



Master of Arts in Couple & Family Therapy

Program Handbook 2025-26

Effective August 2025

Antioch University
Graduate School of Counseling, Psychology, and Therapy
Relational Therapy Division

Antioch University New England Campus
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New England Campus Land Acknowledgement

Antioch University New England acknowledges and honors, with gratitude, the lands and waterways, and the alnobak (people) who have stewarded N'dakinna throughout the generations. We pay respects to the Abenaki,

Pennacook, and Wabanaki Confederacy Peoples, past and present, on whose traditional ancestral lands, we reside.

Seattle Campus Land Acknowledgement

Antioch University Seattle acknowledges *that we are on the unceded ancestral lands of the Coast Salish people, specifically [Duwamish Tribe](#) (dxʷdəwʔabš.)* (pronounced: doo-WAH-mish), *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 mental health needs directly resulting from historical trauma, as well as the distinctive knowledge systems and healing traditions of Indigenous peoples, both past and present.

Whether you are on the west coast or other places in the states, please join us in honoring and acknowledging the Coast 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](#).

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Introduction

Welcome to the Low Residency Master of Arts (MA) program in Couple and Family Therapy (CFT), which is part of the Relational Therapy (RT) Division of the Graduate School of Counseling, Psychology, and Therapy (CPT). In addition to the CFT MA program, the RT Division is also home to a Master of Arts in Dance/Movement Therapy with a CFT concentration, a Doctor of Philosophy (PhD) in CFT, and graduate certificate programs in sexuality studies, gender affirming clinical practice, art therapy and play therapy.

This Program Handbook is intended to serve as a guide throughout your program, documenting the Program community's policies, procedures, and requirements. The [Academic Catalog of Antioch University](#) contains all official academic policies and degree requirements. Students should read and become familiar with these official policies and requirements.

History and Institutional Context

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 (Antioch New England); 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 has had continuous accreditation by the Higher Learning Commission since 1927.

The CFT MA program is based out of the Antioch University New England campus, although the program also has strong ties to the Antioch University Seattle (AUS) campus and to the long-standing CFT education work associated with our Seattle campus.

The CFT MA program at Antioch University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) through 2030. The program was initially accredited in 1993. 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.

Orienting to this Handbook and General Policies and Procedures 7

Standards and procedures specific to the Relational Therapy Division and the CFT MA Program are included in this Handbook below.

University academic policies and procedures are located in AUDirect. The CFT Program abides by all university policies and procedures.

Standards and procedures pertaining to Clinical Training and Internship are in the CFT MA Clinical Training Handbook, which is available on the program's website.

CFT MA Program Overview

The Antioch Couple and Family Therapy (CFT) MA program is a low residency cohort program that offers both full- and part-time plans of study and options for entering in either the fall or spring semester. The Program is designed to be completed in seven semesters (28 months) of full-time enrollment or 10 semesters (40 months) of part-time enrollment. Students have one year of course work before beginning their internship experience in year two and continuing into year three. Face-to-face learning experiences at our residencies are what distinguish a low-residency format from a traditional, fully online program. Our program's clinical training experience is designed to be completed in the student's own geographical area. All students enrolled in the program **must** reside in the United States or Canada.

The Program's residencies are intensive learning opportunities combining seminars, workshops, guest lectures, advising sessions, peer discussions, and student presentations. Residencies, which are required components of early foundational courses, take place twice during the program (one during the first semester and one in the third semester). Residencies are five days long (typically Tuesday through Saturday) and take place on one of the five Antioch University campuses. Residencies are designed to build life-long learning communities and professional relationships. In addition to the two in-person residencies, the foundational course sequence also includes one course with required online intensives; this course typically occurs in the second semester of the program.

Outside of residency courses, you will work on course material both synchronously and asynchronously. You will have "live" classes via Zoom (each student receives a university provided account) and you will also have assignments completed on your own (including readings, forum postings, papers, etc.). **We ask students to reserve Wednesdays and Thursdays 9a-12p Pacific (12-3p Eastern) and 1-4p Pacific (4-7p Eastern) for synchronous, online class meetings.**

During the internship experience, students will be required to attend weekly supervision meetings via video conferencing software, in addition to attending on-site supervision at their internship placement near where they live. **The university group supervision meetings for Internship courses are scheduled at various times throughout the week, complementing other course meetings and required time on site at internship placements.**

Mission and Values of the Master of Arts in Couple and Family Therapy Program

The mission of the Couple and Family Therapy Master of Arts program at Antioch University is to prepare and train knowledgeable, skilled, self-aware, and ethical couple and family therapists through an experiential educational approach that centers anti-racism, multicultural awareness, and social justice.

On the path to becoming competent beginning couple and family therapists, students will develop across five primary areas of competency: knowledge of the CFT profession; practice of therapy; human diversity and social structures; professional identity, law, and ethics; and research and evidence-based practices. In their practice, students will develop clinical skills in the following specific domains: conceptual/theoretical, perceptual, executive, evaluative, and professional. Students will develop practical skills in admission to treatment, assessment and diagnosis, treatment planning and case management, therapeutic interventions, legal and ethical issues (including issues of professional identity), and in using and conducting research and evaluation. Students will also develop competence in content areas including basic human development theories, substance abuse and intrafamilial violence, sexuality and sex therapy, clinical application of foundational and postmodern theories, and will demonstrate respect for cultural diversity across areas of the curriculum.

Antioch University Mission Statement

The Antioch University 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.

Antioch University Statement of Purpose

Antioch University provides transformative education through scholarship, innovation, and community action for a just and sustainable society.

Antioch University Values

- Antioch University is committed to innovative academic excellence, integrating practice with theory in a collaborative learning environment that is attentive to multiple learning styles.
- Antioch University believes in ecological stewardship and social justice, cultivating local as well as global perspectives to educate students with diverse backgrounds and opinions to become leaders of change.
- Antioch University values community engagement: using place-based practices to foster scholarship, activism, and service learning; creating organizational integrity through shared governance.

CFT MA Program Values Statement

The Antioch University 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.

Social Justice and Diversity

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 programs at Antioch, 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. Over the course of time, we have repeatedly re-envisioned our program mission and goals to center anti-racism and anti-oppression activism in our work as a program.

Antioch University Inclusion and Diversity Statement of Commitment In radical recognition of our mission and purpose, we pledge to actively engage in ongoing development as a wholly inclusive community. To this end we will consistently, deliberately, and systematically strive to be appropriately responsive to the myriad dimensions of human diversity, such that none are marginalized and all experience justice and empowerment. Moving beyond tolerance toward inclusion and the celebration of our differences, we will courageously embrace any resulting challenges as they arise, recognizing that the responsibility for this rests with each and every member of the community. We assert that we will move expeditiously toward our goals through an ongoing commitment to courageous self-examination and respectful and honest interactions, which will lead us to the creation of formal and informal structures, policies, programs, and services that will give life to these ideals on our campuses and as we touch the world around us. (Created by the University-wide Diversity Statement Task Force, approved 2012)

Program Non-Discrimination Policy

The CFT MA 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.

	Faculty	Clinical Faculty and Site Supervisors	Current Students
Gender			
Female	9	43	49
Nonbinary	2	2	2
Male	3	7	7
Transgender	0	1	2
Declined to disclose	0	0	1
Ethnicity			
Non-Resident (International)	0	0	2
Asian or Pacific Islander	1	2	2
African-American / African / Black	8	8	4
White / Non-Hispanic	4	36	<u>44</u>
Hispanic / Latinx / Chicano/a	0	5	3
Multiethnic	1	2	2
American Indian or Alaska Native	0	0	0

Not Reported	0	1	8
Total	14	53	61

*Demographics as of Jan 2024.

Our accrediting body, COAMFTE, asks that we report on program demographics as well as student achievement criteria (as defined by COAMFTE). Our latest student achievement criteria report can be found on the program's website in our [2025 Graduate Achievement Data Disclosure Table](#).

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Experiential Communal Learning and Community Agreements

The missions of both Antioch University and our program emphasize relational and systemic justice, as well as experiential learning that happens in and through relationships. We believe that all humans, including students in this program, grow and learn through relationships, especially through relationships and relational spaces that are committed to the hard work of balancing power over the course of time. The interactions you will have as a student in this program—with one another, as well as with faculty and staff—are opportunities to act within an ethic of care, to actively share power and to have power shared with you, to grow and support the growth of others, and to experience belonging. Rooted in a systemic perspective that emphasizes the person-of-the-therapist, we approach our teaching with the goal of fostering the capacity to attune to self and to others, and specifically the capacity to attune to power and patterns in relationships. As a program, we call on the members of our community to engage in learning relationships with intentionality and accountability.

Emotional Labor Acknowledgement

We ask all members of our community to consider the concept of emotional labor and reflect on the following statement as they engage in learning interactions:

Emotional labor is the need for one group to regulate their emotions to satisfy another group, usually the group holding the most power. We acknowledge the diversity present, and not present, in our learning spaces. In many instances, learning spaces may be composed of predominantly white bodied people, who inherently hold more power in our current social system. We also recognize that black and brown bodied people inherently carry the abundance of emotional labor, both learning spaces, and on a daily basis in the world, usually while navigating multiple systems of oppression. We further recognize that people with other marginalized identities may similarly be faced with doing emotional labor—regulating their emotions to accommodate people in positions holding power.

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 in our learning groups. As a result of these acknowledgements, it is a goal in our learning spaces for the people that do not tend to hold the weight of emotional labor to accept the complexity and pervasiveness of emotional labor. (credit to Allina Santillan, 2021, for the foundations of this statement)

Community Agreements

Relationships that promote learning, growth, and healing are founded on values of respect, curiosity, and compassion for self and others, and they require attitudes and behaviors consistent with care and accountability. This list of Communal Agreements reflects behaviors and ways of thinking that support growth-inducing dialogues.

1. Listen actively, rather than just waiting to speak.
2. Be mindful of your total talk time and, if you are comfortable, speak up to add to the conversation.
Actively share power, yielding conversational space or engaging more.
3. Give everyone a chance to speak, without unnecessary pressure.

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4. Practice “challenge by choice,” where people consent to move in and out of challenging conversations.
5. Understand that we are all learning.
6. Practice accountability. If you said something offensive or problematic, apologize for your actions or words being offensive — not for the person feeling insulted. Understand the difference between intention and impact, remembering to hold space for the impact (regardless of how the content of the conversation feels in the space).
7. Acknowledge instances where a dialogue has affected the emotional well-being of another person. Refrain from shifting the burden of care to someone else for your mistake (e.g., by over apologizing).
8. Recognize and embrace friction as evidence that multiple ideas are entering the conversation — not that the group is not getting along. Approach dissonance with reverence.
9. Give credit where it is due. If you are echoing someone’s previously stated idea, give the appropriate credit.
10. Ask for clarification — do not assume or project.
11. Speak for yourself. Use “I” statements and do not share others’ lived experiences.
12. Practice discernment around communication and relational boundaries. Examine what is yours to share and what is not (protect confidentiality). Process interactions with the group involved in the interaction. Recognize that sharing is contextual (what someone shares in one space may not be what they share in another).
13. Actively practice reflexivity - “the self-scrutiny that allows us to think through, filter, and weigh our inner responses, be they values or biases or reactions” (Weingarten, 1995).

These Agreements have been developed over the course of time by our CFT community and are meant to serve as a guide for interactions in classes, at residencies, and in extra-curricular interactions with members of our program community.

Supports For Students In Cases of Unintentional Harm

The commitments to power-sharing and relational ethics described above are not meant to imply that learning will not involve discomfort. In many cases discomfort is a part of important growth. In some cases, discomfort or even pain are a product of relational harm that relates directly to societal systems of oppression. We distinguish growth-inducing discomfort from harm, defining *harm* as emotional pain that is specifically related to interactions involving a difference in power, resulting in distinct points of vulnerability related to social location and/or position. Harm usually occurs not through malicious intent but rather unintentionally. In this context, we distinguish unintentional harm from behaviors that are intentional, egregious, or clearly violate University policies around student conduct and harassing behavior.

While interpersonal harm can and does occur in all types of interactions, the vulnerability involved in learning to be a therapist makes the possibility of harm, including unintentional harm, more consequential in the context of our program. Moreover, supporting members of our community who experience harm, as well as supporting the learning of those who cause harm, is a crucial part of maintaining a communal environment that advances justice and continues to support growth for all.

