



HOPE INTERNATIONAL
U N I V E R S I T Y

**College of Psychology and Counseling
Marriage and Family Therapy Program Handbook
2019-2020**

Hope International University

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Anaheim, CA 92806

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Phone: 714-879-3901

Letter from the Chair

Welcome to the Marriage and Family Therapy (MFT) Program! We are excited to be a part of your journey towards higher education. Graduate school can be difficult to navigate; this handbook is designed to help you gain a clear understanding of the processes and procedures of the MFT Program.

The MFT Handbook is your guide to the Master of Arts in Marriage and Family Therapy degree. It will take you through the academic and clinical requirements for graduation and address questions you may have about the process. In addition to this handbook, become familiar with:

- HIU Catalog (for the year that you began your program at HIU)
- HIU Student Handbook
- Graduate and Online Handbook
- Board of Behavioral Sciences Statutes and Regulations
- Client Simulation Handbook
- Comprehensive Case Presentation Assessment Instrument and Guide

We want to keep in touch with you throughout your time in the program. Memos, announcements, and important information is to you through your HIU email and your student mailbox, which is located in the Graduate Lounge. Please check your student mailbox weekly, as this is where you will receive papers and exams returned to you by faculty. Your [student portal](#) is the place where you will login to register for classes each semester, receive financial aid information, and stay up-to-date on your student account. This account, along with your student email account (firstname.lastname@hiu.edu), should be checked a couple of times a week, as this will be the primary means of communication throughout your time in the program.

Your journey in this program and throughout your time as a clinician is important to us. We want to support and guide you through this time.

Please contact us with questions and/or concerns.

Sincerely,



Susan Hastings, PsyD
Program Director/Chair
Marriage and Family Therapy Program
College of Psychology and Counseling
Hope International University

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Introduction to the Marriage and Family Therapy Program

Program Overview

The MFT program is housed in the College of Psychology and Counseling and strives to promote and develop excellence through innovative and integrated curriculum which supports academic rigor, research, renowned clinical training, faith integration, and engagement in the professional community. The program creates an environment that allows mentoring relationships between faculty, staff, and students, encouraging personal and professional growth, and insight for the purpose of equipping compassionate professionals.

The Master of Arts in Marriage and Family Therapy (MFT) program provides academic and clinical training for a career as a professional marriage and family therapist. Students are trained to treat relational mental health issues with individuals, couples, and families from a family systems perspective. Licensed marriage and family therapists work in a variety of settings, including hospitals, clinical/social service agencies, churches, educational institutions, and private practices.

The 60-unit program is designed to integrate both theory, practice, and research, grounded in Christian principles. The core curriculum focuses on academic research, theory, and clinical training. The faculty provide a rich, collaborative educational experience through mentorship, professional development, and dedication to student success.

In addition to academic course requirements, students are placed in practicum sites where they undergo real-world training experiences with diverse clientele. Practicum supervisors have met rigorous supervision standards set forth by AAMFT. The MFT program at Hope International University accepts students from around the world and is dedicated to training students to work with diverse populations.

The MFT program at Hope International University accepts students from around the world and is dedicated to train students to work with diverse populations. The MFT program is dedicated to providing students with the knowledge, skill, and professionalism to respect people indiscriminate of race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, or any other status protected by federal, state, local law, ordinance or regulation. All such discrimination or harassment is unlawful and will not be tolerated. Further information is provided in the university catalog.

University Mission

Hope International University's mission is to empower students through Christian higher education to serve the church and impact the word for Christ.

College of Psychology and Counseling Mission

The mission of the College of Psychology and Counseling exists to provide innovative and relevant programs and scholarship, which integrate Christian faith and promote professional development and servant leadership in the area of psychology, counseling and human development.

Program Mission

The Marriage and Family Therapy Program (MFT) develops multiculturally-informed, ethically competent therapists, grounded in Christian principles, to join with families in identifying life challenges, empowering the restoration of broken bonds, and cultivating healthy and satisfying relationships.

Program Goals and Student Learning Outcomes

The following are Program Goals and Student Learning Outcomes (SLO) defined by the MFT program.

Program Goal 1. Knowledge: Students will be able to demonstrate essential knowledge (1) of systemic theory and the principles of marriage and family therapy, (2) related to clinical case conceptualization, diagnosis, intervention, and the use of community mental health resources and, (3) to write and articulate their personal theoretical model for therapy.

Student Learning Outcome 1.1: Students will articulate a theoretical and conceptual systems framework and personal therapeutic approach for marital and family issues.

Student Learning Outcome 1.2: Students will demonstrate knowledge and application of key concepts related to systems thinking, contextual factors, human development, psychological, social, biological, and spiritual factors affecting human relationships.

Student Learning Outcome 1.3: Students will demonstrate awareness of issues of diversity and practice multiculturally-informed family therapy.

Program Goal 2. Professionalism: Students will be able to demonstrate skills that reflect high standards of professionalism and commitment to ethical and professional behavior consistent with the standards of marriage and family therapy and Christian principles.

Student Learning Outcome 2.1: Students will demonstrate personal qualities and behaviors including integrity, sensitivity, flexibility, insight, compassion, and personal presence consistent with the practice of marriage and family therapy.

Student Learning Outcome 2.2: Students will demonstrate an understanding of ethical and legal standards in marriage and family therapy.

Student Learning Outcomes 2.3: Students will contribute to the global community through community service to underserved and marginalized communities.

Program Goal 3. Clinical: Students will be able to demonstrate clinical skill and the ability to apply effective therapeutic techniques to meet the diverse needs of individuals, couples, and families.

Student Learning Outcome 3.1: Students will use appropriate clinical and family systems-oriented language in oral and written communication.

Student Learning Outcome 3.2: Students will identify and incorporate into treatment psychological, biological, social, and spiritual factors that influence relationships.

Student Learning Outcome 3.3: Students will demonstrate a comprehensive understanding of the value of multicultural perspectives and its impact on the therapeutic process.

Student Learning Outcome 3.4: Students will be able to identify and apply Christian principles to the practice of marriage and family therapy.

Program Goal 4. Research: Students will be able to conduct and evaluate research to ensure high standards of therapeutic application and contribute to the field of marriage and family therapy.

Student Learning Outcome 4.1: Students will demonstrate knowledge of current trends and research methods in the field of marriage and family therapy.

Student Learning Outcome 4.2: Students will conduct and critique research that directly impacts the practice of marriage and family therapy.

Student Recruitment

The Graduate recruiters and admissions representatives recruit students in a variety of ways, including via lead generators, recruitment events, and word of mouth referrals. In regards to planned recruitment by the team, the university ensures that events are taking place in diverse locations, where recruiters encounter students of all ethnic backgrounds, socio-economic statuses, ability, and lifestyle. Recruitment events are attended at universities across Southern California in the counties of Orange, Los Angeles, San Bernardino, Riverside County, and Ventura County. Recruiters have also attended events in other cities and states periodically.

Every student that expresses interest in the Marriage and Family Therapy program receives follow-up contact from the program recruiter in the form of phone calls, text messaging, and email. There is no discrimination based on ethnicity, gender, SES status, ability/disability or language. In fact, we also welcome students from around the world who come to California on an F-1 visa to be part of the MFT program. The program has had international students from many different countries spanning all continents. Faculty, staff, and the MFT Academic Coach are sensitive and aware of the needs of the international student, particularly in regard to language barriers, and assist the student with resources as needed.

The admissions and selection process for the program is the same for all students, whether from affluent communities or marginalized societies. There is no difference in the requirements, privileges or opportunities afforded to applicants. Students who do not meet admissions requirements due to a GPA requirement have the opportunity to explain their GPA and meet one on one with the Program Director for their interview before the decision for admission to the program is decided. The only difference in admissions requirements are between international and resident students, are requirements by law, not by the program or university itself. Even so, all international students are evaluated equally with no discrimination contingent on country of origin.

