and community-based settings since 2010. She specializes in medical family therapy and working with kids and teens dealing with transitions and historical traumas. Her research interests center around these specialties and especially social determinants of health and how space interacts with health and mental health. As a supervisor, Dr. Hughes loves helping therapists develop a strong theory of change based on their own ideas and beliefs about the world.

**Shawntres Parks, PhD, LMFT** is a Core Faculty in the CFT Program. Shawntres has a combined 15yrs of clinical and teaching experience. She graduated with her Master's degree in Clinical Psychology from Azusa Pacific University in 2014 and her Doctorate in Psychology with an emphasis in Transpersonal Psychology in 2020. In June 2020 Shawntres co-founded a virtual group therapy practice called Parks and Powers Psychotherapy. Shawntres' clinical interests are working with individuals and couples with growth opportunities stemming from lived experiences of racial oppression and sexual violence. Shawntres has diverse clinical experience including work in community-based mental health, school-based, hospital, forensic, and private practice settings. Shawntres' research interests are Women of Colors' posttraumatic growth experiences following lived encounters with sexual violence, code-shifting, and racial oppression. Shawntres' dissertation research investigated the posttraumatic growth journeys of Black women sexual violence victim/survivors using qualitative methods.

**Jarryn Robinson, PhD, LMFT** is a Core Faculty member of the CFT program. She received her Bachelor of Arts in Behavioral Neuroscience from Purdue University in 2010, her Master of Arts in Marriage and Family Therapy from the University of Louisiana at Monroe BS in 2012, and her Ph.D. in Counselor Education and Supervision in 2018 from the University of Texas at San Antonio. She has been working with children, adults, and families for almost 10 years in the areas of: trauma, mental health

relapse, substance use, racialized trauma, and identity development. She has also utilized alternative treatment modalities such as ketamine assisted therapy and neurofeedback with individuals tackling treatment resistant PTSD, anxiety, and depression. She has extensive history teaching clinical practicum and internship courses, qualitative research methodologies, multicultural courses, human growth and development, ethics, and group theory. Her research interests explore the experiences of women of color in academia, racialized trauma, microaggressions, and ethical ambiguity.

**Zain Shamoon, PhD**, is a Core Faculty member of the CFT program. He completed his PhD in Human Development and Family Studies in Fall 2017 at Michigan State University. He also completed a Master's degree in Couple and Family therapy in 2011. In all his work, Dr. Shamoon is dedicated to the creation of spaces where people can tell their personal stories on route to their own growth and wellness. In his clinical work, he has served those experiencing suicidal ideation, in helping them find safety and relief. He has also worked with those who are pervasively depressed, as well as with struggling families and couples. Dr. Shamoon is also dedicated to therapy with a systemic and anti-oppressive focus, considering how power dynamics shape relationships in families.

## **CFT Teaching Faculty**

**Jill Forsberg, MA, LMFT, RPT-S** graduated from Antioch University Seattle in 2005. She has been in private practice in West Seattle since 2012. Jill works with children, teens, and families on a variety of issues including family conflict, anxiety, depression, trauma, and parenting. Jill's specialty is Play Therapy with young children. Before opening her private practice, Jill worked in community mental health in Kitsap and King Counties. Jill is a Clinical Member of the American Association for Marriage and Family Therapists (AAMFT) and an AAMFT Approved Supervisor. She is also a Registered Play Therapist Supervisor and the past President of the Washington Association for Play Therapy.

**Jessica Leith, MS, LMFT**, is a Teaching Faculty member and the Director of Outcomes and Accreditation in the Couple and Family Therapy Department at Antioch University Seattle. She joined the faculty at Antioch in 2016. Jessica is a Licensed Marriage and Family Therapist and AAMFT Approved Supervisor in Washington State and has been a practicing clinician since 2008. Jessica works with youth, families, and individuals in her private practice in Seattle, WA that are experiencing challenges with (co)parenting, distress tolerance, conflict resolution, and navigating complex relationship dynamics. Jessica worked with the Evidence Based Practice Institute at the University of Washington to develop and facilitate trainings to child-serving public behavioral health organizations in Washington State until 2018 and continues to partner with them on increasing accessibility and sustainability of system wide family therapy training initiatives. Jessica is a co-developer of STAY Training, LLC, a family therapy model for adolescents experiencing disruptive behaviors. Her research interests include examining the cultural responsiveness of evidence based treatments, including global implementation of westernized practices. She has a certificate in Global Mental Health Policy from the Lisbon Institute of Global Mental Health. Jessica is in the process of completing her certificate in sex therapy and is a level 3 trained Gottman therapist.

**Maria Kim, PhD, LMFT, ATR-BC** is a Licensed Marriage and Family Therapist in California and Illinois, as well as a Board-Certified Art Therapist. Dr. Kim has been providing telehealth services through Better Help since 2017. Dr. Kim was born and raised in South Korea where she trained and began her career in art education at public middle schools. Dr. Kim completed her graduate training in art therapy and marriage in family therapy at Loyola Marymount University in Los Angeles, CA. Dr. Kim earned her doctorate in Expressive Therapies from Lesley University in Cambridge, MA. Dr. Kim brings graduate teaching experience from her time as faculty at the Herron School of Art & Design, Indiana University - Purdue. Dr. Kim served as President of the Illinois Art Therapy Association. Along with working with clients and students, Dr. Kim has a passion for the Open Studio Process, calligraphy, and painting portraits.

**Margaret MacLeod, MS, LMFT**, is a teaching faculty member for the CFT program. She is a co-founder of Hope Valley Family Services, a family treatment and healing center in the Snoqualmie Valley. Her previous work includes community mental health on the east side of King County, intensive outpatient geriatric group therapy at Bowie Memorial Hospital in Texas, and school-based therapy for the Dallas Independent School District. Her research and writings include qualitative studies of parent-child sexuality education in families of persons with autism or Down syndrome, sexuality issues that present in family therapy assessment, and movie and book reviews for various publications. Margaret gives community presentations on topics such as suicide, early adolescent leadership, family sexuality education, and communication for mothers of young children. She is a member of the American Association for Marriage and Family Therapy and the American Family Therapy Academy.

**Ashley Mason, MA, LMFT, ATR-BC** is a Licensed Marriage and Family Therapist in Washington, as well as a Board-Certified Art Therapist. Ashley is an Approved Supervisor and Clinical Fellow of the American Association of Marriage and Family Therapy, as well as a member of the Washington Association of Marriage and Family Therapy. Ashley has been providing art therapy and family therapy in the Greater Seattle area since 2013, when she graduated from Antioch University Seattle's Art Therapy and Couple and Family Therapy programs. After working in community mental health and medical settings for several years, Ashley returned to AUS to teach in the Art Therapy and Couple and Family Therapy programs in 2017. Ashley currently maintains a private practice in Tacoma where she specializes in working with children, adolescents, and families using both art therapy and family therapy techniques. Ashley has additional training and experience in infant and early childhood evidenced-based practices, including Gottman's Bringing Baby Home, Incredible Years, Promoting First Relationships, and Parent-Child Interaction Therapy.

**Fiona O'Farrell, MA, LMFT** (she/they) is the Director of the Sexuality Certificate Programs and Teaching Faculty in the CFT Program at Antioch University Seattle. They are an AASECT Certified Sexuality Therapist, Licensed Marriage and Family Therapist, AAMFT-Approved Supervisor and sexuality educator. Their professional focus includes the integration of sexual health with systemic therapies, shame reduction through narrative practice, and dismantling binary thinking. Their clinical work includes intimacy enhancement in relationships, identity exploration and queer-affirmative care.

Prior to starting in private practice, Fiona worked in community and school-based mental health programs in the Seattle area. They are a member of the American Association for Marriage and Family Therapy and the American Association for Sex Educators, Counselors and Therapists.