Principles for approaching cases of unintentional harm:

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- We believe in the importance of addressing and repairing harm in the context of the direct relationship where harm has occurred to the maximum extent possible. Directing communication away from the relationship, even with the best intentions, can make relational repair and individual growth more difficult. At the same time, we also recognize that sometimes harm in a relationship is intertwined with social systems of oppression, including but not limited to racism, sexism, ableism, and heterosexism. In interactions across differences in power, repairing only within the relationship may be difficult and/or unfair to a person with less power.
- We respect the right of the person who experienced harm to choose which types of support they receive. We want all students to know that support is available but this support and subsequent interventions are offered only with consent.
- We approach instances of harm guided by assumptions of restorative justice. The rights, experiences, and growth of the harmed person are prioritized. The learning of the person committing harm is important but secondary to the rights of the person harmed.
- When providing support to students, the faculty are sensitive to intersectionality and are committed to providing students access to support from persons with important shared identities. ● We want to normalize students seeking support to navigate potential instances of harm. Requests for support are handled with the utmost discretion. Only in the rare case of a potential violation of University Code of Conduct would a student's concerns about harm need to be disclosed. ● Alongside offering support, we also actively encourage all members of our community to remain committed to their own growth and to continue seeking opportunities to work toward repair within their relationships with others.

What supports are available in cases of harm:

- The written guidance provided in this Handbook is, itself, meant to serve as support for students. We believe that some students who experience harm or who are concerned about having caused harm will be supported by virtue of knowing they are not alone and by virtue of learning about ways that unintentional harm may be processed in relationships.
- The CFT Core faculty, including program leadership, are collectively committed to supporting all students in our community, including around experiences of potential harm. A student's **faculty advisor** and the **Program Director** are both important sources of support. If harm occurs in class, we generally encourage students to start by talking with the faculty. If harm occurs outside of class or a student prefers not to approach the faculty, a student may start with contacting their advisor or the Program

Director for support.

- Recognizing intersectional identities and emphasizing the autonomy of those who may have experienced harm, a student may choose to contact another Core Faculty member for support around an experience of potential harm. Faculty may consult with the Program Director, with discretion, to further support the student.
- Support for a student who has experienced potential harm, may be as simple as providing validation or may include other supports, for example, accessing peer affinity connections.
- Guided by the principles of restorative justice, students may request support with a “calling in” process that involves some means of addressing the harmful interaction with the other(s) involved. The principles of restorative justice emphasize repair, accountability, and changes to future behavior, while prioritizing the right of the person who experienced harm *not* to bear the burden of responsibility for the process.

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- Whereas “calling out” occurs in the moment, “calling in” occurs after an interaction and focuses on reflection and accountability on the part of the person who may have caused harm. A “calling in” process may happen through direct communication (a conversation) or indirect communication (for example, writing a letter). The aim of a “calling in” process is to provide opportunities for accountability, repair, and learning, and in the process, the person causing harm receives support with accountability, repair, and learning.
- The program faculty and program leadership, not the person experiencing harm, will bear the responsibility for facilitating the “calling in” process.
- The supports listed here may be requested by students who have perceived harm and students who are concerned about having caused harm.

Internet Etiquette & Technology Requirements

Academic interactions in this program will occur through digital technologies, including but not limited to email correspondence, written messages in the learning management system, and synchronous video calls. Students in this program are asked to practice Internet etiquette or ‘netiquette’. Just as etiquette varies from context to context, netiquette also varies from one electronic community to the next. In our community, please especially commit to the following principles of netiquette:

- Remember the human who is on the receiving end of your communication
- Adhere to the same standards of behavior online that you follow in real life
- Be conscious of power and your use of power in online interactions
- Be generous in your interpretations and forgiving of other people's mistakes

Because this program involves 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.

Students in Program Governance

CFT students are actively encouraged to have a voice and be a part of the program and university communities. Student input and engagement is seen as a vital function within the CFT MA program. There are several ways in which students can become involved in the program, the Relational Therapy Division and Antioch University as a whole.

MA Student Advisory Council (MA SAC): This council represents the interests of students in the CFT MA program. The MA SAC is composed of the CFT MA Cohort Representatives, a Student Co-Chair, and a Faculty Liaison/Co-Chair. The MA SAC program will meet monthly. The monthly agenda will include program reports from each faculty advisor, as well as reports from each cohort representative. Key items raised during the MA SAC will be shared with faculty and program leadership in the next Relational Therapy Division Faculty Meeting.

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CFT MA Cohort and At-Large Representatives: These peer-elected positions share CFT MA news, concerns, and celebrations from students in the cohort directly with the program leadership. CFT MA Cohort and At-Large Representatives also serve as part of the MA Program Student Advisory Council (SAC). Each cohort will select one or two members to serve as Cohort Representatives. Any student, including students on individualized program plans (“Tapestry Cohort”), may also serve as an At-Large Representative.

CFT MA Student Advisory Council Co-Chair: This position, selected by the other student representatives, co-facilitates the MA Student Advisory Council Meetings, along with the MA SAC Faculty Liaison/Co-Chair. CFT MA SAC Co-Chair also shares with CFT MA student body minutes and follow up items from the MA Student Advisory Council Meetings.

CFT MA Community Meetings: CFT MA Community Meetings are open meetings, facilitated by Program faculty, that all CFT MA students are strongly encouraged to attend. These meetings, typically held once or twice per term, are designed for two-way exchanges of information, with Program leadership sharing updates with students and students raising feedback and questions relevant to the program student body. Minutes will be taken during each Community Meeting and will be shared publicly with the student body. Any student feedback or concerns raised during the Community Meetings will be shared with faculty and program leadership in the next Division Faculty Meeting.

Student Support Services

Following is a list of student support services at Antioch University. We strive to provide students with services that will enhance and support their educational experiences at Antioch University. We encourage students to utilize the appropriate services, and we hope that students find these services helpful during their time at Antioch University.

Although students are encouraged to give feedback on services (both positive and negative) directly to the service, to Antioch University administration, and to advisors and faculty, we also ask for services evaluation during twice-yearly program evaluation surveys and an end-of-program survey.

Integrated Student Services

Services that help students enroll and maintain their student status at Antioch University are provided by four offices: Admissions, Financial Aid, the Registrar's Office, and the Student Accounts Office. Visit [Resources](#) on the Antioch University website for helpful information, including current tuition and fees, how to apply for financial aid, academic calendars, course registration information, how to order transcripts, and much more.

Reasonable Accommodation for 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, as amended. We commit to removing the barriers that marginalize any members of our community. We make explicit our commitment to non-discrimination and equity. We work collaboratively with

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faculty and staff to achieve an inclusive and accessible learning environment for all students which enables them to have an equal opportunity to benefit from and participate in the institution's programs and services.

Students, regardless of visible or invisible disability, physical or mental health concerns, or chronic illness, are encouraged to contact DSS as early in the term as possible since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term. All discussions will remain confidential.

Visit the [Office of DSS website](#) to learn more about the process and to initiate a request for accommodations, and [meet your DSS Coordinator](#). View [University Policy 6.101 Disability Support Services](#) for more information. [Rev. 1/5/24]

Neurodiversity

In the CFT MA Program, we recognize and embrace the understanding that all folk are unique in how their brains and bodies work. It is important to note that Neurodiversity does not mean a disability is present. The CFT department celebrates this definition of Neurodiversity. Individuals who identify as being Neurodiverse and/or having disabilities are encouraged to seek support from Disability Support Services. In addition, faculty strive to make each class responsive to the needs of students. However, there are limitations to this. It is the responsibility of each student to advocate for their needs both based on their possible neurodiverse needs and/or support through Disability Support Services accommodations.

Support for Research & Audiovisual Services

[Antioch University's Library's](#) services and collections support our low-residency graduate students, wherever their learning takes them. Professional and personal research support is available in person or via email, phone, or Zoom. Course-specific sessions and workshops on topics of interest are offered throughout the semester.

The library's curriculum-focused collection includes print and electronic books and journals, and online research databases. Items not held in the local collection may be obtained through [Interlibrary Loan](#) at no cost to students. The library also offers basic training and support on a collection of circulating [audio-visual equipment](#).

Your librarian, Pippin Macdonald (pmacdonald1@antioch.edu), is available to discuss topics, research

strategies, citation management, and more.

Support for Writing and Presentations

[Antioch University's Writing Center](#), located in the CRR next to the library, provides free peer feedback for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near- final work; integrating your sources, and more. The Antioch University Writing Center also helps with Power Points, Prezis, Resumes, Cover Letters, and CVs.

You can talk with peers in the Antioch University Writing Center face-to-face, via phone, or by skype. Check the center's hours, make appointments, and access resources via the [Writing Center guide](#).

For written feedback on your work, you can submit your writing to the [Virtual Writing Center](#), which is available to all AU students. You can find directions for uploading papers to the VWC on the Center's website.

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Peer consultants respond to papers in the order they are received, and you will typically receive a response in 24-48 hours.

Career Services

Antioch University assists students in planning their careers and seeking employment in several ways. The primary route is through myCareer Planner, an online career counseling tool for Antioch University students, available through the myCareer Planner button on [AUDirect](#).

Also, job listings are posted on bulletin boards maintained by each of the academic departments. Reference books on resume writing and interviewing for jobs are available in the library. An advisor can also help with advice on career planning and professional networking in your field of interest. Academic departments also sponsor internship and job fairs for current students.

Tracking Academic Progress

Students can use the Degree Audit Report (DAR) to regularly track their progress toward program requirements and can discuss this with their academic advisors. You can find information about the DAR and other academic information (e.g., current catalog, academic calendar, information on academic standing, etc.) on the [Registrar's page](#). Note that you will need to be logged in to your Antioch Gmail account or AUDirect to be able to access some of these resources.

Wellness and Mental Health Resources

Graduate study and training to become a therapist can be stressful. Students are strongly encouraged to engage in personal therapy if they have not already experienced what it is like to be a client, or if they are feeling stressed. Self-care is actively encouraged throughout the program, and taking care of oneself throughout this process is supported and encouraged by the faculty. Members of the entire Antioch University community, including Antioch students, faculty, and staff, have access to mental health and wellness services

through 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 (requires Antioch login to access).

CFT MA Degree Requirements

Official degree requirements are found in the [Antioch 2024-2025 Academic Catalog](#). In addition to didactic coursework, there is a minimum 300-hour clinical contact requirement through work at an internship placement during the second and third years of the program. The Program's clinical training requirements are

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designed to meet or exceed the COAMFTE accreditation standards. Additionally, all students are held accountable to meeting the clinical educational requirements for licensure in the state where they plan to pursue licensure. Requirements for clinical hours are detailed in the CFT MA Clinical Training Handbook found on the [Program website](#).

As detailed in the CFT MA Clinical Training Handbook, the minimum contact hours and supervision requirements for the program apply to ALL students, regardless of their location or intended state of licensure. Students are required to declare their intended state of licensure prior to starting clinical training and will be required to complete contact and supervision hours that, as far as the Program can determine, align with the intended state of licensure. It is important for students to understand that the Program cannot interpret licensing regulations for students, nor can the Program make firm determinations about what licensing boards will or will accept in terms of graduate clinical training. The Program ensures that all students meet program requirements and COAMFTE standards.

Additional Requirements

Students are required to maintain membership in the [American Association for Marriage and Family Therapy \(AAMFT\)](#) during their matriculation in the program. Membership in this and other professional organizations fosters professional development and professional identity. Additionally, AAMFT student membership provides the student with liability insurance during their clinical experiences. The annual cost for AAMFT student membership is approximately \$99.

Students are also required to purchase an account with Supervision Assist before beginning internship. Supervision Assist is a cloud-based program that includes a placement site directory, online clinical hours tracking, HIPAA compliant video sessions, and more. Students will have access to their accounts after graduation. The cost is approximately \$200.

Residency Course Fees

Each residency course includes an additional **\$1,500 fee** beyond standard program tuition. This fee supports the costs associated with delivering the in-person residency experience, including instructional resources,

facilities, materials, and community-based learning activities. Residencies are a required component of the low-residency program and take place during the **first and third semesters** of study. These immersive experiences are designed to strengthen students' clinical competencies, professional identity, and sense of connection within the program community.

The residency fee is **typically billed at the same time as tuition** and is subject to the same payment and financial aid processes as other course-related charges.

Residency Requirement

Residency is a required and integral component of the low-residency Master's in Couple and Family Therapy program. Each residency provides students with immersive, in-person learning experiences that complement the online curriculum and foster community connection, clinical skill development, and professional identity formation.

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Residencies occur during the **first and third semesters** of the program and are designed to include a combination of seminars, workshops, supervision, and collaborative learning activities led by program faculty. Students engage in live demonstrations, role-plays, and experiential exercises that allow them to apply theoretical knowledge to practice within a supportive, feedback-rich environment.

