



# Friends University

## MSFT Student Handbook

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# I. Master of Science in Family Therapy (MSFT) Program Introduction

## Welcome to the Master of Science in Family Therapy Program

*Master of Science in Family Therapy Student:*

On behalf of the faculty and staff at Friends University, welcome to Friends University and welcome to the Master of Science in Family Therapy Program! Starting in August, you will begin a 24-month journey that we hope will transform your life both professionally and personally. We've witnessed this for hundreds of students and can predict that you will find this journey exciting, demanding, emotional, anxiety-provoking, and ultimately, rewarding.

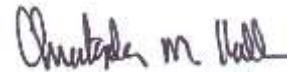
As your Program Directors and MFT Co-Chairs, we are here as a resource to help and support you throughout the program.

*We wish you all the best,*

Respectfully,



Dr. Rebecca Culver-Turner, LCMFT  
Program Director for Wichita  
Co-Chair of MFT



Dr. Christopher M. Habben, LCMFT  
Program Director for Kansas City  
Co-Chair of MFT



## **Commission on Accreditation for Marriage and Family Education (COAMFTE)**

The Master of Science in Family Therapy (MSFT) program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), ensuring that it meets the highest standards of education and training. The MSFT Program in Wichita was first accredited in January 1994 and has been continuously reaccredited since then.

In 1996, the MSFT degree program was expanded to a delivery location in the Kansas City suburb of Mission, Kansas and was referred to as the Friends University Mission instructional site. When the MSFT degree program submitted its Self-Study for COAMFTE reaccreditation in 1998, all program activities occurring in both sites were reported for review. The site visit team organized to examine the MSFT program activity at both instructional sites during the same visit schedule. In 2000, reaccreditation was awarded to the MSFT program as presented in the Wichita instructional site and initial accreditation was awarded to the MSFT program as represented in the Kansas City/Mission site. In December, 2004, the Kansas City instructional site was moved from Mission, Kansas to Lenexa, Kansas, another Kansas City suburb. In 2005 reaccreditation was awarded to the MSFT program as presented in the Wichita instructional site and the Lenexa instructional site. In 2011, the MSFT program in Kansas City was reaccredited again. In 2015, the MSFT program in Kansas City moved to a new location in another Kansas City suburb, Overland Park, Kansas. While located in Overland Park KS, the instructional site is referred to as the MSFT program in Kansas City and has been continually reaccredited.

COAMFTE's mission is to promote best practices for Marriage and Family Therapy educational programs through the establishment, review and revision of accreditation standards and policies, and the accreditation of graduate and post-graduate educational programs (coamfte.org).

Earning a degree from a COAMFTE accredited program will:

- Ensure students receive, a quality education in marriage and family therapy that has been evaluated and has met accepted standards established by the profession.
- Ensure that program faculty will be active participants in contributing to the body of knowledge for the field of marriage and family therapy.
- Ensure that the program does what it promises on its website and promotional materials.
- Prepare students for licensure as a marriage and family therapist.
- Allow for ease of transferability of coursework, clinical hours, and credits completed among COAMFTE-accredited programs.
- Ensure students will be prepared for the national and/or state examination in marriage and family therapy.
- Facilitate student attainment of a state license as a marriage and family therapist by providing a recognized qualifying degree.
- Facilitate obtaining a MFT license when students move from one state to another by providing a recognized qualifying degree.
- Provide students an advantage in obtaining employment as a marriage and family therapist (coamfte.org)

## **II. Program Overview**

### **Friends University**

Friends University was officially founded in 1898 in Wichita, Kansas after James M Davis, a businessperson from St. Louis purchased the building and land formerly occupied by Garfield University and the immediately offered the entire holding to the Kansas Society of Friends (better known as the Quakers) on a condition the group raise \$50,000 for the permanent endowment of the college. Friends University officially opened its doors in September of 1898.

Friends University continued operating as a Quaker institution until the 1930s when governance of the school was vested in an independent board of trustees. Since then, the University has continued to operate in an amicable but independent relationship with the Society of Friends. The University continues to reflect much of our Quaker founders' vision and values. This includes offering a transformative education that honors God and places special value on each individual, shining the light of God's love to our community and world.

In 1986, the university received approval to offer two new Master's programs including a degree that would become the Master of Science in Family Therapy.

### **University Mission**

Friends University, a Christian University of Quaker heritage, equips students to honor God and serve others by integrating their intellectual, spiritual and professional lives.

### **University Vision**

Friends University will provide excellent learning experiences, nationally recognized programs, and a focus on transformative education that places a special value on each person, cultivating a new generation of Christ-like leaders.

## Program Description

The MFT program offers a comprehensive curriculum that integrates theoretical knowledge with practical skills necessary for effective marriage and family therapy. The program emphasizes a systemic approach to understanding and treating relational issues.

## Program Mission, Vision and Outcomes

### *MSFT Program Mission Statement*

The MSFT program at Friends University strives to articulate a mission congruent with the primary mission and purpose of the university while reflecting unique mission and purpose of the program. *The MSFT Program embodies core Quaker values while engaging students on an educational journey of personal and professional transformation to affect change in the lives of those they will serve.*

### *MSFT Program Vision Statement*

The vision of the MSFT program at Friends University is as follows: *We strive to be a premier, nationally recognized professional graduate program preparing students for eventual independent practice as Marriage and Family Therapist mental health provider.*

### *Principles of Marriage and Family Therapy Professionals*

With a central aim to prepare students for successful independent practice as Marriage and Family Therapists, the MSFT program at Friends turns to various sources in the development of a curriculum and training environment critical for developing the essential knowledge, skills and ability necessary for meaningful success. These sources of principles of marriage and family therapy professionals (PMFTP) including the following:

- A. *American Association for Marriage and Family Therapy Core Competencies.*  
The marriage and family therapy (MFT) core competencies were developed through a collaborative effort of the American Association for Marriage and Family Therapy (AAMFT) and critical stakeholders. The core competencies reflect 128 competencies from six specific domains that represent a minimum that MFT's licensed to practice independently must possess. The domains include Admission to Treatment, Clinical Assessment and Diagnosis, Treatment Planning and Case Management, Therapeutic Interventions, Legal Issues, Ethics, and Standards and Research and Program Evaluation. The Core Competencies can be located at *coamfte.org*.

B. *Association of Marriage and Family Therapy Regulatory Boards*

The Association of Marriage and Family Therapy Regulatory Boards (AMFTRB) serves many stated purposes including efforts “to sponsor collaboration among the member boards in developing compatible standards and Family Therapy services.” As a feature of this purpose, the AMFTRB in conjunction with the *Professional Testing Corporation* developed the National Marriage and Family Therapy Exam to “order to determine if these applicants have attained the knowledge considered essential for entry-level professional practice, and in order to provide a common element in the evaluation of candidates from one state to another.” In the development of the exam, the Examination Committee of the AMFTRB identified six knowledge domains and multiple tasks reflective of skills and competencies of entry level family therapists. These domains include the practice of systemic therapy, assessment, hypothesizing and diagnosis, designing and conducting treatment, evaluating ongoing processes and terminating treatment, managing crisis situations and maintain ethical, legal and professional standards. Information for the AMFTRB can be located at [amftrb.org](http://amftrb.org).

C. *2015 AAMFT Code of Ethics*

AAMFT is a central, if not *the* singular, association purposed to protect and promote the practice and profession of Marriage and Family Therapy. The AAMFT *Code of Ethics* offers standards of professional practice for all clinicians. A copy of the Code of Ethics can be located at [aamft.org](http://aamft.org).

D. *Kansas Professional Conduct Regulation*

The MSFT program at Friends University is embedded within the regulatory domain of the State of Kansas. Kansas statutes and regulations govern the professional practice of Marriage and Family specific matters of professional conduct. The regulatory board information for the State of Kansas can be located at [ksbsrb.ks.gov](http://ksbsrb.ks.gov).

E. *COAMFTE Developmental Competency Components*

The purpose of the foundational curriculum with its accompanying foundational practice component is to prepare students to practice as MFTs. This includes, 1) knowledge of the MFT profession, 2) practice of relational/systemic therapy as a qualified behavioral/mental health provider, 3) commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies, 4) awareness, knowledge and skill to responsibly serve diverse communities, and 5) development and application of research to further the knowledge and practice of the MFT profession.

The overlap of these various sources provides a significant collage of skills, knowledge points, abilities, and tasks essential for competent practice as a Marriage and Family Therapist.

## *Primary Learning Goals*

In review of the various principles of marriage and family therapy professionals along with emergent research on the essential elements of effective therapeutic treatment, the MSFT program at Friends University identifies four primary learning goals for all students.

- A. *Interpersonal Competency*: The program will cultivate the person of the therapist.
- B. *Theoretical Competency*: The program will prepare students to understand and apply systemic concepts.
- C. *Clinical Competency*: The program will prepare students to develop a systemically-based framework for clinical practice.
- D. *Sociocultural Competency*: The program will promote cultural attunement, equity and inclusion.

## *Student Learning Outcomes*

Student Learning Outcomes (SLOs) specify what students should be able to do, achieve, demonstrate, or know upon their completion of the degree program. The MSFT program at Friends University has sixteen specific SLOs each reflecting one of the four identified program goals. These eight SLOs shape and organize the program's curriculum and assessment systems as they serve the primary mission of the program in preparing students for eventual licensure as independent Marriage and Family Therapists. The sixteen student learning outcomes are as follows:

### *Interpersonal Competency*

- *1.1 Regulate*: Students will be able to demonstrate a capacity to regulate emotion
- *1.2 Relate*: Students will be able to establish healthy relationships

### *Theoretical Competency*

- *2.1 Knowledge*: Students will be able to understand the systemic concepts and research outcomes of Marriage and Family Therapy.
- *2.2 Apply*: Students will be able to construct a therapeutic framework utilizing the systemic concepts of Marriage and Family Therapy.

### *Clinical Competency*

- *3.1 Treatment*: Students will be able to demonstrate systemically based skills to initiate, assess, diagnose, plan and deliver evidence-based clinical intervention in client systems.
- *3.2 Professional Conduct*: Students will be knowledgeable of and compliant with legal and ethical parameters of clinical care.



### *Sociocultural Competency*

- *4.1 Social Identity:* Students will be able to demonstrate attunement to the cultural dynamics of power, privilege and marginalization related to social identity.
- *4.2 Treatment:* Students will be able to deliver treatment that fosters inclusive clinical practices for all communities.

### III. Admission Requirements

#### Admission Overview

Students enroll in the MSFT program one time per year and follow a developmentally designed curriculum across the span of 24 months. In conjunction with the Friends University marketing and enrollment management offices, the MSFT program develops a recruitment calendar including monthly information events for prospective students, interview days, orientation night and the expected launch of the next cohort. Monthly information events introduce prospective students the history of the University, the field of Marriage and Family Therapy, perspective on diversity, the program curriculum, internship requirements, post graduate licensure requirements in Kansas, the route to licensure, admission requirements, costs, program schedules and potential job environments.

Program candidates must submit a university application, an application fee, three letters of recommendation with preferences for academic and professional referrals, completion of a 16-PF personality profile, completion of a background check, an autobiography addressing questions of emotional, academic, clinical and sociocultural readiness, and an academic transcript. Program faculty review all application material and unless the application indicates clear lack of program readiness, all candidates are invited for a faculty interview.

During the interview process, all students will complete a one-on-one faculty interview, group process with applicant peers and a writing exercise designed to address writing ability and basic perspectives related to the field. Application material and interview assessments include faculty assessment, student self-assessment, staff assessment and peer interviewee assessment across measures endeavoring to assess basic interpersonal, theoretical, clinical and sociocultural competency and openness for training.

