

Master of Arts in Marriage and Family Therapy

Student Program Guide

**Associated Canadian Theological Schools
Trinity Western University**

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Please note:

This guide is intended to help students with particular policies and requirements of the ACTS MAMFT program. Students can find additional information and are accountable to the general requirements contained in the ACTS Catalogue, and ACTS Student Handbook.

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1: Mission and Goals of the MAMFT Program

1.1 Introduction

Welcome to the Student Program Guide for the Masters of Counselling (MAMFT) program at the ACTS. Our intent is to help you to have a clearer idea of program expectations and acquaint you with the resources available to you while studying at ACTS.

- This student program guide is not intended to overrule the ACTS catalogue or the ACTS student handbook, but rather to reiterate and clarify specific points pertinent to the MAMFT student.
- In addition, there is supplemental information about specific MAMFT program requirements and policies which will help the student be aware of expectations in graduate level study in counselling in a seminary context.

1.2 Mission and Goals of the MAMFT program at ACTS

The mission of the Counselling program is to produce graduates with effective counselling skills in Marriage and Family therapy, committed to responding to spiritual and emotional needs by developing a biblically oriented, theoretical and practical understanding of human nature and the helping process. It is the perspective of the program that counselling as a vocational calling is grounded in the compassion of Jesus for those in need, and the teaching of the New Testament that offers healing for the whole person in Christ. The goals of the program are:

1. To strengthen the body of Christ in Canada and around the world through the profession of counselling.
2. To integrate biblical and theological perspectives into counselling theory and practice.
3. To help students obtain the necessary knowledge base and skill competencies to practice as professional Marriage and Family counsellors.
4. To provide students with a holistic understanding of human functioning from a systemic perspective, utilizing stances of respect, curiosity and openness while being aware of gender, culture and power issues.
5. To prepare individuals for provincial accreditation as Registered Clinical Counsellors and national accreditation as a Registered Marriage and Family Therapist.

1.3 Statement on Integration of Psychology and Theology

The MAMFT program is deliberate in its attempt to integrate professional counsellor training with an emphasis on Christian spirituality. Briefly stated, the assumption of the program is that when properly understood, there should be no contradiction between general and special revelation, because God is the author of all truth. This integration project is viewed as multifaceted and ongoing for each student personally and professionally. Within the program theological integration exists on a variety of levels and dimensions:

- In the professional counselling courses (48 sem. hrs.), spirituality as an aspect of human diversity will usually be included as course topic.

- In their Biblical/Theological course work (20 sem. hrs.), MAMFT students are encouraged to choose paper topics in these courses that will help them relate theological reflection to their counselling practice where appropriate.
- During the program, students are challenged to develop a spiritually integrated and theoretically sound statement of their personal theory of Marriage and Family counselling. The final version of this integrated Graduation Essay is turned in during internship 4. Details of the Graduate Essay are given in 4.3
- Students will be expected to explore issues relating to their values, family of origin issues and spirituality as part of their personal growth as therapists.
- MAMFT faculty will seek to model theological and professional integration in the classroom.

1.4 Ethical Expectations of Students in the Program

Counselling as a profession requires an ability to connect and empathize with others, an understanding of basic domains of knowledge, and specific skill sets. In addition, all of these elements must be informed by an understanding of the ethical responsibilities inherent in the role of therapist or therapist in training. As counsellors/counsellors in training occupy a position of public trust and have the potential for harming as well as helping clients, the ACTS MAMFT faculty have a responsibility to exercise a gate-keeping function, to identify students who are unsuitable for the profession due to, for example, overwhelming personal problems or ethical misconduct in training.

All ACTS MAMFT students receive instruction in ethics in many courses, must take a specific required course on ethics, and may receive ethical guidance upon request in weekly supervision.

Students are required to join AAMFT as student members. As part of the requirement for student membership and continuation in the MAMFT program, students must read the AAMFT ethics code and sign a statement committing themselves to abide by it for the length of their program. In the event of serious ethics violations during a practicum or any level of internship, the MAMFT program committee will review the suitability of the student for continuation in the program. Students are required to show proof of membership throughout their studies in the MAMFT

1.5 Professional Expectations of students in the program

The MAMFT is a program gearing students for Professional Life.

As a counseling professional, students will be learning flexibility and resiliency while being able to establish firm boundaries. Personal growth will be ongoing, as students learn new aspects of themselves and how these aspects hinder/enhance the therapeutic process. It is expected that students embrace this process of learning, as one cannot take a client where one is not willing to go.

Professionalism is built into all of the courses. This is the reason that classroom parameters are honored and met, (deadlines, class time, prereading) as they honor the contract, enhance learning, and have an impact on classmates. Therefore, students are

expected to budget their time and anticipate due dates for assignments. Extenuating circumstances will/do happen. Please learn time management skills, create margin in your life, and plan for these extenuating circumstances.

Professionalism also means that you discuss with your faculty supervisor any changes to your Internship status, paperwork deadlines, and on-site supervisory relationships. Late paperwork, without prior consultation with your faculty supervisor, will not be accepted.

Professionalism also means that you are required to know what is expected. Students must read Practicum/Internship Supervision Handbook and the MAMFT Student Program Guide. They will need to hand in a signed sheet attesting to the fact that they have done so.

What will Accreditation do for me (pending)

Earning a degree from a COAMFTE accredited program will:

- Ensure you will receive, a quality education in marriage and family therapy.
- Ensure that your program faculty will be active participants in contributing to the body of knowledge for the field of marriage and family therapy.
- Prepare you for licensure as a marriage and family therapist.
- Allow for ease of transferability of coursework, clinical hours, and credits completed among accredited programs.
- Ensure you will be prepared for the national and/or state examination in marriage and family therapy.
- Facilitate your attainment of a state license as a marriage and family therapist by providing a recognized qualifying degree.
- Facilitate obtaining a MFT license when you move from one state to another by providing a recognized qualifying degree.
- Give you an advantage in obtaining employment as a marriage and family therapist.

Additional Canadian Advantages:

- Inclusion into the Registry of Marriage and Family Therapists and the use of RMFT credential behind your name upon completion of Clinical Membership requirements in AAMFT.
- Advocacy for the protection of title of Marital and Family Therapist.
- Networking among Marriage and Family Therapists who have obtained the standard of education for Clinical Membership and Approved Supervisor.