Admission Requirements

Applicants seeking entry into the MFT program must apply for admission to the Graduate and Online Admissions Department. Applicants must provide official transcripts for all college-level coursework. A minimum grade point average of 3.0 for undergraduate work is required. In addition, applicants must submit two letters of recommendation and a comprehensive career statement (instructions may be obtained from the Admissions Department) to the Graduate Admissions office. Full instructions for the application process are available through the Graduate Admissions office, or on-line at www.hiu.edu. Upon completion of all application materials, the MFT admissions committee obtains and reviews each prospective student's file prior to initial contact from the department for a faculty interview. Viable candidates proceed to an extensive on-campus personal and/or group interview with a MFT faculty member.

Students who have a GPA lower than 3.0 are required to submit a letter of explanation and viability for entrance into the MFT program. Probationary acceptance may be granted if other factors give evidence of the applicant's ability to successfully complete the program. The probationary status will be removed when the student has successfully completed nine semester units with a 3.0 GPA or higher.

Policy on Harassment and Non-Discrimination

Hope International University is committed to providing a work environment free of unlawful discrimination and harassment. University policy prohibits harassment and discrimination based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, socioeconomic status (SES) or any other status protected by federal, state, local law, ordinance or regulation. All such discrimination or harassment is unlawful and will not be tolerated. The University's anti-discrimination and harassment policy applies to all persons involved in the operation of the University and prohibits unlawful harassment or discrimination by any student, employee, supervisors and managers, vendors, customers, and any other persons. Non-discrimination is also in regards to recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff. Discrimination and harassment based on the perception that a person possesses the characteristics of, or belongs to, a legally protected status or class of persons is unlawful. Similarly, harassment based on a person's association with a person who has, or is perceived as having, the characteristics of, or who belongs to a legally protected status or class of persons is unlawful (HIU Catalog, 2019-2012, p. 28-29). See HIU Catalog page 29 for complete listing of law and regulations HIU operates in compliance.

Religious Organization Exemption Disclosure

Hope International University is an educational institution that serves a religious organization, the Churches of Christ and Christian Churches, that takes seriously antidiscrimination provisions under federal and state law, and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility and mutual respect. Hope International University is also exempted by the state from California Education Code 66270, to the extent the application of California Education Code 66270 is not consistent with the institution's religious tenets.

The exemption may apply to, but is not limited to, requirements as expressed in University policies including the Student Code of Conduct, housing policies, mission statement, and University Catalog. We retain all rights afforded to us under the federal law and the laws of the State of California

Hope International University has not applied for the regulatory exemption under Title IX, 34 C.F.R. section 106.12 but the Title IX statutory exemption provided by Congress, see 20 U.S.C. section 1681(a)(3), is self-executing. As an educational institution that serves a religious organization, is entitled to that statutory exemption to the extent the application of Title IX is not consistent with the institution's religious tenets.

Federal civil rights laws make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. It is unlawful for the University to retaliate against an individual for bringing a concern about a possible civil rights problem to the University's attention. It is also unlawful to retaliate against an individual because he or she made a complaint, testified, or participated in any manner in an Office of Civil Rights investigation or proceeding. Thus, once a student, parent, teacher, coach or other individual complains formally or informally to the University about a potential civil rights violation or participates in an Office of

Civil Rights investigation or proceeding, the recipient is prohibited from retaliation (*including intimidating, threatening, coercing, or in any way discriminating against the individual*) because of the individual's complaint or participation.

Prohibited unlawful harassment or discrimination includes, but is not limited to, the following behavior:

- Treating a person differently, on any of the basis listed in the paragraph above, with respect to using, accessing or benefitting from the University's educational program. Example: the University may not subject students or employees to different standards of conduct in connection with a disciplinary matter on any of the basis listed above;
- Verbal conduct such as epithets, derogatory jokes or comments, slurs on any of the basis listed above, unwanted sexual advances, graphic verbal commentaries about an individual's body, sexually or otherwise degrading words used to describe an individual on any of the basis listed above, suggestive or obscene letters, notes, or invitations or comments;
- Visual displays such as derogatory posters, photography, cartoons, drawings or gestures on any of the basis listed above;
- In the case of sexual harassment claims, physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of gender, race or any other protected basis;
- In the case of sexual harassment claims, threats and demands to submit to sexual requests as a condition of appointment, admission, academic evaluation or administrative consideration in return for sexual favors; submission to or rejection of such conduct is used as a basis for a personnel decision, an academic evaluation, or administrative consideration affecting an individual, and retaliation for reporting or threatening to report harassment. (HIU Catalog 2018-2019, p. 27-28)

Learning Environment

Community standards are in place for the express purpose of creating an environment conducive to learning and personal growth, both in ground-based classes and online. Such standards include a professional instructional climate and a classroom environment that promotes positive learning experiences. Students are encouraged to conduct themselves in a professional manner, whether face-to-face or online, with respect for both fellow students and faculty. The University reserves the right to act in situations where student behavior violates established policy, detracts from the ability of students or faculty to function effectively in the learning environment, or is disruptive of the teaching-learning process. Such action may include disciplinary procedures issued by the faculty or may lead to suspension from class or expulsion from the University.

Only regularly enrolled students may attend classes unless advance permission is secured from both the instructor and the University administration.

Out of respect for the instructor and one's classmates, students should silence cell phones during on-ground class sessions. Students may make telephone calls during class breaks. (HIU Catalog 2018-2019, p. 34)

California Board of Behavioral Sciences (BBS)

The MFT degree meets the educational requirements of the Board of Behavioral Sciences (BBS) in California, including the requirements of the Business and Professions Code, Section 4980.37, .38, .40, and .41. With approval of the BBS, graduates may sit for their licensing examination upon the completion of 3,000 supervised hours.

Students seeking licensure are responsible for knowing and complying with the Board's licensing requirements. Students are advised to contact the BBS directly:

Admission to and/or completion of the Master of Arts in Marriage and Family Therapy at Hope International University does not certify or guarantee eligibility for licensure as a Marriage and Family Therapist in the state of California. Any past arrest may disqualify a student from the licensing process as determined by the Board.

Board of Behavioral Sciences
1625 North Market Street, Suite S-200
Sacramento, CA 95834
(916) 574-7830
<https://www.bbs.ca.gov/>

Commission on Accreditation of Marriage and Family Therapist Education (COAMFTE)

The Marriage and Family Therapy Master's program at Hope International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT). The MFT Program at HIU is one of seven COAMFTE-accredited MFT programs in California, providing benefits to students such as quality education, license portability, job eligibility, and loan reimbursement program eligibility. Further information can be found at the [COAMFTE website](#).

American Association of Marriage and Family Therapy
112 S. Alfred Street
Alexandria, VA 22314
(703) 838-9808
Fax: (703) 838-9805
www.aamft.org

International Accreditation Commission for Systemic Therapy Education (IACSTE)

The International Accreditation Commission for Systemic Therapy Education (IACSTE) has granted Hope International University's Marriage and Family Therapy program accreditation for a three (3) year period from November 1, 2015 to November 1, 2018. The Commission's accreditation process requires programs to meet its standards in the following five area: Theoretical Foundation, Research Methodology, Ethics and Related Professional Issues, Personal

Development, and Clinical Skills Development.

The International Family Therapy Association (IFTA) is dedicated to supporting the work of MFTs overseas and training practitioners around the world to deliver culturally-appropriate family-based services. The International Family Therapy Association provides international conferences to promote, strengthen and improve the quality of family therapy, the quality of relationships within families and to promote peace within our world. IFTA works collaboratively with other professionals and organizations to promote continuing education in the development of quality standards for marriage and family therapy for professionals performing family therapy in order to better assist families in the communities in which they serve. IFTA publishes the Journal of Family Psychotherapy and sponsors the World Family Therapy Congress, an international conference of family therapy researchers and practitioners.

The International Accreditation Commission for Systemic Therapy Education (IACSTE)
Marriage & Family Counseling Service
Room 512 Safety Building
Rock Island, IL 61201 USA
309-786-4491 phone
309-786-0205 fax
www.ifta-familytherapy.org

Student Resources and Information

HIU Email

All correspondence from the university will be sent to your HIU email account. This includes correspondence from staff, professors, Student Financial Services, Student Accounts, Academic Coach, and other important communications that require student attention. It is important to ***check your HIU email account regularly***. HIU email is located at mail.hiu.edu.