*Policy:* Students fully admitted to the MSFT program must have a completed undergraduate bachelor's degree with a cumulative Grade Point Average of 3.0 (on 4.0 Scale). Prospective students without the required GPA may be admitted on a provisional admission and must maintain a 3.0 or higher GPA after six credits of the program.

Students admitted to the MSFT program following the application process and interview may submit a deposit which is non-refundable to reserve a seat in the MSFT program. Students who have attended another university or who have previously withdrawn need to reference the MSFT Readmission Policy (*see Program Policies or the Academic Catalogue at friends.edu*).

## **Application Process**

Prospective students must submit a completed application form, official transcripts confirming bachelor degree, letters of recommendation, autobiography, background check and a completed 16-PF personality profile.

Faculty review all submitted applications. With faculty approval, applicants are invited to participate in one of four scheduled interview days. During the interview phase of the application process, students will complete a 1-1 interview with a program faculty member, a 30-minute writing exercise and a group experience. An interview is a requirement of the application process.

*Prerequisites* Applicants must have a bachelor's degree from an accredited institution.

*Selection Criteria:* Admission is based on academic, emotional, clinical and sociocultural readiness. From the data collected from both the written application and the interview, faculty make admission selections which can include:

1. Denial:
  - Faculty may elect to deny applicants the faculty do not anticipate to be adequately prepared for success in the MSFT program.
2. Tentative Admission:
  - Students who have not yet completed their bachelor degree may be admitted assuming the candidate completes their undergraduate degree.
3. Probationary Admission:
  - Students who have an undergraduate degree below 3.0 may be admitted with the requirement that the student must have a 3.0 GPA at Friends University by the end of the first semester or will be withdrawn from the program.
4. Regular Admission
  - Student is admitted without provision or probation.

Upon admission applicants may reserve a space in the MSFT program with a \$350 deposit. If the program should reach capacity and students continue to apply, the student may be admitted to a waitlist in the event a student holding an available seat elects to withdraw prior to the beginning of the academic year.

## **Deferrals**

Upon acceptance, applicants submit a non-refundable \$350 deposit to Friends University to reserve a space in the Master of Science in Family Therapy (MSFT) program (section specified for Kansas City) for the next academic year. The program utilizes this deposit to determine the

number of spaces available in the program. Students who decide not to enroll in the MSFT program forfeit the \$350 deposit. Students that are not able to enroll and begin the program for that year, will be eligible to request their admission be deferred for one year based on a medical reason with a letter from their doctor. If the deferral is approved, students may begin the MSFT program the following fall. If the request is denied, students must reapply and repeat the application process.

## IV. Curriculum and Course Descriptions

The 60 credit, COAMFTE accredited, Master of Science in Family Therapy (MSFT) degree is delivered over a consecutive 24-month period beginning each year in mid-August and completing two years following on July 31. The curriculum is designed to be consistent with the program's mission, four educational goals and eight student learning outcomes as well as the COAMFTE developmental competency components and foundational curriculum.

The program delivers forty-two credits of learning through a module format of instruction. Each Fall and Spring semester begin with a week-long intensive course followed by two consecutive eight week courses. The summer includes six credit hours of learning. These forty two credits of learning are delivered consecutively. As a student complete one course (either an intensive week long course or an eight week course) followed by the next.

The remaining seventeen credit hours of learning occur within the clinical framework of the program also delivered across the 24-month program. In the Fall and Spring Semesters, students complete three courses (Foundation Skills for Clinical Practice, Risk and Crisis, and Clinical Internship I) preparing students for the clinical internship. These courses run simultaneously with the non-clinical course work. *Note:* By policy, a student must maintain a "B" or better in all clinical training courses and clinical internship courses or they will be removed from the program.

The MSFT curriculum is the same in both Kansas City and Wichita but may be delivered in different sequences. The curriculum does include three credit hours of the sixty total that each site may utilize variable credit courses (e.g. addiction, spirituality, business, etc.) to their own design.

### Developmental Competency Components

This MSFT curriculum includes primary areas of professional learning and skill-development central to the effective and ethical practice of future Marriage and Family Therapy including:

- Knowledge of the Profession
- Practice of Therapy
- Human Diversity and Social Structures
- Professional Identity, Ethics and the Law
- Research and Evidence Based Practice.

The following is a list of courses promoting the learning of each areas of skill development.

### *Knowledge of the Profession*

- *FMTH 503 History of MFT and Systems Theory (3 Credits)*
  - Presents the historical development of the MFT profession and introduces the pioneers of family therapy. Provides an introduction to the systemic and cybernetic paradigms and communication theory. Begins an exploration of how context and client diversity impact the therapeutic relationship. Includes a clinical exposure exercise that promotes an understanding of self-of-the-therapist issues that impact clinical practice.

### *Practice of Therapy*

- *FMTH 530 Family Therapy Theory I (3 Credits)*
  - This course serves as the first course of a three-part course series introducing systemic theories that shape the field of marriage and family therapy. This course focuses on Psychoanalytic Family Therapies, Internal Family Systems, Bowen Intergenerational Therapy, and Contextual Family Therapy
- *FMTH 575 Diagnostic Assessment of Psychopathology (3 Credits)*
  - Examines the diagnosis of psychopathology and emphasizes the diagnostic nomenclature and utilization of the DSM V. Includes student skill practice in diagnostic interviewing, risk assessment, mental status exam, and assessment documentation.
- *FMTH 650 Family Therapy II (3 Credits)*
  - This course serves as the second course of a three-part course series introducing systemic theories that shape the field of marriage and family therapy. This course focuses on Structural Family Therapy, Systemic-Strategic Family Therapies, and Cognitive-Behavioral Family Therapies.
- *FMTH 660 Family Therapy III (3 Credits)*
  - This course serves as the third course of a three-part course series introducing systemic theories that shape the field of marriage and family therapy. This course focuses on Symbolic-Experiential Family Therapy, Satirian Therapy, Solution-Based Therapy, and Narrative Therapy.

- FMTH 675 Therapy with Couples (3 Credits)
  - Presents an introduction to the treatment of contemporary couples across the life span. Reviews various treatment models and approaches relevant to addressing multiple clinical situations facing couples. Considers assessment of clinical presentation and clinical intervention.
  
- FMTH 522 Risk and Crisis Management (2 Credits)
  - Engages the clinical encounter with specific client risk or crisis and continues pre-clinical student skills to guide the early phase of the therapeutic process. Skills are developed for therapist self-regulation, client de-escalation, crisis planning, supervision/consultation, teletherapy considerations, and larger systems involvement.
  
- FMTH 535 Relational Assessment: Models of Couple and Family Functioning (1 Credit)
  - Provides an introduction to family functioning models and relational assessment. Compares family functioning models with traditional approaches to psychopathology.
  
- FMTH 693 Clinical Internship I (2 Credits)
  - This course is the first of five consecutive modules of clinical internship and takes place during Spring One of the MSFT program. This course teaches and trains MSFT students in the clinical and technical skills necessary for the initial intake session and assessment, treatment planning, termination process, and all required clinical documentation for the entire therapeutic process. During this course, students participate in placement site orientation and training in order to be prepared to begin clinical work at the beginning of the next internship module. Training and orientation to clinical supervision is also addressed.
  
- FMTH 694 Clinical Internship II (2 Credits)
  - This course is the second of five consecutive clinical internships. Initiated in Summer One, participation in weekly dyadic and group supervision sessions runs concurrently with a student's caseload of 10-12 hours. Video and live observation of the student's clinical work is utilized in the supervisory process. A defined clinical competency rubric guides learning and supervisory evaluation at the conclusion of this course.

- FMTH 695 Clinical Internship III (3 Credits)
  - This is the third of five consecutive clinical internships. Beginning in August of the second year, participation in weekly dyadic and group supervision sessions runs concurrently with a student's caseload of 10-12 hours. Video and live observation of a student's clinical work is utilized in the supervisory process. A defined clinical competency rubric guides learning and supervisory evaluations at the conclusion of this course.
  
- FMTH 696 Clinical Internship IV (3 Credits)
  - This course is the fourth of five consecutive clinical internships. Beginning in January of the second year, participation in weekly dyadic and group supervision sessions runs concurrently with a student's caseload of 10-12 hours. Video and live observation of a student's clinical work is utilized in the supervisory process. A defined clinical competency rubric guides learning and supervisory evaluation.
  
- FMTH 697 Clinical Internship V (2 credits)
  - This course is the fifth and final clinical internship. Initiated in the second summer semester, small group course instruction and participation in weekly dyadic and group supervision sessions run concurrently with a student's caseload of 10-12 hours completing the COAMFTE and Program requirements. Video and live observation of a student's clinical work is utilized in the supervisory process. A defined clinical competency rubric guides learning and supervisory evaluation. NOTE: If COAMFTE and Program requirements are not met within this final internship segment, the student will be required to enroll in FMTH 692.

### *Human Diversity and Social Structures*

- FMTH 520 Developmental Influences of Emotion, Attachment & Trauma (3 Credits)
  - Creates a working knowledge of neuroscience to explore the power of primary human bonds. Introduces emotion and attachment theory as frameworks for adaptive relationship competence and examines the impact of trauma on memory, physiology, and the emotion of interpersonal encounter
  
- FMTH 614 Sexuality, Intimacy and Sex Therapy (3 Credits)
  - Presents the primary sex therapy models in the treatment of sexual functioning and disorders. Explores normal sexual development, the dominant issues of sexual dysfunction, and the human experience of shared self in couple relationships across the human lifespan. Focuses on the development of therapeutic skills and tools necessary to strengthen positive relational and sexual functioning.



- FMTH 620 Contemporary Issues with Families (3 Credits)
  - 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.
  
- FMTH 640 Development of Biopsychosocial Health and Well-being Across the Life Span (3 Credits)
  - Addresses individual and family pathways across the life span utilizing the four domains: 1) biological, 2) psychological, 3) social, and 4) spiritual.
  
- FMTH 670 Social and Cultural Diversity in Human Development (3 Credits)
  - Provides an advanced study of social and cultural diversity and its implications for understanding human development within the context of a systemically informed therapeutic paradigm. Focuses on developing knowledge, skills, and attitudes for more effective interpersonal therapeutic relationships with clients of a different gender, race, sexual orientation, physical disability, religious preference, etc. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to social and cultural diversity impact the therapeutic process.

### *Professional Identity, Ethics and the Law*

- FMTH 510 Professional Ethics in Marriage and Family Therapy (3 Credits)
  - Explores guidelines of ethical behavior and primary responsibilities for the role of therapist within the MFT profession. Examines the AAMFT Code of Ethics and selected state MFT regulations with specific application to the clinical internship and state licensure. Includes topics related to ethical decision-making, standards of care, collaboration, practice/reimbursement issues, HIPPA, court testimony, and teletherapy.

### *Research and Evidence Based Practice*

- Research in Marriage and Family Therapy (3 Credits)
  - Engages the role of research in professional practice and the scientist-practitioner model. Develops skills needed to be informed consumers of MFT research by examining basic research processes and practices. Focuses on the clinical application of research to evaluate treatment outcomes. Promotes integration of research and practice by examining selected evidence-based treatment approaches and common factors in MFT models.

## Capstone Project

In compliance with COAMFTE accreditation standards requiring students to develop and/or present an integrative capstone experience before completion of their degree, the MSFT Program at Friends University has developed a capstone project with developmental steps toward the final delivery in the Spring semester of the second year.