2: Graduate Study in the ACTS Master of Arts in Marriage and Family Therapy Program

2.1 How graduate study differs from undergraduate work

Graduate study differs from undergraduate study in several significant ways. Some examples:

- The work load is considerably heavier: readings are more technical and extensive.
- *Greater emphasis on critical analysis of material*, both in writing and in discussion, as opposed to rote recall of information. Graduate students are expected to examine evidence in research literature and methodology, weigh arguments and make genuine contributions to the understanding of their field.
- *Discussion of readings and student papers are the major focus of classes.* Lectures are not the norm in graduate classes.
- The majority of the work takes place in researching, reading and writing outside of class.
- Topics covered are fewer, but demand more in-depth research and analysis.
 - E.g., Literature reviews are to be thorough and well focused, and to exhibit critical thinking skills.
- Spending time in library research is a key expectation, especially centering on specialized academic journals and books. You will need to learn how to access the holdings of TWU in psychology and family therapy, and need to familiarize yourself with the resources at the UBC and SFU libraries.

2.2 Full-time versus Part-time study

Students able to attend school on a full time basis will be given admission priority over part-time applicants. Full time study is strongly recommended by the MAMFT faculty (9+ hours per semester). *At a minimum, students should make every effort to enroll full-time for at least one year of their program.*

A Rationale for Full-time Study

The advantages of full-time study:

- full-time study allows the student to be immersed in a particular field of study. This produces a synergistic effect, where the material in one course reinforces learning in another.
- It enables the student to keep material fresh, and more easily recalled and related to later courses.
- It promotes timely completion of the degree.
- It promotes personal commitment to the program and connection with peers.

Part-time study has several benefits as well:

- It allows students to pace themselves if their course load is overwhelming.
- More time can be devoted to a given course.
- It allows more time for other important activities such as work and family responsibilities.

The drawbacks of part-time study:

- It slows completion of the program.
- It can create problems with the taking of foundational courses in sequence, which are prerequisites for advanced courses.
- If a plan of study is too prolonged, the retention of material fades from one course to another.
- It reduces personal commitment to the program and promotes isolation from one's peers.
- It impacts the student's ability to get educational loans.

In light of the above rationale, students are strongly encouraged to attend school full-time. Having stated our recommendation, it is recognized that there are times when other important priorities (such as health, family relationships or emergencies) may not make full-time study realistic in a given semester. The advantages weigh heavily in the direction of full-time study. Additional note: The MAMFT degree must be completed within five years.

2.3 English Language Competence Required

All students in the MAMFT program must demonstrate a high level of competency with written and spoken English, before entering into graduate studies in counselling. In particular, the student's ability to both understand and speak verbal English at an advanced level is critical.

- ◆ No student will be admitted to the MAMFT program without a minimum TOEFL score of 600P/250C.
- ◆ Non-native English speaking students may be required to repeat skill based courses or practicums, or take time out for further ESL work, if concerns exist about their ability to function with clients. (See below)

Rationale

It is acknowledged that students who come to ACTS from non-English speaking cultures often have special needs for support and encouragement. Having acknowledged that, the need for support must be balanced by the realities of quality graduate training in counselling. The ACTS counselling faculty have an ethical and professional obligation to the field of counselling and the public at large to insure that graduates of our program can function as competent professionals in an English speaking milieu. Therefore, students who have English as a second language must demonstrate the ability to communicate in English at a high level, due to following factors:

- The MAMFT program is an English based degree program located in English speaking North America.
- The critical importance of verbal communication in the counselling process, necessitates *advanced* facility in English, not minimum skills.
- Students must conduct their practicums in English.
- Placement of students in non-English internships is difficult.
- Evaluation of a student's counselling abilities in all internships and skill acquisition courses depends on his/her ability to counsel in English.
- It is unethical to provide English-speaking clients an MAMFT intern or graduate who cannot understand or speak English well.

Students whose spoken English is judged to be inadequate for the purposes of counselling course work may be required by the MAMFT program committee to withdraw from counselling studies and improve their English skills to a satisfactory level before being permitted to proceed. During this time they may be permitted to take some of the Bible and Theology components of the degree for a semester or two, encouraged to register for continued ESL courses, and to immerse themselves in English speaking culture in order to bring their ability to an advanced level. If a formal evaluation of a student's English is required, this will be at the student's expense.

2.4 Statement on Personal Growth of Students

1. It is the desire of the MAMFT program to engender an intensive learning environment that challenges students to academic and professional excellence, personal growth and spiritual maturity.
2. The faculty of the MAMFT program at ACTS recognizes that there is a natural tension in counselling training between the need of counsellors in training to explore personal issues that may impact their ability to function as therapists on one hand (E.g. identify points of counter-transference), and the limitations of an evaluative academic setting on the other.
 - A. The need to foster greater self-awareness and growth around personal issues that may affect the student's ability to competently practice counselling.
 - A normative value in the MAMFT program is the expectation that counselors-in-training will pursue self-understanding and honesty about their own life issues. It is likely that some course material and class discussions will identify personal issues for you. This contributes to professional growth because:
 - Competent counsellors seek to be aware of their own issues, strive to be open to feedback concerning them, and demonstrate a commitment to work towards wholeness and holiness in their personal and professional lives.
 - This commitment to personal exploration and growth is critical to professional competency in numerous ways: it engenders deeper empathy for future clients, identifies potential counter-transference issues, gives students a chance to personally apply models, and promotes the modeling of personal growth and authenticity to future clients. Students cannot take people places where they are unable or unwilling to go themselves.
 - B. The limitations of an academic context as a therapeutic environment.
 - Graduate school is not intended to be therapy, due to its evaluative nature, yet students will be engaging in what may be termed "therapy-like" activities during their training where they seek to understand theory or acquire skills via personal applications/practice.
 - It is inevitable that some ambiguity/anxiety will arise at times for students concerning how transparent one should be in classroom discussions, and the dual role of faculty as both supportive mentors and academic evaluators of student performance. Faculty also have a "gate keeping" responsibility to the profession to maintain high standards

for the field. This tension in faculty roles is well recognized in the literature on counsellor training.