Attendance at all scheduled residency sessions is mandatory. Students are expected to make arrangements in advance to fully participate for the duration of each residency. Any absence or scheduling conflict must be discussed with the Program Director prior to the start of the term.

Typically, residencies are held on the **Seattle campus**, though specific locations and details will be confirmed and communicated each semester.

Licensure

As a program that is accredited by COAMFTE, that is physically based out of the Antioch New England campus in New Hampshire, and that enrolls a substantial number of students near the Antioch Seattle campus, the CFT MA program course sequence and clinical training experience are designed to meet the criteria contained in the COAMFTE Version 12.5 Standards for Accreditation, as well as the educational requirements for licensure in New Hampshire and Washington. Additionally, the Program has determined, to the best of its ability, that it meets or exceeds educational requirements for LMFT licensure in states throughout the U.S. Please see the Antioch's [Professional Licensure Disclosure](#) for a complete list of states/territories in which the program meets educational requirements for the LMFT credential.

Because state and provincial licensure requirements frequently change, prospective students are required to read their state or province's LMFT licensure requirements prior to enrolling in the program, and current students are responsible for working with the CFT MA Director of Clinical Training or Program Director to review how their course sequence and clinical placements align with current licensure criteria. The CFT program and faculty cannot predict future licensure requirements or changes.

Prospective and current students are directed to the [AAMFT website](#) for current information on licensure requirements for Licensed Marriage and Family Therapist across North America. It is *required* that students explore the MFT licensing requirements, rules, and laws from their specific state's regulatory website prior to enrolling, and students are *required*, as part of their coursework, to inform themselves about their location's licensure requirements prior to starting clinical training. Students are also encouraged to call and write State or Provincial Boards with questions and to obtain copies of all answers *in writing*. The Antioch CFT program will provide training in alignment with current COAMFTE guidelines but cannot promise to meet the requirements of every state or provincial LMFT license, as these requirements can change, and students must meet licensure requirements that exist at the time of their LMFT application. The program does not provide training for any other type of mental health license.

Prior to enrolling, incoming students are required to sign an acknowledgement that they have received information regarding the portability of the degree. This form notes that licensure requirements vary by state/province or other location, and that the Program may not meet all the educational or licensure requirements in every state. See [Appendix B](#) for a copy of the Statement on Licensure form and the CFT MA

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Clinical Training Handbook for additional information regarding licensure as it relates to program requirements. As part of their licensure research, prospective and current students may find it helpful to consider how the Program's curriculum aligns with COAMFTE Foundational Curriculum Areas; for more information, please see [Appendix C](#).

CFT MA Plan of Study - Full-Time*

Semester # Term Sem Cr Course Title Semester 1

CFT-5101	3
CFT-5110	3
CFT-5120	3

9

Semester 2

CFT-5102	3
CFT-5230	3
CFT-5210	3

9

Semester 6

CFT-6990	3
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Family Systems Perspectives: Foundational Theories in Couple and Family Therapy (includes Five-Day In-Person Residency)

9

Semester 3

CFT-5103	3
CFT-5240	3
CFT-5220	3

Beginning Clinical Skills and Culturally Responsive Therapy (Online Intensive Course)

Applied Individual Theory in Systemic Clinical Practice

9

Semester 4

CFT-6990	3
CFT-5300	3
CFT-6850	3

Assessment & Diagnosis 1: Psychopathology & Psychodiagnostics

9

Semester 5

CFT-6990	3
CFT-6860	3
	3

Applied Couples and Relational Therapy (includes Five-Day In-Person Residency)

Applied Child & Family Theory and Clinical Practice

Assessment & Diagnosis 2: Systemic Case
Conceptualization & Treatment Planning

CFT Internship (1 of 4)

Human Sexuality and Gender-Affirming Care

Trauma-Informed Care in Family Systems

CFT Internship (2 of 4)

Substance Use and Behavioral Dependencies in Systemic
Therapy

CFT Internship (3 of 4)

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ELECTIVE / CERTIFICATE 1

3 ELECTIVE / CERTIFICATE 2

6

Semester 7

9

	3
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3

Degree Total 60

CFT-6990	3	*Plan of Study and Method of Delivery is subject to change.
CFT-6800	3	CFT Internship (4 of 4)

CFT MA Plan of Study - Part-time*

Semester # Term Sem Cr Course Title Semester 1

CFT-5101	3
CFT-5110	3

Applied Couples and Relational Therapy (includes Five-Day In-Person Residency)

6

Semester 2

CFT-5102	3
CFT-5230	3

3 Applied Child & Family Theory and Clinical Practice

6

Semester 4

CFT-5240

CFT-5120	3
CFT-5300	3

6

Semester 3

6

CFT-5103 3

Family Systems Perspectives: Foundational Theories in Semester 5

Couple and Family Therapy (includes Five-Day In-Person Residency)

CFT Identity, Law, and Ethics

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Human Development and the Family Life Cycle Human Sexuality and Gender-Affirming Care

Beginning Clinical Skills and Culturally Responsive Therapy (Online Intensive Course)

CFT-6850	3
CFT-5210	3

Applied Individual Theory in Systemic Clinical Practice

6

Semester 6

CFT-6860	3
CFT-5220	3

Trauma-Informed Care in Family Systems

Assessment & Diagnosis 1: Psychopathology & Psychodiagnostics

6

Semester 7

CFT-6990	3
CFT-6800	3

Substance Use and Behavioral Dependencies in Systemic Therapy

Assessment & Diagnosis 2: Systemic Case Conceptualization & Treatment Planning

6

Semester 8

CFT-6990	3
	3

CFT Internship (1 of 4)

Research & Evaluation in CFT

6

Semester 9

CFT-6990	3
	3

CFT Internship (2 of 4)

ELECTIVE / CERTIFICATE 1

6

Semester 10

CFT-6990	3
	3

CFT Internship (3 of 4)

ELECTIVE / CERTIFICATE 2

CFT Internship (4 of 4)

ELECTIVE / CERTIFICATE 3

6

Degree Total **60**

*Plan of Study and Method of Delivery is subject to change.

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Elective Course Offerings

Choice of Three Electives - 9 credits

Electives with Gender Affirming Clinical Practice focus include:

- CFT 6210 Transgender Experiences: An Introduction (3)
- CFT 6220 Working with TGNC Families (3)
- CFT 6230 Gender in Context: An Intersectional Approach (3)
- CFT 6420 Gender Affirming Clinical Practice (3)

Electives with Trauma focus include:

- COUN 6101 Creative Approaches to Trauma-Informed Practice (3)
- COUN 5322 Counseling Approaches to Trauma, Grief & Loss (3)
- COUN 5332 Trauma & Resiliency: Body, Mind & Brain (3)

Electives comprising the Sex Therapy Certificate*:

- CFT-6301 Sexual Attitude Reassessment (SAR) (1)
- CFT-6310 Intermediate Sex Therapy (3)
- CFT-6302 Sex & Relationships (1)
- CFT-6320 Advanced Sex Therapy (3)
- CFT-6303 Knowledge Showcase (1)

*The Sex Therapy Certificate program requires separate admission and includes additional residency requirements.

Electives with Play Therapy

- COUC-5600: Introduction to Play Therapy
- COUC-5610: Advanced Play Therapy
- COUC-5630: Seminar in Play: Sandtray
- COUC-5640: Seminar in Play 2: Filial Therapy

Other electives include:

- COUN 6522 Outdoor and Adventure-Based Counseling (3)
- CFT 5750-IFS Foundations and Applications of Internal Family Systems (3)

Not all courses are available every semester.

Advising and Program Planning in the CFT Program

Core faculty members serve as advisors to the CFT students. Each student is assigned to an academic advisor who works with the student throughout the program. The advisor's tasks include student orientation, academic advising, selection of courses/programs of study, progress reviews, career advising, problem solving, and general student support. Advising meetings provide a place for students to discuss programmatic issues,

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community concerns, and other individual concerns. Although advisors periodically check-in with their advisees, students are encouraged to reach out to their advisor directly when questions and concerns arise.

The CFT Program Director, in consultation with the student's academic advisor and the Director of Clinical Training (DCT), is responsible within the CFT program for approving program changes, unusual registration requests, requests for waivers, transfers of credit, approving individual plans of study, mediation between students and faculty, and recommendations for student remediation and/or disenrollment.

The DCT provides CFT clinical training advising and is responsible for providing support and guidance for students in locating appropriate clinical placements, approval of internship sites, and any decisions arising from clinical placement, such as permission to seek or continue a placement. The DCT works in close collaboration with Faculty and Site Supervisors and the CFT Program Director around any clinical issues that may arise.

Transfer Credit Policy

Consistent with University policies on transfer credits, students will be able to request transfer of up to fifteen semester credits, verified by official transcripts documenting 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. Students requesting transfer credits must supply course syllabi for review by the CFT MA program director, and courses must be deemed substantially equivalent to the Antioch University CFT MA coursework such that the transfer courses fulfill the same COAMFTE foundational curricular areas as the Antioch University CFT MA courses to which the transfer credit is applied.

CFT MA Program Goals and Student Learning Outcomes

Drawing directly from our mission statement, the Antioch University CFT Master of Arts program has identified the following program goals and educational outcomes, in the form of Student Learning Outcomes (SLOs).

Program Goal 1. (Knowledge) Graduate students who demonstrate understanding of foundational and contemporary relational systemic theories and models and who are prepared to obtain licensure as MFTs.

- SLO 1: Students demonstrate knowledge of CFT models and interventions that are adaptable to work with populations of varying social locations and contexts. (Knowledge)
- SLO 2: Students demonstrate knowledge of broader content areas in CFT, including human development and family studies, families in larger systems, human sexuality and sex therapy, addictions, and intrafamilial violence. (Knowledge)

Program Goal 2. (Practice) Graduate students who apply systemic clinical skills and models to practice as a CFT and integrate multiculturally-attuned clinical skills that are adaptable to work with client populations of varying social locations and global contexts.

- SLO 3: Students will effectively apply relational and family systems theories to practice systemic case conceptualization and treatment planning in their clinical work. (Practice)

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- SLO 4: Students demonstrate competency in systemic assessment and diagnosis. (Practice)
- SLO 5: Students demonstrate differentiated and culturally-attuned positions while engaging in critical and exploratory conversations with people from backgrounds and perspectives different than their own. (Practice)

Program Goal 3. (Ethics) Graduate students who demonstrate a relational systemic ethical, administrative, and professional framework that is reflected in practice with client populations of varying social locations and contexts.

- SLO 6: Students demonstrate professionalism in CFT. (Ethics)
- SLO 7: Students demonstrate legal and ethical competence by understanding and adhering to relevant laws and ethical codes including the AAMFT Code of Ethics. (Ethics)

Program Goal 4. (Research) Graduate students who engage with, apply, and critique CFT research, advocating for the inclusion of diverse populations, sociocultural awareness, and social justice in future scholarship, while considering the complexity of identity.

- SLO 8: Students demonstrate understanding of systemic, anti-racist, and anti-oppressive qualitative and quantitative research methodologies through a critical lens. (Research)
- SLO 9: Students apply systemic research to clinical practice with client populations of varying social locations and contexts. (Research)

Program Goal 5. (Diversity) Advance the profession by graduating a diverse student body trained to practice CFT from a socially just and culturally responsive framework that promotes inclusion, respect for diversity, anti-discrimination, and social responsibility.

- SLO 10: Students demonstrate self-awareness of social structures, social locations, experiences, and biases that influence their practice as CFTs. (Diversity)
- SLO 11: Students demonstrate and integrate an anti-racist and anti-oppressive stance in their knowledge and systemic practice. (Diversity)

As part of its continuous improvement process, the program uses aggregated data on student learning to evaluate how well the program is helping students meet established learning outcomes. The program's eleven Student Learning Outcomes (SLOs) are integrated throughout the curriculum, and experiences in a variety of courses contribute to the accomplishment of these outcomes. Targets for each measure indicate the benchmarks the program has set as indicators of success with each SLO. If you are interested in reading more about the measures student learning the program uses to determine success with our student outcomes, please see [Appendix A](#).

Areas for Competency for Programs within the Relational Therapy Division

Mastery of Core Curriculum

Students will gain a knowledge base in the required competency areas for their program. Students will demonstrate this knowledge through successful completion of all coursework.

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Clinical Skills

Students will develop skills in a range of theoretical approaches to effectively assess and intervene therapeutically with a variety of clients in clinical settings. Students will develop these skills through their coursework as well as through their internship. Students will demonstrate their skills through successful completion of Internship with evaluations of "Meets Required Competency" or better in all categories.