The MSFT program delivers the clinical internship process in consecutive modules. The first module (FMTH 693) largely trains students in case management including management of electronic clinical records involving intake documents, assessment, treatment planning, collaboration, termination and the like.

During the second clinical module (FMTH 694), students begin direct client contact at their respective clinical sites. As part of the module, students are required to write a paper addressing their Personal Meaning System. This paper invites students to reflect on epistemological ideas of meaning and purpose in line with their value systems, signature themes and fundamental ideas about the client change process.

Near the end of the third clinical module (FMTH 695), students will present to faculty addressing conceptual understanding and application of theoretical models, clinical application of concepts and their intersection with a student's personal meaning system and in a context of social attunement and competency. This project is an effort to prepare students for the final project in the spring semester. Students who do not meet a 70% score or better on the presentation rubric will have a Review of Progress with the program faculty.

During the fourth clinical module (FMTH 696), students will present their final working model project to the faculty and provide video of their work supporting their working model of therapy. This project includes expectations for students to address their personal meaning system, theoretical orientation, clinical application and sociocultural attunement and in a manner reflecting professional writing and presentation. The presentation includes comment, feedback and questions from faculty. Students who fail to meet a 70% standard from the rubric will be required to have a Review of Progress with the faculty to address remediation options. Successful completion defined as a 70% or better on the project rubric is a requirement for degree completion. A student failing to meet this standard will not be awarded a degree.

In the final clinical module (FMTH 697), the Kansas City location does require students to participate in mixed reality simulation of a live clinical case for 20 minutes that is then evaluated by the faculty. This evaluation asks students to provide, following the 20 minute sample, a systemic hypothesis informed by their working model assumptions, a diagnosis of client presentation, initial treatment goals, assumed possible interventions and recognition of any ethical considerations relevant in the case.

## V. University Policies

The policies listed in this handbook do not encompass all of University Policies. A full list of university policies can be found online: <http://catalog.friends.edu/>

### Academic Honor Code Policy

Friends University, an educational community that has existed for more than 100 years, is committed to the principles of honesty, fairness, and respect for others. The University recognizes the need to foster a trusting environment to enable the pursuit of knowledge. To that end, the University has developed an Academic Honor Code Policy, and the Faculty must include the Academic Honor Code Policy, Academic Integrity process, and the Definitions of Academic Dishonesty in each syllabus distributed to students of the University. In addition, faculty should review this information with students at the beginning of each term/semester. Students, faculty, staff, and administrators must uphold high academic and ethical standards in the classroom.

#### *Academic Honor Code Violations*

*Cheating:* This includes, but is not limited to, unauthorized use of books, library materials, notes, study aids or information on an examination or quiz; b) altering a graded work after it has been returned, then submitting the work for re-grading; c) using another person's work and submitting that work as your own; d) submitting identical or similar papers for credit in more than one course without prior permission from the course instructor.

*Plagiarism:* Defined as the use of another's written work without proper citation, including borrowing of an idea or phrase or para-phrasing of material without proper citation; b) use of another student's work in any form; c) the purchase and/or use of a paper or assignment written by someone other than the student.

*Fabrication:* Falsifying, inventing, forging, or altering any information, data, citation, or academic record; b) presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

*Obtaining an Unfair Advantage:* Obtaining or giving assistance to another person during an examination/quiz unless collaboration is permitted; b) obtaining, attempting to obtain, or use of obtained copies of non-circulated examinations or questions; stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; c) intentionally interfering with another student's academic work; d) unauthorized use of any electronic devices or otherwise undertaking an activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

*Aiding and Abetting Academic Dishonesty:* Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or b) providing false information to a University official conducting an inquiry regarding academic integrity.

*Falsification of Records and Official Documents:* Altering documents affecting academic records; b) forging signatures of authorization or falsifying information on an official academic document including but not limited to a grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

*Unauthorized Access:* Gaining unauthorized access to University computerized academic or administrative records or systems; b) viewing or altering computer records; c) modifying computer programs or systems; d) releasing or dispensing information gained via unauthorized access; e) or interfering with the use or availability of computer systems or information.

### *Academic Integrity Process*

When a professor/instructor determines a violation of the honor code has occurred, he or she takes the following actions:

1. It is recommended that the professor/instructor first contact the University Registrar to determine if this is the student's first (or greater) violation and inform him or her that an incident report will be filed.
2. Complete Section One of the Academic Integrity Incident Report Form.
3. Notify the University Registrar and Division Chair of the incident by sending a copy of the completed Academic Integrity Incident Report Form, Section One.
4. The University Registrar will check for prior academic honor code violations.
  - No prior documented violations:
    - Professor/instructor meets with the student to discuss the violation.
    - Students can admit to the violation and accept sanctions determined by the professor/instructor.
    - If the student accepts sanction(s), the professor/instructor and student sign Section Two of the Academic Integrity Incident Form and forward the form to the Office of the University Registrar with supporting documentation.
    - If the student does not accept sanction(s), Section Two of the Academic Integrity Incident Form is completed, signed and the matter is referred to the Division Chair for resolution.
    - If the matter is not resolved with the Division Chair; Section Three of the Academic Integrity Incident Form is completed, signed and the matter is referred to the Dean of the College who reviews the case and refers the incident with comments to the Academic Integrity Board for adjudication.
  - Prior documented violations:
    - The University Registrar notifies the Academic Integrity committee chair, the professor/instructor filing the incident, and the appropriate Division Chair that this is a second (or greater) violation.

- All second-time (or greater) violations are referred directly to the Academic Integrity Board. The Academic Integrity Board Chair calls a meeting of Board members.
  - The Board conducts a hearing and adjudicates the incident.
5. All completed Academic Integrity Incident Forms, supporting documentation, hearing documentation, and materials are retained by the Office of the University Registrar. Record documentation is appended to educational records (as defined by FERPA) as deemed necessary and appropriate.

## **Academic Probation and Dismissal**

### *Academic Probation*

Academic probation serves as an academic warning system for students who are failing to maintain satisfactory academic progress. Any graduate student whose current cumulative graduate program GPA falls below 3.0 shall be placed on academic probation.

### *Continued Academic Probation*

Students on academic probation who do not raise their cumulative grade point average to 3.0 may be continued on academic probation if their term grade point average is at least 3.00.

### *Academic Dismissal*

Students shall be dismissed from graduate programs upon failure to achieve a 3.0 current cumulative graduate program GPA at the end of any term of attendance following placement on academic probation.

### *Appeal*

Students who are academically dismissed will have 5 days to appeal the dismissal in writing. Appeals must minimally include an extraordinary circumstance that contributed to the student's academic performance and how the circumstance has been resolved. If the appeal is granted, the student will be reinstated to the University on academic probation. If the appeal is denied, or if the student chooses not to appeal, an application for readmission may be made after sitting out a minimum of 16 weeks following the dismissal. Dismissal does not release the student from his/her financial responsibility to the University.

## **Auditing Courses**

Current graduate students may audit coursework in undergraduate and graduate courses.

*Auditing Undergraduate Coursework:* Current graduate students may audit undergraduate coursework for which they meet the prerequisites. Students must have the permission of the course instructor to enroll. A graduate student's load (total credit hours) will not include undergraduate audit enrollments. Audit registration may not be converted to credit registration after the second week of the course. The desire to audit a course must be declared at the time of enrollment in the course to be audited. Tuition is charged at current audit rates as established by the tuition and fees schedule.

*Auditing Graduate-level Coursework:* Current graduate students may audit graduate-level coursework with the permission of the Program Director in whose program the course resides

and with the permission of the instructor of the course. The student must meet the course prerequisites in order to enroll. Tuition is charged at current audit rates as established by the tuition and fees schedule. No credit is awarded.

*Non-Degree Seeking Graduate Students:* Non-Degree seeking graduate students may audit graduate-level coursework. The student must have the permission of the Program Director and the instructor of the course to enroll. The student must meet the course prerequisites in order to enroll. All non-degree-seeking students are ineligible for financial aid. Tuition is charged at current audit rates as established by the tuition and fees schedule. No credit is awarded. Limited to 12 credit hours with or without an undergraduate degree

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements regarding the privacy of student records. FERPA governs the release of these educational records maintained by an educational institution and the access to these records. Educational records are any records maintained in print, computer, tape, film, handwriting, or another medium related to a student with the following exceptions:

- Records made by University employees that are kept in the sole possession of the maker are used only as a personal memory aid, are not accessible or revealed to other persons, and are not used to make decisions about the student.
- Employment records unless the employment is contingent on the fact that the employee is a student.
- Records are maintained by University Security solely for law enforcement purposes.
- Records are maintained for counseling or health purposes and are used only in connection with the treatment of the student and made available only to those persons providing the treatment.
- Records that contain information relating to a person only after the individual is no longer a student at the University, i.e., alumni records.

Friends University accords all the rights under the law to students in attendance and former students. These rights are:

- The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access. Nothing in this policy requires the continued maintenance of any student record for any particular length of time. However, if a student has requested access to his/her educational record, the record will not be destroyed before the inspection. Students should submit to the University Registrar or Vice President of Student Affairs written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record and clearly identify the part of the record in question. If the University decides not to amend a record as requested by the student, the University will

notify the student of the decision and advise the student of his or her right to appeal. Additional information regarding the appeal will be provided to the student.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.
- The right of currently enrolled students to request that all directory information be withheld.
- In order to exercise this right to privacy, a student must go to the University Registrar's Office and sign a "No Release" form. Friends University assumes that failure on the part of any student to specifically request the withholding of directory information indicates individual approval for disclosure.
- In accordance with FERPA, Friends University has designated the following student information as public or directory information and may provide this information to anyone: name, address(es), e-mail address(es), telephone number(s), dates of attendance, date of birth, major field(s) of study, awards, honors (including Dean's List, etc.), degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (heights/weights) of athletes, and photographs.
- The right to consent to disclosures of non-directory information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. Under FERPA, Friends University may disclose information to the following without the written consent of the student:
  - to the student;
  - to school officials determined by the institution to have a legitimate educational interest;
    - Friends University defines a school official as: individuals employed by the institution in an administrative, professional, faculty, staff, law enforcement, or counseling position; members serving on an institutional governing body; members of committees and disciplinary boards; students serving on a committee or assisting another school official in fulfilling their professional responsibilities; individuals or organizations acting as official agents of the institution; the National Student Clearinghouse; and, contractors, consultants, volunteers and other non-employees to whom the institution has outsourced services or functions.
    - A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill a professional responsibility to Friends University. Records should be used only in the context of the official educational business.
  - to anyone if the college has obtained the prior written consent of the student;
  - to anyone in response to requests for directory information;
  - to parents/legal guardians when their children (under age 21) are found to have violated the alcohol or drug policy of the institution;
  - to comply with a judicial order or subpoena;
  - to authorized representatives of the following government entities if the disclosure is in connection with an audit or evaluation of federal or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs: Comptroller General of the United States, Secretary of Education, U.S.

Attorney General (for law enforcement purposes only), and state and local educational authorities;

- to schools at which the student seeks or intends to enroll;
- to anyone who is providing financial aid to the student. (“Financial aid” does not include any payments made by parents. Students should contact the Financial Aid Office for specific conditions.);
- to organizations conducting studies for or on behalf of educational institutions;
- to accrediting organizations (for accrediting purposes);
- to anyone if a health or safety emergency exists and the information will assist in resolving the emergency;
- to an alleged victim of a crime of violence or the results of a disciplinary hearing against an alleged perpetrator of a crime of violence or non-forcible sex offense;
- to the U.S. Citizenship and Immigration Services (USCIS) for purposes of tracking and reporting students who are not citizens of the United States;
- to military recruiters who request “student recruiting information” for recruiting purposes only, which includes address, telephone, age (or year of birth), level of education, and major;
- to the Internal Revenue Service (IRS) for purposes of complying with the Taxpayer Relief Act of 1997; and/or
- to authorized representatives of the Department of Veterans Affairs for students receiving educational assistance from the agency.