**Anthony Pennant, PhD, LMFT** is a Licensed Marriage and Family Therapist in New Jersey, Pennsylvania, and Washington State. He is also an Approved Supervisor for the American Association for Marriage and Family Therapy. Anthony earned his Master's degree in Marriage and Family Therapy from Drexel University in 2012 and is a licensed marriage and family therapist and approved supervisor through the American Association for Marriage and Family Therapy (AAMFT). He is currently a Doctoral Candidate in the Marriage and Family Therapy program at Antioch New England and is full time teaching faculty in the Couple and Family Therapy department at Antioch University-Seattle. Anthony has extensive experience in working with individuals, couples and families including Neurodiversity in children. In addition to his work with family, he has served on various nonprofit organizations including the Minuchin Center for the Family and is the President-Elect of the Washington Association for Marriage and Family Therapy. At this time, Anthony maintains a private practice in Seattle supporting people of color, blended families, special needs children and their families as well as the LGBT+ community. In his free time, Anthony loves to cook, play RPG video games, travel and surf.

# Appendix F: CFT Plans of Study 2022-2023

## Plan of Study Couple & Family Therapy (CFT) 2022-2023

MASTER OF ARTS IN COUPLE & FAMILY THERAPY		Credits	Qtr Cr Granted	Quarter Taken
Competency Domain	PRE-INTERNSHIP COURSES: (completed before internship)	36		
D8	COUN5000: Competency Assessment-I (required 1 <sup>st</sup> quarter)	0		
D8	COUN5010: Competency Assessment-II (required 2 <sup>nd</sup> quarter)	0		
D1	COUN5030: Family of Origin Systems (required 1 <sup>st</sup> quarter)	3		
D3	COUN5040: Multicultural Perspectives (required 2 <sup>nd</sup> quarter)	3		
D1	COUN5050: Systems Perspectives in Family Therapy (usually taken 1 <sup>st</sup> or 2 <sup>nd</sup> quarter)	3		
D2	COUN5120: Individual Therapy in the Family System	3		
D2	COUN5810: Applied Family Therapy, Part I (Children & Parenting)	3		
D2	COUN5815: Applied Family Therapy, Part II (Adolescents & Family Therapy)	3		
D2	COUN5800: Applied Couple Therapy	4		
D2	COUN5061: Basic Clinical Skills for CFT	3		
D7	COUN5150: Psychopathology	3		
D7	COUN5850: Assessment, Diagnosis, and Treatment Planning in Couple and Family Therapy (required in the quarter directly following COUN5150)	4		
D5	COUN5191: Ethics and Professional Issues in Couple and Family Therapy	4		
D9	COUN5981: CFT Internship Prep (required 3 quarters before internship)	0		
D8	COUN5020: Competency Assessment-III (required one quarter before internship)	0		
	<b>OTHER REQUIRED COURSES: (may be taken before or during internship)</b>	<b>13</b>		
D4	COUN5512: Introduction to Research in Couple and Family Therapy	4		
D6	COUN5240: Human Sexuality	3		
D1	COUN5820: Theories of Couple & Family Therapy	3		
D6	COUN5220: Human Development in the Family Life Cycle	3		
D8	COUN5025: Competency Assessment-IV (required final quarter)	0		
	<b>ELECTIVE COURSES: (pay attention to prerequisites)</b>	<b>12</b>		
D8	Special Topics Elective Series (see CFT Student Handbook for details)	3		
D7	Abuse Series (see CFT Student Handbook for details)	3		
D3	Multicultural Therapy Series (see CFT Student Handbook for details)	3		
D1	COUN5730: Advanced Systemic Theories & Models Elective Series (see CFT Student Handbook for details)	3		
	<b>REQUIRED INTERNSHIP COURSES: (5 quarters)</b>	<b>16</b>		
D9	COUN-6002: Quarter 1-4 Internship Case Consultation (4 credits)	4		
D9	COUN-6002: Quarter 1-4 Internship Case Consultation (4 credits)	4		
D9	COUN-6002: Quarter 1-4 Internship Case Consultation (4 credits)	4		
D9	COUN-6002: Quarter 1-4 Internship Case Consultation (4 credits)	4		
D9	COUN-6014: Quarter 5 Internship Case Consultation (0 credits, if needed)	0		
<b>Total Credits to Graduate</b>		<b>77</b>		

**Prerequisites Completed:** ☐ Personal Therapy (20 Hours) ☐ Social Justice Advocacy & Volunteer Experience (20 Hours)

**NOTE:** CFT students are required to review the CFT Student Handbook and CFT Competency Matrix for more information regarding requirements for graduation.

**NOTE:** The course, WRTG6110: Writing in Psychology, is required for all students unless waived by assessment and does not count toward the total credits required to graduate from the Couple and Family Therapy Program.

## Plan of Study Art Therapy and Couple & Family Therapy (AT/CFT) 2022-2023

**Prerequisites Completed:** ☐ Abnormal Psychology ☐ Developmental Psychology ☐ Personal Counseling (20 Hours)

MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY		Credits	Qtr Cr Granted	Quarter Taken
<b>Domain</b>	<b>I: REQUIRED COURSES: (to be completed before Pre-internship Practicum)</b>	<b>32</b>		
D8	COUN5000: Competency Assessment-I (required 1 <sup>st</sup> quarter)	0		
D8	COUN5010: Competency Assessment-II (required 2 <sup>nd</sup> quarter)	0		
D1	COUC5030: Family of Origin System & Creative Arts Therapy (required 1 <sup>st</sup> quarter)	3		
	COUC5080: Techniques and Practice of Art Therapy	3		
D3	COUC5040: Multicultural Perspectives & Creative Arts Therapy (required 2 <sup>nd</sup> quarter)	3		
D2	COUN5061: Basic Clinical Skills for CFT (taken within first 3 quarters)	3		
	COUC5100: History and Theory of Art Therapy	3		
D1	COUN5050: Systems Perspectives in Family Therapy (taken within first 3 quarters)	3		
D5	COUC5180: Ethics in Creative Arts Therapy	3		
D5	COUC5170: Ethics in Family CAT	1		
D6	COUC5400: Developmental and Treatment Models in Art Therapy	3		
D7	COUN5150: Psychopathology	3		
D7	COUN5850: Assessment, Diagnosis, and Treatment Planning in Couple and Family Therapy (required in the quarter directly following COUN5150)	4		
	COUN5905: Pre-Internship Practicum Orientation (take 2-3 quarters before PiP)	0		
	COUN5915: Counseling Practicum Preparation (take the quarter before starting PiP)	0		
	<b>II. REQUIRED COURSES: (to be completed before internship)</b>	<b>31</b>		
D5	COUC5060: Family Group Art Therapy	3		
D6	COUC5070: Art Therapy in Diverse Settings: Individual and Group	3		
	COUC5750: Creativity, Symbolism, & Metaphor	3		
D2	COUN5120: Individual Therapy in the Family System	3		
D2	COUN5800: Applied Couple Therapy	4		
D2	COUN5810: Applied Family Therapy, Part I (Children & Parenting)	3		
D2	COUN5815: Applied Family Therapy, Part II (Adolescents & Family Therapy)	3		
D7	COUC6530: Advanced Art Therapy Assessment	3		
D4	COUC5510: Art Therapy Research in Individual & Family	3		
D4	COUC6510: Advanced Art Therapy Research In Individual & Family	3		
D9	COUN5981: CFT Internship Prep (required 3 quarters before internship)	0		
D8	COUN5020: Competency Assessment-III (required one quarter before internship)	0		
	<b>III. OTHER REQUIRED COURSES: (may be taken before or during internship)</b>	<b>12</b>		
D6	COUN5240: Human Sexuality	3		
D6	COUN5220: Human Development in the Family Life Cycle	3		
D1	COUN5820: Theories of Couple & Family Therapy	3		
D7/D8	COUN5280: Abusive Relationships <b>or</b> COUN5290: Addictions & Substance Abuse	3		
	<b>IV. REQUIRED PRE-INTERNSHIP PRACTICUM COURSES</b>	<b>2</b>		
D9	COUC5910: Pre-Internship Practicum I	1		
D9	COUC5910: Pre-Internship Practicum II	1		
	<b>V. REQUIRED CULMINATION PROJECT</b>	<b>3</b>		
D8	COUC6500/6600: Master's Project <b>or</b> Thesis (can be taken during internship)	3		
	<b>VI. REQUIRED INTERNSHIP COURSES: (4 quarters**)</b>	<b>16</b>		
D9	COUC-6002: CFT/AT Internship Case Consultation Quarter 1-4	4 each quarter		
D9	COUC6004: CFT/AT Internship Case Consultation Quarter 5+ (taken only if needed)	0		
D8	COUN5025: Competency Assessment-IV (required final quarter)	0		
<b>Total Credits to Graduate</b>		<b>96</b>		