Interpersonal Effectiveness and Professional Behavior

Students will develop the interpersonal effectiveness, empathy, and understanding of and respect for multiple perspectives necessary to become an effective counselor/therapist. They will understand and abide by the ethical standards of their profession(s), the American Counseling Association, the American Mental Health Counselors Association, the American Association for Marriage and Family Therapy, the American Dance Therapy Association and NAADAC, the association for addictions professionals. It is understood that the process of training as a counselor/therapist necessitates the development of a professional self.

The programs in the Relational Therapy Division are designed to provide the student with feedback on interpersonal style, and students are encouraged through the experiential learning model to develop awareness of their attitudes, prejudices, values, strengths, and areas for growth. Students will demonstrate the ability to work effectively in peer and supervisory relationships, and to be receptive to and demonstrate integration of feedback. Students will demonstrate effective and respectful interpersonal interactions with all persons at Antioch University and in their clinical placements.

Professional Dispositions Required of Students in the Couple and Family Therapy Program

In addition to successful academic progress and satisfactory performance in internship, graduate students in the Couple and Family Therapy program must consistently demonstrate behavioral dispositions congruent with professional standards of the field, interpersonal effectiveness and professional behavior.

These dispositions and behaviors, include, but are not limited to respect for faculty, staff, and fellow students both inside and beyond the classroom, adherence to ethical standards of the American Association for Marriage and Family Therapy, demonstrated openness to diverse perspectives, and the ability to accept feedback, follow directions and guidelines set out by faculty and internship site supervisors.

Professional and Personal Dispositions will be evaluated throughout the educational experience in interactions with faculty, staff, classmates, and clients. These interactions may be formal, such as in clinical supervision or a classroom setting, or informal (e.g., when dealing with staff).

An evaluation of student disposition will occur as part of the First Year Review. Results of the dispositional assessment will be addressed during the Year One Progress Review. Any rating of "U" (unsatisfactory) on the dispositional assessment will trigger a remediation plan from CFT faculty to promote professional disposition. A copy of the Antioch University Dispositional Assessment is available in [Appendix E](#).

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Failure to meet the prescribed standard will result in a Student Review. Failure of a CFT student to modify behavior may result in dismissal from the program.

Relationship Soundness

We view a range of professional relationships as central and necessary to successful functioning as a therapist. Relationship soundness is viewed as a foundational competency. Some of the elements of relationship competency include: use of reflective practice, considering multiple perspectives, being patient with self and others, asserting one's perspective in a mature manner, demonstrating civility and respect in word and manner, using self-disclosure appropriately, managing one's affect appropriately in self and with others, moving from a stance of judgment to one of curiosity, and listening. Relationship soundness can be evaluated in interactions with faculty and classmates/colleagues (both in and out of the classroom) and with clients.

Openness to Supervision

Students are expected to demonstrate the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning. Elements of this competency would include: responding constructively to feedback from supervisors or program faculty, demonstrated ability to make suggested changes in a timely fashion, successful completion of remediation plans, and participating in personal therapy in order to resolve problems.

Professional Functioning

In accordance with the ethical standards of the ACA, AMHCA, AAMFT, ADTA and NAADAC, the Department of Applied Psychology upholds the principle that students may not engage in clinical practice during periods of intense personal difficulties (including legal difficulties), which interfere with or impede their professional judgment.

There are times when personal problems may interfere with a student's ability to function as a CFT. It is the

responsibility of the student to be alert to and recognize when personal problems are interfering with their coursework and/or clinical effectiveness. It is the student's responsibility to refrain from professional activities if their performance may be problematic and those whom they are serving may be harmed. It is important for the student to discuss the possible impact of the personal situation with the Clinical Supervisor, Director of Clinical Training, their Advisor, or the Program Director. There are a variety of avenues to explore including obtaining assistance with one's personal difficulties, suspending or postponing direct client services, taking a leave of absence for the program, among others.

The faculty and students collectively share a responsibility to take action if we believe that a person's personal problems may result in harm to those being served. In such a circumstance, the appropriate action would be to bring the concern to the attention of the person whom one believes to be exhibiting problematic behaviors. If that does not result in corrective action and risk is still perceived, the next step is to consult with a member of the faculty. This information may be shared with the director of the student's program and with their site supervisor, as well as with other faculty members on a need-to-know basis.

In cases where it is determined by the Program Director or Director of Clinical Training that the student's professional judgment is impaired due to personal difficulties, or there is any other situation which compromises the student's suitability to engage in clinical work, the Program Director or Director of Clinical Training may require that the student suspend all clinical work. This work may be resumed only after the determination in a formal student review that the student may return to clinical work. 29

Students who are alcohol or drug addicted/dependent are expected to have completed at least two years of sobriety before engaging in clinical practice. Students who have experienced severe psychological distress must receive adequate personal therapy and/or pharmacological treatment in order to engage in clinical practice.

Expected Progress Toward Competency

Students are evaluated in terms of their progress in the three areas described above (Mastery of Core Curriculum, Clinical Skills, and Interpersonal Effectiveness and Professional Behavior). Students will demonstrate progress in these areas throughout their matriculation, as well as demonstrate competence in each semester.

Academic competence will be assessed through receipt of evaluations of "Meets Required Competency" or better in all categories for all courses. Clinical competence will be demonstrated through evaluation of "Meets Required Competency" or better in all clinical course work, as well as

Interpersonal Effectiveness is considered to be an integral part of Class Participation, and as such, will be evaluated on an ongoing basis. Competence in Interpersonal Effectiveness is also to be demonstrated within the academic and clinical communities. When faculty and/or supervisors have concerns about a student's level of effectiveness, they have the responsibility to address these concerns in a timely manner to both student and the faculty advisor. These concerns must be addressed and resolved to the Program Director or Director of Clinical Training's satisfaction, before the student may begin or continue clinical work at an internship site. The Program Director or Director of Clinical Training may deny or delay the commencement of, or call for the termination of, the Internship when Interpersonal Effectiveness remains a concern. Poor Interpersonal

Effectiveness is grounds for placement on Academic Concern Status, and/or disenrollment.

Progress Review Procedures

Year One Progress Review

A progress review will be conducted for each first year student prior to beginning internship. Clinical readiness, areas of strength, and areas of concern will be addressed with each student, along with the results of the dispositional assessment. A remediation plan will be developed for those students not making sufficient progress. The process consists of a review of each student's first semester academic performance, as well as a review of their dispositional preparedness for moving into clinical training. Possible outcomes of the Review include:

- Student is admitted into the second year of the program and can begin internship
- Student is put on a remediation plan prior to being allowed to begin internship
- Student is denied admission into the second year of the program and referred for further advising to determine appropriate career alternatives

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Student Evaluations

Antioch University uses a credit/no credit system supplemented by faculty evaluation of four dimensions of student learning in all courses, Supervised Independent Studies, and master's projects.

The four dimensions evaluated are:

1. Class participation
2. Mastery of course content
3. Quality of documentation (papers, tests, and oral presentations)
4. Overall course performance (a summative category)

One of the following evaluative descriptors will be assigned in each of the four dimensions assessed:

- Does Not Meet Minimum Competency – (No Credit)
- Meets Required Competency
- Exceeds Expected Competency
- Advanced Competency

Evaluation criteria are presented in rubrics, including the [Evaluative Descriptors for Courses](#) and [Evaluative Descriptors for Internship](#).

In assigning evaluative codes, faculty will be guided by the meanings attached to each rating in the chart of *Evaluative Descriptors*. Additional narrative comments will be provided to the student along with the final paper or project presented for credit.

In order to receive credit for a course, you are required to verify that you have acquired proficiency in the

specific learning objectives of the course. You must submit all required work to the instructor by the due date and the work must be of "Meets Required Competency" quality or better in the category of Overall Course Performance.

However, when a student receives "Does Not Meet Minimum Competency" in one or more categories, the advisor is notified. The student is required to arrange an appointment with their advisor to discuss the area of concern and plans for remediation. Documentation of these plans is kept on file in the Department.

Ratings of "Does Not Meet Minimum Competency" in two courses, or several such ratings in any one course, may place a student on academic concern status, or initiate a Student Review. Students receiving these ratings in Internship may be placed on academic concern status.

Faculty evaluation of student course work is due ten business days after the end of the course. Check your syllabus for your work submission deadlines. The instructor evaluates your work in accordance with the learning objectives stated in the course syllabus.

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Should a situation arise where a student encounters difficulty in negotiating the revision of coursework and/or believes that he/she has an academic grievance, the student may make an appeal through the student grievance process.

No Credit Policy

A student who receives a No Credit or an overall evaluation of "Does Not Meet Minimum Competency" for a required course may be permitted to repeat that class, once only, with approval of the Program Director. Students are responsible for any additional costs incurred. Receiving a No Credit or an overall "Does Not Meet Minimum Competency" evaluation for a course twice, or in two separate courses, will be grounds for disenrollment.

Receiving a No Credit or overall "Does Not Meet Minimum Competency" evaluation for any portion of Internship may be grounds for disenrollment. Permission to repeat these clinical courses is at the discretion of the Program Director and is dependent on successful completion of remedial tasks.

Student Review

A Student Review may be called by the Program Director, Director of Clinical Training and/or academic advisor, when:

1. Academic, clinical, and/or interpersonal concerns persist.
2. There is no evidence that the student has been making sufficient progress towards remediation.
3. An "Does Not Meet Minimum Competency" is received in any category.
4. A No Credit is received for any course.

The Student Review is a formal meeting between a student who has academic, clinical, and/or interpersonal difficulty and the faculty, Program Director and/or academic advisor, and/or others at the discretion of the Program Director. The student may invite a support person (not their attorney).

The purpose of the meeting is to review the student's progress and to establish criteria for remediation, placement on academic concern status, or disenrollment. A written Student Development Plan between the student and the Program will be drawn up, including a timeline for action. The agreement is placed in the student's file. The Program Director, Director of Clinical Training and/or academic advisor will monitor the student's compliance with the agreement.

The student will be required to adhere to the Student Development Plan. If any part of the agreement is not fulfilled, within the time specified, the student may be required to participate in a second Student Review, and may be required to withdraw or be disenrolled from the program.

Academic Concern Status

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Academic concern status indicates that the student is at risk of being disenrolled. A student may be placed on academic concern status as a result of a Student Review. A student is automatically placed on academic concern status in the following cases:

1. A No Credit or overall "Does Not Meet Minimum Competency" evaluation is received in any required academic course.
2. A No Credit or overall "Does Not Meet Minimum Competency" evaluation of any portion of Internship. This may also be grounds for disenrollment, depending on the circumstances.
3. An ethical violation, including plagiarism.

A student may be required to take a Leave of Absence as a part of the academic concern status. As in the Student Review, academic concern status may include specific tasks to be completed by a student in a specified amount of time. The student is required to fulfill these in order to be removed from academic concern status. A student can be removed from academic concern status following a Student Review, or following successful completion of a course that was previously evaluated as a No Credit or "Does Not Meet Minimum Competency".

Satisfactory Academic Progress Toward the Degree

Antioch University requires all students to be making satisfactory progress toward their degree in order to:

1. Remain in good academic standing
2. Be eligible for continued enrollment at the University
3. Be eligible for federal financial aid.

Students subject to a Remediation Agreement or academic concern status will be considered to be making satisfactory progress as long as they comply with the terms of the required remediation. If the Program Director and/or academic advisor determine(s) that the student has not fulfilled any part of the Remediation Agreement, the Program Director will immediately notify the Registrar.

University policy on Satisfactory Academic Progress is in AUDirect and the full [policy on Satisfactory Academic Progress](#) can be found in the University Catalog.

Disenrollment

The Relational Therapy Division and its programs adhere to the policies of Antioch University with regard to [Satisfactory Academic Progress](#).

Competency for Graduation

Successful completion of the required coursework and internship requirements establishes competency in the student's area of Applied Psychology. Students must fulfill degree requirements specified in the Academic Catalog in order for the degree to be conferred.

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Appeals: Procedures and policies pertaining to dismissal and grievance procedures are in the Access Services section of AUDirect of Antioch University.

Student Expectations

AAMFT Membership

It is a requirement that all CFT students maintain Student Membership in the [American Association for Marriage and Family Therapy \(AAMFT\)](#) 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.. Students will enroll by direction of the DCT and it is their responsibility to maintain their membership renewal costs at their own expense for the duration of their program.