To give the University permission to disclose non-directory information, a student must complete a Student Information Release form available from the University Registrar’s Office. When completed, this form must be returned to the University Registrar’s Office. Other offices within the University may also require additional permission from the student to release specific information.

## **Firearms Policy**

### *Campus-Wide*

The use or possession of “Firearms” or “Conducted Energy Devices” on University premises, including, but not limited to, classrooms, offices, and student housing is expressly forbidden. “Firearm” means any pistol, rifle, shotgun, or another device that uses gunpowder to launch projectiles, and any replica or facsimile thereof that could be perceived to be a firearm. “Conducted Energy Device” means a weapon primarily designed to disrupt a subject’s central nervous system by means of deploying electrical energy sufficient to cause uncontrolled muscle contractions and override an individual’s voluntary motor responses (this includes, but is not limited to, Tasers). This policy is subject to the right to possess a handgun pursuant to the applicable portions of K.S.A. 75-7c01 et seq, the Personal and Family Protection Act. This policy is also in addition to University policies directly applicable to University employees and students. Any violation of this policy may lead to: a request to vacate University premises; being subject to prosecution for trespass; or other appropriate remedies as determined by Friends University.



## *Students*

The use or possession of “Firearms” or “Conducted Energy Devices” by a University student on University premises, including student housing, is expressly forbidden. “Firearm” means any pistol, rifle, shotgun, or another device that uses gunpowder to launch projectiles, and any replica or facsimile thereof that could be perceived to be a firearm. “Conducted Energy Device” means a weapon primarily designed to disrupt a subject’s central nervous system by means of deploying electrical energy sufficient to cause uncontrolled muscle contractions and override an individual’s voluntary motor responses (this includes, but is not limited to, Tasers). Under no circumstances may students store or possess firearms or Conducted Energy Devices in University-owned housing, in University buildings, or on University premises. This policy is subject to the right to possess a handgun pursuant to the applicable portions of K.S.A. 75-7c01 et seq, the Personal and Family Protection Act. Any violation of this policy may lead to immediate suspension or dismissal from the University.

## **Graduate Transfer Credit Parameters**

- A maximum of 6 credit hours of graduate-level coursework may be transferred to Friends University and applied toward a graduate degree.
- Courses must be completed with a minimum grade of a “B” to be eligible for transfer.
- Courses must have been completed within 5 years prior to the semester in which degree work at Friends University begins to be eligible for transfer.
- Approval of the applicable Program Director is required prior to the semester in which degree work at Friends University begins to be eligible for transfer.

**Internet Network Usage Policy** (*see full policy at <https://www.friends.edu/technology/internet-network-usage-policy/>*)

## *General Policies and Procedures*

Access to the Friends University networks and computer systems is a privilege and not a right. Access is granted subject to University policies and local, state and federal laws. The contents of all storage media owned or stored on University computing facilities are the property of the University. Appropriate use should always be legal and ethical, reflect academic honesty, conform to Community Life Standards and the mission of the institution as stated in the University catalog, and show restraint in the consumption of shared resources. Users should demonstrate respect for intellectual property rights; ownership of data; system security mechanisms; and individuals’ rights to privacy, freedom of speech, and freedom from intimidation, harassment, and annoyance. The University is not responsible for illegal, unacceptable or unethical use of the information technology environment, including computers and computer networks or electronic communication systems.

### *Examples of Improper Use*

Though not exhaustive, the following list is provided to emphasize that these activities are NOT allowed on the Friends University networks or computer systems: hacking; unauthorized use of facilities, account access codes, privilege or information; using the Internet for purposes outside of academic, administrative and research activities; any activity that violates the laws, regulations and rules, whether federal, state, local or University; willful destruction or damage to computers or data; unauthorized monitoring of communications equipment; violation of network security or attempts to break password restrictions; use of network or computer environment for private enterprise; any use for any private commercial enterprise, monetary gain or business outside of the University; use of another user's password or any access code; use of electronic mail for the distribution of unsolicited information or advertising; violations of any software licenses or any copyright; violation of any person's or entity's right of privacy; creation or forwarding of chain letters; sending universal or spammed mail; defamation or any conduct that is offensive or threatening to any individual or group; accessing obscene, pornographic or hate-based material or web sites; accessing hacker or cracker material or sites; posting, sending or acquiring sexually explicit or sexually oriented material, hate-based material, and hacker-related material; creation, installation or spread of a computer virus of any type; attempting system crashes; sharing a user account with another; and unauthorized access to private information or any information belonging to another.

### **Student Complaint Policy** *(see Program Complaint Policy for more information)*

As a Christian learning community that seeks to equip “students to honor God and serve others by integrating their intellectual, spiritual and professional lives,” Friends University is committed to promoting a culture that reflects its core values of respect, inclusion, service, and excellence. Because communities invariably experience conflict, the university is committed to resolving conflicts in a manner that is consistent with the university's mission and core values. To this end, the university utilizes an approach to conflict resolution that is grounded in the ideas expressed in Matthew 18:15-17, which calls people of faith to resolve conflicts privately whenever possible. To that end, the first step of the Friends University conflict resolution process begins with a meeting between the student and the University employee with whom the student has a complaint, in the hope that the situation can be resolved without additional intervention. If the student is not satisfied with the outcome of the initial meeting, s/he has the option of appealing to supervisory and administrative personnel.

Please note, the conflict resolution process is not appropriate for situations involving gross misconduct on the part of an employee, nor is it appropriate for situations related to EEOC, Title IX, or protected class-related issues (such as nursing mothers, disabilities, etc.). In situations such as these, students should contact the University's Office of Human Resources. All such EEOC or Title IX complaints must be processed through the Office of Human Resources.

#### *Friends University Conflict Resolution Process: Academic Complaints*

1. The student arranges a meeting with the faculty member to discuss the complaint. The faculty member should respond to the student with a resolution to the complaint within five business days of the initial meeting. If the student does not receive a response from the faculty member regarding the complaint within 5 business days, the student can move to the next step of the complaint process.

2. If the student is not satisfied with the faculty member's resolution, the matter may be appealed to the Division Chair within five business days. (Please note: In the case of collaborative programs, the student may appeal to the Vice President of Academic Affairs.)
3. The Division Chair will meet with the student to discuss the concern. The Chair will render a decision on the matter within 10 business days of the meeting. If the student does not receive a response from the Division Chair regarding the complaint within 10 business days, the student can move to the next step of the complaint process.
4. If the student is not satisfied with the Division Chair's resolution, the matter may be appealed, in writing, to the Vice President of Academic Affairs within five business days.
5. The Vice President of Academic Affairs will meet with the student to discuss the concern and will render a decision on the matter within 10 business days of the meeting. The Vice President's decision is final and represents the university's final stance on the matter in question.

*Friends University Conflict Resolution Process: Non-Academic Complaints*

1. The student arranges a meeting with the university employee to discuss the complaint. The employee should respond to the student with a resolution to the complaint within five business days of the initial meeting.
2. If the student is not satisfied with the employee's resolution, the matter may be appealed to the employee's immediate supervisor within five business days.
3. The supervisor will meet with the student to discuss the concern. The supervisor will render a decision on the matter within 10 business days of the meeting.
4. If the student is not satisfied with the supervisor's resolution, the matter may be appealed, in writing, to the unit Vice President within five business days.
5. The Vice President will meet with the student to discuss the concern and will render a decision on the matter within 10 business days of the meeting. The Vice President's decision is final and represents the university's final stance on the matter in question.

\*Distance Education Courses or Programs: Unresolved student concerns regarding programs authorized through SARA may be directed to the state portal agency, using the SARA Complaint Form which can be accessed [here](https://efaidnbmnnnibpcajpcglclefindmkaj/https://kansasregents.org/resources/PDF/Academic_Affairs/3257-ComplaintForm_SARAINstitutions.pdf) (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kansasregents.org/resources/PDF/Academic\_Affairs/3257-ComplaintForm\_SARAINstitutions.pdf)

## **Title IX Policy**

Friends University affirms its commitment to promoting the goals of fairness and equity in all aspects of the educational enterprise. All policies below are subject to resolution using the Friends University's Grievance Process, as detailed below. The Grievance Process is applicable regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators, and/or staff. Friends University reserves the right to act on incidents occurring on-campus or off-campus when the off-campus conduct could have an on-campus impact or impact on the educational mission of Friends University.

Inquiries about this policy and procedure may be made internally to:

Danita S. Mason

Senior Director of Human Resources and Title IX Coordinator

Office of Human Resources

Tel: (316) 295-5864

Email: [danita\\_mason@friends.edu](mailto:danita_mason@friends.edu)

Or

Dr. Ken Stoltzfus

Deputy Title IX Coordinator and Vice President of Academic Affairs

Tel: (316) 295-5770

Email: [kenneth\\_stoltzfus@friends.edu](mailto:kenneth_stoltzfus@friends.edu)

### *Who Should Know This Policy*

All members and non-members of Friends University including Students, Faculty, Adjunct Faculty, Staff, Administrators, Independent Contractors, and On-Site Vendors.

## **Withdrawal from the University**

### *Student-Initiated Withdrawal*

To withdraw completely from the University, Undergraduate students must notify the Office of the University Registrar in person, in writing, by e-mail, or by fax that they are withdrawing. The student or University staff will complete a withdrawal form and the Student Account Services, Financial Aid, Admissions (if applicable), and Vice President of Student Affairs offices will be notified of the withdrawal. Discontinued class attendance does not constitute an official withdrawal. The official withdrawal date will be the date this procedure is initiated. If a student is no longer attending any class, the University may withdraw the student's enrollment (see Administrative Withdrawal).

### *Administrative Withdrawal*

Friends University may elect to initiate an administrative withdrawal in order to withdraw a student from all classes for any of the following reasons:

1. The student has failed to provide the documentation required by the University in order for the student to achieve full admission status.

2. The student has failed to meet the University's basic standards for academic performance and/or progress.
3. The student is no longer attending any classes.
4. The student has failed to provide the documentation requested by the University in order for the University to complete the student's financial aid file in a timely manner.
5. The student has failed to make payment of tuition and/or fees to the University in the manner, amount, and at the time agreed upon between the student and the University's Student Account Services Office.
6. The student has failed to meet the University's code of conduct or community living standards.
7. The student has failed to demonstrate adequate academic achievement, progress, and/or expected minimal performance competency(ies) as determined by the student's program or major.

Should Friends University elect to initiate an administrative withdrawal, a written notification will be sent to the student. The student will have ten (10) business days to appeal any administrative withdrawal. The completion of an administrative withdrawal does not relieve the student from his or her financial obligations to the University. All charges, which are unpaid by the student at the time of administrative withdrawal, will become immediately due and payable. Refunds will be issued and credits applied in accordance with the University's published refund **policy**.

#### *Disclaimer*

The University reserves the right to modify or change policies, programs, curriculum, and schedules contained in this catalog at its sole discretion at any time without further notice. Further, the University reserves the right to correct data entry issues or correct erroneous information contained in this catalog at its sole discretion at any time without further notice. The contents of this catalog do not constitute a contract between students or prospective students and the University.

Friends University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding this policy: EEOC/Title IX Coordinator, Friends University, 2100 W. University Ave., Wichita, KS 67213, 316-295-5000.