**\*\*The AT/CFT Internship** requires a minimum of **350 client contact** hours using art therapy, including a minimum of **100** hours working with couples and families, over at least 4 consecutive quarters with a minimum of **700** total internship hours.

**NOTE:** The course WRTG611: Writing in Psychology is required for all students unless waived by assessment.

## Plan of Study Drama Therapy and Couple & Family Therapy (DT/CFT) 2022-2023\*

**Prerequisites Completed:** ☐ Abnormal Psychology ☐ Developmental Psychology ☐ Personal Counseling (20 Hours)

MASTER OF ARTS IN COUPLE & FAMILY THERAPY		Credits	Qtr Cr Granted	Quarter Taken
<b>Domain</b>	<b>I: REQUIRED COURSES: (to be completed before Pre-internship Practicum)</b>	<b>27</b>		
D8	COUN5000: Competency Assessment-I (required 1 <sup>st</sup> quarter)	0		
D8	COUN5010: Competency Assessment-II (required 2 <sup>nd</sup> quarter)	0		
D1	COUC5030: Family of Origin System & Creative Arts Therapy (required 1 <sup>st</sup> quarter)	3		
D3	COUC5040: Multicultural Perspectives & Creative Arts Therapy (required 2 <sup>nd</sup> quarter)	3		
D2	COUN5061: Basic Clinical Skills for CFT ( <i>previously COUN5060 Comm and Counsel Skills</i> )	3		
	COUN5220: Intro to Drama Therapy (required 1 <sup>st</sup> quarter or 1 <sup>st</sup> fall quarter)	4		
D1	COUN5050: Systems Perspectives in Family Therapy (taken within first 3 quarters)	3		
D5	COUC5212: Ethics & Professional Issues: Drama Therapy	4		
D7	COUN5150: Psychopathology	3		
D7	COUN5850: Assessment, Diagnosis, and Treatment Planning in Couple and Family Therapy (required in the quarter directly following COUN5150)	4		
	<b>II. REQUIRED COURSES: (to be completed before internship)</b>	<b>41</b>		
	COUC5070: Group Counseling DT	3		
D2	COUN5120: Individual Therapy in the Family System	3		
D2	COUN5800: Applied Couple Therapy	4		
D2	COUN5810: Applied Family Therapy, Part I (Children & Parenting)	3		
D2	COUN5815: Applied Family Therapy, Part II (Adolescents & Family Therapy)	3		
	COUC5240: Improvisation and Creative Dramatics	3		
	COUC5260: Psychodrama	4		
	COUC5100/5110: Theories/Practice of Counseling	3		
	COUC5090: Creative Arts Therapy	4		
	COUC5200: Special Populations in Drama Therapy	4		
	COUC5280: Community Based Theater & Sociodrama	3		
D4	COUC5310: Drama Therapy Research	3		
D4	COUC5320: CFT Research in Drama Therapy	1		
D9	COUN5981: CFT Internship Prep (required 3 quarters before internship)	0		
D8	COUN5020: Competency Assessment-III (required one quarter before internship)	0		
	<b>III. OTHER REQUIRED COURSES: (may be taken before or during internship)</b>	<b>12</b>		
D6	COUN5240: Human Sexuality	3		
D6	COUN5220: Human Development in the Family Life Cycle	3		
D1	COUN5820: Theories of Couple & Family Therapy	3		
D7/D8	COUN5280: Abusive Relationships <b>or</b> COUN5290: Addictions & Substance Abuse	3		
	<b>IV: REQUIRED PRE-INTERNSHIP PRACTICUM COURSES</b>	<b>2</b>		
D9	COUC5920: Pre-Internship Practicum I	1		
D9	COUC5920: Pre-Internship Practicum II	1		
	<b>V. REQUIRED CULMINATION PROJECT</b>	<b>2</b>		
D8	COUC6500/6600: Master's Project <b>or</b> Thesis (can be taken during internship)	3		
	<b>VI. REQUIRED INTERNSHIP COURSES: (4 quarters)</b>	<b>12</b>		
D9	COUC-6006: CFT/DT Internship Case Consultation Quarter 1-4	3 each quarter		
D9	COUC6004: CFT/DT Internship Case Consultation Quarter 5+ (taken only if needed)	(1)		
D8	COUN5025: Competency Assessment-IV (required final quarter)	0		
<b>Total Credits to Graduate</b>		<b>98</b>		

*\*This is the most up to date version given to the CFT department. Please cross check with your advisor.*