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 and click on the [Membership](#) tab, and follow the links to login and renew your membership. 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

As a low residency program, students must attend residencies regularly throughout the program according to their course sequence or individualized program plan. Every student's class attendance and participation are essential to the learning process. "Attending class" means being in class physically during the residencies, participating in synchronous Zoom meetings by being on camera and engaging in coursework as outlined by professors, or completing required activities online during asynchronous class weeks. For the purposes of online work, an absence is defined as "not logging on at least once during a standard seven-day calendar week." Given the design of our courses, it is expected that students will miss residency or Zoom classes only under extreme circumstances, such as illness or family emergencies.

The student is responsible to initiate a conversation with faculty regarding a planned absence. Additional work may be assigned to make up for lost class time. If there is sufficient time remaining during the course for all required work, including make-up assignments, to be submitted by the date of the last class, credit may be awarded. If additional time is needed, an Incomplete may be awarded, subject to the usual guidelines and deadlines for completion of the work. Unauthorized absences may result in forfeit of credit.

Two absences of any kind are allowed in a course lasting fifteen weeks. One absence is permitted in a course lasting eight weeks. As noted above, an absence includes: not completing required activities during asynchronous weeks or missing a Zoom class.. Faculty will assign work to make up for lost class time. Three absences in a fifteen-week course will automatically result in no credit given unless students initiate a conversation with the instructor requesting special consideration, and the instructor decides that an exception

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to policy is warranted. In making the decision, the instructor will first consider whether there are extenuating circumstances that necessitate the absences. If so, the instructor will then take into account: (1) the nature of the material covered during class meetings; (2) the extent to which the module design relies upon student presence and participation in order to demonstrate competency in the area of focus during the period of absence; and (3) the effect of the absence(s) on the progress toward competency of other students. The instructor may also consult with the Program Director.

In general, courses for which a student receives No Credit may be re-taken once without prior authorization. For courses that do allow a re-take, students may petition for a third attempt to satisfy certificate or degree requirements. In the petition, students must document the measures that they have taken to ensure success on the third round. Students will be required to register and pay all associated fees for each course that is re-taken. The student's graduation date will be adjusted accordingly.

*See [Academic Catalog Attendance Policy](#) for more details.

Email Response Time

According to the AU Catalog, AU 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 two business days. Additionally, faculty are required to respond to a student's email within 48 hours. If you do not receive a response in this time frame, please reach out to the advisor again or contact the CFT chair.

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

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).

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

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not only written work but also artworks, images, performances, or ideas expressed orally or via any electronic or other medium. Refer to the current AU 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.

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.
- The expectation for participation in the Zoom classroom is that your camera is on during meeting time, unless otherwise specified by the professor, in instances of accommodations, or during **brief** moments of self-care needed by students.

Class Cancellation Policy and Process

The program is committed to providing students with instructional continuity. However, there may be occasions when it is necessary for an instructor to miss a class or other class-related obligation due to illness, to attend professional meetings, for the observance of a religious holiday, or in the event of an emergency (a situation that poses an immediate risk to health, life, property, or environment for more than the instructor).

If there is a situation that requires a specific class session to be canceled, the following steps will be followed:

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- As soon as possible, the faculty member contacts enrolled students through the learning management system and/or Antioch University email accounts notifying them of the session cancellation and the relevant plan for instructional continuity.
 - Possible alternatives for the class meeting are:
 - Guest lecturer, or for internship, guest clinical supervisor
 - Students join another class that is taught at the same time
 - Alternative instruction or assignment relevant to the course topic (independent or with classmates)
- Students are responsible for all course material provided through this instructional continuity plan. In the case of a class cancellation, the faculty member will also notify the Program Director (or in case of clinical courses, i.e., Internship, the Director of Clinical Training) of the session cancellation. There should be no more than one course cancellation in one semester.

Program Evaluation Policy

It is the policy of the CFT Programs (Master of Arts and Doctor of Philosophy) to collect and aggregate a variety

of data in order to facilitate program improvement. These data include, but are not limited to, end-of-semester electronic course evaluations, assessments of student learning from course materials, end-of-semester clinical assessments (ASkED), and final semester capstone projects (as outlined in [Appendix A](#), [Appendix F](#) for ASkED, and [Appendix G](#) assessment calendar), as well as yearly surveys of graduating students, alumni, and employers. Each year the Program Director gathers information on graduation rates, licensure exam pass rates, and job placement via an alumni survey, in addition to the above specified data. Information from all of these data sources is aggregated and used to evaluate program effectiveness in meeting identified outcomes (including student learning outcomes, program outcomes, and faculty outcomes) and is also used to fulfill requirements of accreditation (including regional university accreditation as well as program accreditation). Assessment data are reviewed biannually in spring and fall as part of the program's continuous improvement process.

Endorsement of Students and Alumni

The CFT MA faculty will endorse students and alumni for employment, licensure, and certification in professions for which they have been prepared. Preparation includes successful completion of the required coursework and internship, and demonstration of entry-level competence for ethical practice as a Couple and Family Therapist.

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Antioch University Academic Dishonesty and Plagiarism

From the Antioch Academic Catalog, [Student Academic Integrity policy](#):

"Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others." To "plagiarize" is defined in Webster's New Collegiate Dictionary as "...to steal and pass off (the ideas and words of others) as one's own; to use (a credited production) without crediting the source; to present as new and original an idea or product from an existing source..." Plagiarizing includes not only taking direct quotes from written or oral sources without citation, but also paraphrasing others' ideas without properly crediting the original source.

Students found to have plagiarized or engaged in other acts of academic dishonesty will receive a "no credit" for the course and may be subject to other disciplinary sanctions through regular academic department and institutional procedures for misconduct, including probation or disenrollment.

Academic Integrity and the Use of Artificial Intelligence

Artificial Intelligence (AI) technologies have become increasingly prevalent and accessible in recent years, offering many benefits, as well as risks and ethical challenges. This policy, which is presented fully in [Appendix D](#) below, establishes expectations for ensuring the ethical use of AI. According to this policy, students are expected to:

- **Verify AI-Generated Content:** Always cross-check any facts, data, or references generated by AI tools. Remember that AI systems are not infallible and their suggestions should not be accepted without critical evaluation.
 - Critically evaluate of AI-generated references
 - Complement with independent research using non-AI methods
- **Protect Personal Health Information:** The safeguarding of personal health information (PHI) is of paramount importance in clinical practice. Students are expressly prohibited from entering any PHI, including client-related information, into any AI tool. This is a critical mandate in maintaining compliance with Health Insurance Portability and Accountability Act (HIPAA) regulations. Violation of this directive may result in severe disciplinary action.
- **Maintain Academic Integrity:** While AI can assist in generating content, students must still do their own work. This means synthesizing information, developing their own arguments, and writing their own prose. Directly copying and pasting content generated by AI into academic work without attribution is considered plagiarism.
- **Use AI as a Tool, Not a Crutch:** AI should be used to assist with and enhance your work, not to replace your own critical thinking, creativity, or effort. The use of AI is not a substitute for understanding the subject matter.

Consequences of AI Misuse

Non-compliance with these guidelines could result in consequences as outlined in the program's academic integrity policy, which may include academic sanctions, up to and including dismissal from the program.

For full policy and additional guidance, see [Appendix D](#) below.

Students Engaging in Private Practice During the Program

In accordance with the ethical standards of each of the professional organizations associated with Applied

Psychology master's degree programs, students are not considered to have acquired the appropriate level of skills to engage in independent practice in the profession in which they are training. Therefore, no students will engage in private practice while enrolled in the AP Department.

Students may work within an agency setting or as an employee of a group practice so long as they are receiving adequate supervision and their employers assume all legal and ethical responsibility for their work. They may continue work for which they are trained and deemed competent by a certifying body (e.g., massage therapy).

It is assumed that students will cease any independent practice of counseling, dance/movement therapy or Couple and Family Therapy, in which they may have been engaged prior to entrance into the Department. Any departure from this behavior will be reason for dismissal from the Department, based on non-adherence to ethical standards.

Antioch University Policies

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and the respectful treatment of the academic efforts of others.

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As a student at Antioch University, you have certain rights and responsibilities. While you may never need to act upon many of the policies below, we expect you to familiarize yourself with them. A brief guide to some Antioch University policies is included here with links for convenient access to the full details.

All students are expected to comply with [Antioch University policies](#), including the Title IX [Sexual Harassment, Sexual Violence and Sex Discrimination Policy Statement](#) and the [Student Conduct Policy](#).

Antioch University (AU) reserves the right to revise or modify these policies and procedures or create new policies and procedures at any time as deemed necessary and appropriate.

All AU policies can be found [here](#).

Policy	Policy Name	Overview of Policy
4.607	Sexual Harassment and Sexual Violence Policy	This policy informs students and employees about the University's prohibitions of all forms of unlawful sex discrimination directed at both students and employees, including sexual harassment, gender harassment, and sexual misconduct. This policy includes both efforts at prevention and steps to ameliorate the effects of violations.
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.

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.
6.103	Student Conduct Policy	This policy informs 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.
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.
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.
6.111	Academic Appeal Policy	The purpose of this policy is to provide students with a mechanism to address specifically academic actions taken by faculty or administration which students believe they have legitimate grounds to appeal. Complaints related to academic warning, academic probation and 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.
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 of conduct of student organizations and student publications

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Couple and Family Therapy Education Ethics

The CFT faculty members and students abide by the [American Association for Marriage and Family Therapy \(AAMFT\) Code of Ethics \(2015\)](#).

Helpful Links

[Academic Calendar](#)

[Admissions](#), includes information about admission policies, financial aid, tuition and fees

[Antioch University CFT MA program website](#), includes information on cultural composition of faculty, supervisors, and students, degree completion requirements, program's social justice focus, as well as much more.

CFT Professional Organizations

[American Association for Marriage and Family Therapy](#)

[American Family Therapy Academy](#)

[International Family Therapy Association](#)

Program Policies & Handbooks

Program policies can be found in several locations, including the AU [Academic Catalog](#):

The AUCFTI (Antioch University Couples and Family Therapy Institute) Handbook which can be found on the Antioch University CFT Clinic Brightspace site under 'Resources'

The CFT MA Clinical Training Handbook can be found on the program website.

[Tuition & Fees](#)

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Appendix A: Student Learning Outcomes and CFT MA Assessment Map (Outcome-Based Educational Framework)

As part of its continuous improvement process, the program uses aggregated data on student learning to evaluate how well the program is helping students meet established learning outcomes. The program's eleven Student Learning Outcomes (SLOs) are integrated throughout the curriculum, and experiences in a variety of

courses contribute to the accomplishment of these outcomes. The following list indicates the specific points of assessment that are used to evaluate the program's success in accomplishing its learning outcomes. Targets for each measure indicate the benchmarks the program has set as indicators of success with each SLO.

Targets for Evaluative Descriptor Domains

At least 90% of students will score 'Meets Required Competency' or better on the Evaluative Descriptor domain for the selected courses. References to the timing of assessments (e.g., Year 1) are based on a full-time plan of study.

Targets for Antioch Skills Evaluation Device (ASkED) Items

At least 85% of students will score 31 ('Exceeds Expected Competency') or higher on ASkED item ratings by Faculty and Site Supervisors in the final Internship course.

Targets for Capstone Presentation

At least 90% of students will score 'Meets Required Competency' or better on the Capstone Rubric Item corresponding to the particular SLO.

Program Goal 1. (Knowledge) Graduate students who demonstrate understanding of foundational and contemporary relational systemic theories and models and who are prepared to obtain licensure as MFTs.

SLO 1: Students demonstrate knowledge of CFT models and interventions that are adaptable to work with populations of varying social locations and contexts. (Knowledge)

- Mastery of Course Content in CFT-5101 Family Systems Perspectives: Foundational Theories in Couple and Family Therapy (Year 1)
- ASkED items: (1) Systems Perspective, (2) Familiarity with Therapy Models (Year 3) · Capstone Presentation (Year 3)

SLO 2: Students demonstrate knowledge of broader content areas in CFT, including human development and family studies, families in larger systems, human sexuality and sex therapy, addictions, and intrafamilial violence. (Knowledge)

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- Mastery of Course Content in CFT-5120 Human Development and the Family Life Cycle (Year 1) · Mastery of Course Content in CFT-5300 Human Sexuality and Gender-Affirming Care (Year 2) · ASkED item: (1) General Knowledge Base (Year 3)
- Capstone Presentation (Year 3)

Program Goal 2. (Practice) Graduate students who apply systemic clinical skills and models to practice as a CFT and integrate multiculturally-attuned clinical skills that are adaptable to work with client populations of varying social locations and global contexts.