## **VI. MSFT Program Policies**

### **Anti-Discrimination Policy**

Regarding the recruitment of students, admission of students, codes of conduct, hiring of faculty and staff, retention of students, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff, the Master of Science in Family Therapy program acts without regard to sex, age, gender, race, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin.

### **Clinical Training Handbook**

The MSFT program has four Gateways that are designed to support and track students in their quest to become a licensed and practicing marriage and family therapist. Gateway 2 in this process is evidenced by entrance into the clinical internship. The *Clinical Training Handbook* serves as a resource to help guide students through the clinical internship. The purpose of the *Clinical Training Handbook* is to define the standards, policies, and procedures governing the clinical internship component of the Friends University MSFT degree. This handbook describes expectations from the point of admission through introduction to the clinical internship and, finally, to degree completion. The student enrolled in the MSFT program is required to abide by the policies and procedures in the *Clinical Training Handbook* and is, therefore, required to be familiar with and to comply with its contents. It is important for the student to review this handbook periodically as it is the student's responsibility to ensure that they are meeting all requirements for continued progress and eventually graduation. Any questions or concerns regarding specific application of these procedures can always be directed to the MSFT Program Director or the MSFT Clinical Director. The *Clinical Training Handbook* will serve as a required textbook and reference point for students upon entrance into the MSFT Program. An electronic version of the *Clinical Training Handbook* is also provided to students in the form of an easily accessible pdf on the MSFT Internship Moodle shell.

### **Code of Ethics**

Students must adhere to the ethical standards set forth by the American Association for Marriage and Family Therapy (AAMFT) (*Appendix A*).

### **Deferrals**

Upon acceptance, applicants submit a non-refundable \$350 deposit to Friends University to reserve a space in the Master of Science in Family Therapy (MSFT) program (section specified for Kansas City) for the next academic year. The program utilizes this deposit to determine the number of spaces available in the program. Students who decide not to enroll in the MSFT program forfeit the \$350 deposit. Students that are not able to enroll and begin the program for that year, will be eligible to request their admission be deferred for one year based on a medical reason with a letter from their doctor. If the deferral is approved, students may begin the MSFT

program the following fall. If the request is denied, students must reapply and repeat the application process.

## **MSFT Student Complaint Policy**

### *Guidelines for Student Complaints*

COAMFTE Accreditation Standards (Version 12.5), requires the MSFT Program to have established policies and procedures by which it defines and reviews formal student complaints. Subsequently, the Master of Science in Family Therapy (MSFT) graduate program is committed to providing the student an effective, high-quality learning experience. Responding constructively to conflicts that might occur within the learning experience is a vital aspect of this commitment.

The MSFT Program utilizes the university policy and procedures for any formal academic and non-academic student complaints. See “University Student Complaint Policy” or <http://catalog.friends.edu/>. University policy notes the importance of addressing the concern first with the employee/faculty first, and then directs the student to the next immediate supervisor. For non-formal academic and non-formal non-academic student complaints, it also recommended for the student to address the concern first with the employee/faculty. Within the MSFT Program, the following outlines the positional trajectory before it reaches the step of Vice President of Academic Affairs.

<b>Personnel/Employee</b>	<b>Supervisor</b>	<b>Supervisor</b>
Faculty	MSFT Program Director and MFT Co-Chair	
MFT Program Coordinator or Administrative Assistant	MSFT Program Director	
Director of Center on Family Living (CFL) and Campus Mental Health	MSFT Program Director	
Clinical Operations Manager	MSFT Program Director	
Clinical Faculty and Supervisor	MSFT Clinical Director	MSFT Program Director
Adjunct Faculty	MSFT Program Director	
Community Services Coordinator	MSFT Clinical Director	MSFT Program Director
Placement Site Mentor ( <i>not an employee</i> )*	Clinical Operations Manager/Assistant Clinical Director	MSFT Clinical Director, followed by MSFT Program Director

Center on Family Living Clinic and Staff	Director of CFL and Campus Mental Health	MSFT Program Director
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*\*This process is further outlined in the Clinical Training Handbook*

### *Student Advisory Council*

The MSFT Program acknowledges that some complaints within the program may not warrant a formal complaint process. Per respective site, each MSFT Program Director will meet monthly with a group of student representatives. The Student Advisory Council will provide student concerns that are observed and reported to them within their cohort. The MSFT Program Director will take these concerns back to the respective stakeholders and will report how concerns were reported and/or addressed during the next scheduled council meeting.

### *MSFT Student Peer Complaints*

MSFT Student could observe concerning behavior from another MSFT Student during the program. Since each MSFT Student is required to follow the AAMFT Code of Ethics, it is recommended that the student consider reporting concerning behavior as it relates to AAMFT Code of Ethics, Kansas Statutes and Regulations for the profession, and the Friends University Student Conduct Code. These complaints can be reported to the respective MSFT Program Director. The MSFT Program Director will investigate the reported complaint and will determine an appropriate course of action. Due to FERPA, the final actions may not be disclosed to the student that initiated the complaint.

## **MSFT Technology**

The MSFT technology policy utilized the, 1) University Internet Network Usage Policy, 2) Technology Assisted Professional Standard (AAMFT Code of Ethics, Standard VI), 3) the Health Insurance Portability and Accountability Act (HIPAA), and 4) the Kansas Behavioral Sciences Regulatory Board.

### *Electronic Student Behavior Standards (Appendix B)*

The MSFT students are trained and required to follow e-student behavior standards. The standards were developed using and following the required state regulatory standards, required federal standards regulating health information and the AAMFT Code of Ethics. MSFT students are required at all times to follow the standards set by the program in order to remain in compliance with these standards. MSFT Students will receive additional teletherapy training throughout the clinical training courses, including HIPAA-compliant electronic health record (EHR) system training. At the beginning of the program, MSFT students are introduced to these standards. MSFT students are expected to engage technology platforms with professionalism and ethical behavior. This engagement includes, but is not limited to online courses, online supervision, online meetings and teletherapy.



*Communication and Social Media Policy and Consent (See CTH for full policy and form)*

MSFT students are required to follow the Communication and Social Media policy. Students are trained to follow and administer this policy during their time as a MSFT Student Therapist. The policy directs MSFT students to limit communication with clients via the Client Portal feature in TheraNest or through another similar feature in the site-approved EHR. The policy must be covered with the client(s) in the initial session. Given the wide variety of placement sites and in keeping with Program Supervisor recommendations, students may or may not elect to use a cell phone or may be prohibited from using a cell phone. **Texting is limited to cancelling, scheduling, or rescheduling appointments only.** All phones must be password protected. All texts must be documented in the TheraNest *Contact Log* (or similar feature in the site-approved EHR) and deleted from the phone within 12 hours. **No therapeutic information or conversations will be conducted through text messages.** Crisis situations may only be discussed verbally via telephone or in session. Texting with minors is prohibited. If a minor texts the student therapist, the student therapist must follow up with the parent/guardian. Student therapists do not accept friend requests or contact requests from former or current clients via social media.

*Technology Requirements of Program Policy:*

Students must video-record all clinical sessions and few placement sites provide video recording equipment. Equipment must allow for digital recording of up to 10-12 hours of clinical experience per week that may be secured and protected. Coursework and clinical internship activities require ability for students to submit material and information to online resources. Students must have access to or have computer or device with *Microsoft Word* and Adobe PDF software along with capabilities for internet access. Students must also have access to an internet service provider. Students must also acquire attaché with a secure lock for transporting confidential information and protected video files from placement site to program location.

Students are notified via orientation of additional costs for technology such as the subscription to accreditation management software, *Watermark*. During the preparation for clinical internship, students will receive guided training on use of the software. Students serving in the *Center on Family Living* also receive training on technology utilized for scheduling clients, maintaining records, managing HIPAA compliant standards. Students entering the program are expected to have a basic knowledge and ability in the use of the internet and a working knowledge of word processing documents. Faculty will expect an ability to submit work in an electronic format. During orientation and the first week of the program, students are afforded training on *Moodle*, the learning environment system utilized to manage courses.

For all students, faculty and staff, a technology help desk is available during normal business hours and technology information may be made available to students on the university website.

## **Program Rigor and Investment of Time**

Friends University's Master of Science in Family Therapy degree's clinical training component meets the nationally recognized standards set by the Commission on Accreditation of Marital and Family Therapy Education (COAMFTE). These standards establish the strongest supervised

professional practice requirements of any mental health profession during masters level training. Because these high standards require a major investment of time and energy on the part of the clinical student, the MSFT program presents the time demands of program requirements and clinical training throughout the application process. It is our belief that the informed MSFT student is best prepared to make the life adjustments needed to successfully complete the clinical training experience. This information is again summarized here for your acknowledgement as follows:

*Program Requirements:*

- Classes are often condensed into either one class a week or an intensive week. Based on this scheduling, **full class attendance** throughout the program is required.
- Cohort schedules are distributed during orientation and before the program begins. Students are required to schedule for all classes and plan in advance.
- Excused absences are rare and not often granted. When a student misses a class, they could potentially miss the attendance and participation points, quiz/test, group work participation points, and potential letter grade deduction in the class. Consistent absences could lead to program dismissal.

The Clinical Internship Requirements:

- **500 total direct client contact hours delivering therapy and therapeutic services**, with at least 200 being couple or family therapy
- **100 hours of clinical supervision with MSFT program faculty**, with at least half in an individual or dyadic format and the remaining in a group of three to six students
  - **50 hours of observable data includes audio and video recordings, as well as live (behind the mirror, in the room co-therapy, reflecting teams, etc.).**
- **500 hours of supportive professional activity** committed to documentation, case management, professional collaboration, and service delivery preparation including the 100 supervisory hours
- Separate course instruction in interview skills, documentation skills, and cultural sensitivity culminating in the **Review of Readiness to Begin Clinical Training** (February-March)
- Three intervals of clinical training evaluation during the 18 months, followed by completion and presentation of a **Working Model of Therapy** with video demonstration prior to graduation

*MSFT Program Recommendations Regarding Committing Time for Training:*

- Clinical training cannot be simply another commitment to add to your present schedule—to take on the MSFT degree, one must be prepared to let go of other time commitments.
- Continuing full-time employment throughout the degree is likely to be very stressful though not impossible (many MSFT graduates complete the degree while working full time). Increased work flexibility and less than full-time employment are strongly recommended, especially during the second year.
- Clinical training requires students to be available for client and supervisory sessions. MSFT faculty and clinical supervisors do not have unlimited ability to accommodate

each student's schedule demands. Severely restricted student availability may result in delayed completion of the internship.

- Helping others also means exposure to one's own story of pain — students need to be ready for this added stress and willing to seek therapy for oneself any time throughout the training experience. (*Appendix C*)

## **Reactivation and Readmission of Former Students in the MSFT Program**

1. Students are eligible to apply for reactivation of their admission in the MSFT Program if it has been less than two years from the last date of enrollment in the MSFT Program. If it has been more than two years since the last date of enrollment in the MSFT Program, students must reapply to the program.
2. Students who have attended another institution since last attending the Master of Science in Family Therapy Program must reapply for admission to the program.
3. Students who wish to return to the Masters of Science in Family Therapy Program after withdrawing or being administratively withdrawn can apply for readmission to the respective MSFT Program Director at least 6 months in advance of the eligible re-entry date.
4. The MSFT Program Director and MSFT Faculty will meet with the student for a readmission interview and provide a decision to the student.
5. Upon approval of the respective MSFT Program Director and MSFT Faculty, a student is eligible for readmission.
6. Students who were administratively withdrawn from the MSFT Program are subject to additional program stipulations.
7. The Program Director will determine the eligible re-entry date of enrollment the new Plan of Study.
8. If the student has left the country for any length of time, has had a known exposure to TB, or has tested positive for TB, they will be required to complete new documentation and/or a possible TB test.