**NOTE:** The course WRTG611: Writing in Psychology is required for all students unless waived by assessment.



## Plan of Study Dance Movement Therapy and Couple & Family Therapy (DMT/CFT) 2021-2022

**Prerequisites Completed:** ☐ Abnormal Psychology ☐ Developmental Psychology ☐ Personal Counseling (20 Hours)

MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY		Credits	Qtr Cr Granted	Quarter Taken
Domain	REQUIRED CFT COURSES: (completed before internship)	45		
D1	COUC5030: Family of Origin System & Creative Arts Therapy (required 1 <sup>st</sup> quarter)	3		
D3	COUC5040: Multicultural Perspectives & Creative Arts Therapy (required 2 <sup>nd</sup> quarter)	3		
D1	COUN5050: Systems Perspectives in Family Therapy (taken within first 3 quarters)	3		
D2	COUN5120: Individual Therapy in the Family System	3		
D2	COUN5800: Applied Couple Therapy	4		
D2	COUN5810: Applied Family Therapy, Part I (Children & Parenting)	3		
D2	COUN5815: Applied Family Therapy, Part II (Adolescents & Family Therapy)	3		
D1	COUN5820: Theories of Couple & Family Therapy	3		
D2	COUN5061: Basic Clinical Skills for CFT (previously COUN5060 Comm and Counsel Skills)	3		
D7	COUN5150: Psychopathology	3		
D7	COUN5850: Assessment, Diagnosis, and Treatment Planning in Couple and Family Therapy (required in the quarter directly following COUN5150)	4		
D6	COUN5240: Human Sexuality	3		
D6	COUN5220: Human Development in the Family Life Cycle	3		
D5	COUC5180: Ethics in Creative Arts Therapy	3		
D5	COUC5140: Ethics in Family CAT	1		
D8	COUN5000: Competency Assessment-I (required 1 <sup>st</sup> quarter)	0		
D8	COUN5010: Competency Assessment-II (required 2 <sup>nd</sup> quarter)	0		
D8	COUN5020: Competency Assessment-III (required one quarter before internship)	0		
D9	COUN5981: CFT Internship Prep (required 3 quarters before internship)	0		
	<b>REQUIRED DANCE MOVEMENT THERAPY COURSES</b>	<b>40.5</b>		
	DMT5020: Psychomotor Assessment of Children	4.5		
	DMT6410: Foundational Theories of DMT	4.5		
	DMT6200: Social Identities, Power, and Inequities: A systemic Perspective	4.5		
	DMT6010: Psychopathology and Treatment Planning: DMT Perspectives	4.5		
	DMT6041: Group Work in DMT: Liberatory Practices	4.5		
	DMT5010: Psychomotor assessment of Adults	4.5		
	DMT6500: Advanced DMT Seminar: Professional Identity	4.5		
	DMT6220: DMT & Systemic Approaches to Crisis and Trauma	4.5		
	DMT5700: Research and Evaluation in Systemic and Creative Arts	4.5		
	DMT6911: Practicum in DMT I -	1		
	DMT6921: Practicum in DMT II -	1		
	<b>ELECTIVE COURSES: (Check prerequisites; may be taken during internship)</b>	<b>3</b>		
D7/D8	COUN5280: Abusive Relationships <u>or</u> COUN5290: Survey of Addictions: Introduction to Addiction Counseling Fundamentals (Highlight or circle which course you complete)	3		
	<b>VI. REQUIRED INTERNSHIP COURSES: (4 quarters)</b>	<b>13</b>		
D8	COUC6500/6600: Master's Project <u>or</u> Thesis (completed during internship)	0		
D8	COUN5025: Competency Assessment-IV (required final quarter)	0		
D9	COUC-6002: CFT/AT Internship Case Consultation Quarter 1-4	3 each quarter		
D9	COUC6004: CFT/DT Internship Case Consultation Quarter 5+ (taken only if needed)	(1)		
<b>Total Credits to Graduate</b>		<b>101.5</b>		

**NOTE:** The course WRTG611: Writing in Psychology is required for all students unless waived by assessment.

# Appendix G: CFT Competency Matrix

## 2022-2023 CFT Competency Attainment Matrix

Competency Domain	Course	Credits	Below Required Competency	Required Competency	Intermediate Competency	Advanced Competency
<b>CFT Curriculum</b> Courses in BLUE are Required Pre-Internship Courses			Enter credits earned in the correct competency category. Below Required Competency: enter "0" for that course 0-Credit Courses: enter zero in BRC ("no pass") or IC ("pass") category CSA Course(s): if taken, enter credits earned; if not, leave blank.			
<b>Domain 1: Foundations of Relational/Systemic Practice, Theories &amp; Models</b>	Family-of-Origin Systems	3				N/A
	Systems Perspectives in Family Therapy	3				N/A
	Theories of CFT	3				N/A
	Adv. Systemic Theories & Models Elective Series	3				N/A
<b>Domain 2: Clinical Treatment with Individuals, Couples, and Families</b>	Beginning Clinical Skills for Couple and Family Therapists	3				N/A
	Individual Therapy in the Family System	3				N/A
	Applied Couple Therapy	4				N/A
	Applied Family Therapy: Pt 1	3				N/A
	Applied Family Therapy: Pt 2	3				N/A
<b>Domain 3: Diverse, Multicultural, Underserved Communities</b>	Multicultural Perspectives	3				N/A
	Multicultural Therapy Elective Series	3				N/A
<b>Domain 4: Research &amp; Evaluation</b>	Intro to Research in CFT	4				N/A
<b>Domain 5: Professional Identity, Law, Ethics &amp; Social Responsibility</b>	Ethics & Professional Issues in CFT	4				N/A
<b>Domain 6: Biopsychosocial Health &amp; Development Across the Lifespan</b>	Human Sexuality	3				N/A
	Human Development in the Family Life	3				N/A
<b>Domain 7: Systemic/Relational Assessment &amp;</b>	Psychopathology	3				N/A
	Assessment, Diagnosis, &	4				N/A

<b>Mental Health Diagnosis and Treatment</b>	Treatment Planning in CFT					
	Abuse Elective Series	3				N/A
<b>Domain 8: Contemporary Issues, CFT Professional Identity, &amp; Portfolio Development</b>	Special Topics Electives	3				N/A
	Competency Assessment I	0		N/A		N/A
	Competency Assessment II	0		N/A		N/A
	Competency Assessment III	0		N/A		N/A
	Competency Assessment IV	0		N/A		N/A
<b>Domain 9: Supervised Clinical Practice and Community Intersections &amp; Collaboration</b>	Pre-Internship Prep	0		N/A		N/A
	Internship Case Consultation Q1-4	4				
	Internship Case Consultation Q1-4	4				
	Internship Case Consultation Q1-4	4				
	Internship Case Consultation Q1-4	4				
	Internship Case Consultation Q5+ (if needed)	0				
<b>Total Pre-Internship Credits</b>		36				
<b>TOTAL CREDITS TO GRADUATE</b>		<b>77</b>				

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# Appendix H: MA Student Competency Review

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## MA Student Competency Review (SCR)

Student Name:

Student ID:

Advisor Name:

Date:

The purpose of the MA Student Competency Review (SCR) is to provide an initial review of the progress and potential areas of concern for students, addressing both the academic and professional competencies outlined in the CMHC and CFT program standards for student evaluation. As noted in the SAPCFT student handbook, all students are reviewed accordingly after the completion of two quarter of coursework. The SCR highlights individual strengths, and the plans enacted as follow-up provide students the opportunity to address challenges that interfere with satisfactory completion of degree program requirements.

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*Overall Competency* is an assessment based on the ratio of intermediate competency evaluations students obtain for courses in each competency domain.

### Third Quarter CFT Students

*Only complete this section if you are reviewing a student who has completed 12 credits of the program and who is subject to automatic review per SAPCFT policy.*

Course	Competency Attainment		
	Below Required Competency (No Pass)	Required Competency	Intermediate Competency (Pass)
Competency Assessment-I	<input type="checkbox"/>		<input type="checkbox"/>
Competency Assessment-II	<input type="checkbox"/>		<input type="checkbox"/>
Family of Origin Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication & Counseling Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural Perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems Perspectives in Family Therapy (if taken)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in Psychology (if required)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Lab Sessions Completed (if required) <input type="checkbox"/> Yes <input type="checkbox"/> No	-	-	-

## All Other CFT Students Under Review

Complete this section for students who are not in their third quarter but who are being reviewed due to academic and/or interpersonal concerns.

### Outstanding domain competency attainments (please list the domain):

Click or tap here to enter text.

### Courses that must be retaken:

Click or tap here to enter text.

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### SCR Recommendation

- ☐ No significant concerns noted and recommended that student be moved out of conditional status
- ☐ Some concerns were noted (see corrective action plan) and student will remain on conditional status for review of progress
- ☐ Serious concerns were noted (see corrective action plan) and student will remain on conditional status for review of progress

### Strengths of the Student:\_\_\_\_\_

#### If concerns, check all that apply:

- |  |   |
|--|---|
| <input type="checkbox"/> Uncompleted prerequisites                                       | <input type="checkbox"/> Insufficient English proficiency                                 |
| <input type="checkbox"/> Hold status in Student Competency Review for 4 or more quarters | <input type="checkbox"/> Substandard scholarship & academic writing                       |
| <input type="checkbox"/> No credit granted   | <input type="checkbox"/> Inability to obtain a clinical internship site                   |
| <input type="checkbox"/> Academic Progress Warning                                       | <input type="checkbox"/> Inability to retain a clinical internship site                   |
| <input type="checkbox"/> Academic Progress Probation                                     | <input type="checkbox"/> Lack of client retention during clinical internship or practicum |
| <input type="checkbox"/> Chronically late assignments                                    | <input type="checkbox"/> Internship onsite supervisor concerns                            |
| <input type="checkbox"/> Failure to utilize corrective feedback                          | <input type="checkbox"/> Excessive quarters needed to complete internship                 |
| <input type="checkbox"/> Problems with class participation                               | <input type="checkbox"/> Other  |
| <input type="checkbox"/> Chronic absenteeism / tardiness                                 |   |

## Student Follow-up

- ☐ Satisfactory Note of Progress
- ☐ Remain on Review Status (deferred)
- ☐ Academic Warning with arranged meeting to develop a Corrective Action Plan
- ☐ Academic Progress Probation
- ☐ Other

## Academic Requirements

**Attendance.** Each student is expected to be on time and attend for all classes. Failure to attend at least 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed.