SLO 3: Students will effectively apply relational and family systems theories to practice systemic case conceptualization and treatment planning in their clinical work. (Practice)

- Mastery of Course Content in CFT-5220 Assessment & Diagnosis 2: Systemic Case Conceptualization &

Treatment Planning (Year 1)

- ASkED items: (1) Integration of Theory and Practice (2) Knowledge of (Preferred) Theory (3) Utilizes Theory in Practice (Year 3)
- Capstone Presentation (Year 3)

SLO 4: Students demonstrate competency in systemic assessment and diagnosis. (Practice)

- Mastery of Course Content in CFT-5210 Assessment & Diagnosis 1: Psychopathology & Psychodiagnostics (Year 1)
- ASkED items: (1) Assessment and Diagnosis (2) Recognition Skills (Year 3)
- Capstone Presentation (Year 3)

SLO 5: Students demonstrate differentiated and culturally-attuned positions while engaging in critical and exploratory conversations with people from backgrounds and perspectives different than their own. (Practice)

- Mastery of Course Content in CFT-5103 Applied Couples and Relational Therapy (Year 1)
- ASkED items: (1) Joining (2) Interventions (3) Communication Skills (4) Session Management (Year 3)
- Capstone Presentation (Year 3)

Program Goal 3. (Ethics) Graduate students who demonstrate a relational systemic ethical, administrative, and professional framework that is reflected in practice with client populations of varying social locations and contexts.

SLO 6: Students demonstrate professionalism in CFT. (Ethics)

- Mastery of Course Content in CFT-5230 Applied Individual Theory in Systemic Clinical Practice (Year 1)
- Professional and Interpersonal Skills in Internship V (Year 3)
- ASkED items: (1) Personal Skills (2) Professional Image (3) Professional Conduct (4) Supervision Utilization (5) Evaluation of Self (Year 3)
- Capstone Presentation (Year 3)

SLO 7: Students demonstrate legal and ethical competence by understanding and adhering to relevant laws and ethical codes including the AAMFT Code of Ethics. (Ethics)

- Mastery of Course Content in CFT-5110 CFT Identity, Law, and Ethics (Year 1)
- ASkED item: (1) Recognition of Ethical Issues (Year 3)
- Capstone Presentation (Year 3)

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Program Goal 4. (Research) Graduate students who engage with, apply, and critique CFT research, advocating for the inclusion of diverse populations, sociocultural awareness, and social justice in future scholarship, while considering the complexity of identity.

SLO 8: Students demonstrate understanding of systemic, anti-racist, and anti-oppressive qualitative and quantitative research methodologies through a critical lens. (Research)

- Mastery of Course Content in CFT-6800 Research & Evaluation in CFT (Year 3)
- Capstone Presentation (Year 3)

SLO 9: Students apply systemic research to clinical practice with client populations of varying social locations and contexts. (Research)

- Mastery of Course Content in CFT-5240 Applied Child & Family Theory and Clinical Practice (Year 1) · Mastery of Course Content in CFT-6860 Substance Use and Behavioral Dependencies in Systemic Therapy (Year 2)
- ASkED item: (1) Evaluation of Therapy (Year 3)
- Capstone Presentation (Year 3)

Program Goal 5. (Diversity) Advance the profession by graduating a diverse student body trained to practice CFT from a socially just and culturally responsive framework that promotes inclusion, respect for diversity, anti-discrimination, and social responsibility.

SLO 10: Students demonstrate self-awareness of social structures, social locations, experiences, and biases that influence their practice as CFTs. (Diversity)

- Mastery of Course Content in CFT-5102 Beginning Clinical Skills and Culturally Responsive Therapy (Year 1)
- ASkED items: (1) Self-as-Therapist (2) Attention to Issues of Power in Therapy (Year 3) · Capstone Presentation (Year 3)

SLO 11: Students demonstrate and integrate an anti-racist and anti-oppressive stance in their knowledge and systemic practice. (Diversity)

- Mastery of Course Content in CFT-6850 Trauma-Informed Care in Family Systems (Year 2) · ASkED items: (1) Attention to Issues of Gender in Therapy (2) Attention to Issues of Race, Ethnicity, Sexual/Gender Minority Status, and Class (Year 3)
- Capstone Presentation (Year 3)

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Appendix B: Statement on Licensure

Statement on Licensure Regulations (Revised 4/10/2025)

In order to comply with U.S. Department of Education regulations regarding universities that offer programs leading to professional licensure, Antioch University makes the following disclosure to current and prospective students:

Antioch University's academic programs that lead to professional licensure are designed to meet educational requirements for state professional licensure as noted on Antioch's

Licensure Determination Information webpage, located at <https://www.antioch.edu/degrees-programs/licensure/>. Requirements for licensure vary from one profession to another and from state to state. Also, licensure requirements are subject to change. As a result, licensing requirements in one state may not be recognized as sufficient to obtain a license in any other state.

You are enrolled in a program designed to meet the educational requirements for licensure in New Hampshire and Washington. This program also meets the educational requirements for licensure in other states/territories. Please see the full list here:

[Professional Licensure Determination Table](#)

If you plan to pursue licensure in a state other than New Hampshire or Washington, please review the Professional Licensure Determination Table (linked above) to confirm if the program provides the educational requirements for your intended state of licensure. If you relocate during your academic program, you are required to update your address in accordance with Student Location Policy 6.128. You will also need to review the Professional Licensure Determination Table for your new state.

As a Couple and Family Therapy (CFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the CFT program course sequence and clinical training experience are designed to meet the criteria contained in the COAMFTE Version 12.5 Standards for Accreditation. Because licensure requirements frequently change, prospective students are encouraged to review the institution's determinations regarding whether each program meets the licensure/certification requirements in states/territories where Antioch students are located. The CFT MA Program Director or Director of Clinical Training will work with students to review how their course sequence and clinical placements align with current licensure criteria. The CFT program and faculty cannot predict future licensure requirements or changes.

Prospective and current students are directed to the websites of the AAMFT https://www.aamft.org/AAMFT/BUILD_Your_Career/MFT_State_Provincial_Resources/Advocacy/State_Resources/MFT_State_Resources.aspx?hkey=261d7879-9d5b-4aa0-b60c-c15e82b8b095 for current information on licensure requirements for Licensed Marriage and Family Therapist across North America. It is strongly recommended that students explore the MFT licensing requirements, rules, and laws from their specific state's regulatory website. Students are also encouraged to call and write State or Provincial Boards with questions

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and to obtain copies of all answers **IN WRITING**. The Antioch CFT program will provide training in alignment with current COAMFTE guidelines but cannot promise to meet the requirements of every state or provincial LMFT license, as these requirements can change, and students must meet licensure requirements that exist at the time of their LMFT application. The program does not provide training for any other type of mental health license.

I acknowledge that I have been informed by the program and am aware that licensing regulations may differ across states and provinces and may change over time.

Name (Printed or typed):

Signature:

Date:

Appendix C: COAMFTE version 12.5 Standards Foundational Curriculum Areas and Antioch University CFT MA Courses

(Minimum of 6 semester credits/8 quarter credits/90 clock hours)

This area facilitates the development of competencies in the foundations and critical epistemological issues of MFT. It includes the historical development of the MFT relational /systemic philosophy and contemporary conceptual foundations of MFT, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial framework.

CFT-5101 Family Systems Perspectives: Foundational Theories in Couple and Family Therapy (3 credits)

CFT-5230 Applied Individual Theory in Systemic Clinical Practice (3 credits)

FCA 2: Clinical Treatment with Individuals, Couples and Families

(Minimum of 6 Credits/8 quarter credits/90 clock hours)

This area facilitates the development of competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crises intervention.

CFT-5103 Applied Couples and Relational Therapy (3 credits)

CFT-5240 Applied Child & Family Theory and Clinical Practice (3 credits)

CFT-5210 Assessment & Diagnosis 1: Psychopathology & Psychodiagnostics (crisis intervention)

CFT-5110 CFT Identity, Law, and Ethics (crisis intervention)

CFT-6860 Substance Use and Behavioral Dependencies in Systemic Therapy (crisis intervention)

FCA 3: Diverse, Multicultural and/or Underserved Communities

(Minimum of 3 Credits/4 quarter credits/45 clock hours)

<p>This area facilitates the development of competencies in understanding and applying knowledge of diversity, power, privilege, and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social identities throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families, as well as anti-racist practices.</p>	<p>CFT-5102 Beginning Clinical Skills and Culturally Responsive Therapy (3 credits)</p> <p>CFT-5120 Human Development and the Family Life Cycle (3 credits)</p>
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FCA 4: Research & Evaluation
(Minimum of 3 Credits/4 quarter credits/45 clock hours)

<p>This area facilitates the development of competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and student learning outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.</p>	<p>CFT-6800 Research & Evaluation in CFT (3 credits)</p>
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FCA 5: Professional Identity, Law, Ethics & Social Responsibility
(Minimum of 3 Credits/4 quarter credits/45 clock hours)

<p>This area addresses the development of a MFT identity and socialization and facilitates the development of competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.</p>	<p>CFT-5110 CFT Identity, Law, and Ethics (3 credits)</p>
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FCA 6: Biopsychosocial Health & Development Across the Life Span
(Minimum of 3 Credits/4 quarter credits/45 clock hours)

<p>This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.</p>	<p>CFT-5120 Human Development and the Family Life Cycle (3 credits)</p> <p>CFT-5300 Human Sexuality and Gender-Affirming Care (3 credits)</p>
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FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment

(Minimum of 3 Credits/4 quarter credits/45 clock hours)

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<p>This area facilitates the development of competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a MFT relational/systemic philosophy.</p>	<p>CFT-5210 Assessment & Diagnosis 1: Psychopathology & Psychodiagnostics (3 credits) CFT-5220 Assessment & Diagnosis 2: Systemic Case Conceptualization & Treatment Planning (3 credits) CFT-6860 Substance Use and Behavioral Dependencies in Systemic Therapy (3 credits)</p>
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FCA 8: Contemporary Issues

<p>This area facilitates the development of competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and student learning outcomes. Programs are encouraged to innovate in this FCA.</p>	<p>CFT-5110 CFT Identity, Law, and Ethics CFT-5103 Applied Couples and Relational Therapy CFT-6850 Trauma-Informed Care in Family Systems CFT-6860 Substance Use and Behavioral Dependencies in Systemic Therapy Elective Courses</p>
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FCA 9: Community Intersections & Collaboration

<p>This area facilitates the development of competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and student learning outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.</p>	<p>CFT-5102 Beginning Clinical Skills and Culturally Responsive Therapy CFT-5220 Assessment & Diagnosis 2: Systemic Case Conceptualization & Treatment Planning (3 credits) Elective Courses</p>
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FCA 10: Preparation for Teletherapy Practice

<p>This area facilitates the development of competencies in teletherapy. This may include such issues as emerging legal and ethical requirements, documentation, response to crises, awareness of the therapeutic space, joining, appropriate individual and systemic interventions (e.g., couples, play therapy), or other topics of importance to the context of the program and with diverse populations. Programs are encouraged to innovate in this FCA.</p>	<p>CFT-5110 CFT Identity, Law, and Ethics CFT-5230 Applied Individual Theory in Systemic Clinical Practice</p>
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Appendix D: Policy on the Appropriate Use of Artificial Intelligence in Academic Work

Last Updated: May 22, 2023

Introduction

Artificial Intelligence (AI) technologies have become increasingly prevalent and accessible in recent years. They offer a wide array of capabilities, from automating tedious tasks to generating insights from vast data sets, and they have the potential to be powerful tools for academic work. However, with these capabilities come significant responsibilities and challenges. This policy aims to provide guidance for appropriate and ethical use of AI in academic work within our graduate program.

As part of our commitment to promoting the highest standards of academic integrity, the Antioch University MA in Couple and Family Therapy Program has established this policy to provide guidance on the appropriate use of Artificial Intelligence (AI) in academic work. As AI technologies continue to evolve, it is crucial that our students understand how to use these tools ethically and responsibly, ensuring they do not inadvertently engage in plagiarism or other forms of academic misconduct.

Role of AI in Supporting the University's Mission

Our mission at Antioch University is to provide learner-centered education, empowering students with knowledge and skills that foster meaningful lives and advance social, economic, and environmental justice. AI tools such as ChatGPT can support this mission in various ways:

- Empowering Students with Knowledge: AI can serve as a powerful learning aid, supplementing traditional teaching methods and providing personalized learning experiences. It can help students assimilate complex concepts more effectively and allow them to explore areas of interest in greater depth.
- Advancing Social Justice: AI can assist in identifying and analyzing patterns in social data, which can provide critical insights into areas of social inequality and injustice. This knowledge can be used to inform and drive research aimed at social justice.
- Promoting Economic and Environmental Justice: AI can help students understand and address complex

economic and environmental issues. It can be used to analyze economic trends and understand the impact of human activities on the environment, all of which are essential skills for future leaders in economic and environmental justice.