## **Standards of Care**

The Master of Science in Family Therapy Program holds to a high standard of care within in the program and the profession. This standard is guided by the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics, AAMFT aspirational core values, applicable state licensure regulations, program primary learning goals and student learning outcomes (SLOs). The MSFT Faculty and adjunct faculty are tasked with gatekeeping for the profession and training to maintain the standards of the care for the program and the profession.

Clinical training and clinical practice begin during the MSFT student's first spring semester and then increases in rigor throughout the first summer semester. Concerns surrounding standards of care may not fully emerge until the student enters into their clinical practice. It becomes paramount at this time to remain open to feedback and direction and be able to demonstrate competency to the MSFT faculty and adjunct faculty. If a student is not able to demonstrate competency surrounding standards of care and/or meet prerequisite performance expectations for the program clinical internship (CTH), the MSFT program will dismiss the student. This

dismissal can take place during any portion of the program in order to provide gatekeeping for the profession and promote public trust in marriage and family therapists.

## **State Regulation and Marriage and Family Therapy Licensure Disclosure**

Marriage and Family Therapy licensure requirements vary per state regulations and state licensing boards. Each state will have their own educational, practicum/internship, and degree requirements to be eligible to apply for licensure. A graduate level mental health degree does not guarantee the eligibility to apply for any state's license.

In 2019, the United States Department of Education instituted regulations requiring Title IV institutions, such as Friends University, offering degree programs leading to professional licensure to disclose to prospective and enrolled students the licensure requirements in the state in which the student is located and to affirm the degree program curriculum satisfies the state professional board's requirements so that a graduate of the degree program is eligible to be licensed in the state of the student's location.

The Master of Science in Family Therapy (MSFT) Degree at Friends University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), requires 500 direct client contact hours, and 100 hours of program supervision. The current accreditation status and program meets the requirements for licensure in the state of Kansas and Missouri. Before enrollment, MSFT applicants are provided a statement affirming the MSFT program satisfies the educational requirements for Kansas and Missouri (*Kansas City location*) (*Appendix D Kansas City*) (*Appendix E Wichita*).

If students are currently located in another state and/or intend to move to another state after graduation, students need to verify that the program requirements meet the educational requirements for licensure application in that state. Students can contact Dr. Culver-Turner at [rebecca\\_culver\\_turne@friends.edu](mailto:rebecca_culver_turne@friends.edu) for the Wichita Site and students can contact Dr. Chris Habben at [c\\_habben@friends.edu](mailto:c_habben@friends.edu) for the Kansas City Site.

## **Student Records**

The Student Record contains confidential documents related to academic performance and the clinical internship. Program management of the Student Record is guided by the Office of the Registrar and informed by COAMFTE accreditation guidelines. The Student Record contains information from the time of admission to program completion. This information is utilized by the program to evaluate student progress across three transitional gateways while in the program: admission to the MSFT degree program, entrance into the clinical internship, and completion of MSFT degree program requirements. All Watermark electronic documents related to student academic evaluation, and considered part of the Student Record (specific items identified below), will be housed in this electronic platform. All admissions records will be stored through Friends University in Xtender. Upon program completion and degree conferral, the student record may be shredded and/or stored electronically. The MSFT Program will maintain record of the total direct client contact hours, total alternative hours, and total supervisory hours. Through direction of Friends University, syllabi will be stored within an electronic university database. If a student

would prefer a copy of their student record they are required to request copies of their own student record prior to program completion and degree conferral.

## **VII. Clinical Training**

### **The Purpose of the Clinical Internship**

The focus of the Friends University Master of Science in Family Therapy program is the acquirement of professional skills in the discipline of marriage and family therapy. The 1000-hour clinical internship, set within the degree, is the primary context for student application of academic learning in mental health practice. All elements of the clinical internship are designed to contribute to the student's professional identity and development and to effectively practice as a marriage and family therapist. The clinical internship is divided into two broad professional experience categories: (1) direct client contact and (2) associated professional activity. This design both supports and promotes the related priorities of developing an identity as a marriage and family therapy clinician and acquiring the interpersonal, theoretical, clinical, and sociocultural skills that lead to professional competence.

Students receive individual and group supervision from licensed MFT professionals. Supervision focuses on developing clinical skills and ensuring ethical practice.

**All clinical activity and policy is outlined in the Clinical Training Handbook.**

## VIII. Student Support and Resources

### Academic Advising

Each student is assigned an academic advisor who provides guidance on course selection, career planning, and other academic concerns.

### ADA Services

Friends University does not exclude otherwise qualified persons with disabilities, on the basis of disability, from participating in University programs and activities, nor are persons with disabilities denied the benefits of these programs or subjected to discrimination.

It is the responsibility of the student to bring to the University's attention the need for accommodation due to a qualifying disability. Requests for accommodation should be made to the ADA Services Office in the Academic Resource Center (ARC) and should be supported by appropriate documentation of the relevant disability. The Director will assist students in their request for accommodations and help them obtain other necessary support services.

Once the proper information is received, the ADA Services Office will notify appropriate faculty and/or staff of the student's specific requests. The ADA Services Office will also make arrangements with outside agencies for any services needed (i.e., interpreters, accessible textbooks, etc.). The ADA Services Office will require an updated Disability Services Disclosure Release Form each semester.

For further information, contact the ADA Service Office via phone at 316-295-5522, in LIB 110, or via email at [ADA@friends.edu](mailto:ADA@friends.edu). More information can be found at [ADA Services](#).

### Academic Resource Center

ARC tutors provide a variety of help for students in the areas of writing, natural sciences, mathematics, music theory, accounting, Spanish, and computer science. This assistance is free to **Friends students and alumni**, and it is available on a drop-in basis or by appointment on the first floor of the Edmund Stanley Library, Room 112.

Our team of tutors provide one-on-one assistance and group study sessions before tests for courses offered at Friends. Our crew includes peer tutors (fellow students), professional writing tutors, and several community professionals who volunteer time to help students learn. The center provides tutors with mandatory training and in-services on best practices of tutoring, and the tutors meet a minimum number of tutoring hours each academic year. This is designed so our tutors are trained to help you engage in the learning process, grow in your own independent learning skills, and understand your subject matter better.

Students enrolled in the **College of Graduate and Professional Studies** and **distance learners** may elect to submit essays to the Academic Resource Center digitally throughout the year.

## **Faculty Advising**

Each MSFT student will be assigned a MSFT Core Faculty Advisor during their first semester in the program. Due to the nature of a set academic schedule, students will not need traditional academic advising. The Faculty Advisor for the program functions as formal access to a faculty member for the student. The student is able to reach out to their Faculty Advisor to ask program questions, provide feedback and seek support. The Faculty Advisor may also provide program feedback to the student following the Fall One Review. Students may seek direction from their faculty advisor as well as any faculty member or program supervisor.

## **Friends Helping Friends Program (Wichita)**

Licensed MSFT Alumni in the state of Kansas can donate four free sessions to a current MSFT Wichita student. Once students are enrolled in the MSFT program, they can request to be matched with an alumni in the Friends Helping Friends program. No conflict of interests will be verified by both the student and alumni. Students will sign a consent allowing the program to share their name and phone number with the matched alumni, and then be matched for therapy.

## **Library**

Edmund Stanley Library, named after the first president of Friends University, exists to help you along your pathway to academic success. The Library has books, ebooks, online databases with full-text articles, journals, magazines, newspapers, and media (CDs, DVDs, etc.). Edmund Stanley Library provides many services and amenities in person and online. Please visit the [Library homepage](#) to access these resources. You may also contact the library staff for assistance at 316-295-5880 (toll free 800-794-6945, ext. 5880) or [AskALibrarian@friends.edu](mailto:AskALibrarian@friends.edu). The [Academic Resource Center \(ARC\)](#), Athlete Study Hall, and three special collections (the Friends University Archives, the Quaker Collection, and the Rich Mullins Room) are also located within the Library.



## **IX. Graduation Requirements**

### **Capstone Project**

A graduation requirement of the MSFT program includes the successful completion of the Capstone project measured by a 70% or better on the program rubric. Any student failing to meet that mark will meet with program faculty to consider a possible remediation plan. The MSFT program may in some case refuse to offer a remediation plan.

### **Credit Requirements**

Students must complete 60 credit hours, including core courses, electives, and clinical training.

### **Clinical Internship Policy**

A student must earn a “B” or better in each consecutive clinical Internship module to be allowed to move forward to the next clinical module. Clinical courses include:

- FMTH 594: Foundational Skills in MFT
- FMTH 522: Risk and Crisis Management
- FMTH 693: Clinical Internship I
- FMTH 694: Clinical Internship II
- FMTH 695: Clinical Internship III
- FMTH 696: Clinical Internship IV
- FMTH 697: Clinical Internship V

A student must earn a “B” or better in FMTH 594 to advance to FMTH 522. Students must earn a “B” or better in FMTH 522 to advance to FMTH 693 and so on. If a student is unable to proceed to the next clinical internship module, they must withdraw from the MSFT program because engaging in the clinical internship is a requirement of the program.

Students do not need to earn a “B” or better in FMTH 697 to graduate or advance to FMTH 691, a course designed for students who require extending their training beyond the scheduled program limit to meet their clinical requirement hours.

Beginning with FMTH 694, student must earn a certain number of clinical hours for evaluation and grading. Should a student fall short of those hours, they are given an “SP” for a grade until they complete the required hours. No student may be allowed to have two consecutive clinical modules of “SP” to be permitted to advance. For example, a student given an SP in FMTH 694 and who has not met the hours requirement for FMTH 694 at the time of FMTH 695 assessment may not have an SP in both FMTH 694 and FMTH 695.

### **Degree Time Limit**

Students are expected to complete their degree within a five year period.

## **X. Post-Graduation Information**

### **Alumni Network**

The program maintains an active alumni network, providing opportunities for professional development and networking.

As a requirement of COAMFTE accreditation, the MSFT program annual surveys all program alumna regarding their experience in the program and their professional activity.

One of the greatest assets of the MSFT program is the base of program graduates.

### **Continuing Education**

Continuing education is essential for maintaining licensure and staying current with developments in the field. Most states require continuing education to maintain licensure.

### **Licensure Information**

Graduates are eligible to pursue licensure as Marriage and Family Therapists. Licensure is currently managed at the state level and specific licensure requirements vary by state. The MSFT Program at Friends university is designed to effectively meet the educational requirements for COAMFTE accreditation and state licensure. The MSFT degree will not be sufficient in all fifty states of the United States as a few will require courses not offered in the MSFT Program at Friends such as courses outlining state law. For example, the MSFT program at Friends does not provide a course in California state law as required for licensure in California.

Because the program is built upon a COAMFTE curriculum and because most states utilize COAMFTE accreditation as a guide or standard in developing regulations for licensure, the MSFT program does meet the educational standards for most states. Students interested in pursuing licensure outside of the state of Kansas are strongly encouraged to review the licensure expectations of the state of their intended residence. A useful link for finding such information is from the *Association for Marital and Family Therapy Regulatory Boards* at <https://amfrb.org/resources/state-licensure-comparison/> . Students should also consider consulting directly the regulatory board of the state of interest.

Students should be aware that completion of the degree at Friends University does not mean and immediate preparation for independent practice. All states require additional steps prior to independent licensure as an Marriage and Family Therapist or Marital and Family Therapist and each state has different privileges, nomenclature and responsibilities of post graduate students.