**Scholarship.** All written papers must conform to the School of Applied Psychology's style guidelines for writing academic papers and to APA's writing standards for graduate level scholarship.

**Competence.** All students are expected to demonstrate Required Competency in order to receive credit.

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# Appendix I: Student Development Plan (SDP)

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**Antioch University Seattle CFT & CMHC Program  
Student Development Plan (SDP)  
2019-2020**

**Student Name:** \_\_\_\_\_  
**Advisor Name:** \_\_\_\_\_

**AUID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Intention and Purpose of SDP:**

When student competency and/or professional disposition concerns arise, faculty members are obligated to assist students in every way possible to be successful in the program. The process of creating an SDP is meant to be a collaboration between student, advisor, and support faculty. Faculty members are ethically required to bring attention to any concerns (e.g., disturbing behaviors observed/reported inside or outside of class, unprofessional or disrespectful communication; verbal, email, posts, intolerance of diverse views, or any other behaviors which compromise the safety (emotional and physical) of staff, classmates, clients, and future clients). Overall, it is the duty and aim of faculty to identify and enlist timely and appropriate support(s) in assisting students to be successful, while at the same time, ensuring that students are prepared to ethically and competently deliver counseling services to clients, and future clients.

**Student Development Plan – Overview**

**Section A – Academic Progress**

- ☐ Concern with academic progress
  - ☐ Writing Skills
  - ☐ APA Standards
  - ☐ Completion Timeliness
  - ☐ Comprehension of Material
  - ☐ Percentage of Required Competency
  - ☐ One or More Failed Courses

Action Items to Be Completed by: \_\_\_\_\_

**Section B - Professional Dispositions**

- ☐ Concern with Professional Disposition
  - ☐ Professional Ethics
  - ☐ Professional Behavior
  - ☐ Reflective Practice
  - ☐ Applied Critical Thinking
  - ☐ Diversity and Social Justice

Action Items to Be Completed by: \_\_\_\_\_

## **Section A: Academic Progress:**

- ☐ This section is not applicable to the purpose/need for this SDP

### **1. The student's advisor and/or faculty member(s) have identified the following areas of growth or concern related to Academic Progress:**

- ☐ Writing skills need improvement (e.g., grammar, punctuation, editing, sentence structure)
- ☐ Increase competency of APA standards and application to written work
- ☐ Timeliness of completed/submitted assignments needs attention
- ☐ Demonstrates understanding of course material in classroom discussions/activities, but struggles to communicate understanding in written assignments
- ☐ Difficulty/unable to meet requirements in the following course(s): \_\_\_\_\_
- ☐ Struggles to demonstrate a solid understanding of course material
- ☐ Struggles to effectively engage research and relevant literature in written work
- ☐ Engaged in plagiarism in parts, some, or all of written work in one or more courses
- ☐ Percentage of "required" competency in coursework may jeopardize ability to move forward in program (practicum, internship, and/or degree completion)
- ☐ Failed one or more courses
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

**Supporting evidence for each checked item:** \_\_\_\_\_

### **2. The student, advisor, and the additional supporting faculty (named below) have chosen the following action steps:**

- ☐ Student will access support services offered at AUS writing lab (include time limitations)
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_

### **3. The student, advisor, and the additional supporting faculty (named below) have identified a time period in order to check the student's demonstration of progress:**

- ☐ Action items will be completed by: \_\_\_\_\_



**4. The student, advisor, and the additional supporting faculty (named below) will evaluate progress and determine if the progress is satisfactory or unsatisfactory:**

- ☐ Satisfactory progress has been made on SDP plan as evidenced by:

- ☐ Satisfactory progress has not been made on SDP plan as evidenced by: \_\_\_\_\_

**5. The student, advisor, and the additional supporting faculty (named below) will identify an outcome in the event that a student is unable to demonstrate satisfactory progress in the identified areas of concern.**

- ☐ Discuss extending the SDP to another quarter, if applicable.
- ☐ Place on Academic Probation Status
- ☐ Choose to take a Leave of Absence Quarter in order to implement a wellness plan (description attached)
- ☐ Unable to graduate with clinical degree
- ☐ Other: \_\_\_\_\_

### **Section B: Professional Dispositions**

- ☐ This section is not applicable to the purpose/need for this SDP

**1. The student's advisor and/or a faculty member have identified areas of growth or concern connected to the following CFT and CMHC Professional Dispositions:**

**a.) Professional Ethics:** Adheres to the ethical guidelines of AAMFT/ACA including practices within competencies:

- ☐ Student has exhibited behavior that is not aligned with counseling profession ethical standards
- ☐ Student should increase capacity for demonstrating ethical behavior and judgment
- ☐ Student has engaged in behavior that is a direct violation of ethical standards
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

**Supporting evidence for each checked item:** \_\_\_\_\_

**b.) Professional Behavior:** Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Respects and appreciates the culture of colleagues and can effectively collaborate with others.

- ☐ Student struggles to accept and integrate feedback
- ☐ Student struggles to maintain appropriate boundaries with peers and instructors (e.g. inappropriate, disrespectful manner of communication, emotional reactivity)
- ☐ Student struggles with tracking themselves and self-awareness

- ☐ Student has difficulty expressing frustration, confusion, or struggle without attacking, devaluing, or exhibiting hostility
- ☐ Student has been given feedback and appears unwilling to change/revise behavior
- ☐ Student is in the process of growing in interpersonal effectiveness
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

**Supporting evidence for each checked item:** \_\_\_\_\_

**c.) Reflective Practice:** Engages in self-analysis. Displays flexibility in thinking. Grapples with abstract concepts and complexity. Takes responsibility for behavior, choices, and mistakes.

- ☐ Student struggles to use feedback to increase self-knowledge and self-awareness
- ☐ Student is unable to make connections between areas of growth and potential harm to client and peers
- ☐ Student in process of developing more awareness of privilege and how that may impact effectiveness with clients
- ☐ Student exhibits defensiveness
- ☐ Student struggles to submit assignments/written products that balance appropriate self-disclosure, professionalism, reflection that is connected to the role of counselor or CFT
- ☐ Student struggles with identifying what is appropriate to share in class and assignments
- ☐ Student struggles with having realistic expectations of peers and instructors
- ☐ Other: \_\_\_\_\_

**Supporting evidence for each checked item:** \_\_\_\_\_

**d.) Applied Critical Thinking:** Recognizes multiple sides of an issue, tolerates ambiguity, and accepts situations that require flexibility in thinking and creative solutions. Reaches conclusions that are logical and reflects student's informed evaluation and ability to integrate research-based evidence, theory, and practice.

- ☐ Student struggles to see beyond personal experience and develop skills related to counseling profession
- ☐ Student struggles to understand course material in a way that allows for depth and application to work with clients
- ☐ Student's assignments/learning products show basic understanding of concepts, but are underdeveloped or incomplete
- ☐ Other: \_\_\_\_\_

**e.) Diversity and Social Justice:** Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, couples, families, groups, and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination and oppression.