If you are having problems with your Student Portal contact your Academic Coach. If you are having problems with your student email account, contact the IS Help Desk at (714) 879-3901 ext. 2607 or email them at ishelpdesk@hiu.edu.

Student Portal

The Student Portal is the central location for all student information. There, students are able to view schedules, grades, account balance, make payments online, verify financial aid has been applied and more. This is also where students will register for classes.

The Student Portal is located at my.hiu.edu and clicking on “Student Portal Homepage”. The login information for the Student Portal is the same username and password created when the student first applied online. This information was emailed when the student first set up that application account. (Note: usernames are typically formatted as ‘*first.last*’.)

Canvas

Canvas is an online platform for Hope International University where students have a course shell for each course they have registered for per semester. Students are able to log into Hope Online one week before classes begin to review the course syllabus and other course resources. View the tutorials and become familiar with the online classroom environment. Online courses are conducted completely through this site, but each on ground course also has course shells, which will provide students with handouts, memos, grades, and other valuable information for the course. Contact your Academic Coach if there is trouble with logging in.

The MFT program has set up in Canvas, a file titled ***MFT Orientation and Resources- Updated***. All students have access to this resource. The following items can be located in *Files* and students should become familiar with them.

1. Clinical Training Paperwork
2. Professional Development Hours
3. Client Simulation
4. CCP
5. MFT Program Handbook
6. Vitas and Resumes
7. APA Resources

If you are having problems with the Canvas system, please follow the help topics on the website. You may also contact the Canvas support hotline 24 hours a day (855) 692-6720 or helpdesk@hopeonline.edu. You may also call (888) 884-7325 and ask for the Help Desk, Monday through Friday, 7:30am to 5:30pm (MST). This information is under the “Help” tab once you have logged in.

Via Live Text

Via Live Text is a platform for students to submit assignments for assessment to as well as, it will be utilized to house Field Experience paperwork and Professional Development hours that are required for each student to achieve for graduation. Each student will have access to Via Live Text. If you or any of your students are having trouble accessing Via Live Text, please have them email Heather Silva at hesilva@hiu.edu.

*NOTE: DLT does not have any oversight of Via Live Text, please do not contact them for help with Via Live Text, please contact Heather Silva for help.

Log in Website: www.vialivetext.com

Log in credentials: HIU Email Address

Log in password: ID Number

Bookstore

Students are responsible for obtaining their own textbooks and classroom materials from the HIU bookstore. The HIU bookstore is located in the Student Center on the Fullerton Campus or online at www.hiu.edu. If you need further assistance, call our bookstore at (714) 992-5911. The Hope International Bookstore is part of the Follett Bookstore network [www.http://www.bkstr.com/pcc-hopeintlstore/home](http://www.bkstr.com/pcc-hopeintlstore/home) [efollett.com](http://www.efollett.com).

What does this mean to you?

- You can shop the Hope International Bookstore through www.efollett.com, where you will find a list of the required texts for each course, along with simple instructions for making purchases. The bookstore and eFollett have the largest selection of used books anywhere!
- You can pick your textbooks by course and have them shipped to your door or save the shipping costs by picking them up at the HIU bookstore on main campus or request to have textbooks delivered to the Anaheim campus.

How to Order Books

To order your books online, please follow these instructions:

- Go to www.hiu.edu
- Click on the **Bookstore** link in the “**Current Students**” tab (the bookstore site will open)
- Click on “**Textbooks & Course Materials**” under the “**Books**” menu
- Program: **Traditional Undergraduate, Graduate (Masters)**
- Semester: **Summer 2016 (i.e. whatever semester you are purchasing textbooks for)**
- Department: (i.e. PSY)
- Course Number: (i.e.6995)
- Section: (i.e. A, B, C, etc.)

** Refer to your schedule for Department and Course codes—these codes are for demonstration purposes.*

If you know you have an extra balance and plan to use your student loans to pay for your books, please view the Student Financial Services (Student Accounts) section of the One Stop Guide, which you received at New Student Orientation.

Library

The Darling Library at Hope International University provides students with extensive library resources through LibGuides. These LibGuides direct users to e-books, full-text journal articles, academic websites, search engines, and a variety of research databases. The library also employs a full-time research and reference librarian, whom students may consult via telephone or email.

For the Library homepage, see <http://library.hiu.edu>. For a brief orientation to online library services and access to LibGuides, see <http://library.hiu.edu/online.html>.

Psychotherapy.net Video Streaming

Psychotherapy.net produces and distributes high quality [training videos](#) in the field of psychotherapy. Additionally, they publish [Articles](#), [Interviews](#), [Blogs](#), and [Cartoons](#) (all free of charge). Students can view video sessions and listen to master psychotherapists discuss their thoughts behind their interventions. Videos also capture the critical non-verbal aspects of therapy, including body language, facial expression, tone of voice, and the rhythm of the therapist-client interaction.

To access psychotherapy.net videos:

1. Log into the HIU library website- <http://library.hiu.edu/>
 - NOTE: Students will be prompted to enter your University username and password (same as your HIU email) to access the videos.

2. Search for “psychotherapy.net videos”
 - Research Databases (a.k.a., “Find Articles”)
 - Alphabetical listing under P for Psychotherapy.net (<http://library.hiu.edu/search/databases/alpha/p>)
 - Subject listing under Psychology (<http://library.hiu.edu/search/databases/psychology>)
 - LibGuides

Psychology Guide (<http://libguides.hiu.edu/psychology>) – See Research Databases tab.

Accommodations

Students have the right to accommodations for documented special needs via the Office of Student Affairs. This office is located on the Fullerton Main Campus of HIU in the Lawson Fulton Student Center room 209. The phone number for this office is 714-879-3901 ext. 2311. Online students should contact their Academic Coaches for assistance with this process.

Student Grievance Policy Student

Grievance Overview

Hope International University has established a process by which students may file a grievance for formal review and adjudication. The desired outcome of the university’s grievance procedure is the just resolution of student grievances.

Grievances regarding violations of student conduct standards are governed by the Student Handbook. All other student grievances, academic or non-academic, are governed by the policy set forth in this section of the catalog.

A grievance should be filed only after all informal means of resolving the problem have been exhausted. In the area of academics, student concerns about course curriculum, course policies, course delivery, or grading should be directed first to the class professor. Concerns unresolved by direct conversation with the professor, or concerns about a professor's behavior should be directed to the department chair or, finally, to the College Dean. In areas other than academics, student concerns should be directed to the appropriate university department manager or, finally, to the supervising university Vice President.

If informal efforts fail to resolve the problem, the student may file a formal grievance if there is justifiable cause. Justifiable cause for grievance is defined as any act which, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member, or is perceived as an arbitrary or unfair imposition of sanctions.

To file a grievance, the student must indicate in writing the nature of the grievance, the evidence on which it is based, and the redress sought. The grievance document(s) must be submitted to the Vice President for Academic Affairs for academic matters or the Vice President for Student Affairs for non-academic matters. (Guidelines for grievance document(s) are presented below.) The Vice President with whom the student grievance has been filed will establish a Grievance Committee, which will follow the process articulated in the Grievance Procedure section below (HIU Catalog, p. 81). For more information on the procedure for Student Grievances, see the HIU Catalog pages 81-83.

Portability of Degree

This program's sequence of courses and supervised clinical training are intended to assist professionals in meeting the educational requirements for licensure as a Marriage and Family Therapists (LMFT) in California. LMFT requirements vary by state. Through individualized advising, students will work with the program to plan their curriculum in order to meet the criteria for the specific state/s where they intend to practice. As the program is COAMFTE-accredited, it also improves student's portability of their degree for licensure.

Student Retention

Every student in the Marriage and Family Therapy program has access to an Academic Coach (AC), who walks alongside him or her from application to graduation. A large part of the AC role is ensuring that students remain in the program until completion and graduate successfully. Consistent monitoring and communication between the AC and the student supports student success. The MFT Program staff and faculty are also available to students for professional mentoring, collaborative support in courses and clinical training, and continual management of degree requirements.