Generally, most states require post graduate applicants to;

1. Complete an application for licensure
2. Complete documentation assuring the applicant merits the public trust

3. Complete post graduate clinical hours that is supervised. Cost for this supervision may be the burden of the applicant.
4. Complete and pass the national marriage and family therapy exam. California has its own licensure exam.

# APPENDIX A

## AAMFT Code of Ethics

### PREAMBLE

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

### Honoring Public Trust

The AAMFT strives to honor the public trust in marriage and family therapists by setting standards for ethical practice as described in this Code. The ethical standards define professional expectations and are enforced by the AAMFT Ethics Committee.

### Commitment to Service, Advocacy and Public Participation

Marriage and family therapists are defined by an enduring dedication to professional and ethical excellence, as well as the commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects. Marriage and family therapists embody these aspirations by participating in activities that contribute to a better community and society, including devoting a portion of their professional activity to services for which there is little or no financial return. Additionally, marriage and family therapists are concerned with developing laws and regulations pertaining to marriage and family therapy that serve the public interest, and with altering such laws and regulations that are not in the public interest. Marriage and family therapists also encourage public participation in the design and delivery of professional services and in the regulation of practitioners. Professional competence in these areas is essential to the character of the field, and to the well-being of clients and their communities.

### Seeking Consultation

The absence of an explicit reference to a specific behavior or situation in the Code does not mean that the behavior is ethical or unethical. The standards are not exhaustive. Marriage and family therapists who are uncertain about the ethics of a particular course of action are encouraged to seek counsel from consultants, attorneys, supervisors, colleagues, or other appropriate authorities.

### Ethical Decision-Making

Both law and ethics govern the practice of marriage and family therapy. When making decisions regarding professional behavior, marriage and family therapists must consider the AAMFT Code of Ethics and applicable laws and regulations. If the AAMFT Code of Ethics prescribes a standard higher than that required by law, marriage and family therapists must meet the higher standard of the AAMFT Code of Ethics. Marriage and family therapists comply with the mandates of law, but make known their commitment to the AAMFT Code of Ethics and take steps to resolve the conflict in a responsible manner. The AAMFT supports legal mandates for reporting of alleged unethical conduct.

Marriage and family therapists remain accountable to the AAMFT Code of Ethics when acting as members or employees of organizations. If the mandates of an organization with which a marriage and family therapist is affiliated, through employment, contract or otherwise, conflict with the AAMFT Code of Ethics, marriage and family therapists make known to the organization their commitment to the AAMFT Code of Ethics and take reasonable steps to resolve the conflict in a way that allows the fullest adherence to the Code of Ethics.

## Binding Expectations

The AAMFT Code of Ethics is binding on members of AAMFT in all membership categories, all AAMFT Approved Supervisors and all applicants for membership or the Approved Supervisor designation. AAMFT members have an obligation to be familiar with the AAMFT Code of Ethics and its application to their professional services. Lack of awareness or misunderstanding of an ethical standard is not a defense to a charge of unethical conduct.

## Resolving Complaints

The process for filing, investigating, and resolving complaints of unethical conduct is described in the current AAMFT Procedures for Handling Ethical Matters. Persons accused are considered innocent by the Ethics Committee until proven guilty, except as otherwise provided, and are entitled to due process. If an AAMFT member resigns in anticipation of, or during the course of, an ethics investigation, the Ethics Committee will complete its investigation. Any publication of action taken by the Association will include the fact that the member attempted to resign during the investigation.

## Aspirational Core Values

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

The core values of AAMFT embody:

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

## Ethical Standards

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

### STANDARD I

#### RESPONSIBILITY TO CLIENTS

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

##### 1.1 Non-Discrimination.

Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

## 1.2 Informed Consent.

Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.

## 1.3 Multiple Relationships.

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

## 1.4 Sexual Intimacy with Current Clients and Others.

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

## 1.5 Sexual Intimacy with Former Clients and Others.

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

## 1.6 Reports of Unethical Conduct.

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

## 1.7 Abuse of the Therapeutic Relationship.

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

## 1.8 Client Autonomy in Decision Making.

Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.

## 1.9 Relationship Beneficial to Client.

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

## 1.10 Referrals.

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

## 1.11 Non-Abandonment.

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

### 1.12 Written Consent to Record.

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

### 1.13 Relationships with Third Parties.

Marriage and family therapists, upon agreeing to provide services to a person or entity at the request of a third party, clarify, to the extent feasible and at the outset of the service, the nature of the relationship with each party and the limits of confidentiality.

## STANDARD II CONFIDENTIALITY

*Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard the confidences of each individual client.*

### 2.1 Disclosing Limits of Confidentiality.

Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.

### 2.2 Written Authorization to Release Client Information.

Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or where mandated or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family or group treatment, the therapist may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

### 2.3 Client Access to Records.

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

### 2.4 Confidentiality in Non-Clinical Activities.

Marriage and family therapists use client and/or clinical materials in teaching, writing, consulting, research, and public presentations only if a written waiver has been obtained in accordance with Standard 2.2, or when appropriate steps have been taken to protect client identity and confidentiality.

### 2.5 Protection of Records.

Marriage and family therapists store, safeguard, and dispose of client records in ways that maintain confidentiality and in accord with applicable laws and professional standards.

## 2.6 Preparation for Practice Changes.

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

## 2.7 Confidentiality in Consultations.

Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation.

## STANDARD III

### PROFESSIONAL COMPETENCE AND INTEGRITY

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

#### 3.1 Maintenance of Competency.

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

#### 3.2 Knowledge of Regulatory Standards.

Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.

#### 3.3 Seek Assistance.

Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.

#### 3.4 Conflicts of Interest.

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

#### 3.5 Maintenance of Records.

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

#### 3.6 Development of New Skills.

While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.

#### 3.7 Harassment.

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

#### 3.8 Exploitation.

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



### 3.9 Gifts.

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

### 3.10 Scope of Competence.

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

### 3.11 Public Statements.

Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.

### 3.12 Professional Misconduct.

Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

## STANDARD IV

### RESPONSIBILITY TO STUDENTS AND SUPERVISEES

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

#### 4.1 Exploitation.

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

#### 4.2 Therapy with Students or Supervisees.

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

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

Marriage and family therapists do not engage in sexual intimacy with students or supervisees during the evaluative or training relationship between the therapist and student or supervisee.

#### 4.4 Oversight of Supervisee Competence.

Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.

#### 4.5 Oversight of Supervisee Professionalism.

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

#### 4.6 Existing Relationship with Students or Supervisees

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

#### 4.7 Confidentiality with Supervisees.

Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.

#### 4.8 Payment for Supervision.

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

### STANDARD V RESEARCH AND PUBLICATION

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

#### 5.1 Institutional Approval.

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

#### 5.2 Protection of Research Participants.

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

#### 5.3 Informed Consent to Research.

Marriage and family therapists inform participants about the purpose of the research, expected length, and research procedures. They also inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate such as potential risks, discomforts, or adverse effects. Marriage and family therapists are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, or have impairments which limit understanding and/or communication, or when participants are children. Marriage and family therapists inform participants about any potential research benefits, the limits of confidentiality, and whom to contact concerning questions about the research and their rights as research participants.

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

Marriage and family therapists respect each participant's freedom to decline participation in or to withdraw from a research study at any time. This obligation requires special thought and consideration when investigators or other members of the research team are in positions of authority or influence over participants. Marriage and family therapists, therefore, make every effort to avoid multiple relationships with research participants that could impair professional judgment or increase the risk of exploitation. When offering inducements for research participation, marriage and family therapists make reasonable efforts to avoid offering inappropriate or excessive inducements when such inducements are likely to coerce participation.

#### 5.5 Confidentiality of Research Data.

Information obtained about a research participant during the course of an investigation is confidential unless there is a waiver previously obtained in writing. When the possibility exists that others, including family members, may obtain access to such information, this possibility, together with the plan for protecting confidentiality, is explained as part of the procedure for obtaining informed consent.

#### 5.6 Publication.

Marriage and family therapists do not fabricate research results. Marriage and family therapists disclose potential conflicts of interest and take authorship credit only for work they have performed or to which they have contributed. Publication credits accurately reflect the relative contributions of the individual involved.

#### 5.7 Authorship of Student Work.

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

#### 5.8 Plagiarism.

Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due.

#### 5.9 Accuracy in Publication.

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

### STANDARD VI TECHNOLOGY-ASSISTED PROFESSIONAL SERVICES

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

#### 6.1 Technology Assisted Services.

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

electronic therapy or supervision after appropriate education, training, or supervised experience using the relevant technology.

#### 6.2 Consent to Treat or Supervise.

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

#### 6.3 Confidentiality and Professional Responsibilities.

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

#### 6.4 Technology and Documentation.

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

#### 6.5 Location of Services and Practice.

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

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

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

### STANDARD VII PROFESSIONAL EVALUATIONS

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

#### 7.1 Performance of Forensic Services.

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

#### 7.2 Testimony in Legal Proceedings

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

### 7.3 Competence.

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

### 7.4 Informed Consent.

Marriage and family therapists provide written notice and make reasonable efforts to obtain written consents of persons who are the subject(s) of evaluations and inform clients about the evaluation process, use of information and recommendations, financial arrangements, and the role of the therapist within the legal system.

### 7.5 Avoiding Conflicts.

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

### 7.6 Avoiding Dual Roles.

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

### 7.7 Separation of Custody Evaluation from Therapy.

Marriage and family therapists avoid conflicts of interest in treating minors or adults involved in custody or visitation actions by not performing evaluations for custody, residence, or visitation of the minor. Marriage and family therapists who treat minors may provide the court or mental health professional performing the evaluation with information about the minor from the marriage and family therapist's perspective as a treating marriage and family therapist, so long as the marriage and family therapist obtains appropriate consents to release information.

### 7.8 Professional Opinions.

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

### 7.9 Changes in Service.

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

### 7.10 Familiarity with Rules.

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

## STANDARD VIII

### FINANCIAL ARRANGEMENTS

*Marriage and family therapists make financial arrangements with clients, third-party payors, and supervisees that are reasonably understandable and conform to accepted professional practices.*

#### 8.1 Financial Integrity.

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

#### 8.2 Disclosure of Financial Policies.

Prior to entering into the therapeutic or supervisory relationship, marriage and family therapists clearly disclose and explain to clients and supervisees: (a) all financial arrangements and fees related to professional services, including charges for canceled or missed appointments; (b) the use of collection agencies or legal measures for nonpayment; and (c) the procedure for obtaining payment from the client, to the extent allowed by law, if payment is denied by the third-party payor. Once services have begun, therapists provide reasonable notice of any changes in fees or other charges.

### 8.3 Notice of Payment Recovery Procedures.

Marriage and family therapists give reasonable notice to clients with unpaid balances of their intent to seek collection by agency or legal recourse. When such action is taken, therapists will not disclose clinical information.

### 8.4 Truthful Representation of Services.

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

### 8.5 Bartering.

Marriage and family therapists ordinarily refrain from accepting goods and services from clients in return for services rendered. Bartering for professional services may be conducted only if: (a) the supervisee or client requests it; (b) the relationship is not exploitative; (c) the professional relationship is not distorted; and (d) a clear written contract is established.

### 8.6 Withholding Records for Non-Payment.

Marriage and family therapists may not withhold records under their immediate control that are requested and needed for a client's treatment solely because payment has not been received for past services, except as otherwise provided by law.

## STANDARD IX ADVERTISING

*Marriage and family therapists engage in appropriate informational activities, including those that enable the public, referral sources, or others to choose professional services on an informed basis.*

### 9.1 Accurate Professional Representation.

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

### 9.2 Promotional Materials.

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

### 9.3 Professional Affiliations.

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

### 9.4 Professional Identification.

Marriage and family therapists do not use any professional identification (such as a business card, office sign, letterhead, Internet, or telephone or association directory listing) if it includes a statement or claim that is false, fraudulent, misleading, or deceptive.