- ☐ Student struggles to demonstrate evidence of growth and awareness in relation to working with groups and communities from various cultural backgrounds and identities
- ☐ Student has engaged in subtle or overt messages lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally, with little or no effort to acknowledge the behavior
- ☐ Student struggles to integrate feedback and change behavior
- ☐ Student struggles with awareness and how this might impact effectiveness as a counselor or therapist
- ☐ Student struggles to communicate issues related to culture with peers and instructors
- ☐ Student has engaged in behaviors that minimize importance of developing advocacy skills
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

**Supporting evidence for each checked item:** \_\_\_\_\_

**2. The student, advisor, and the additional supporting faculty (named below) have decided upon the following action steps:**

- ☐ Student will review CMHC handbook and program expectations
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_
- ☐ Student will \_\_\_\_\_

**3. The student, advisor, and the additional supporting faculty (named below) have identified a time period for demonstration of progress:**

- ☐ Action items will be completed by: \_\_\_\_\_

**4. The student, advisor, and the additional supporting faculty (named below) will evaluate progress and determine if the progress is satisfactory or unsatisfactory:**

- ☐ Satisfactory progress has been made on SDP plan as evidenced by: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- ☐ Satisfactory progress has not been made on SDP plan as evidenced by: \_\_\_\_\_  
 \_\_\_\_\_

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**5. Student, Advisor and Support Instructor/s have identified an outcome in the event that a student is unable to demonstrate satisfactory progress in the identified areas of concern.**

- ☐ Discuss extending the SDP to another quarter, if applicable.
- ☐ Place on Academic Probation Status
- ☐ Choose to take a Leave of Absence Quarter in order to implement a wellness plan (description attached)
- ☐ Unable to graduate with clinical degree
- ☐ Other:

**Signatures:**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Support Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Program Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_

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# Appendix J: Personal Therapy Hours Form

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## Completion of Personal Counseling Experience

\*A fillable version of this PDF form [can be found here](#) (log-in to Sakai required).

To our students: All students in the MA Programs are required to complete 20 hours of personal counseling. A **counseling/therapy session is defined as meeting for a 50-minute (or more) per session**. If any of the counseling/therapy sessions have been less than 50 minutes, then additional sessions will be necessary to complete this requirement. Although counseling experience within two years of admission is recognized, a minimum of 10 hours must be completed during your graduate study within the MA Programs at AUS. Please complete your section, and after getting the necessary signature, **submit this form to your Core Faculty Advisor** to document successful completion of your Personal Counseling Experience.

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### *Section to be completed by Student:*

Name of Student: \_\_\_\_\_ Student ID# \_\_\_\_\_  
*Please Print Clearly*

Please identify the counselor/therapist with whom you have completed 20 hours of personal counseling/therapy:

Name of Counselor/Therapist: \_\_\_\_\_  
*Please Print Clearly*

Name of Faculty Advisor: \_\_\_\_\_  
Advisor's Signature Date

---

### *Section Completed by Counselor/Therapist/Clinic Representative:*

Dates of Counseling/Therapy: \_\_\_\_\_  
From To Total # Sessions = 20 Hours\*

(\*A Counseling/Therapy Hour is defined as: 50 minutes or more; 20 sessions = 1000 minutes or more. *If the counseling/therapy sessions are less than 50 minutes, then additional sessions will be necessary to complete this requirement.*)

\_\_\_\_\_  
Print Name with Credentials Phone Number

\_\_\_\_\_  
Counselor or Representative's Signature

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# Appendix K: Social Justice & Advocacy Form

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## Social Justice & Advocacy Experience

\*A fillable version of this PDF form [can be found here](#) (log-in to Sakai required).

*Overview:* All CFT students are required to complete 20 hours of social justice advocacy and/or social justice volunteer work prior to internship. Up to 10 hours of social justice advocacy or volunteer hours within two years prior to matriculation can count toward this requirement. These hours can be accrued in various social contexts with the intention of serving underserved populations (e.g., racial/ethnic, gender, sexual orientation, religious, etc.). Students may complete the hours at multiple sites. The Social Justice and Advocacy Experience form verifies completion of this requirement and must be submitted to the students' advisor prior to internship. **Students cannot start internship until this form is submitted and approved by the advisor.**

*Required Documentation:* Please complete the sections below and use additional copies of this form for each organization or agency with whom you volunteered. After getting the necessary signature(s), you must attach a brief narrative (250-500 words) reflecting on how the social justice experience(s) shaped your thinking about the intersection of social justice work with your professional identity as a couple and family therapist. Finally, you must submit this form to your Faculty Advisor to review and document successful completion of your Social Justice Advocacy and Volunteer Experience.

Please identify the social justice organization/group/event with whom you have completed hours of advocacy or volunteer service (use one form per organization, group, or event):

Name of Student:

Student ID#:

### ***Section Completed by Social Justice Organization/Group/Event Contact Person:***

Name of Organization/Group/Event:

Dates of Advocacy/Volunteer Service:

Number of Hours of Service:

Description of Service:

Representative's Name and Position:

Phone Number and Email:

**Representative's Signature:**

Date:

### ***Section to be completed by Advisor:***

I attest that the student has completed the above volunteer hours and completed the necessary paperwork to meet this requirement:

**Name of Faculty Advisor:**

**Faculty Advisor's Signature:**

Date:

*(Student provides a copy of this completed form to the Competency Assessment III instructor)*

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# Appendix L: Pre-Internship CFT Advisor Form

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## Pre-Internship CFT Advisor Meeting Form

\*A fillable version of this PDF form [can be found here](#) (log-in to Sakai required).

*Prior to Competency Assessment 3, CFT students will need to meet with their advisor and provide to them 1) their signed personal therapy hours, 2) their completed competency attainment matrix tracker Google Sheet (or competency matrix grid for students entering before fall 2020), and 3) a completed CFT Social Justice and Advocacy Experience form (for students entering Fall 2020 or later).*

I, \_\_\_\_\_, attest that my advisee, \_\_\_\_\_, has completed the following:

Advisors, please initial below that the above-mentioned forms have been completed to the requirements of the program.

### Before Fall 2020 Students:

\_\_\_\_\_ -The relevant coursework required prior to the start of internship,

\_\_\_\_\_ -A completed domain competency grid demonstrating at least 50% intermediate competency per competency domain of pre-internship coursework, and

\_\_\_\_\_ -20 personal therapy hours, at least 10 of which were completed in the last two years

### Fall 2020 or Later Students Only:

\_\_\_\_\_ -The relevant coursework required prior to the start of internship,

\_\_\_\_\_ -A completed competency attainment matrix tracker demonstrating at least 75% intermediate competency of pre-internship coursework,

\_\_\_\_\_ -20 personal therapy hours, at least 10 of which were completed in the last two years, and

\_\_\_\_\_ -20 hours of Social Justice and Advocacy Experience, 10 of which were completed in the last two years

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisee Signature

\_\_\_\_\_  
Date

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## Appendix M: Graduation Checklist

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### CFT Post-Graduation Planning Checklist

#### Required Items

- |  |  |
|--|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Completed all CFT Coursework</b>  |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Completed CFT Internship</b>  |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Completed CFT Capstone Project</b>  |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Completed Student Development Plan (SDP) requirements (if applicable)</b>   |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Advisor reviewed and approved Degree Audit Report (DAR) in final quarter of program</b>                             |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Completed Application for Graduation at least 1 quarter before anticipated graduation date (located in AU View)</b> |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Completed Application for Commencement Ceremony (required if student wishes to attend)</b>                          |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Enroll in and complete Competency Assessment 4 in final quarter</b>   |