Alumni Survey

The MFT Program would like to keep in contact with our alumni and receive information from you about your licensure process/status as well as your obtainment of employment. Students will be receiving a yearly Alumni Survey with the following requests, 1. Employer information and 2. Employee status. We appreciate your timely completion of the survey. This information will also help us in our reporting requirements for our COAMFTE accreditation as well as ensure the

program can stay connected with you and continue to collaborate.

Commencement Ceremonies

Commencement is held twice each year in May and December at which time all graduates of the previous six months are honored and recognized.

Position Descriptions

The MFT program staff is available to assist students during their time in the program to ensure clear and complete communication of program expectations and standards. Staff, as well as faculty, will assist students in process, procedures, and policies according to the MFT Handbook, HIU Catalog, BBS Statutes and Regulations and COAMFTE Version 12 Standards.

Academic Coach

The Academic Coach begins to make appointments with students prior to admission until the student has graduated. Appointments are tailored to meet students' individual needs and provide them with the resources and support that is specific to them. The Academic Coach works with the student to encourage them and provide resources to help students succeed, which may include formulating educational plans, helping set goals and keeping students accountable for reaching those goals.

Program Coordinator

The MFT Program Coordinator works to strengthen and maintain MFT community by writing our newsletters, coordinating community events like holiday parties, welcome back celebrations, and faculty appreciation events. The Program Coordinator works to strengthen the voice of MFT through the role of faculty advisor of Student Senate and Delta Kappa Rho, and assists with mentoring students to enhance their professional development, clinical skills and increase proficiency in growth areas.

Advance to Practicum Coordinator

The Advance to Practicum Coordinator schedules all interviews for students as they work through the advanced to practicum interviews, paperwork, and recommends approval for clinical training readiness to the Clinical Training Director.

Clinical Training Coordinator

The Clinical Training Coordinator collects and maintains the students' practicum site paperwork, including the Four-Way Clinical Training Site Agreement and end of semester paperwork, and assists with mentoring students to enhance their clinical skills and increase proficiency in clinical growth areas.

Clinical Training Assistant

The Clinical Training Coordinator oversees the Hope Counseling Center, which is an on-site community agency that promotes a private practice feel with excellent resources for developing clinical skills of the highest quality.

Clinical Training Director

The MFT Clinical Training Director oversees and ensures compliance of clinical standards for the Marriage & Family Therapy Program according to COAMFTE, BBS, and WASC. The Clinical Training Director is responsible for the development, management, and oversight of all aspects of clinical training, which includes, but is not limited to: clinical training curriculum, clinical training sites, advance to practicum, and the verification of the program's clinical requirements.

Chair/Program Director

The MFT Chair/Program Director oversees and ensures compliance of educational standards for the Marriage & Family Therapy Program according to COAMFTE, BBS, and WASC. The Chair/Program Director is responsible for the development, management, and oversight of all aspects of the program, which includes, but is not limited to curriculum, clinical training, faculty development, and assessment of educational outcomes to enhance the program.

Faculty

The MFT program faculty represents a wide variety of therapeutic approaches and is actively involved in Teaching, Scholarship, Service, and Practice related to the profession of marriage and family therapy. Annually Faculty complete the Faculty Development Plans, which outline the work in the previously listed areas. The Plan are provide to the Dean of the College and to the Chair/Program Director. Faculty is encouraged to maintain an active role in the development of student learning outcomes, assessment, and implementation of program standards. Faculty is required to adhere to policies and responsibilities according to the faculty contract and faculty handbook. For MFT faculty biographies please see the HIU website at www.hiu.edu, search “MFT faculty.”

Supervisors

Their on-site supervisor at their practicum site supervise students weekly. MFT Faculty, who are AAMFT Approved Supervisors or AAMFT Supervisor Candidates, supervises students within their supervised practicum courses.

Students

MFT students represent a diverse population from different states and countries as well as a wide variety of racial and ethnic backgrounds. Students are encouraged to learn through hands on experiences in the classroom, in clinical training sites and through networking to complete their professional development hours. MFT staff and faculty closely mentor student to successfully complete the MFT program.

Professional Associations

American Association for Marriage and Family Therapy (AAMFT)

The *American Association for Marriage and Family Therapy* (AAMFT) is the professional association for the field of marriage and family therapy. The cost to become an AAMFT Student member is \$83.00. As a member you will receive a subscription to the *Family Therapy Magazine* as well as the quarterly *Journal of Marital and Family Therapy* (JMFT).

112 South Alfred Street
Alexandria, VA 22314-3061
Phone: (703) 838-9808
Fax: (703) 838-9805
www.aamft.org

The California Association of Marriage and Family Therapists (CAMFT)

Students can join the *California Association of Marriage and Family Therapists* (CAMFT), which is the state professional organization for MFT's. The membership cost is \$95.00 per year for pre-licensed members, and student members receive CPH & Associates Malpractice Insurance built into this cost. Members also receive CAMFT's bimonthly magazine, *The Therapist*, as well as legal consultation.

7901 Raytheon Road
San Diego, CA 92111-1606
Phone (858) 292-2638
FAX (858) 292-2666; TDD (858) 292-2650
www.camft.org

OC-CAMFT (Orange County Chapter)

CAMFT has twenty-eight chapters throughout the state to serve the interests of members in various geographic areas. The membership cost is \$30.00 (\$40.00 after January 31st for pre-licensed members.) Participation in a Chapter can provide an opportunity to connect with professionals. Information about the local Chapter in your area will be sent after CAMFT membership is processed.

P.O. Box 7200 Costa Mesa, CA 92626
(714) 556-7129
www.occamft.org

International Honors Society

Delta Kappa

Delta Kappa, the International Marriage and Family Therapy Honor Society, is an institution for the profession of marriage and family therapy. Delta Kappa, as the official honor society for the field of MFT, serves to further complement the fine work being done by the American Association for Marriage and Family Therapy, the American Family Therapy Academy, and the International Family Therapy Association. Delta Kappa recognizes the achievements of current students as well as practitioners already in the field who have achieved distinction and continue to make significant contributions to the field. In order to qualify a student must achieve and maintain a 3.75 GPA. Membership for the Rho chapter is a one-time fee of \$100.00.

DELTA KAPPA
c/o FRIENDS UNIVERSITY
Marriage & Family Therapy
2100 W. University Avenue
Wichita, KS 67213
<http://www.deltakappamft.org/Home>

Educational Requirements

Length of the Program

The core curriculum is 60 units and may be completed in 24 months. However, if foundational classes need to be taken, it may be necessary to complete up to 66 units. Additionally, there are clinical training hours, which will equate to about 10 – 20 hours a week during the second year of study. Students may choose a two- or three-year track. Students must complete all requirements within 6 years from their first enrollment.

Curriculum Structure

Courses are structured within the program course sequence to have knowledge-based courses completed first, then clinical-based courses. Students begin their first semester with PSY5990 Professional Development I, which assists students in their understanding of the marriage and family therapy profession, increasing their socialization into the field and facilitating successful understanding of student learning outcomes. The semester before a student is scheduled to proceed into clinical training, they are required to enroll in, and successfully complete, PSY6995 Professional Development II, which guides students through the process of obtaining a clinical training site, the advance to practicum process, and enhancing clinical skills. Students are evaluated for clinical readiness through the Advanced to Practicum process, including the completion of the Professional Development Plan and a group interview comprised of peers and a faculty member, conducted the semester before enrolling into PSY6800 Supervised Practicum. In the student's final semester in the program, students will enroll in PSY6920 Comprehensive Case Presentation, which demonstrates the student's in-depth knowledge and application of their knowledge, clinical skills, professionalism, and research abilities. In their last semester, students also complete PSY6999 Advanced Professional Development synthesizing their time in the program and integrating their understanding of the field as they progress into an internship and the path to licensure.

The MFT program will only allow you to pursue licensure as a Marriage and Family Therapist for the state of California. If you would like to dual license as a Licensed Professional Clinical Counselor (LPCC) then you need to review the requirements on the Board of Behavioral Sciences (BBS) to ensure you have completed the educational and clinical requirements for that degree. If you would like to become a LPCC after you have graduated from the MFT program, we strongly recommend you take the Group Therapy class for your elective as this will help with the LPCC requirements. LPCC requires you to have 280 direct client hours prior to graduation. The BBS is strict with this requirement- if you do not have 280 direct client hours prior to your degree posting you will not be eligible for LPCC licensure. If you wish to do these hours, you will need to have your supervisor fill out the BBS agreement for both MFT and LPCC.