- General Guidelines

- Awareness and Understanding: Before utilizing any AI tool, students should understand the capabilities and limitations of the technology, how it works, and the source of its information. This includes understanding that AI technology, at its current state, may generate false or misleading information.
- Originality and Authorship: AI should be seen as a tool to aid in the generation of ideas and the acceleration of processes, not a source of content to be directly copied. All work submitted should be original and the direct result of the student's thinking, research, and writing efforts.
- Responsible AI Use: Students must employ AI tools in a manner consistent with academic integrity, fairness, privacy, and other applicable laws, regulations, and institutional policies.

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- Policy Statement

Students are permitted to use AI technologies to assist with their academic work, provided that they abide by the following guidelines:

- **Responsible Use of AI:** AI can be a powerful tool for generating ideas, streamlining workflows, and facilitating research. However, any content generated by AI should be used as a guide or reference rather than a source for direct quotations or unattributed ideas. Essentially, AI can provide the starting point for your work, but the final product should be your own.
- **Citation of AI:** While the AI itself is not an author, it is a tool that can assist in the process of knowledge creation. If a student uses AI to assist with their work, it should be acknowledged. Here is an example of how a student might appropriately cite the use of an AI tool like ChatGPT: *In the formulation of my research hypothesis, I utilized OpenAI's language model, ChatGPT, as a brainstorming tool to generate ideas. The final research hypothesis was developed independently, based on my critical evaluation and synthesis of the AI-generated ideas and my own research.*
- **AI-Generated References:** It is crucial to note that many AI platforms, while highly advanced, have been found to suggest or generate fake references. Always independently verify any sources or references suggested by AI tools. Never rely solely on these AI-generated references to substantiate your work

- Ethical Engagement with AI

To ensure ethical use of AI, students are expected to:

- **Verify AI-Generated Content:** Always cross-check any facts, data, or references generated by AI tools. Remember that AI systems are not infallible and their suggestions should not be accepted without critical evaluation. We have found that many references suggested by AI platforms are often unreliable or even completely false. Therefore, it is essential that students critically evaluate any sources or references suggested by AI tools. Never rely on these sources

to dictate your work.

- **Critical Evaluation of AI-Generated References:** Any source or reference suggested by an AI tool should be verified for accuracy and reliability. This verification should include checking the source's author, date of publication, and the credibility of the publishing outlet.
- **Independent Research:** AI tools should not replace traditional methods of research. Students are encouraged to use library resources, academic databases, and other reputable sources for research.
- **Protection of Personal Health Information:** The safeguarding of personal health information (PHI) is of paramount importance in clinical practice. Students are expressly prohibited from entering any PHI, including client-related information, into any AI tool. This is a critical mandate in maintaining compliance with Health Insurance Portability and Accountability Act (HIPAA) 51 regulations. Violation of this directive may result in severe disciplinary action.
- **Maintain Academic Integrity:** While AI can assist in generating content, students must still do their own work. This means synthesizing information, developing their own arguments, and writing their own prose. Directly copying and pasting content generated by AI into academic work without attribution is considered plagiarism.
- **Use AI as a Tool, Not a Crutch:** AI should be used to assist with and enhance your work, not to replace your own critical thinking, creativity, or effort. The use of AI is not a substitute for understanding the subject matter.

Consequences of Misuse

Non-compliance with these guidelines could result in consequences as outlined in the program's academic integrity policy, which may include academic sanctions, up to and including dismissal from the program.

Conclusion

Our goal is to encourage thoughtful, ethical engagement with AI technologies. We believe that AI can be a valuable tool for graduate students in the Couple and Family Therapy program when used responsibly, ethically, and in conjunction with traditional academic practices. We welcome any questions or concerns you may have about this policy or the use of AI in your academic work.

***This AI Usage Policy was developed with the assistance of OpenAI's language model, ChatGPT. The AI served as a tool for brainstorming ideas, providing structure, and suggesting language. However, the final policy was formulated through careful consideration, critical evaluation, and independent decision-making by the program's administration, ensuring it aligns with our academic standards and ethical commitments.*

Appendix E: Antioch Professional Disposition Assessment

**Antioch University
Dispositional Assessment
Couple and Family Therapy**

Therapist Candidate Name: _____ Date: _____

CFT Program (check one): Master of Arts Ph.D Certificate

Total Completed Semesters (not including current one): _____

Number of Clinical Semesters, (not including the current one): _____

Name of Person Completing the Form: (please print) _____

Relationship to the Therapist Candidate: (choose one)

Self Clinical Supervisor

Course Instructor Other (please specify) _____

The dispositional assessment process is designed to identify opportunities to provide feedback to students on exhibited character, attitudes, attributes, and behavior 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. Evaluators should reserve 5's for students who are consistently meeting the criteria without support or direction for the entity of the semester. Evaluators should note when a criterion has been problematic for a student even in cases where the student has made progress in the same semester.

Rating Scale

5..... Student consistently meets criteria
 4..... Student attempts implementation but needs support and direction
 3..... Student appears to understand disposition but has not had the opportunity to apply it
 2..... Student does not understand disposition or does not meet criteria for program level
 1..... Student behavior and attitude are contrary to the disposition
 N..... No opportunity to observe

Rating (circle)	Professional Functioning	Comments (Rating of 1 or 2 requires a comment)
5 4 3 2 1 N	Consistently attends class	
5 4 3 2 1 N	Consistently arrives to class and meetings on time	
5 4 3 2 1 N	Is thoroughly prepared for class at all times	
5 4 3 2 1 N	Exhibits enthusiasm and passion for learning and providing therapy	
5 4 3 2 1 N	Maintains accurate and up-to-date records	

5 4 3 2 1 N Is able to use accurate and updated information for decision making

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5 4 3 2 1 N	Demonstrates clear understanding of legal and moral obligations of the profession as outlined by AAMFT	
5 4 3 2 1 N	Maintains confidentiality	
5 4 3 2 1 N	Works cooperatively and collaboratively	
5 4 3 2 1 N	Exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	
5 4 3 2 1 N	Maintains professional appearance and demeanor appropriate to the situation	
5 4 3 2 1 N	Is able to 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	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	Evidences curiosity about topics/issues studied	
Rating (circle)	Relationship Soundness	Comments (Rating of 1 or 2 requires a comment)

5 4 3 2 1 N	Relates well to peers, faculty, supervisors, staff, and clients	
5 4 3 2 1 N	Is consistently respectful, empathetic, caring, and responsive to professors, supervisors, staff, and peers	
5 4 3 2 1 N	Consistently respects diversity among colleagues and clients	
5 4 3 2 1 N	Demonstrates understanding of and is open to diverse perspectives (e.g., open to a wide range of ideas, opinions, and diverse perspectives, including those influenced by cultural background, age, ability, learning needs, etc.)	
5 4 3 2 1 N	Is patient and disciplined with self and others	
5 4 3 2 1 N	Demonstrates consistent integrity and honesty	
5 4 3 2 1 N	Considers the impact of actions on self and others	
5 4 3 2 1 N	Uses self-disclosure judiciously and appropriately	
5 4 3 2 1 N	Understands and models appropriate boundaries	
5 4 3 2 1 N	Exhibits a high level of emotional maturity and/or stability	

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5 4 3 2 1 N	Accepts responsibility for own actions	
5 4 3 2 1 N	Consistently exhibits a stance of curiosity versus judgment	
5 4 3 2 1 N	Presents clear justifications for positions taken	
Rating (circle)	Openness to Supervision	Comments (Rating of 1 or 2 requires a comment)
5 4 3 2 1 N	Is receptive and responsive to instruction and feedback	
5 4 3 2 1 N	Consistently responds constructively to feedback from supervisors and faculty	
5 4 3 2 1 N	Is accountable for own actions and prudent in decision-making	
5 4 3 2 1 N	Seeks to continuously reflect on professional interactions and classroom performance in an ongoing process of self-assessment and improvement	

5 4 3 2 1 N	Consistently demonstrates flexibility and adapts processes to incorporate new information	
5 4 3 2 1 N	Analyzes and synthesizes multiple sources of information resulting in creative solutions to problems within the supervision context	
5 4 3 2 1 N	Demonstrates high level of self-insight and engages in self-reflection/exploration within the supervision context	
5 4 3 2 1 N	Successfully completes remediation plans	
5 4 3 2 1 N	Participates in personal therapy in order to resolve problems	
Rating (circle)	Self-Responsibility and Personal Initiative	Comments (Rating of 1 or 2 requires a comment)
5 4 3 2 1 N	Seeks answers to problems independently	
5 4 3 2 1 N	Takes initiative and is a self-starter	
5 4 3 2 1 N	Is highly engaged in course or program and seeks out additional learning experiences	
5 4 3 2 1 N	Values critical thinking	
5 4 3 2 1 N	Actively pursues opportunities to gather evidence related to problems/issues	
5 4 3 2 1 N	Thoroughly evaluates alternative points of view	

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5 4 3 2 1 N	Analyzes and synthesizes multiple sources of information resulting in creative solutions to problems	
5 4 3 2 1 N	Demonstrates high level of self-insight and engages in self-reflection/exploration	
5 4 3 2 1 N	Is accurate in self-evaluation	
5 4 3 2 1 N	Continuously monitors sources of personal bias in reasoning	
5 4 3 2 1 N	Shows self-confidence and positive self-esteem	

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Appendix F: Antioch Skills Evaluation Device

Antioch Skills Evaluation Device (ASkED)

Based on the Basic Skills Evaluation Device developed by Thorana S. Nelson, PhD

Faculty Supervisor and Site Supervisor complete as an evaluation of the student's progress at the end of each semester.

Student: Evaluator:

Clinical Training Semester: 1 2 3 4 5

Rating Scale: Ratings within each category can be used to delineate differences with levels. For each skill area, list a number between 0 and 50.

Rating	Description
0	No demonstrated competency
1 to 10	Unsatisfactory competency for beginning-level therapist
11 to 20	Beginner level competency (The therapist demonstrates or is developing competencies as expected of a beginning therapist)
21 to 30	Intermediate level competency (The therapist demonstrates competencies expected of students who have a moderate level of experience and have several courses completed in an MFT curriculum)
31 to 40	Advanced level competency (The therapist demonstrates competencies expected of graduates of a MA program pre-licensure)
41 to 50	Exceptional competency (The therapist demonstrates competencies that would be expected of a seasoned, licensed professional)
N/A	No opportunity to view competency

Conceptual Skills	Rating (0 to 50 or N/A)	Comments
General Knowledge Base		
Systems Perspective		
Familiarity with Therapy Models		
Integration of theory and practice		
Self as Therapist		

Theory (Preferred Model)	Rating	Comments
Knowledge of Theory		
Utilizes theory in Practice		

Recognizes Strengths/Weakness of Theory		
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Executive Skills	Rating	Comments
Joining		
Assessment and Diagnosis		
Hypothesizing		
Interventions		
Communication Skills		
Personal Skills		
Session Management		

Perceptual Skills	Rating	Comments
Recognition Skills		
Hypothesizing		

Professional Skills	Rating	Comments
Supervision utilization		
Recognition of Ethical Issues		
Paperwork		
Professional Image		
Professional Conduct		

Evaluation Skills	Rating	Comments
Evaluation of Therapy		
Evaluation of Self		

Social Justice, Diversity, Power	Rating	Comments
Attention to issues of power in therapy		
Attention to issues of gender		
Attention to issues of race, ethnicity, sexual/gender minority status, and class.		

The Antioch Skills Evaluation Device (ASkED) is based on the Basic Skills Evaluation Device, which was developed using empirical data from the Basic Family Therapy Skills Project, conducted by Charles Figley and Thorana Nelson. The items and descriptions were developed from information gathered from nearly 500 experienced marriage and family therapy trainers and supervisors. Included are descriptions for each training dimension based on data from the Basic Family Therapy Skills Project. Please use these descriptions when evaluating your trainees.

The Basic Skills Evaluation Device®
Conceptual Skills

General Knowledge Base

The trainee has a basic understanding of family systems theory. The trainee is able to articulate principles of human developmental, family developmental, and family life cycle issues pertaining to the case. The trainee communicates an understanding of human interaction and normal family processes. The trainee can articulate how gender, culture, and class have an impact on the client and on therapeutic issues (including interaction with one's own gender, culture/ethnicity, and class). The trainee is able to determine and work within the clients' world view. The trainee has an understanding of human sexuality. The trainee has knowledge of assessment strategies (e.g., interviewing skills, various assessment devices, DSM V).