- Therefore, students are expected to use discretion concerning their level of disclosure about personal traumas or long-term serious personal problems in classroom settings. The identification of issues and preliminary discussion of these issues may occur in the program, and is appropriate. *Working through these issues in depth more properly belongs in a non-academic therapy setting, outside the program.*
3. The MAMFT program at ACTS seeks to support the personal growth and spiritual maturity of students in a number of ways. Some examples:
- Personal application assignments in classes, (e.g. genograms, lifestyle assessments) will ask students to apply theory and concepts to their own lives and family of origin issues.
 - Skill development and supervised practice courses will require students to work with peers and faculty on building awareness of personal issues which may affect their work with clients.
 - The integration of biblical/theological perspectives, assignments, and coursework, which stimulates personal reflection and spiritual growth, reflects the holistic Christian spirituality approach of the MAMFT program.
 - An emphasis on academic excellence and the acquisition of the fundamental knowledge base necessary for competent professional practice in the field of counselling, is also an important aspect of personal growth.
 - All incoming MAMFT students are required to receive personal counselling during their training, as part of the course CLG 553: Advanced Skills. Qualifications of the Therapist include: a Master's or Ph.D. level therapist with minimum 2 years experience, who is not in any other (dual) relationship with the student. Students are encouraged to consider working with a personal therapist periodically throughout their training as needed.

2.5 Spiritual Encouragement and Self-care

Graduate study can be intense, demanding, and at times, all consuming enterprise. This is the nature of advanced work in a specialized field, and is a natural part of the graduate school experience. Therefore, students are encouraged to monitor their stress levels and take care of themselves accordingly.

- The MAMFT program requires that students take PTH 510: Spiritual Formation I and PTH 511: Spiritual Formation II in order to help students build community, develop spiritual disciplines and provide peer support during the grind of graduate studies.
- MAMFT students are encouraged to attend the twice weekly ACTS chapel services, and consider participating in the weekly ACTS student prayer meeting at Fosmark, usually organized in the first weeks of the Fall semester.
- Students are strongly advised to become involved in a local Church while in school for support, encouragement, and ministry.

3: ADVISING INFORMATION**3.1 Key tools for Advising**

- A. *The student's acceptance letter* describes the basis on which the student was admitted to the MAMFT program, and therefore should be consulted to confirm what prerequisites remain or probationary status if applicable.
- B. *The MAMFT Program Inventory* is a checklist of course requirements that aids the student in charting their progress. Please make sure that your program inventory is for the year you were admitted, e.g. 2008-2009, and keep it updated each semester.
- C. *The ACTS Catalogue* for the year of admission is your guide for graduation requirements, and only available online. Please download or print a hard copy for your records.
- D. *An unofficial transcript of your TWU/ACTS studies.* Students can obtain this from the Mattson centre or from their advisor.
- E. *Meeting with your advisor* before registering each semester is required for MAMFT students. Your advisor will outline a personal plan of study based on your preferred time of graduation and when courses are offered. Because courses are not offered each semester or, for some courses, not offered every year, it is extremely important that you fill out a 'Tentative Program of Study' sheet with your advisor.
- F. *Checking your TWU email account.* All students are given an TWU email account upon enrollment. This email account will be the main avenue of communication between the administration and the student during your studies. The student is responsible to regularly check for messages or have the messages forwarded to another email account of your choice. Students are responsible for the information relayed in the email messages, whether you access this account or not.

3.2 Undergraduate Pre-requisites**Psychology Prerequisites**

Intro to Statistics	3
Abnormal Psychology	3
Developmental Psychology	3
Personality Theory	3
Foundational Skills in Counselling	3
Brain & Behavior or Cog. Process.	<u>3</u>

Library Skills (LBR 490)	1
Research Strategies (RES 500)* at ACTS	1

*Should be taken within first year of study and in conjunction with another course that requires a research paper

Bible/Theology Prerequisites

Intro to the Bible	2
Intro to Theology	2

3.3 Completion of Pre-requisites a Priority

Students are expected to place the highest priority on the completion of prerequisites, as they will not be allowed take selected required courses without them, potentially lengthening their time in the program.

- Therefore, every effort should be made to complete all prerequisites prior to the first semester of study.
- If the above is not feasible, the expectation is that all prerequisites will be completed no later than the end of their first semester of study.

3.4 Minimum Grade Point in Counselling Courses

- In all counselling courses (designated CLG), no grade lower than a B- will be accepted for graduation. (ACTS graduate academic committee, Nov. 12, 1997). Students in the MAMFT program are expected to maintain a high standard of excellence in their graduate major. Therefore, students who receive a final grade of C+ or lower in any counselling course will be required to retake the class at their own expense. Students not complying will not be approved for graduation. This policy does not apply for non-counselling courses.

3.5 Information about Course Offerings

The following general principles should be noted about the availability of courses in the MAMFT program:

1. The majority of counselling core courses are offered 1x/ year, a few are offered alternate years.
2. Courses are usually offered the same semester every year.
3. The only courses that are offered every semester are internships (CLG 691-694).
4. Counselling electives will vary from year to year. The program intends that two electives be available each year. Electives are posted below (in section 3.8)
5. A four year cycle of course offerings is available through the ACTS website at www.acts.twu.ca ; click on 'academics' and then on 'course delivery cycle'. Though changes in the offering of courses do occur, this can be a helpful guide for planning one's courses.

3.6 Required sequence of courses in the program

The acquisition of counselling skills and knowledge base in the MAMFT program follows an organized plan of study. Students should be aware, therefore, that certain courses must be taken in sequence as prerequisites for more advanced courses. Failure to take prerequisites will exclude the student from some required courses, and slow their progress.

Undergraduate Prerequisite
Statistics

Required for graduate MAMFT course
CLG 582: Statistics or CLG 584 Adv Stats

Abnormal Psychology	CLG 580: Psychopathology
Theories of Personality	CLG 552: Theories of Clg.
Developmental Psychology	CLG 682/683: Family Life Cycle
Foundational Skills	CLG 553: Advanced Skills
Bible Survey	BIE 505: Hermeneutics
Intro to Theology	THS 571 or 671/2
LBR 500: Library Research Strategies	First semester ACTS requirement

<u>MAMFT prerequisite(s)</u>	<u>Required for MAMFT upper level</u>
<u>Course(s)</u>	
BIE 505: Hermeneutics	BIE 611: Psalms; BIE 733/735
PTH 571: Believers Church	PTH 671: God Who Creates, Sustains and
PTH 510/511 Spiritual Formation	PTH 672: Redemption Applied and
	PTH 660: Spiritual Resources
CLG 552:MFT Theories and CLG 553:Advanced.Skills	CLG 660:Marriage & Family I, CLG 590:Practicum
CLG 661: Group and CLG 660: Marriage and Family I	CLG 691: Internship I
CLG 660: Marriage and Family I	CLG 670: Marriage and Family II
CLG 660/70: Marriage and Family I/II	Satir, Gottman, or EFT

3.7 The Plan of Study

1. The Masters of Counselling program is an intensive 68 semester hour degree, may be completed in a two year plan of study of four semesters and 2 summers (see Fig.1), provided the following conditions are fully met:

- All undergraduate prerequisites have been met prior to admission: students do not work full or part-time outside the program, students are academically able to take all courses in proper sequence, students are able to find adequate internship placements and students have a mastery of conversational and written English prior to entry into the program.