Program Format

The uniquely formatted program enables students to attend full-time or part-time. The majority of courses are offered during the day and/or evening on Tuesdays and/or Thursdays, and some courses are offered Monday and/or Wednesday evenings. Fall and Spring terms are 16 weeks and comprised of two modules consisting of eight weeks each. Summer term is 8-10 weeks depending on the course. The entire program may be completed in 24 months, and students may choose a two- or three-year track. Students must complete all requirements within 6 years from their first enrollment.

In addition to academic course requirements, students are placed in community based clinical training sites for approximately one year, where students gain hands-on clinical training experience with diverse clientele. Students are supervised by licensed mental health professionals who have met rigorous supervision standards.

Academic Probation

Students must maintain a 3.0 grade point average (GPA) to remain in good academic standing. When a student does not maintain a 3.0 GPA, they will be placed on Academic Probation. At such time s/he is limited to nine (9) units for the next semester. Unit amounts may be further reduced if the minimum GPA is not attained in one semester. If probation occurs for more than two terms, the student may be subject to academic dismissal from the program.

Retaking a Courses

Students who receive a D in a course will have to retake the course and achieve a grade of C or higher. Students may retake up to 9 units of courses while they are in the program.

Prerequisite Courses

The foundational courses offered are:

PSY5010 Counseling Theories 3units

PSY4310 Community Mental Health 3 units

These courses are required for students that do not have a psychology educational background. Your acceptance letter will notify you if you need to take either of these courses. These courses must be completed within the student's first 18 units and must be complete before a student can begin clinical training.

Transferring a Course

Students may apply for as many as 9 graduate-level units to be transferred into the program from another accredited institution. See the Hope International University Catalog for more information about transferring or waiving graduate coursework.

Graduation Petition

A Petition to Graduate must be submitted based on the following dates (subject to change):

May Graduation - Petition due to Registrar March 1st

December Graduation - Petition due to Registrar October 1st

Previous to a student's final semester, each student will receive an email appointment request from their Academic Coach. Each student will complete their Graduation Petition a semester before they graduate. Those students who complete the process early will be eligible to register for their final semester before registration opens to all students.

In order to have your Graduation requirements checked by the Registrar's Office, you must file a petition by the deadline indicated. All Graduate students must complete the program requirements and maintain at least a 3.0 GPA in order to graduate from the program.

Completion of Program Requirements

1. All 60 units (plus any required foundational units) with a GPA of 3.0 or higher
2. All clinical training hours must be completed, and a verification of completion from the Clinical Training Coordinator is then submitted to the Registrar's Office. This verification reflects that the student has completed the following hours:
 - a. 325 hours of clinical experience which includes 225 of direct client contact (75 of these hours may be client-centered advocacy hours)
 - b. 50 hours of Professional Development

Student Conduct

Students, by their voluntary membership in this Christian community, assume responsibility to abide by all the standards of Hope International University. They should also use personal discretion regarding any activities that may be morally or spiritually destructive or may reflect poorly on the University.

Both the institutions and its members have an obligation to confront known breaches of integrity in the ranks of its membership. Such confrontations should be carried out in Christian love, with the purpose of redeeming and restoring the individual. Refer to the [HIU Student Handbook](#) and the Graduate and Online Handbook code of conduct sections, for more information.

Action Plan

In the event a student is not progressing in the program either academically or clinically, the student may be placed on an action plan to support their successful completion of the program. Depending upon the growth areas identified by Faculty, Program Director, Clinical Training Director or the Clinical Training Site, the student will work closely with the corresponding director overseeing the identified area. The student will meet with either director and will review the action plan. A student's success will be determined through measurable changes outlined in the action plan. If the student does not successfully complete the action plan as required, the student may be subject to dismissal from the program.

MFT Student Senate/Delta Kappa Rho

Marriage & Family Therapy Student Senate

The MFT Student Senate exists to communicate a unified student perspective to relevant faculty and staff in all matters directly affecting graduate student life, and to instill a strong sense of community within the MFT program.

Student Senate meets on a bi-monthly basis, under the supervision of the faculty advisor. These meetings exist for the purpose of effectively carrying out the following objectives:

1. Enhance the University mission statement to empower students through Christian higher education to serve the Church and impact the world for Christ
 - a. Servant leadership
 - i. Attend New Student Orientation, MFT Career Night, Practicum Fair, and other events deemed necessary as decided by the members and faculty advisor
2. Give back to our community by donating time and effort to MFT community causes
 - a. Coordinating charitable events such as community walks and outreach.
 - b. Managing student concerns through an anonymous comment drop-box
3. Provide opportunities for additional educational, professional, and spiritual growth
 - a. Promoting continuing education units by managing the CEU board in the student lounge
 - b. Coordinating student involvement including, but not limited to:
 - i. Holiday Parties
 - ii. Welcome Back/Graduation Send-Off Parties

Student Senate is comprised of four members and Delta Kappa Rho is comprised of five members and a faculty advisor (Heather Silva). The following are Delta Kappa Rho's leadership positions, President, Executive Vice President, Membership Vice President, Program Vice President, Secretary, Treasurer and Historian.

Clinical Training

Clinical Training Overview

The clinical training program includes client simulations, 325 hours of clinical experience, 50 hours of professional development, and the Comprehensive Case Presentation (CCP). Each student will complete several client simulations as a part of their clinical training to provide the student with supervised practice utilizing specific skills and therapeutic interventions. Clinical experience involves participation in the Supervised Practicum course, while accruing hours in an approved clinical training site. Students complete 325 hours of clinical experience with 225 hours of direct client contact (75 of these hours may be client-centered advocacy hours). Forty percent of the 225 direct client hours must be relational hours. In addition to clinical experience, students complete 50 professional development hours.

Professional development hours are to provide the student with the opportunity to pursue areas of special interest, enhance their individual education, and network with other clinicians in the field. The clinical training program prepares students to successfully complete the Comprehensive Case Presentation (CCP), which is the expected competency level of each student in the MFT program.

Client Simulations

Each student will complete multiple client simulations with simulated clients as a part of their clinical training for the program. During the simulations, the student will practice and demonstrate their clinical knowledge, skills, and professionalism. The purpose of the simulations is to provide the student with supervised practice utilizing specific skills and therapeutic interventions. By the use of simulations, students will have the opportunity to play the roles of a client and a therapist, complete an intake session, and demonstrate therapeutic interventions. Students will receive feedback from each simulation that will promote their growth and development as a therapist. The simulations will begin in the student's first semester and continue throughout the duration of the program. In Professional Development II, students will record themselves as the therapist. The students will be providing their own recording equipment and maintain confidentiality while adhering to the highest professional standards with their recorded simulations. A complete description of the client simulations is found in the Client Simulation Handbook, which can be located in the MFT Orientation and Resources – Updated section of Canvas.

Recording and Confidentiality

Students are required to present recordings of their clinical work as part of the clinical training requirements. Recordings must be treated in the same manner as any other confidential materials and the student must obtain written consent by the client prior to recording. Recordings are to be kept in a locked place at your clinical training site and while transporting the recording tape, all precautions must be taken to guard confidentiality. To be HIPAA compliant, the acceptable session recording formats include CD/DVD and flash drives, or personal recording devices (camera, cell phone, laptop, or tablet) which must be password protected.

Advanced to Practicum

Students are required to complete the Advance to Practicum process prior to accruing hours at an approved clinical training site. One semester before a student is to begin their clinical training, the student needs to enroll in Professional Development II (PSY6995). This course is designed to help

facilitate the Advance to Practicum process and prepare the student to begin their clinical training. Once a student has completed the Advance to Practicum process, a one-time fee of \$1,200 is charged to the student's account, when they take their first PSY6800 Supervised Practicum Course. (Students should have a trainee position at an approved clinical training site at the time of their interview.)