Systems Perspective

The trainee understands and can articulate basic systems concepts. When talking about client problems the trainee employs systemic concepts and perspectives, thus showing that they are thinking in systemic and contextual terms. Formed hypothesis are systemic. The trainee can articulate the difference between content issues and process issues. The trainee can recognize hierarchy problems.

Familiarity with Therapy Models

The trainee has a basic knowledge of family therapy theories. The trainee's goals, hypotheses, session plans, interventions, and evaluation strategies for terminating therapy are all linked to a specific employed and articulated therapeutic model (which may be an integrated model). The trainee also recognizes their own perceptions, client resources, and links between problems and attempted solutions.

Integration of Theory and Practice

The family therapy trainee is able to articulate theory as it is applied in practice, utilizing concepts appropriately, and describing interventions that fit with the theory and hypotheses. If using an integrated theory, the trainee is able to differentiate concepts and provide rationale for choices of hypotheses and/or interventions. The trainee is able to evaluate the appropriateness (positives and negatives) for a theory or integrated theory using concrete data from therapy cases.

Self as Therapist

The trainee can articulate their own preferred model of therapy. The trainee is also aware of how their communication style influences therapy and is curious in learning about themselves. The trainee is aware of and able to manage their

own anxiety in therapy. In talking about cases the trainee is able to reframe or positively connote issues from cases for themselves. The trainee has an understanding of how to use a sense of humor in therapy. The trainee recognizes their ability to be flexible and curious and to think critically and analytically, expressing authenticity and accepting feedback. The trainee is able to recognize how their own developmental or other issues interact in therapy.

Theory

The previous skill areas were generic; i.e., they apply across theoretical models of intervention. This section is for the trainee therapist and supervisor to use to evaluate the trainee's growing knowledge and expertise in a model or theory that is identified by the supervisor and trainee together. The trainee is able to identify assumptions and concepts of the theory, the primary techniques used in the theory, the role of the therapist, and evaluation strategies. The trainee is able

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to use the concepts and interventions in practice, identifying data to the supervisor that illustrate the concepts. The trainee is able to recognize and identify the strengths and weaknesses of the theory as used in practice

Executive Skills

Joining

A trainee skilled in the technique of joining is able to engage each family member in a therapeutic alliance and relationship by establishing rapport through clear communication that conveys a sense of competency, authority, and trustworthiness while at the same time demonstrating empathy, warmth, caring, and respect. The trainee is capable of gathering information without making the client feel interrogated, laying down the ground rules for therapy, and setting up a workable treatment contract by exploring the client's expectations, point of view, and preparedness to make changes. These goals are accomplished in conjunction with setting appropriate boundaries and avoiding triangulation.

Assessment

The family therapy trainee demonstrates the ability to assess clients through use of genograms, family histories, suicide/depression interviews or inventories, and discussion of SES, employment, school, and developmental stages. The trainee is familiar and skilled in basic interviewing techniques and strategies. Assessment is formulated and appropriate to an articulated theory of change. The trainee is able to clarify the presenting problem, explore previous solutions to the problem, gather information regarding sequences and patterns in the family, and determine the strengths and resources that the family brings to therapy. Assessment strategies are sensitive to gender, race, and cultural issues.

Hypothesizing

The trainee exhibits the ability to formulate multiple hypotheses about a case based on articulated principles of a theory of change. They can develop treatment plans which include a rationale for intervention based on hypotheses; set clear, reachable goals in consultation with the family; focus the treatment toward a therapeutic goal; and modify the existing case plan when appropriate.

Interventions

The trainee demonstrates an understanding of intervention techniques by structuring interventions that defuse violent or chaotic situations, deflect scapegoating and blaming, and interrupt negative patterns and destructive communication cycles. The ability to intervene also includes appropriately challenging clients on their position, explicitly structuring or directing interactions among family members, and helping families establish boundaries. The trainee is able to elicit family/client strengths and utilize them in both session discussions and homework assignments.

Other interventions that illustrate skill include normalizing the problem when appropriate, helping clients develop their own solutions to problems, giving credit for positive changes, reframing, and the appropriately using self disclosure. The trainee uses theory-specific interventions appropriately and is able to articulate a rationale for these interventions.

Communication Skills

Communication skills are demonstrated by active listening and reflecting; the use of open-ended questions; and short,

specific, and clear oral forms of communication. The trainee's body language should convey a relaxed state and match the tone of the conversation. The trainee is also able to coach clients in learning communication skills rather than merely "lecturing" and instructing.

Personal Skills

Personal skills that are important for a successful therapy trainee to possess include a desire to be a family therapist, intelligence, curiosity, common sense, self-direction, commitment, patience, empathy, sensitivity, flexibility, the ability to manage their anxiety, authenticity, expression of a caring attitude, and acceptance of others. The trainee should also exhibit warmth, a sense of humor, a nondefensive attitude, congruency, the ability to take responsibility for their mistakes, the ability to apply their own personal mode of therapy, and possess no debilitating personal pathology. The trainee demonstrates emotional maturity and the ability to be self-reflexive. The trainee demonstrates an appropriate

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attitude of expertise toward clients, congruent with their theory of change.

Session Management

The trainee is able to manage the therapy process by effectively introducing clients to the therapy room, explaining equipment and setting, if necessary, and explaining the policies and procedures of the agency/clinic. The trainee is able to engage the family in therapeutic conversation, controlling the flow of communication as per their therapy plan. The trainee is able to manage intense interactions appropriately, demonstrating skill at both escalating and de-escalating intensity at appropriate times. The trainee is able to manage time, finishing sessions as scheduled and is able to schedule further appointments, consultations, and referrals smoothly and effectively. The trainee is able to collect fees in an appropriate manner.

Perceptual Skills

Recognition Skills

The trainee shows the ability to recognize hierarchies, boundaries, dynamics of triangling, family interaction, and family behavioral patterns. The trainee can also recognize gender, ethnic, cultural, and class issues in client dynamics and in therapy.

The trainee is able to recognize clients' coping skills and strengths and can understand dynamics and patterns in presenting problems. The trainee recognizes how patterns associated with presenting problems may be similar to other patterns of interaction in clients' lives.

The trainee recognizes and can articulate their impact as part of the client/therapy system.

Hypothesizing

The trainee can formulate a systemic hypothesis and can generate general hypotheses as well as theory (or model) specific hypotheses. The trainee can formulate long and short term treatment plans based on hypotheses. The trainee is able to distinguish process from content at an appropriate level and include process issues in hypotheses. The trainee reframes patterns and problems appropriately.

Professional Skills

Supervision

The trainee attends supervision meetings as scheduled and is prepared to discuss cases with colleagues, to formally present their own case, and to present audio or video material as requested. The trainee is respectful and positive about other trainees' cases and presentations, is helpful and not demeaning about a fellow trainee's skills. The trainee makes use of supervision by accepting and utilizing supervisory feedback.

Recognition of Ethical Issues

A marriage and family therapy trainee knows and observes the code of ethics of AAMFT and is familiar with the laws of

the state regarding privileged communication, mandatory reporting, and duty to warn issues. The trainee follows the supervisor's policies regarding reporting and consulting with the supervisor and/or other authorities; the trainee appropriately uses supervision and consultation regarding ethical issues. The trainee avoids potentially exploitative relationships with clients and other trainees. The trainee deals appropriately with their own issues as they affect therapy and is willing to take responsibility for their own actions.

Paperwork: The trainee maintains case files appropriately and follows clinic procedures for paperwork in a timely manner.

Professional Image

The trainee dresses appropriately according to the standards of the setting. The trainee is able to present an aura of 61 confidence without arrogance and presents themselves to other professionals in an appropriate manner. The trainee is on time for sessions and supervision and treats staff with respect.

Professional Conduct

The trainee has the ability to initiate and maintain appropriate contact with other professionals along with maintaining a personal professional image. The trainee does not publicly denigrate or criticize colleagues. The trainee consults with professionals and others involved with cases appropriately, with appropriate signed releases, and in a professional manner, always keeping the client's welfare foremost. The trainee shows the ability to handle unexpected and crisis situations with poise and skill, using consultation when appropriate. The trainee is punctual with therapy sessions and other professional meetings. The trainee follows clinic policies in setting and collecting fees.

Evaluation Skills

Therapy

A trainee skilled in evaluating therapy is able to verbalize the thoroughness of assessment; the link between theory, assessment, and hypotheses/interventions; the effectiveness of interventions; and how well the objectives of the therapy have been met in terms of both the clients' goals and the therapist's perspective and analysis. The trainee can articulate aspects of the clients' feedback in relation to assessment and intervention. The trainee is able to articulate links between conceptual, perceptual, interventive, and outcome data.

Self

The trainee therapist is skilled in evaluating themselves in terms of skills: conceptual, perceptual, executive, professional, and evaluative. The trainee is able to recognize signs in themselves that contribute to the ongoing understanding and analysis of the case and is able to articulate personal issues that may be interacting in therapy. The trainee is not unduly defensive about feedback, but is able to integrate multiple perspectives and incorporate them into a plan for enhancing his or her development as a family therapist. The trainees work with the supervisor in an ongoing evaluation of therapy skills and strive to improve areas that require it and, at the same time, clearly articulate strengths in behavioral terms.

Social Justice, Power, and Diversity

(See Haddock, Zimmerman, and MacPhee's [2000] article on the *Power Equity Guide* for more detailed information)

Attention to issues of power in therapy

The trainee therapist is skilled at attending to issues of power in the therapy, including working to eliminate or reduce power differentials between partners, attending to decision-making, communication and conflict resolution, negotiating goals and activities, sharing housework, sharing financial decision-making, having a consensual and mutual sexual relationship, and taking a proactive stance against family violence. The therapist also works to manage the power differential between therapist and clients.

Attention to issues of gender in therapy

The trainee therapist works to balance issues of power especially related to gender dynamics, and is aware of and attentive to such gender dynamics in work with individuals, couples, and families. The therapist takes a proactive stance in empowering female clients, and also works with male clients to be more attentive to relationship maintenance and

power issues in relationships.

Attention to issues of race, ethnicity, sexual/gender minority status, and class

The trainee therapist works to empower clients to honor and integrate all aspects of themselves not supported by the dominant culture. The trainee therapist is aware of power dynamics associated with issues of race, ethnicity, sexual and gender minority status, and social class. The therapist encourages clients from marginalized groups to explore and respond to the effects of oppression and assists clients in negotiation and managing problematic situations that arise from racism, classism, homophobia, and other oppressions. The therapist is aware of stereotypes, prejudices, and socially-based power differentials.

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Appendix G: CFT MA Assessment Data and Review Calendar

Data Source	Data Collection	Fall Review Cycle (September/October)	Spring Review Cycle (February/March)
Outcome Based Educational Framework (SLOs, Assessments, Targets)	N/A	<u>Primary Review</u>	(Follow Up to Fall Review)
Student Achievement Data - ASkED	End-of-semester	<u>Primary Review of Data</u>	(Follow Up to Fall Review)
Student Achievement Data - Course-Based Measures	End-of-semester	<u>Primary Review of Data</u>	(Follow Up to Fall Review)
Student Achievement Data - Capstone	End-of-program	<u>Primary Review of Data</u>	(Follow Up to Fall Review)
Program Evaluation and Monitoring Survey - Program Resources	December (end of calendar year)	(Report Follow Up to Spring Review)	<u>Primary Review of Data</u>
Program Evaluation and Monitoring Survey - Program Director	December (end of calendar year)	(Report Follow Up to Spring Review)	<u>Primary Review of Data</u>
Alumni Survey & Graduate Achievement Data	December (end of calendar year)	(Report Follow Up to Spring Review)	<u>Primary Review of Data</u>

Course Evaluations - Core Faculty Effectiveness	End-of-semester (immediate individual feedback)	<u>Primary Review of Aggregated Data</u> (Report Follow Up to Spring Review)	<u>Annual Performance Reviews</u> (Follow Up to Fall Review)
Course Evaluations - Adjunct Faculty Effectiveness	End-of-semester	Immediate individual feedback	Immediate individual feedback
Course Evaluations - curriculum	End-of-semester	<u>Primary Review of Aggregated Data</u>	(Follow Up to Fall Review)
Faculty Supervisor Evaluations - Program Clinical Supervisor Effectiveness	End-of-program	<u>Primary Review of Aggregated Data and Individual Data</u>	(Follow Up to Fall Review)
Site Supervisor Evaluations - Site Supervisor	End-of-program	<u>Primary Review of Aggregated Data and Individual Data</u>	(Follow Up to Fall Review)