2. The workload of a graduate degree is significantly heavier than an undergraduate degree, and most ACTS MAMFT students usually choose to work part-time during some portion of their program. Therefore a more typical pattern would be for students to take five semesters and two summers to finish the ACTS MAMFT.

3. ACTS MAMFT students may participate in the annual April graduation only if they have *five* or fewer semester hours remaining in their program.

4. Students who are interested in doing research, a formal research option is available in the MAMFT. An advanced course in Statistics or additional course in Research in your

undergraduate is recommended. **Students must find a Faculty Supervisor before beginning the Thesis option.**

Tentative Plan for MAMFT related ACTS Courses 2009-2010 for full time study*

Fall 20	Spring 20	Summer 20
+ *CLG 552 Theories (3)	+ * CLG 660 MFT I (3)	CLG 682 Family Life Cycle I (3)
+ *CLG 553 Advanced (3)	+ * CLG 590 Practicum (3)	+ CLG 691 Internship (2)
+*PTH 510 Spiritual Form (1)	* CLG 661 Group (3)	BIE 505 Hermeneutics (3)
+THS 571 Believers Church (3)	+CLG 580 Psychopath (3)	THS 671/2 God Who/ Redemption App (3)
CLG 664 Ethics (3) (13)	+*PTH 511 Spiritual Form (1) (13)	(11)
Fall 20	Spring 20	Summer 20
+ CLG 582** Stats (3)	+ CLG 670 MFT II (3)	+THS 648 Theological Issues (3)
+ CLG 692 Internship (2)	+ CLG 693 Internship (2)	+ CLG 694 Internship (2)
BIE733/735 Eph/Phil (2)	+ CLG Elective (3)**	CLG 683 Family Life Cycle II (3)
*PTH 660 Spiritual Res (2)	+BIE 511 Psalms (2)	+ CLG Elective (2)
CLG 630 Divers Pop (2)		
(11)	(10)	(10)
Fall 20	Spring 20	Electives Include:
		CLG: 616-A: Marriage Enrichment 2/3
		CLG 662 Career & Lifestyle Development 3
		CLG 671 Addictions 3
		Electives must include one of the following (674-6)
		CLG 674 Emotionally Focused Therapy 2/3
		CLG 675 Satir 2/3
		CLG 676 Gottman Method Therapy 2/3
		CLG 6?? Issues in Couple and Family Therapy
* Core courses required for candidacy + Needs or meets prerequisites for other courses. **Thesis requirement: CLG 584 &585		

Figure 1

Please note this is a tentative plan. Actual course availability may be affected by academic planning, (e.g. summers will alternate) enrolment or curriculum revisions.

3.8 Electives offered

CLG: 616-A: Marriage Enrichment (3 sem. hrs.) or **Counselling 616-B** (2 sem. hrs.)

This graduate course is designed to train students in the theory and skills necessary to conduct a marital enrichment program in Church or community. Marriage enrichment will be examined within a theological framework, with an emphasis on research backgrounds as well as specific skills and strategies. The course will combine significant experiential learning, lectures, readings and discussion. Students will learn a specific model of marriage enrichment (Christian PREP: The Prevention and Relationship Enhancement Program), as well as establish a knowledge base to teach regular PREP. Successful participants will be qualified to apply to become “PREP trained” and eligible to order and use materials from PREPinc. For information on PREP see www.prepinc.com.

CLG 662 Career and Lifestyle Development 3

The course provides an overview of career development theories, assessment techniques and counseling strategies. It emphasizes basic tools relevant to career planning and decision making, including exploration of individual differences and the role of spiritual and cultural values in career development. The course is open only to counseling program students and is offered through the MACP program.

CLG 671 Addictions Counselling:

This graduate family systems therapy course will present a synthesis of research based, family systems/cognitive-behavioral interventions for substance abuse treatment, primarily alcoholism. Two key assumptions of the course are that addictions are bio-psycho-social-spiritual disorders and that treatment is most successful when it occurs in a relational/systemic context.

Major emphasis will be on learning assessment tools, acquiring motivational interviewing skills, and familiarizing oneself with the Community Reinforcement Approach (CRA), the Community Reinforcement Approach Family Training (CRAFT), and Volpicelli's et al's (2001) BRENDA models. The role of spirituality and needs of diverse populations will also be covered. *Please note: Class includes 48+ hours of instructor contact for all students.* This course will change somewhat and will be offered through the MACP program at TWU.

CLG 674: Emotionally Focused Therapy for Couples

The course will familiarize the student with Emotionally Focused Therapy for Couples (EFT), an empirically-validated approach to working with couples who are experiencing marital distress, developed by Drs. Susan Johnson and Leslie Greenberg. EFT offers a comprehensive theory of adult love and attachment, as well as a process of healing distressed relationships. Through a series of nine steps, this experiential-systemic therapy focuses on helping partners restructure the emotional responses that maintain their negative interaction patterns. Because of the advanced nature of this course, it is only recommended for students in their last year of study. This course is offered through The Vancouver Family and Couple Institute. Prerequisites: CLG 660: Marriage and Family Therapy I and CLG 670 Marriage and Family Therapy II. Contact eftinfo@dccnet.com for course information. Contact Dr. Verseveldt for the syllabus

CLG 675: Satir Family Therapy

The course will explore the family systems model of counselling developed by Virginia Satir known as the Human Validation Process Approach. The course will cover Satir's treatment of family dysfunction and balance, concepts of individual growth and development, family roles and rules, the 4 communication styles, and assessment and intervention techniques such as genograms, family life chronology, family sculpting, and family reconstruction. This course is an in-depth look at an influential theory of family counselling with the major emphasis on individual work and therapy skill development. The course involves over 70 hours of classroom instruction, 12-15 hours of additional small group work, plus approximately 40 additional hours of reading and writing. This course is offered through Satir Institute of the Pacific: check their web page for offerings at <http://www.satirpacific.org/> Prerequisites: CLG 660: Marriage and Family Therapy and CLG 670 Marriage and Family Therapy II. . Contact Dr. Auxier for the syllabus.