Students must complete the following requirements and obtain departmental approval to Advance to Practicum:

1. Completion of at least **12 units of coursework**, in addition to **all of the pre-requisite courses**, which includes:

MFT Program Pre-requisite Courses:

- **PSY5010 Counseling Theories**
- **PSY4310 Community Mental Health**

2. Complete Required Courses:
 - **PSY5120 Professional Ethics and Law**
 - **PSY6180 Psychopathology**
 - **PSY5990 Professional Development I**
 - **PSY6995 Professional Development II**
 - **PSY5225 Child Abuse Seminar**
 - **PSY6130 Theories of Marriage & Family Therapy**
3. Maintain a 3.0 Grade Point Average
4. Have completed at least 25 hours of Professional Development hours.
5. Submit the Following Paperwork during the Advanced to Practicum Interview:
 - Application to Accrue Hours
 - A Copy of one's CAMFT Membership Card, or Proof of Membership
 - A Copy of one's Certificate of Proof of Malpractice Insurance
 - A Copy of one's AAMFT Membership certificate
 - A Resume/Vita
 - Professional Development Plan
 - Advance to Practicum Interview Form
6. Successfully Complete an Advanced to Practicum Group Interview with a Faculty Member

Students will sign up for the group interview in Professional Development II and will complete the Advance to Practicum requirements at the end of that respective semester. If a student completes the Professional Development II course, but needs to postpone their clinical training, the student needs to complete and submit the Advance to Practicum Hold Form to the Clinical Training Director. The form can be downloaded from the *MFT Orientation and Resources – Updated* section of Canvas and contact the Clinical Training Director one semester prior to

when they want to begin their clinical training.

Clinical Training Sites

Students are required to obtain a trainee position at an approved clinical training site to complete the required hours. All clinical training sites must meet and comply with the Board of Behavioral Sciences (BBS) Statutes and Regulations, as well as the policies set by the MFT program. Clinical training sites must obtain departmental approval prior to a student being eligible to begin working at the site. Clinical training sites may require personal information such as a copy of your driver's license, social security number, fingerprinting, etc., to complete background check requirements. It should be noted that the clinical training site requirements are unique to each site and HIU has no control over each site's requirements.

Students learn about the approved clinical training sites from the Clinical Training Site Handbook and in the course, Professional Development II. The handbook can be downloaded from the *MFT Orientation and Resources – Updated* section in Canvas.

Students must accrue their clinical training hours from an approved clinical training site. Students wanting to work with an unapproved site must submit a **Petition for Site Approval**, which is located in the *MFT Orientation and Resources – Updated* section of Canvas, to the Clinical Training Director to begin the approval process. Students working in an approved clinical training site must be enrolled and participating in the Supervised Practicum course.

Approval for Two Clinical Training Sites

Students must obtain approval from the Clinical Training Director to work at two clinical training sites. Students pursuing approval must first discuss this request with the Clinical Training Director and must be in good academic standing, have sufficient availability, and demonstrate excellent professional standards to adhere to the demands of two practicum sites. Only when approved, by the Clinical Training Director, can a student begin the process of acquiring two practicum sites.

Supervised Practicum

Course Description (PSY6800)

Supervised therapy experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, family, and child relationship dysfunctions are examined. (Prerequisites: PSY5120, PSY5990, PSY6180, PSY6995, and PSY5225 Child Abuse course) (HIU Catalog).

Students will continue to enroll in the Supervised Practicum course after the completion of 9 units and until the required 325 (225 direct client contact) hours are complete. Forty percent of 225 direct client hours must be relational hours. An AAMFT approved or AAMFT Supervisor Candidate teaches supervised Practicum courses. All clinical training hours and degree requirements must be completed prior to the posting of one's degree.

Auditing Supervised Practicum Course

Students may audit the Supervised Practicum course while continuing to work in their clinical training site after 3 consecutive supervised practicum courses have been completed as well as the 325 clinical training hours have been met. The student needs to submit a request to the Coordinator

of Clinical Training to gain departmental approval to audit a Supervised Practicum course.

Clinical Training Student Requirements

Once a student begins their clinical training, they are required to join [Track Your Hours](#). Track Your Hours is a web-based computer software program designed to assist students in tracking and reporting one's hours. Clinical training hours will be submitted utilizing this web-based computer software program. Students are responsible for all BBS paperwork and should keep their paperwork in a safe and secure place. Students can obtain the required clinical training paperwork by downloading it from Doc Sharing in the *MFT Orientation and Resources—Updated* section in Canvas.

Beginning Requirements

1. Obtain a trainee position at an approved clinical training site.
2. Submit a signed [MFT Four-Way Clinical Training Agreement](#) to the Clinical Training Coordinator. (This form is in the *Updated section of MFT Orientation and Resources section in Canvas* and all parties need to sign this agreement prior to submitting it to the Clinical Training Coordinator).
3. Complete the [BBS MFT Supervisor Responsibility Statement](#). (This is a document that you need to keep for your records).
4. Join [Track Your Hours](#) and set up your account.

Track Your Hours (TYH) is a professional online service used to track and report clinical training hours. Students are required to become Track Your Hours members prior to beginning their clinical training. A membership for one year cost \$79.95, and up to three year memberships are available. TYH software incorporates current BBS regulations to assist the Trainee/Intern in viewing status, as well as providing required BBS forms. Further information can be found at the [Track Your Hours Frequently Asked Questions](#) page.

Ongoing Requirements

1. Attend weekly on-site supervision.
2. Attend and participate in your Supervised Practicum course each week.
3. Comply with the current [BBS Statutes and Regulations](#).
4. Comply with the policies and procedures set by the MFT program.
5. Comply with the policies and procedures set by your clinical training site.
6. Comply with all ethical and legal obligations during your clinical training.
7. Have your supervisor sign the [BBS Weekly Summary of Hours of Experience](#) log form each week.
8. **Immediately report any and all changes and/or concerns at your site to the Clinical Training Director. These changes may include:**
 - a. Supervisor changes
 - b. Site location changes
 - c. Changes to the four-way clinical training agreement (i.e. early termination or an extension of the terms of agreement)
9. If a student's malpractice insurance or CAMFT membership has expired, then the student will need to renew their policy and/or membership and submit the renewal documentation to show that the coverage is up to date.
10. The student is responsible for notifying the program in a timely manner of any

professional or personal difficulties, which may affect the performance of his or her professional duties and responsibilities.

End of the Semester Paperwork Requirements

The MFT program is required by the BBS to monitor student progress. It is a program requirement that you submit your end of semester paperwork on the assigned due date. All the required paperwork for the end of semester paperwork is located in the *MFT Orientation and Resources – Updated* section of Canvas. Students will submit the end of semester paperwork to their Supervised Practicum Instructor **two weeks** before the semester ends. If the end of semester paperwork is late, incorrect, and/or incomplete, the student must submit a Request for Exception **and** an Incomplete form to their Supervised Practicum Instructor. Students may obtain the Incomplete form from their Supervised Practicum Instructor and the Request for Exception form from the *MFT Orientation and Resources – Updated* section of Canvas. The student may receive an incomplete for their supervised practicum course, charged fees for the incomplete, and/or may be placed on clinical training probation. The required end of semester paperwork includes:

1. Site Summary Report [This is a report that is generated from [Track Your Hours](#); this form must be signed by your supervisor(s).]
2. [Supervisor’s Evaluation of MFT Student](#) (one from each supervisor)
3. [MFT Student’s Evaluation of their Site and Supervisor](#) (one for each supervisor)
4. [Practicum Paperwork Request for Exception](#) (if applicable)
This form must be submitted for the following reasons:
 - Late, incomplete, and/or incorrect end of semester paperwork (An Incomplete form is also needed in this case too.)
 - Currently enrolled in a Supervised Practicum course but not currently seeing clients at their site.
5. Professional Development Hours (if applicable)

Leaving a Clinical Training Site

A student’s employment contract ends as stated in the MFT Four-Way Clinical Training Agreement. ***The student is responsible for notifying the MFT program within 24 hours of any professional or personal difficulties, which may affect the performance of his or her professional duties and responsibilities.*** The Clinical Training Director will assist any student who is having difficulties and if needed, an action plan will be implemented. *Early termination is not permitted unless approved by all involved parties which include the site, the school, the supervisor, and the student.*

Upon completion of the clinical training site requirements, students will need the following documentation before leaving their clinical training site.