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## Appendix N: COAMFTE Student/Graduate Achievement Disclosure

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COAMFTE Graduate Achievement Data for Antioch University Seattle's CFT Program Initial Accreditation: July 1, 2005 Advertised Program Length*: 3.5 yrs Last Updated: July 27, 2022				
Cohort Year Students Entered Program	# of Students in Program	Graduation Rate in Advertised Time (%)*	Job Placement Rate (%)**	Licensure Rate (%)***
2015 - 2016	43	74%	100%	94%
2016 - 2017	54	67%	100%	98%
2017 - 2018	76	63%	96%	90%
2018 - 2019	53	51%	100%	96%
2019 - 2020	59	IP	IP	IP
2020 - 2021	69	IP	IP	IP
2021 - 2022	64	IP	IP	IP

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# Appendix O: COAMFTE Regulatory Alignment Student Signed Acknowledgement

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## Regulatory Alignment Student Signed Acknowledgement

In order to comply with U.S. Department of Education regulations (effective July 1, 2020) regarding universities that offer programs leading to professional licensure, Antioch University makes the following disclosure:

Antioch University's academic programs that lead to professional licensure are designed to meet educational requirements in the states in which they are offered. The curriculum and coursework in this Couple and Family Therapy training program aligns with the educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) for the Commission on Accreditation for Marriage and Family Therapy Education ([COAMFTE](#)), as well as the regulatory requirements for entry-level practice as a Marriage and Family Therapist in Washington State. You may read more about the state requirements for MFT licensure in Washington by visiting the [Dept of Health Washington State MFT guidelines](#) or [AAMFT's Resources for Washington state](#).

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as a MFT in that state. 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. If you plan to pursue licensure in another state than Washington, please review all requirements for your desired license in your intended state of licensure so that you understand what may and may not be accepted across state lines. Here is a listing of all relevant MFT licensing boards if you want to clarify or confirm any requirements:

[https://www.aamft.org/Directories/MFT\\_Licensing\\_Boards.aspx](https://www.aamft.org/Directories/MFT_Licensing_Boards.aspx)

If you have questions about the program's alignment with professional licensure you may contact the Program Director: Dr. Jennifer Sampson at [jsampson1@antioch.edu](mailto:jsampson1@antioch.edu)

Please sign this form and return with your program admissions application.

*I acknowledge that I have been informed and am aware that licensing regulations differ across states and provinces. I understand that Antioch University Seattle, Couple and Family Therapy program is designed to meet the licensure requirements in the state of Washington, and that a MFT degree from this program may not meet MFT licensing requirements in a different state.*

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Printed name as shown in application

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Signature (may be electronic)

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Date

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# Appendix P:

## Outcomes Based Education Framework

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### Appendix P: Outcomes Based Education Framework

<u>Program Goal</u>	<u>Student Learning Outcome</u>	<u>Targets of Measurement</u>
PG 1: Admit and graduate a more diverse student body.	SLO 4: Students will demonstrate differentiated and culturally-attuned positions while engaging in critical and exploratory conversations with classmates from backgrounds and perspectives different than their own.	Graduation Survey (quarterly), question 1
		Current Student Survey (quarterly), question 1
		Faculty Survey (annual), questions 9a and 11d
		MFT Core Competencies Survey - Supervisor version
		Capstone Project - Chapter 1
		Multicultural Course Assignments
		Human Sexuality Course Assignments

PG 2: Graduate students who demonstrate a relational and systemic philosophy and ethics in their clinical practice.	SLO 2: Students will effectively use couple, relational, and family systems theories to inform systemic case conceptualizations and treatment plans in their clinical work.	Graduation Survey (quarterly), question 2
		Current Student Survey (quarterly), question 2
		Faculty Survey (annual), questions 9b
		Supervisor Survey (annual), question 12
		Capstone Projects - Chapter 2
		Clinical Analysis Paper (Systems Perspectives)
		Case Conceptualization & Treatment Plan (Assessment, Diagnostics, and Treatment Planning)
		Clinical Readiness Assessments
		Condensed MFT Core Competencies (C-MFT-CC) -- Supervisor Version (Quarterly)
		Capstone Project - Chapter 2
PG 3: Graduate students who integrate multiculturally-attuned clinical knowledge, skills, and research that is	SLO 1: Students will integrate and apply systemic and anti-oppressive clinical knowledge, theories, skills, research, healing practices, and evidence-based treatments that are	Graduation Survey (quarterly), question 3

adaptable to work with client populations of varying social locations and contexts.	adaptable to work with client populations of varying social locations and contexts.	Current Student Survey (quarterly), question 3
		Faculty Survey (annual), questions 9c and 11a
		Supervisor Survey (annual), question 23
		Capstone Project - Chapter 3
		Condensed MFT Core Competencies (C-MFT-CC) -- Supervisor Version (Quarterly), questions 10 and 11
PG 4: Graduate students who promote inclusion, respect for diversity, anti-discrimination, and social responsibility from an anti-racist, anti-oppressive, and culturally responsive perspective.	SLO 5: Students will demonstrate and integrate an anti-racist and anti-oppressive stance in their knowledge and application of systemic clinical theories, models, healing practices, and evidence-based treatments.	Graduation Survey (quarterly), question 4
		Current Student Survey (quarterly), question 4
		Faculty Survey (annual), questions 9d and 11e
		Supervisor Survey (annual), question 20 & 24
		Capstone Project - Chapter 4

PG 5: Graduate students who identify as systemic therapists who are prepared to seek employment as and meet Washington state licensure requirements for marriage and family therapists (LMFT).	SLO 3: Students will demonstrate legal and ethical competence by understanding and adhering to relevant laws and ethical codes including the AAMFT Code of Ethics.	Graduation Survey (quarterly), question 5
		Current Student Survey (quarterly), question 5
		Faculty Survey (annual), questions 9e and 11c
		Supervisor Survey (annual), question 25
		Theories of Couple and Family Therapy Final Examination (quarterly)
		Ethics Course

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# Appendix Q:

## Clinical Readiness Assessment

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### Antioch University Seattle Clinical Readiness Assessment Couple and Family Therapy

Last Updated: October 2020

Student Name:

Date:

Instructor Name (please print):

Quarter/Year:

Applied Course (check one):

- ☐ Applied Couples Therapy
- ☐ Applied Family Therapy: Part I
- ☐ Applied Family Therapy: Part II
- ☐ Individual Therapy in the Family System

*The clinical readiness assessment process is designed to identify opportunities to provide feedback to students on exhibited character, attitudes, attributes, behavior, and basic systemic clinical skills as they advance toward becoming a competent couple & family therapist. This process is meant to aid students' development of the essential skills of taking in feedback, self-reflecting, and continuously evaluating and positively modifying their own behavior. The assessment questions are based on the five professional core competencies (professionalism, reflective practice, applied critical thinking, diversity, inclusion, & social justice, and written communication) expected of all AUS MA psychology students as well as the 16 core competencies expected of CFT students (Condensed MFT Core Competencies, Northey & Gehart, 2019).*

*Instructors should rate the degree to which the following professional core competencies and emerging foundational clinical competencies are consistent strengths or challenges for the student. **Instructors should reserve 5's for students who are either 1) consistently meeting the criteria with minimal support or direction for most of the quarter or 2) meeting the criteria consistently in response to instructor feedback. Instructors should note when a criterion has been problematic for a student even in cases where the student has made progress in the same quarter.** Instructors are strongly encouraged to provide additional written feedback noting specific strengths relevant to each student in addition to the criteria specified in this form. In the applied course for which this student is being evaluated, there might be one or more competencies listed below that are outside the scope of the course. In those cases, please mark "N/A." Competencies designated as "N/A" should be consistently applied for all students taking this course. **For a student to pass this course (and thus be eligible for clinical placement), they must hold no unresolved "1" or "2" scores in any of the professional or core CFT competency areas by the end of the quarter.***

***It is strongly recommended that instructors assess students' clinical readiness at the midpoint and at the end of the quarter to show progress or change in these areas of competency and to give students the***

**opportunity to make changes in lower-rated areas of competency. The final readiness assessment would only be completed once at the end of the quarter for the final evaluation of students' clinical readiness.**

**Rating Scale:**

N/A = I am not able to assess this competency at this time.