CLG 676: Gottman Method Couples Therapy

Gottman Method Couples Therapy (GMAMFTT) is a research-based approach to therapy based on Dr. John Gottman's 30 years of researching marital intimacy and conflict. This

course presents an approach to couple therapy that is consistent with family systems principles and practices.

Emphasizing application, all learning components of this course are designed to have immediate relevance to the practice of couple's therapy. Course participants will be introduced to Gottman's research as a foundation for GMAMFTT. Gottman Institute assessment tools and other relevant marital self-report measurements will be learned. Participants will be required, and assisted to, utilize these measurement tools outside the classroom. Research-based interventions directed at enhancing couples' friendship and intervening in couples conflict will be taught and demonstrated. Using semi-structured group exercises, participants will be required to practice GMAMFTT interventions in class; observe and evaluate fellow participants. The learning experience is capsulated by designing a GMAMFTT treatment plan. This course is recognized as the equivalency of Dr. John Gottman's professional workshop *Marital Therapy, a Research-Based Approach*. Course participants partially fulfill the Gottman Institute's prerequisites for application to their *Advanced Clinical Training Seminar* and the subsequent *Certification Training Practicum*

Included in the course fee is the 550+ page manual *Clinical Manual for Marital Therapy: A Research-Based Approach*. The manual includes all materials used in Dr. Gottman's methods, such as couples assessment tools, exercises, and other related tools for couples therapy (price sold separately: \$175 USD)

The course is open to graduate level students, professional counselors or by special permission from the instructors. Prerequisites include courses in Advanced Skills, Practicum, and Marriage and Family Therapy or their equivalent. This course will be offered every other summer. Next one to be offered in Summer of 2008

3.9 Student Academic Supports

1. Term Paper Tutorial – ENGL 095; time and location TBA at Student Orientation. Usually held at the Orientation room on the upper level of the Library. Students who would benefit from this class would include:

- Students not familiar with North American academic expectations
- Students who may have completed their undergraduate degree more than 10 years ago
- Students who may have completed their undergraduate degree in the sciences (Math, Chemistry, Biology or Physics) with little exposure to writing term papers
- Students who just want to 'brush up' on their awareness of term paper formatting and other writing skills

The cost is only \$35; Register at the enrolment services office

2. Rapid Reading Workshop: Cost TBA. Schedule will be announced at Student Orientation. Register at the ACTS Student Life Office.

3. Student Writing Centre: Students are encouraged to make an appointment with the Student Writing Centre for help on written papers. The Writing Centre is

located upper floor Douglas. Make an appointment by dropping by and writing your name on the appointment schedule located on the door.

4. Paper Formatting: Counselling students are required to format their papers according to APA standards. Students are encouraged to use Refworks. Refworks provides easy APA formatting for bibliography. [To start using RefWorks, a bibliographic manager that lets you acquire, store and use citations from books and journals, go to http://www.twu.ca/library/refworks.htm](#). There are a number of tutorials available from that page to guide you in the use of this tool.

A few tips:

1. Always go to RefWorks through the above link.
2. To get to the RefWorks login screen, you will have to log in using your TWUPass user name and password. This establishes you as an authorized user within the Trinity Western University group.
3. As a first-time user, you will also have to sign up for an individual account, using the appropriate link on the RefWorks login screen.
4. This means that to use RefWorks you will need to log in twice, once with your TWUPass to put yourself in the Trinity Western University group, and once to log into your own personal account within this group.
5. You can create folders to store citations for various projects.
6. The RefWorks information page tutorials show you how to get citations from our catalog and various journal databases.
7. RefWorks also has a download called Write-N-Cite that attaches to MS Word or MacWord. With Write-N-Cite, you can create citations in your research papers and automatically format them along with your reference list in whatever bibliographic format you wish.
8. To do APA style in papers, the library recommends that you use RefWorks' Write-N-Cite initially, then go through your reference list with a set of APA style examples and correct any problems. If you want to add page numbers to citations in the text of your paper, put them into your paper in red next to the RefWorks citations. Once you have generated your bibliography and your citations are formatted, you can add the page numbers into the formatted citations. Since they are in red, you can find them easily.

For further help with RefWorks, e-mail badke@twu.ca.

You may or may not know that the recently released 6th edition of APA format first printing was filled with problems, errors/typos and extremely confusing instructions, and omissions. APA has posted a list of corrections online. Recently APA has come out with a corrected edition.

If you have the old 5th edition or the new 6th edition, In RefWorks, either style can be chosen when you generate bibliographies.

For those of you using the 6th edition, first printing, two areas of concern are

significant:

1. The new manual gives no example for citing a website.
2. When citing an electronic journal article, the 6th edition calls for you to include the DOI (Digital Object Identifier), a unique number that identifies an article (much like a barcode on a book, though in a different format). You can find an article's DOI by opening up the full record for an article and finding the DOI listed there. Some journals, however, do not use the DOI system. In that case, the instruction is to Google the name of the journal (e.g. Journal of Clinical Psychology) and supply, for the citation, the home URL of the journal. No one seems to know what you should include if a journal has neither a DOI system nor an Internet home page.

The corrections to the APA 6th edition are posted at <http://supp.apa.org/style/pubman-reprint-corrections-for-2e.pdf> and a corrected sample chapter is posted at <http://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf>

More information concerning the APA Publication Manual can be found at the following website: <http://www.apastyle.org/pubmanual.html>

For further help on using Library systems click on the following link: <http://www.twu.ca/library/distancestudents.htm>

3.10 Practicum and Internship Information

The ACTS MAMFT has developed a reputation for excellence in clinical training in the lower mainland. This is in large part due to the high quality of our practicum and internship supervision.

1. The MAMFT Practicum/Internship Handbook.

All MAMFT students must become familiar with the MAMFT Practicum/Internship Handbook. It is available on line: It contains helpful forms and information about the practicum and internship experience. Please read this manual thoroughly as most answers to questions will be contained in this document.

2. ACTS Practicum Centres

All MAMFT students are required to do their practicums at one of two approved ACTS Counselling Centres, under the direct supervision of a faculty member. As of this writing, we are privileged to be in partnership with Burnaby Counselling Group in Burnaby, and CARES Centre in Abbotsford for this purpose.

3. The timing of CLG 590: Practicum

The ACTS practicum experience includes a total of 150+ clock hours of counselling, supervision and agency work. The practicum occurs in intense 6-8 hour blocks, one day per week, from January until mid-May. Each practicum is limited to six students per site. The MAMFT program student will be eligible to move into the practicum his or her second semester of study, provided he/she meets all requirements.