1. Complete the BBS “[Experience Verification](#)” form and have your supervisor sign it.
2. Have your supervisor sign off all your clinical hours on your [BBS Weekly Summary of Hours Log Forms](#). (Keep these documents in a safe and secure place).

3. Have your supervisor(s) sign off on a final Site Summary Report from Track Your Hours.

Clinical Training Probation

Students must meet and comply with the BBS Statutes and Regulations, as well as the policies set by the MFT program. A student may be placed on Clinical Training Probation, which subjects the student to a period of review and additional requirements as deemed by the faculty committee due to a violation of BBS, MFT program, and/or clinical training site requirements. Students may be placed on Clinical Training Probation for one or more of the following reasons, but is not limited to:

- Incomplete/Missing Clinical Training Paperwork
- Unprofessional Conduct
- Deficient Clinical Skills
- Lack of Sufficient Progress
- Gross Negligence
- Violation of BBS Statutes and Regulations
- Violation of Clinical Training Site Policies
- Violation of MFT Program Policies
- Violation of MFT Four Way Clinical Training Agreement

Students placed on Clinical Training Probation will receive a formal letter indicating their period of probation and the additional requirements the student will need to meet in order to continue in their clinical training. Students must complete the additional requirements in order to remain in their clinical training site and continue accruing hours.

Clinical Training Hours of Experience

After a student has completed the Advance to Practicum process and the MFT Four-Way Clinical Training Agreement has been submitted, the student can begin accruing hours. Currently, students can count a maximum of 1,300 hours for the BBS licensing hour requirements. Students can count a maximum of 750 direct client contact hours and the remaining 550 can be a combination of supervision, client-centered advocacy, administering and evaluating psychological tests and writing progress notes, attending workshops, conferences, seminars, and telemedicine.

The BBS count two main categories of hours which include clinical hours and non-clinical hours. The minimum requirements for clinical hours will be 1,750 hours comprising of direct counseling with individuals, groups, couples or families and a maximum 1,250 of non-clinical experience which includes supervision, workshops, training, and conferences, administering psychological tests, writing clinical reports, writing progress or process notes, and client-centered advocacy.

Client contact hours include therapy with individuals, couples, families, group therapy and/or telemedicine counseling. Client-centered advocacy is defined in the Business and Professions Code (BPC) 4980.34 (h) as including, but not limited to, “researching, identifying, and accessing resources, or other activities, related to obtaining or providing services and supports for clients or groups of clients receiving psychotherapy or counseling services.” Group therapy hours are counted by the number of hours not the number of clients within the group. For example, one hour of group therapy with 6 clients is counted on the BBS form as one hour of group therapy.

Supervision

Students are required to meet with their clinical training site supervisor weekly for supervision. As a trainee, students are required to have at least “one unit” of supervision for every five client hours each week. A unit of supervision means one hour of individual supervision or two hours of group supervision. Additional supervision may be required if a trainee goes over the required ratio (1:5 or 2:5). Group supervision is 8 or less students and individual supervision is one on one with the supervisor. Students are required to keep track of their supervision to client ratios and notify their supervisor if they need additional supervision. Students may not count hours for the BBS or the MFT program for any week where supervision was not provided.

If a supervisor is providing supervision on a volunteer basis, a [letter of agreement](#) is needed. On the [Experience Verification](#) form, there is a place for the supervisor to indicate if they are providing supervision on a volunteer basis, as opposed to self-employed or on a paid basis. If the supervisor is working on a volunteer basis, then attach the original written agreement between you and the applicant’s employer required by Title 16, California Code of Regulations Section 1833 (b) (4). This letter of agreement is needed any time your supervisor is not paid by your employer for the provision of supervision. The trainee should maintain a copy of this letter of agreement to submit with the application for licensure. Please read [A Guide to Supervision for MFT Interns and Trainees](#) for additional information about supervision.

Resolving Concerns

Students resolve all site and client concerns with their clinical training site supervisor and/or site director. If the student is unable to resolve an issue, it should be addressed with the Clinical Training Director. The Clinical Training Director will assist the student in resolving the concern with their site. Students resolve all Supervised Practicum concerns with their instructor. If the student is unable to resolve the concern, then the student should contact the Clinical Training Director. The Clinical Training Director will assist the student in resolving the concern with their instructor.

The student is responsible for notifying the MFT program within 24 hours of any professional or personal difficulties, which may affect the performance of his or her professional duties and responsibilities. The Clinical Training Director and/or Program Director/Chair will assist any student who is having academic or interpersonal difficulties. If needed, an action plan will be implemented.

Professional Development Hours

In addition to the 325 clinical training hours, students must also complete 50 hours of professional development. Professional development hours are to provide the student with the opportunity to pursue areas of special interest, enhance their individual education, and network with other clinicians in the field. Professional development activities include attending BBS or APA approved seminars, training sessions, workshops, personal therapy, and community service. Professional development hours must be completed while enrolled in the MFT program. Departmental approval is required for workshops, conferences, seminars, and/or online continuing education. Students may submit their Request for Approval to the Clinical Training Coordinator. Copies of certificates from conferences, seminars, letters of personal therapy, and letters verifying community service are submitted to the Clinical Training Coordinator on an *ongoing basis*.

- Community service is defined as donated service or activity that is performed for the benefit of the public or its institutions. A maximum of 10 hours may be completed through community service. The community service must be through a professional organization and the agency needs to provide you with a letter on their letterhead identifying the days, hours, and the service that you completed.
- A maximum of 9 hours may be completed through BBS or APA approved online continuing education.
- Students are highly encouraged to complete at least 12 hours of personal therapy with a licensed therapist. Personal therapy hours include any individual or group therapy hours completed with a Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, Licensed Professional Clinical Counselor or Licensed Clinical Psychologist. Students cannot be seen in the Hope Counseling Center concurrently with student status in the MFT Program.

Comprehensive Case Presentation (CCP)

The MFT program prepares students to successfully complete the Comprehensive Case Presentation (CCP), which is the expected competency level of each student in the program. Students complete the CCP while enrolled in PSY6920 Comprehensive Case Presentation.

The CCP demonstrates the student's in-depth knowledge and application of the following core areas: clinical evaluation, crisis management and psychosocial stressors, treatment plan and case management, therapeutic interventions, legal issues, ethical issues, and diversity. The CCP includes two parts: a written case report and an oral case presentation, which includes a video clip with a transcription. A description of the CCP is in the **CCP Handbook** located in *MFT Orientation and Resources- Updated*, in Canvas under "doc sharing" you will find a folder labeled "CCP."

MFT Competency Model

The Marriage and Family Therapy program at Hope International University strives to provide students with a well-rounded academic and clinical experience. Students in the MFT Program will complete a portfolio of their academic and clinical work in order to substantiate their cumulative development, growth and demonstration of ethical competency, multiculturally-informed clinical practice and theoretically sound research. The competency model consists of a Capstone Portfolio, which will be accessed and evaluated through Via. Students are to submit their best work from the following section of course assessment assignments to place into their final Capstone Portfolio.