1 = A consistent growth area for this student.

2 = The student is inconsistent in this area, sometimes appearing competent and other times this is an area of growth.

3 = The student is consistently competent in this area but could continue to improve by incorporating specific feedback noted by the instructor for this criterion.

4 = The student is generally strong in this area but should continue to work on this skill.

5 = This student is very strong in this area in most or nearly all contexts.

1

RATING	Professionalism	Comments
5 4 3 2 1 N/A	Adheres to the ethical guidelines of AAMFT. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	For any ratings at 1 or 2
5 4 3 2 1 N/A	Student has exhibited behavior that is aligned with or exceeds MFT profession's ethical standards.	
5 4 3 2 1 N/A	Student seeks, accepts, and integrates feedback.	
5 4 3 2 1 N/A	Student maintains appropriate boundaries with peers/ instructors while modeling a flexible disposition.	
5 4 3 2 1 N/A	Student excels at self-awareness and applying that knowledge to their interactions with others.	
5 4 3 2 1 N/A	Student uses their evolving skills to successfully express frustration, confusion, or struggle without attacking, devaluing, or exhibiting hostility.	
5 4 3 2 1 N/A	Student continues to hone their process of interpersonal effectiveness as a clinician-in-training (e.g., patience, respect, empathy, responsibility, reasonable judgment).	
5 4 3 2 1 N/A	Is sober (i.e., free of alcohol and drugs) during all professional activities, except where prescribed by a physician.	



5 4 3 2 1 N/A	Uses self-disclosure judiciously and appropriately.	
<b>Average Score</b>		

2

<b>RATING</b>	<b>Reflective Practice</b>	<b>Comments</b>
5 4 3 2 1 N/A	<i>Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.</i>	<i>For any ratings at 1 or 2</i>
5 4 3 2 1 N/A	Student uses feedback to increase self-awareness and purposeful reflection taking, responsibility for personal/professional choices.	
5 4 3 2 1 N/A	Student makes connections between areas of growth and potential harm to role play clients/peers.	
5 4 3 2 1 N/A	Student has appropriate awareness of privilege and how that may impact effectiveness with clients.	
5 4 3 2 1 N/A	Student is self-reflective and non-defensive conveying an open stance and welcomes feedback.	
5 4 3 2 1 N/A	Can recognize when personal problems are interfering with coursework and/or clinical effectiveness, and communicates such to appropriate personnel (e.g., faculty, advisor, clinical supervisor).	
5 4 3 2 1 N/A	Student submits assignments that explore appropriate self-disclosure, professionalism, reflection that is connected to the role of therapist.	
5 4 3 2 1 N/A	Accepts responsibility for own actions.	
5 4 3 2 1 N/A	Consistently demonstrates flexibility and adapts processes to incorporate new information.	

5 4 3 2 1 N/A	Student has insightful and realistic expectations of self, peers, and instructors.	
<b>Average Score</b>		

3

<b>RATING</b>	<b>Applied Critical Thinking</b>	<b>Comments</b>
5 4 3 2 1 N/A	<i>Recognizes multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.</i>	<i>For any ratings at 1 or 2</i>
5 4 3 2 1 N/A	Student is informed by personal experience, using clinical skills and empirical evidence and other scholarly works to balance intellectual curiosity and critical thinking as it relates to the MFT profession.	
5 4 3 2 1 N/A	Student understands course material in a way that allows for depth, abstract thinking, ambiguity, and new knowledge of application to work with clients.	
5 4 3 2 1 N/A	Student's assignments are organized, and developmentally sound, offering creative perspectives of key theoretical concepts.	
5 4 3 2 1 N/A	Thoroughly evaluates alternative points of view.	
<b>Average Score</b>		
<b>RATING</b>	<b>Diversity and Social Justice</b>	<b>Comments</b>
5 4 3 2 1 N/A	<i>Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions.</i>	<i>For any ratings at 1 or 2</i>
5 4 3 2 1 N/A	Student shows significant growth/awareness working with groups/communities from various cultural backgrounds identities.	
5 4 3 2 1 N/A	Student has a clear understanding of perceived micro aggressions regarding self or others.	

5 4 3 2 1 N/A	Student integrates feedback and if needed, changes behavior.	
5 4 3 2 1 N/A	Student has an awareness of personal experiences and/or potential biases and how these might impact effectiveness as a CFT.	
5 4 3 2 1 N/A	Student appropriately communicates issues related to culture with peer and instructors.	

4

5 4 3 2 1 N/A	Student proactively engages in behaviors that actively exhibit the importance of developing advocacy skills and demonstrates an understanding of social justice, anti racism, anti-oppression, as applicable, in the context of marginalized populations and cultures.	
<b>Average Score</b>		
<b>RATING</b>	<b>Written Communication</b>	<b>Comments</b>
5 4 3 2 1 N/A	<i>Writes clearly, professionally, and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master's level technical writing skills and APA style. Student does not engage in plagiarism of any type.</i>	<i>For any ratings at 1 or 2</i>
5 4 3 2 1 N/A	Student meets or exceeds writing skills (e.g., grammar, punctuation, editing, sentence structure).	
5 4 3 2 1 N/A	Student incorporates acceptable APA standards as evidenced by their professional application to written work.	
5 4 3 2 1 N/A	Student completes/submits written assignments in an efficient and timely manner.	
5 4 3 2 1 N/A	Student demonstrates congruence with course material, integrating a balance of personal reflection and academic material in class and written assignments	

<b>Average Score</b>	
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5

<b>RATING</b>	<b>Select MFT Core Competencies</b>	<b>Comments</b>
5 4 3 2 1 N/A		<i>For any ratings at 1 or 2</i>
5 4 3 2 1 N/A	Student is developing an ability to apply systems concepts, theories, and techniques of marriage and family therapy in role play sessions and assignments in applied courses.	
5 4 3 2 1 N/A	Student is beginning to recognize strengths, limitations, evidence base, and contraindications of marriage and family therapy models consistent with contextual factors, including culture, diagnosis, and trauma history.	
5 4 3 2 1 N/A	Student is developing an ability for establishing and maintaining appropriate and productive therapeutic alliances with role play clients from a position of cultural humility.	
5 4 3 2 1 N/A	Student conducts mock therapy with sensitivity to contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).	
5 4 3 2 1 N/A	Student monitors personal reactions to role play clients and mock treatment process (e.g., family of origin, boundaries, triangulation, current stress level, current life situation, cultural context, transference, supervision) and their impact on clinical outcomes and practice.	
<b>Average Score</b>		

**Specific Strengths, Positive Qualities, or Notable Improvements:**

**Final Readiness Assessment**

- ☐ Student exceeds expectations for clinical readiness as assessed in this course
- ☐ Student meets basic expectations for clinical readiness as assessed in this course
- ☐ Student does not meet basic expectations for clinical readiness as assessed in this course

If student does not meet basic expectations for clinical readiness, please describe the remediation recommendations based in your observation of the student:

*Note: Please contact student's advisor if student is assessed at this level, as student will need to be placed on a Student Development Plan with their faculty advisor.*

Additional Comments:

**Instructor Signature:**

\_\_\_\_\_ Signature of

**Student:** \_\_\_\_\_