3. 11 Admission to Candidacy in the MAMFT Program

1. Acceptance into the MAMFT program indicates only that a student has met minimal requirements for beginning professional counselling training. Admission to candidacy in the MAMFT program signifies that the student has demonstrated the interpersonal abilities/skills, ethical character and academic qualifications suitable for the profession of counselling.
2. Candidacy is reviewed each May following a student's completion of the Practicum. The MAMFT Candidacy Application is found below and must be completed by May 15th. Students who do not apply for candidacy risk being able to enroll in further courses.
3. Requirements:
 - ◆ Satisfaction of all undergraduate prerequisites or other conditions of admission.
 - ◆ A grade of B- or better in all counselling courses.
 - ◆ Evidence from the student's performance in skill based courses and interactions with peers and faculty that indicate that he/she has the basic interpersonal skills and psychological/spiritual maturity required for a successful career in counselling.
 - ◆ Satisfactory completion of a minimum of 16 semester hours of specific course work:
 - CLG 552: Marriage and Family Therapy Theories (3) Fall
 - CLG 553: Advanced Skills in MFT (3) Fall
 - CLG 661: Group (3) Spring
 - CLG 590: Practicum (3) Spring
 - CLG 660: Marriage & Family Counselling. (3) Spring
 - PTH 510 or PTH 511: Spiritual Formation (1) Fall
4. Students may receive a letter indicating concerns about their eligibility for candidacy in the MAMFT program. Such a letter may indicate that a student be de-enrolled from MAMFT program, may be requested to complete additional studies before being reconsidered for candidacy, or may be encouraged to consider another vocational track or degree program at ACTS. Students who are declined admission to candidacy may appeal such a decision to the Dean of the seminary in which they are enrolled at ACTS.

- **Directions:** xerox a copy of this form (both sides), and fill out section A. Attach copies of all required documentation as indicated and submit to the MAMFT program chairperson. Deadline for applications: May 31st.

Master of Arts in Marriage and Family Therapy Candidacy Application
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Do not apply for candidacy unless you have completed all requirements/or are in the final weeks of successfully completing required courses for candidacy.

SECTION A:

Student Name: _____ **Academic Year of Admission:** _____ - _____

Advisor: _____ Seminary enrolled in: _____

1. Attach a copy of your letter of acceptance to the MAMFT program, which describes any conditions or prerequisites you were lacking at time of admission.

2. Undergraduate Prerequisite Documentation.
 - If you were lacking any undergraduate prerequisites at time of admission, attach a copy of the transcripts documenting satisfactory completion of these deficiencies. (Completed = final grades have been received by the ACTS registrar).
 - **NO STUDENT WILL BE ADMITTED TO CANDIDACY WITHOUT TRANSCRIPT VERIFICATION OF ALL PREREQUISITES.**
3. ACTS academic and course requirements for candidacy.
 - The MAMFT program committee will obtain a copy of the student's ACTS transcript. The student does not need to attach an ACTS transcript to their application.
4. In the event that your application for candidacy is not approved, you may appeal the decision to the dean of the seminary in which you are enrolled.

"I hereby request a formal evaluation of my provisional acceptance in the Masters of Counselling program and apply for full candidacy status."

_____ signature

_____ date

Application for MAMFT Candidacy-SECTION B

(To be filled out by the candidacy reviewers)

Student Name: _____

Date reviewed: _____

1. Letter of acceptance attached: _____ **Academic Year admitted to the program:** _____ - _____

2. Undergraduate Prerequisites Satisfied at B level (if applicable)

- | | |
|---------------------------|-------------------------|
| A. Psychology | B. Bible/Theology |
| Intro to Statistics _____ | Bible Survey _____ |
| Abnormal Psych _____ | Intro to Theology _____ |
| Developmental Psych _____ | |
| Personality Theory _____ | |
| Foundational Skills _____ | |
| B&B/Cognition _____ | |

5. ACTS graduate transcript evaluation

A. Graduate course grade level maintained at B- or better in all CLG courses: _____

B. Minimum required courses for candidacy:

- _____ CLG 552: Theories of Counselling (3)
- _____ CLG 553: Advanced Skills (3)
- _____ CLG 661: Group (3)
- _____ CLG 590: Practicum (3)
- _____ CLG 660: Marriage & Family Clg. (3)
- _____ PTH 510: Spiritual Formation I (1) or _____ PTH 511: Spiritual Formation II (1)

6. Faculty evaluation of student's interpersonal skills and abilities.

7. Faculty evaluation of student's spiritual/ethical development.

Conclusion:

Admitted to Candidacy: _____ Not admitted to Candidacy: _____

Recommendations or Comments:

Candidacy Reviewers:

Name

Name

Name

3.12 Thesis Option

After completion of two semesters of (full-time) study or its equivalent in part-time study, each student interested in writing a thesis will consult with their program advisor and work towards selecting a faculty member who will eventually serve as the chair of that student's thesis committee. The thesis committee will be comprised of the chair person and at least two other members. One of the committee members should be a qualified scholar from outside of the program faculty.

The committee chair person is responsible for overseeing the development of the research proposal; for advising throughout the research program, the analysis, and the composition of the thesis; and for the scheduling and the agenda of the oral thesis defence. He/she is also responsible to oversee any revisions necessary until the final copies required by the Trinity Western University School of Graduate Studies are received.

The thesis committee is responsible for approving the thesis proposal and for conducting and approving the oral defense. The oral defense includes a brief presentation of the thesis by the candidate that includes a statement as to why the study is important. Members of the committee then question the candidate concerning different aspects of the thesis. This might include aspects of the thesis that they want more clarification on or find questionable or perhaps troubling. It can also include discussion of aspects of the thesis that they find interesting or for which they want to suggest further avenues worthy of future research. Following the question and discussion period, the candidate will leave the room and the committee will discuss the quality of the thesis and the candidate's oral defense. The candidate will then be called back in and informed of the committee's conclusions. The oral defense will be at least one hour in length but not more than two hours.