The student throughout out his /her coursework assembles the Capstone Portfolio. Such items may include but are not limited to:

- Skill Demonstration via audio/video recordings chosen by the student
- Law and Ethics Vignette
- Research Paper on a Special Topic or Population

- Treatment Plans (one with a child, couple or family and one with an individual)
- Sample Progress Note
- Philosophy of Therapy/Change Paper (faith integration included)
- Client Simulation Evaluations with a Self-Reflection Paper
- Clinical Skill Progression-Clinical Training Supervisor Evaluations with a Self-Reflection Paper
- Cultural Process Paper
- Professional Development Log (indicating clinical and professional development hours)
- Comprehensive Case Presentation

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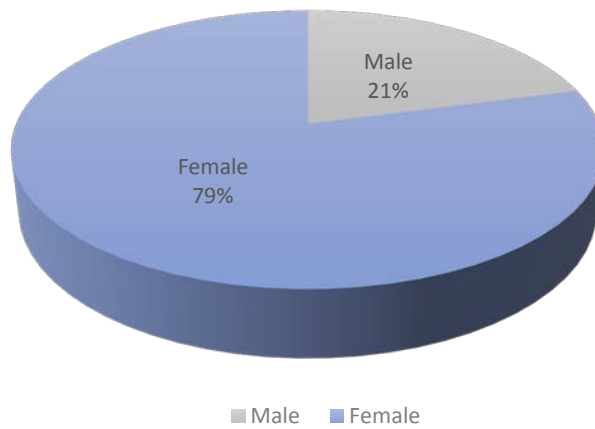
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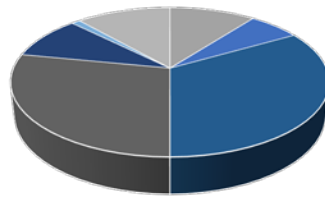
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MFT Student Demographics

Student Demographic as of Summer 2019
96 current in the Program



Student Demographic as of Summer 2019
96 current in the Program



- Non Resident
- Asian or Pacific Islander
- Black
- White
- Hispanic
- Multiethnic
- American Indian or Alaska Native

MFT Courses

Prerequisites (6 Units):

PSY5010	Counseling Theories	3 units
PSY4310	Community Mental Health	3 units

Core Requirements (46 Units):

PSY5120	Professional Ethics and Law	3 units
PSY5130	Research Methodology	3 units
PSY5200	Substance Abuse, Addiction and the Family	3 units
PSY5225	Child Abuse Seminar	0 unit
PSY5230	Disaster, Trauma, & Abuse Response	2 units
PSY5240	Family Violence Prevention & Intervention	2 units
PSY5990	Professional Development I	1 unit
PSY6100	Lifespan Development	3 units
PSY6110	Interpersonal Communication & Therapeutic Qualities	3 units
PSY6120	Christian Principles of MFT	3 units
PSY6125	Multicultural Perspectives in Counseling	3 units
PSY6130	Theories of Marriage and Family Therapy	3 units
PSY6150	Treatment of Children	3 units
PSY6180	Psychopathology	3 units
PSY6190	Marriage & Family Therapy Assessment	3 units
PSY6300	Treatment of Older Adults	3 units
PSY6350	Treatment of Couples	3 units
PSY6400	Psychopharmacology	2 units

Clinical Training (12 Units):

PSY6995	Professional Development II	1 unit
PSY6800-I	Supervised Practicum	3 units
PSY6800-II	Supervised Practicum	3 units
PSY6800-III	Supervised Practicum	3 units
PSY6999	Advanced Professional Development	1 unit
PSY6920	Comprehensive Case Presentation	1 unit

Elective (Choose 2 units):

PSY5300	Crisis Intervention	2 units
PSY6140	Group Therapy	2 or 3 units
PSY6900	Special Topics	2 or 3 units
PSY6990	EMDR Seminar	3 units

Additional Requirements

325 Clinical Training Hours (225 direct client hours of which 75 hours can be client-centered advocacy) with forty percent of the 225 direct client hours are relational hours

50 Professional Development Hours

MFT Course Sequence

The Marriage and Family Therapy Program consists of the following sequence of courses:

First Semester:

PSY5010	Counseling Theories (prerequisite, if required)	(3 units)
PSY5990	Professional Development I	1 unit
PSY6100	Lifespan Development	3 units
PSY6130	Theories of Marriage and Family Therapy	3 units
PSY5120	Professional Ethics and Law	3 units
PSY5225	Child Abuse Seminar	<u>0 unit</u>
		<i>Total: 10 units</i>

Second Semester:

PSY4310	Community Mental Health (prerequisite, if required)	(3 units)
PSY6995	Professional Development II	1 unit
PSY5200	Substance Abuse, Addiction and the Family	3 units
PSY6110	Interpersonal Communication & Therapeutic Qualities	3 units
PSY6125	Multicultural Perspectives in Counseling	3 units
PSY6180	Psychopathology	<u>3 units</u>
**Advance to Practicum		<i>Total: 13 units</i>

Summer Session:

PSY6800	Supervised Practicum	3 units
PSY6120	Christian Principles of MFT	3 units
PSY5230	Disaster, Trauma, & Abuse Response	2 units
PSY5240	Family Violence Prevention & Intervention	2 units
PSY	Elective Course	<u>2-3 units</u>
		<i>Total: 12 units</i>

Third Semester:

PSY5130	Research Methodology	3 units
PSY6190	Marriage & Family Therapy Assessment	3 units
PSY6350	Treatment of Couples	3 units
PSY6800	Supervised Practicum	<u>3 units</u>
		<i>Total: 12 units</i>

Fourth Semester:

PSY6150	Treatment of Children	3 units
PSY6300	Treatment of Older Adults	3 units
PSY6920	Comprehensive Case Presentation	1 unit
PSY6400	Psychopharmacology	2 units
PSY6800	Supervised Practicum	3 units
PSY6999	Advanced Professional Development	<u>1 unit</u>
		<i>Total: 13 units</i>

Total 60 (66) units

Two-Year Student Timeline (Fall Start)

First Semester

- A. Register for classes, including any foundational courses needed and prerequisites for Supervised Practicum (PSY6800).
- B. Read all the MFT Program Handbooks thoroughly:
 - HIU Catalog (for the year that you began your program at HIU)
 - MFT Program Handbook
 - HIU Student Handbook
 - Graduate and Online Handbook
 - Board of Behavioral Sciences Statutes and Regulations
 - Client Simulation Handbook
 - Comprehensive Case Presentation Assessment Instrument and Guide
- C. Read the BBS Statutes and Regulations for MFT's which is available through the BBS website (www.bbs.ca.gov).

Second Semester

- A. Register for classes, including any foundational courses needed and prerequisites for Supervised Practicum (PSY6800).
- B. Begin looking for a trainee position, interview for summer placements in February/March, fall placements in June/July, and spring placements in September/October.
- C. If you have not begun Professional Development hours, begin looking for workshops, seminars, and/or start personal therapy.
- D. Complete Advance to Practicum requirements and process.

Third Semester

- A. Register for classes, including Supervised Practicum (PSY6800).
- B. Complete MFT Four-Way Clinical Training Agreement prior to working at a clinical training site.
- C. Re-read the BBS Statutes and Regulations and the MFT Program Handbook.
- D. Join Track Your Hours and set up your account.
- E. Complete the BBS Supervisor Responsibility Statement signed by your supervisor(s).

Fourth Semester

- A. Register for classes, including Supervised Practicum (PSY6800).
- B. Continue in Supervised Practicum and in your clinical training site accumulating clinical training hours.
- C. Review audit sheet and Track Your Hours report to ensure you are on track for your desired graduation date.

Fifth Semester

- A. Register for classes, including Supervised Practicum (PSY6800).

- B. Review the completion of all graduation requirements through your student portal.
- C. Begin getting together all necessary paperwork to apply for MFT Intern number (available through the BBS).
- D. Have supervisor fill out Experience Verification form for all hours accrued prior to graduation.
- E. Have supervisor sign off on all hours accrued prior to graduation even if you will continue accruing hours at the same site after graduation.
- F. Successfully complete the Comprehensive Case Presentation.

VERIFICATION OF READING OF HANDBOOKS AND BBS STATUTES AND REGULATIONS

Students must read and are responsible to know the information in the following seven documents:

1. HIU Catalog (for the year that you began your program at HIU)
2. MFT Program Handbook
3. HIU Student Handbook
4. Graduate and Online Handbook
5. Board of Behavioral Sciences Statutes and Regulations
6. Client Simulation Handbook
7. Comprehensive Case Presentation Assessment Instrument and Guide

STUDENT STATEMENT

(PLEASE RETURN A SIGNED COPY OF THE STUDENT STATEMENT TO THE MFT OFFICE WHEN YOU HAVE COMPLETED READING THE ABOVE DOCUMENTS)

I have read and understand their contents, including University policies and rules governing my personal conduct, class attendance, changes/withdrawals, course requirements, graduation requirements, confidentiality, and academic integrity. I have had the opportunity to ask questions about the University's policies and rules. I agree to abide by these policies and rules during my enrollment and understand the consequences if I do not.

Name (please print)

Signature

Date