#### 9.5 Educational Credentials.

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

#### 9.6 Employee or Supervisee Qualifications.

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

#### 9.7 Specialization.

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

#### 9.8 Correction of Misinformation.

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

## **APPENDIX B**

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### **E-Student Behavior Program Standards**

The MSFT student should demonstrate engagement, professionalism and ethical behavior in their digital environment. This includes, but is not limited to, online courses, online supervision and teletherapy with clients.

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The MSFT students are trained and required to follow e-student behavior standards. The standards were developed using and following the required state regulatory standards, required federal standards regulating health information and the AAMFT Code of Ethics. MSFT students are required at all times to follow the standards set by the program in order to remain in compliance with these standards. MSFT Students will receive additional teletherapy training throughout the clinical training courses, including HIPAA-compliant electronic health record (EHR) system training.

#### **E-Student Behavior Standard: Engagement**

- When you attend an online course, you are meeting in a classroom or a faculty office. Similar standards apply related to in-person class setting or meeting with a faculty member.
- Keep your camera turned on during the entire class or supervision. Our courses are intended to be face-to-face. They are simply taking place in a digital space rather than a physical space. Seeing your face in the digital environment is just as important as seeing your face in the physical environment.
- If for some reason you need to excuse yourself briefly, it is appropriate to send a private chat message to your instructor to inform your instructor. You should return to the meeting as expeditiously as possible and inform your instructor that you are back, again via private chat message.
- If you would not do an activity while sitting in the classroom room, you should not be doing that activity in the digital conference room for your class
  - Do not surf the internet or post to social media during class.
  - Do not drive while you are attending class.
  - Do not run errands while you are attending class.
- Turn off or mute your cell phone. You would not normally take non-emergency calls during a course or supervision. The same should apply to non-emergency calls during class or supervision. If you expect an emergency call, you can leave your phone on vibrate so you can discreetly check the call without disturbing others. If you are expecting an emergency call (or if you are on call for your site) you should let your instructor know in advance so she/he can be prepared if you must suddenly leave. You can discuss what to do about make-up time during that advanced notice.



### **E-Student Behavior Standard: Professionalism**

- Dress appropriately as if you were attending class on-campus. Shirts are required. Casual shirts are acceptable, as long as there is nothing obscene on the shirt. Pajamas are not appropriate.
- Sit in a chair.
- Drinking nonalcoholic beverages is usually allowed in most professional meetings. Students are not allowed to drink alcoholic beverages during any class, supervision, clinical work or meetings.
- Position the camera appropriately
  - Show your face, not the side of your face or the top of your head
  - Consider the information you are broadcasting to your supervisor and cohort in the background of your camera image
- Be mindful of noise
  - You may want to keep your microphone muted except when you are actually talking. That can minimize any unintended or unexpected disruptions of the class.
  - Microphones pick up lots of ambient noise from your physical space (computer fans, people talking in another room, televisions). Don't eat, floss, use the restroom, etc. with your camera or phone unmuted.

### **E-Student Behavior Standard: Follow Ethical Codes and Standards**

- Protect client confidentiality
  - Guard the confidentiality of all clients whose cases are being discussed. It is not just the primary therapist who has a moral and ethical obligation to guard the confidentiality of the client. Everyone participating in the case consultation and supervision share in that ethical responsibility. This means that family members, coworkers, or others not directly involved in the class should not be able to see the screen or hear the audio on the case presentation. Again, if you would not invite this person into your clinical site's physical location, you should not invite them into the digital conference room.
  - Always wearing earbuds or a headset is one step toward guarding the confidentiality of our discussions, and it is an important step. It is certainly not the only step.
  - Protecting confidentiality includes attending class and supervision from a "closed" location
    - Do not allow family members, friends, or strangers to overhear class conversation.
    - Do not allow family members, friends or strangers to see your screen.
    - Do not attend class or supervision when physically located in a public space (e.g., Starbucks, McDonalds, local library).
    - Do not link to class from an unsecured wifi location.
- Protect student and peer privacy
  - Guard the privacy of your peers during classroom conversations. Students need to continue to follow all of the guidelines of attending class in a "closed location" to protect what their peers are sharing.

- Communication regarding clients
  - When asking your supervisor a client-related question, protect client information that is being sent.
  - Do not text or email identifying or crisis-related content to your supervisor.
- Communication and presence on social media
  - Students are not to use social media in a manner inconsistent with the AAMFT Code of Ethics, Kansas Behavioral Sciences Regulatory Board and the Friends University Student Conduct Code.

## APPENDIX C



### Master of Science in Family Therapy Acknowledgement of Program Rigor and Investment of Time of Clinical Internship Information

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Friends University's Master of Science in Family Therapy degree's clinical training component meets the nationally recognized standards set by the Commission on Accreditation of Marital and Family Therapy Education (COAMFTE). These standards establish the strongest supervised professional practice requirements of any mental health profession during masters level training. Because these high standards require a major investment of time and energy on the part of the clinical student, the MSFT program presents the time demands of program requirements and clinical training throughout the application process. It is our belief that the informed MSFT student is best prepared to make the life adjustments needed to successfully complete the clinical training experience. This information is again summarized here for your acknowledgement as follows:

#### *Program Requirements:*

- Classes are often condensed into either one class a week or an intensive week. Based on this scheduling, **full class attendance** throughout the program is required.
- Cohort schedules are distributed during orientation and before the program begins. Students are required to schedule for all classes and plan in advance.
- Excused absences are rare and not often granted. When a student misses a class, they could potentially miss the attendance and participation points, quiz/test, group work participation points, and potential letter grade deduction in the class. Consistent absences could lead to program dismissal.

#### *The Clinical Internship Requirements:*

- **500 total direct client contact hours delivering therapy and therapeutic services**, with at least 200 being couple or family therapy
- **100 hours of clinical supervision with MSFT program faculty**, with at least half in an individual or dyadic format and the remaining in a group of three to six students
  - **50 hours of observable data** includes audio and video recordings, as well as live (behind the mirror, in the room co-therapy, reflecting teams, etc.).
- **500 hours of supportive professional activity** committed to documentation, case management, professional collaboration, and service delivery preparation including the 100 supervisory hours
- Separate course instruction in interview skills, documentation skills, and cultural sensitivity culminating in the **Review of Readiness to Begin Clinical Training** (February-March)
- Three intervals of clinical training evaluation during the 18 months, followed by completion and presentation of a **Working Model of Therapy** with video demonstration prior to graduation

#### *MSFT Program Recommendations Regarding Committing Time for Training:*

- Clinical training cannot be simply another commitment to add to your present schedule—to take on the MSFT degree, one must be prepared to let go of other time commitments.

- Continuing full-time employment throughout the degree is likely to be very stressful though not impossible (many MSFT graduates complete the degree while working full time). Increased work flexibility and less than full-time employment are strongly recommended, especially during the second year.
- Clinical training requires students to be available for client and supervisory sessions. MSFT faculty and clinical supervisors do not have unlimited ability to accommodate each student's schedule demands. Severely restricted student availability may result in delayed completion of the internship.
- Helping others also means exposure to one's own story of pain — students need to be ready for this added stress and willing to seek therapy for oneself any time throughout the training experience.

MSFT Student—Printed Name: \_\_\_\_\_

I received *A Guide to Your Commitment of Time and Energy* detailing the above information

MSFT faculty presented this information at an MSFT Information Event/Orientation Meeting

I have had opportunity to discuss this information with MSFT faculty

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX D



### Friends University MSFT Program – Kansas City

#### Affidavit: State Licensure Information

In 2019, the United States Department of Education instituted regulations requiring Title IV institutions such as Friends University offering degree programs leading to professional licensure to disclose to prospective and enrolled students the licensure requirements in the state in which the student is located and to affirm the degree program curriculum satisfies the state professional board’s requirements so that a graduate of the degree program is eligible to be licensed in the state of the student’s location.

All program admission letters disclose licensure information relative to the state of student residence upon application. As a student now residing in Kansas or Missouri, the program must affirm the MSFT degree program at Friends University in Kansas City satisfies the state professional board’s requirement of your current residence. Students enrolled in the MSFT program at Friends University in Kansas City living in either Kansas or Missouri, may be confident the MSFT at Friends University in Kansas City meets the educational requirements for licensure in both states. Because the Friends University MSFT program in Kansas City is a COAMFTE accredited program and requires 500 hours of direct clinical contact and 100 hours of program supervision, we anticipate no problem for our current curriculum to meet the educational requirements for licensure in Kansas or Missouri.

Students should be aware that state regulatory boards have the ultimate authority in affirming an applicant’s educational experience as sufficient for licensure. Students planning on practicing in a state other than Kansas or Missouri may find state licensure requirements for any state at [State Requirements – AMFTRB](#), a website of the Association for Marriage and Family Therapy Regulatory boards. The specific link is <https://amftrb.org/state-requirements/> Some states will require, for example, a course addressing specific laws in the state which the Friends University Program in Kansas City would not provide. Students are advised to review all state requirements for the state of interest should they have plans for practicing in a state other than Kansas or Missouri.

My signature attests I have been informed by Friends University that the MSFT Program in Kansas City adequately prepares students for the educational requirements for licensure in Kansas and Missouri. I affirm my letter of admission notified me if the MSFT Program in Kansas City satisfies the state professional board’s educational requirements for licensure in the state of my residence during application. I further attest I have been informed how I might be informed of all licensure requirements for marriage and family therapy in any of the United States.

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Student

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Date

## APPENDIX E



### Friends University MSFT Program – Wichita

#### Acknowledgement: State Licensure Information

In 2019, the United States Department of Education instituted regulations requiring Title IV institutions such as Friends University offering degree programs leading to professional licensure to disclose to prospective and enrolled students the licensure requirements in the state in which the student is located and to affirm the degree program curriculum satisfies the state professional board’s requirements so that a graduate of the degree program is eligible to be licensed in the state of the student’s location.

All program admission letters disclose licensure information relative to the state of your residence upon application. As a student now residing in Kansas, the program must affirm the MSFT degree program at Friends University in Wichita satisfies the state professional board’s requirement of your current residence. Students enrolled in the MSFT program at Friends University in Wichita living in Kansas, may be confident the MSFT at Friends University in Wichita meets the educational requirements for licensure in Kansas. Because the Friends University MSFT program in Wichita is a COAMFTE accredited program and requires 500 hours of direct clinical contact and 100 hours of program supervision, we anticipate no problem for our current curriculum to meet the educational requirements for licensure in Kansas.

Students should be aware that state regulatory boards have the ultimate authority in affirming an applicant’s educational experience as sufficient for licensure. Students planning on practicing in a state other than Kansas may find state licensure requirements for any state at [State Requirements – AMFTRB](#), a website of the Association for Marriage and Family Therapy Regulatory boards. Some states will require, for example, a course addressing specific laws in the state which the Friends University Program in Wichita would not provide. Students are advised to review all state requirements for the state of interest should they have plans for practicing in a state other than Kansas.

My signature attests I have been informed by Friends University the MSFT Program in Wichita adequately prepares students for the educational requirements for licensure in Kansas. I affirm my letter of admission notified me that the MSFT Program in Wichita satisfied the education requirements for licensure in Kansas and inquired about additional state educational requirement verification. I attest any additional state educational requirement verifications have occurred. I further attest I have been informed how I can be informed of all licensure requirements for marriage and family therapy in the United States.

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Student

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Date