4: MAMFT Paper Writing Guidelines

4.1 Introduction

It is assumed that students entering into graduate study have learned to write at an acceptable level. *The discipline of professional technical writing is important for communication within the academic culture as well as for professional survival.* Students who have need for improvement in this area should plan on signing up for English 095: Term Paper Tutorial through ACTS. (see 3.9 Student Academic Supports)

1. *Plagiarism* has become a serious issue for many educational institutions in the last decade. The MAMFT program practices a low tolerance policy regarding plagiarism. Turning in a paper with one's name on it that is substantially the work of another is a fraudulent, unethical, and un-Christian. Plagiarism involves the use of extensive quotations or paraphrasing of sources that are not properly attributed. Students are to make careful attribution of all ideas which are not their own, in keeping with the high standards of scholarship which ACTS is known for.

2. *Internet Sources*: Students will be using the internet for research paper information. It is increasingly clear, however, that internet sources are sometimes unreliable and may even be fraudulent, leading students to accept as "fact" unfounded speculation. Reliable journals are "refereed" or "juried" publications. In order for an article to be published it must have been reviewed by a "jury" of experts who determined if the article was sound in its methodology, logical, etc. This evaluation process is called "peer review". By way of contrast, persons can publish on their personal or organizational website on the internet without peer review. This means that there are no checks on the accuracy of the information. Therefore, be cautious when using material from the net, and rely on recognized peer reviewed journals and scholarly books. **STUDENTS SHOULD GENERALLY USE REFEREED JOURNAL ARTICLES FOR THEIR PAPERS.**

3. *APA standards for counselling papers*. Students will conform to APA standards of writing style. All students in the program are expected to purchase and use a copy of The Publication Manual of the American Psychological Association , as their basic guide. When taking courses outside of the counselling curriculum, students will need to clarify what writing standards instructors are using. In biblical and theological courses Turabian is the standard. However, MAMFT students are usually permitted to use APA style as an alternative.

4.2 Writing tips:

- Buy and use the current APA manual as a guide. See section below for some ACTS variations. Use automatic APA format in your RefWorks account.
- Unless otherwise specifically requested (e.g. Personal journal entries), **AVOID USING FIRST AND SECOND PERSON IN ALL PAPERS.** Instead, use third person impersonal pronouns in all writing assignments.
- Don't use: I, we, you, our, us, etc.
- Do use: he, she, they, one who, etc.

- Gender inclusive language: Current practice in graduate schools across North America calls for eliminating unnecessary gender based language. Therefore, it is recommended that students follow these guidelines:
 - Use terms such as "human", "humankind", "human being", or "humanity" "persons" participants, or "people", instead of "man" and "mankind", when referring to the human race as a whole.
 - When referring to a person whose gender is not meant to be gender specific, please use language which reflects this. For example, "he/she", "his or her" "s/he", etc, instead of the traditional "he". Example: "The typical cognitive-behavioral therapist needs to have concern for his/her client's welfare."

4.3 Personal Theory of Counselling Graduate Essay Format

I: Statement of foundational assumptions

Your principles of integration should reflect thoughtful reflection about your assumptions. Your assumptions should be supported by citation and should cover the following issues:

- A. Define epistemology, modernism and postmodernism and discuss your position on the possibility and limitations of knowing, and how it impacts the integration project.
- B. Define and describe the relationship between general and special revelation.
- C. Define "spirituality" as used in psychology and make a brief evidenced based argument for including it as an important dimension of human experience in therapy.
- D. Define the terms Psychology and Theology as you will use them in the Graduate Essay and describe their relationship in light of your comments about epistemology, general and special revelation and spirituality.
- E. Choose a "cornerstone theory" from your texts (or two if you are brave) that provides your framework for integration throughout the Graduate Essay and briefly discuss:
 - The name of the theory and names of the leading secular authorities on this theory.
 - Cite any Christian attempts to work with this theory.
 - Briefly list the things that make it compatible with a Christian perspective.
 - Briefly list the limitations of the theory and how it differs from a Christian perspective.
- F. Identify your theological tradition and any important assumptions you are bringing to the project of integration.

e.g. "Theologically, this writer comes from the Reformed tradition, with a strong emphasis on Biblical authority, the priesthood of believers and the sovereignty of God.

e.g. "Theologically, this writer comes from the Mennonite tradition, with an emphasis on Biblical authority, personal faith in Christ, the role of the church community in spiritual formation, and peacemaking."

Sections II -VII: Application of Integrative Assumptions

- A. The remainder of the Graduate Essay will apply your integration principles as you combine your cornerstone theory and Christian tradition (worldview).
- B. Summary paragraph of your integrated, informed position.

Section Titles:

- II. Theory of Personality. Who are human beings? What determines human character and actions? What is the role of environment vs. learning? What is the relationship between affect, cognition and behaviour?
- III. Model of Human Wholeness. What does a well functioning person look like? What general goals do you have for clients given your view of human nature and wholeness?
- IV. Model of Human Brokenness. What are the processes and pitfalls that work against human wholeness?
- V. Model of Therapeutic Change. Given the above assumptions about human beings, how does change occur? What is the interplay between affect, behaviour and cognition in effecting change? What techniques or methods will you use? Will you focus on the past, present or future with clients?
- VI. Role of the Therapist and Role of the Client. What is your role? Who are your clients? To what degree will you work with individuals vs. families?
- VII. Evaluate your theory as it currently stands. What are it's strengths, what are it's weaknesses. What do you want to know more about?

Additional Comments:

- You must **CONSISTANTLY FOCUS ON YOUR CONERSTONE THEORY** and integration assumptions in **sections I-VII of the Graduate Essay**
For example, if you named Structural as your cornerstone theory, in describing your orientation to the past, present, or future, in therapy, you must ground your position in Structural literature. If you disagree with your cornerstone theory, explain why.
- Put all section headings and question titles in bold for easier reading.
- Use short quotes only and explain each one.

When citing a chapter in an edited book, cite the author of *the chapter*, not the book's editor.

<h2 style="margin: 0;">5: Other Policies and Procedures</h2>
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1. Management of dual relationships: Typical Issues and Interventions

**Policy on Admission of former clients
to the M.A. in Marriage & Family Therapy Program¹**

(Drafts: 07/24/09; 11/17/09; 01/04/10; 09/01/10)

Dr. John Auxier, Dr. Johan (Ian) Verseveldt and Dr. Vange Thiessen.

1. MA-MFT faculty will not knowingly accept as clients any individual who has been accepted into the MA-MFT program and do not provide therapy to current students.
2. The MA-MFT program does not knowingly admit former clients of core counselling faculty (defined as anyone who is currently teaching at least half-time in the program) until at least two years (24 months) after termination of the counselling relationship. This is intended as a minimal distance for role adjustment in moving from client to student status.
3. Dual Relationship Understanding Statement: Former clients of core faculty accepted to the program two years after termination will be provided a statement on the possible issues that can arise studying under a former therapist, resources for support and accountability, and describe instructional options which may be required to reduce dual relationship risks, which they will be required to review and sign before being accepted into the program.
4. Instructional options to address dual relationship issues as they arise may be imposed by the MA-MFT program committee if they deem it in the student's best interests at anytime in the course of their studies.

¹**Selections from the AAMFT Ethical Standards**

4.1 Marriage and family therapists are aware of their influential positions with respect to students and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships that could impair professional objectivity or increase the risk of exploitation. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.

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

4.6 Marriage and family therapists avoid accepting as supervisees or students those individuals with whom a prior or existing relationship could compromise the therapist's objectivity. When such situations cannot be avoided, therapists take appropriate precautions to maintain objectivity. Examples of such relationships include, but are not limited to, those individuals with whom the therapist has a current or prior sexual, close personal, immediate familial, or therapeutic relationship.

**Dual Relationship Statement of Understanding
For Former Clients of MA-MFT Faculty Members**

September 1, 2010

Please read the following information and sign the statement at bottom, and submit as part of your admission package.

As a potential student, your welfare is of first importance. The MA-MFT Program Committee will take every reasonable measure to make sure that the dual relationship issues which emerge are managed ethically and fairly, in accordance with TWU policy and professional standards in counsellor training. The AAMFT Ethical Code requires us to address dual relationships in a professionally and academically responsible manner.

Understanding Critical Changes in Roles and Common Pitfalls

MA-MFT faculty function as supervisors, teachers and gate-keeping evaluators for the profession, a dramatic change from the role of a therapist. Former clients who are accepted into the MA-MFT program need to understand that studying counselling with a former therapist may evoke strong emotional responses and feelings of role disorientation. This is can be quite stressful if not expected and managed well. Some of the dynamics that may emerge:

- The context of therapy is highly empathetic with focused support and individual attention to clients. However, in an academic context the student is part of a group and no longer the centre of the instructor's attention. This can leave the student feeling abandoned, grieving the loss of the therapeutic bond.
- Former clients may unrealistically assume they will become "close friends" with the faculty member once they become a student. However, faculty are in an evaluative academic role, not a social relationship with students.
- Therapists often know intimate details of a client's life story, and a former client may find themselves wondering in the professor's lectures, "Is he/she talking about *me* in that example?", even when not the case.
- Faculty have the power and obligation to the university and the MFT profession to evaluate student competency, including whether you should be allowed to graduate. This naturally can increase anxiety, or even engender feelings of betrayal.
- Students who are former clients may want to return to the therapeutic relationship with their professor, or discover they were dissatisfied with their former therapy and wish to resolve "unfinished business" with the him/her.

For the faculty member, dual relationship issues also can create problems. Objectivity may be impaired: The former therapist may be unfairly hard in their evaluation in order not to play favorites or due to past experiences with a former client; or he/she may become too easy, pulling punches in grading and feedback because of an excess of empathy or fears of student reactions. A faculty member also can find himself/herself confused about confidentiality in program reviews of students, and tempted to share

inside information about student personal issues as part of normal training progress discussions.

Due to the above possible responses, the MA-MFT program has adopted the following guidelines for applicants/students who have been former clients of a core faculty member:

Applicant/Student obligations:

- A minimum period of two years after termination of therapy is required for admission to the program. Former clients applying to the program are required to notify the program committee of this past relationship, its duration and termination date, and overall satisfaction with their past therapy with the faculty member.
- All MFT students are required to engage in 8 sessions of therapy, (within the Advanced Skills course), at their own expense. Former clients who become students of a faculty are additionally expected to maintain a relationship with a therapist (as needed) for the duration of their studies, also at their own expense. This is important for two reasons:
 - *It underlines that the faculty member is no longer the student's therapist.*
 - *It provides the student with potential support for processing dual relationship issues, should they arise.*
- Issues with a former therapist who is now a professor should not be brought into class discussions, dyads or assignments. These should be processed with your current therapist.
- Students with dual relationship issues are expected to follow the recommendations of the MA-MFT program committee in managing the concerns.

Program Committee Commitments

- Students who are former clients will not normally be directly supervised in a practicum or internship by the ex-therapist core faculty member.
- Faculty members who were formerly therapists of a student will not divulge confidential information to other faculty or administrators about the student without written consent.
- The committee fully supports the right of any student who believes he/she did not receive ethical treatment in prior therapy with a faculty member, to consider filing an ethics complaint with the appropriate professional body.
- If dual relationship issues arise that are not able to be handled informally between the student and faculty member, the program committee will take reasonable measures to address the particular issues and make binding recommendations for both the faculty member and student.

Possible Program Committee Recommendations for Managing Dual Relationship dynamics

If dual relationship issues arise, it is appropriate to talk first informally with the former therapist/current professor about your concerns. However, if concerns persist, then either the faculty member or student may give written notice to the program

committee in the form of a hard copy letter, briefly outlining the concerns. Consultation will be taken with TWU and possibly outside experts on counsellor training when such issues reach a formal level of concern.

The MA-MFT Program Committee may respond with some or all the following recommendations:

- The former therapist/faculty member will be immediately recused from evaluative discussions of your progress at the MA-MFT program committee, and a faculty advisor will be provided to the student.
- If an accusation of harassment has been made, the matter will be immediately referred to the TWU harassment officer for investigation as per TWU policy.
- If the matter revolves around dissatisfaction with their therapy with the professor, this should be moved outside of the university context and include a mutually acceptable third party as mediator, preferably a mental health professional, to avoid rekindling the therapeutic relationship.
- Information may be provided to the student about where to file an ethical complaint with mental health professional bodies and the university if the committee.
- Good faith efforts will be made to limit the instructional evaluative role of the faculty member for the good of both parties. In classes taught by the former therapist, students may be given the following options in consultation with the program committee:
 - a. Take the class from the professor, but have assignments graded by another faculty member, or
 - b. Do a directed study of the course with another professor, or
 - c. Take an approved alternative version of the course at another school. (Student is responsible for all costs of this option).

“Choosing to enter a graduate program where my former therapist is teaching means embracing the reality that roles have changed from a therapeutic context to an academic context, and that my plan of study may differ from other students in order to manage dual relationship issues, should they become a concern.

I have read the above document and understand its contents.”

Signature

Print Name

Date: _____ / _____ / _____

Please return to ACTS admission office after signing.