



**Rueckert-Hartman College for Health Professions
Division of Counseling and Family Therapy Student Manual
For Students Admitted on/after January 2011**

Master of Arts in Marriage and Family Therapy



Updated March 2015

MAMFT Program Student Manual

TABLE OF CONTENTS

I. Division of Counseling & Family Therapy Overview

Mission Statement.....	4
Guiding Principles.....	5
Objectives.....	5
MAMFT Student Competencies.....	6
Diversity Statement.....	7
Disability Services.....	8

II. Admission

Provisional Admission.....	8
Full Admission.....	8
MAMFT Academic Requirements.....	9
MAMFT Degree Guidelines and Courses.....	11

III. Division of Counseling and Family Therapy Policies

Transfer Credits.....	13
Required Program Orientation & Student Seminars.....	13
Email Policy.....	13
Grading.....	13
Student Responsibilities.....	16
Plagiarism Policy.....	18
Plagiarism Appeal.....	19
Attendance Procedures.....	19
Student Fitness and Performance Review Policy.....	20
Remediation/Support.....	20
Intoxication/Impairment Policy.....	23
Student Complaints of Faculty Policy.....	24
Graduation and Commencement.....	25

IV. MAMFT Clinical Requirements

MAMFT Clinical Requirements.....	25
MAMFT Clinical Supervision.....	25
MAMFT Practicum.....	26
MAMFT Internship.....	27

V. Clinical Policies

Professional Liability Insurance.....	28
Personal Psychotherapy	28
Capstone Presentation Project.....	29
HIPAA Privacy and Security Reminder.....	32

VI. Post-Graduate Certificates

Post-Graduate Certificate in Counseling Children and Adolescents.....	33
Post-Graduate Certificate in Transformative Counseling.....	34
Post-Graduate Certificate in Counseling Military Families.....	35
Post-Graduate Certificate in Addictions Counseling	37
Admission to Post-Graduate Academic Certificate Programs.....	39
Certificate Admission Requirements.....	39

Appendix A: Application for Post-Master’s Certificate

Application.....	40
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Appendix B: Student Performance Evaluation & Other Resources

Form.....	42
Program Resources.....	44

Appendix C: List of Faculty & Other Resources

Program Faculty & Advisors.....	44
Practicum/Internship Manual Location.....	44
Resource List.....	45

Appendix D: MAMFT Professional Affiliation

Link to AAMFT Code of Ethics.....	48
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Appendix E: Required Division Forms

Student Informed Consent Contract.....	50
Private Practice Agreement.....	52

Appendix F: Honor Societies, Background Checks

Honor Societies and Benefits of Membership.....	53
Background Checks.....	54

DIVISION OF COUNSELING AND FAMILY THERAPY OVERVIEW

Mission Statement

The mission of the Division of Counseling and Family Therapy (DCFT) is to involve students in a search for truth, values and a just existence within the framework of humanistic, depth and post-modern psychological traditions.

The vision of the DCFT involves a commitment to the two deepest roots of the Regis Mission, to educate counseling professionals who are grounded in the awareness and cultivation of their intrinsic values and the understanding of how to mobilize those values in the service of community.

Cultivating truth, values and a just existence in the field of counseling requires a holistic and humanistic perspective that recognizes the lived interplay of thought, feeling and action, as well as the deeper influences of soul and spirit, in the creation and transformation of human meaning and the relationships in which this meaning is enacted. At the heart of the therapeutic relationship and the art of counseling, disciplined thought encourages an openness to truth; an appreciation for the deep life of feeling fosters an understanding of the origins of one's values and a sense of beauty; and a responsible, ethical willingness to act in the world and in one's community opens one to a sense of a good and just existence. The healing aspects of a therapeutic relationship are founded in its ability to reflect the greater whole which balances thinking, feeling and action as intimations of truth, beauty and goodness.

Service to community in the field of counseling necessitates a broad understanding of the social, political and cultural influences that shape our lives and frame the question of "how ought we to live?" Counseling students wrestle with how best to incorporate theories and techniques of change into the practice of creating therapeutic relationships which will foster hope and courage in those we serve who are striving to live more productive and just lives.

Master of Arts in Marriage and Family Therapy Mission Statement

The mission of the Master of Arts in Marriage and Family Therapy (MAMFT) program is to prepare competent and effective professionals who practice systemic/relational therapy with individual, couples, or families with an emphasis on: (a) excellent clinical skills that are informed by diverse theoretical traditions; (b) personal growth opportunities to encourage person-of-the-therapist competence and to facilitate an awareness of their own approach to therapy; and (c) an awareness of the construction of power and knowledge, and how to work therapeutically with dominant and oppressed people, systems, and ideas.

DCFT Programs

In addition to the Master of Arts in Marriage and Family Therapy, the Division also offers a Master of Arts in Counseling (MAC) 60 credit hour CACREP accredited program; and four post-master's certificate programs: Counseling Children and Adolescents, Counseling Military Families,

Transformative Counseling, and Marriage and Family Therapy. More information about the certificate programs can be found on page 32 of this Student Manual.

Guiding Principles

DCFT is committed to:

- **Academic Excellence**

The Program faculty expect each graduate student to achieve mastery in the discipline of either Professional Counseling or Marriage and Family Therapy, including the ability to integrate knowledge and research in the field, to effectively translate theory into practice, and to demonstrate specific competencies in the intellectual and clinical aspects of counseling/therapy.

- **Professional Identity and Ethics**

Ethical decision making and behavior are fundamental components of both Professional Counseling and Marriage and Family Therapy. The DCFT emphasizes the application of ethical principals in all areas of professional, clinical and personal experience. Application of ethical principles includes a careful examination of potential consequences to any action, an appreciation of context beyond personal and organizational interests, and a commitment to do no harm to those being served.

- **Community Leadership**

DCFT develops leaders in service to others through the counseling and marriage and family therapy professions. Leaders are clinicians with vision who promote social justice, facilitate individual, family and community well being and make a positive impact on a pluralistic society.

- **Social Justice**

The Division emphasizes a life of service and devotion to the good of individuals, families and communities. Students are encouraged to cultivate a respect for human diversity, a concern for the poor, the marginalized and the oppressed, and a commitment to social change that reflects these values.

- **Global Awareness**

The Division is committed to preparing Professional Counselors and Marriage and Family Therapists to live and work in a global society. The faculty and students strive to create a learning environment that celebrates diversity, values the uniqueness of the individual, and instills a passion for justice for all people.

Objectives

I. ACADEMIC EXCELLENCE

1. Provide academic curricula, instruction and evaluation to ensure that the education of our students is consonant with current clinical practice, research and standards, and also reflects student needs.
2. To recruit, matriculate and support culturally diverse students and faculty using a variety of strategies including programmatic community involvement.

3. To provide quality and diversity in clinical fieldwork settings and instruction.

II. PROFESSIONAL IDENTITY AND ETHICS

4. To provide opportunities for students to interact with other professionals from a variety of backgrounds and perspectives, to encourage their identification with their profession and participation in professional organizations and activities.
5. To emphasize the application of ethical principles in all areas of professional and personal life stemming from the Regis University foundation in moral action and the appropriate code of ethics.

III. COMMUNITY LEADERSHIP

6. To provide resources and support for student involvement in the community in a variety of contexts and roles appropriate for Marriage and Family Therapists.
7. To develop leaders in service to others with a concern for the common good and a commitment to social justice and social change.
8. To prepare students to live in a global society through providing a learning environment that recognizes diversity while also valuing the uniqueness of the individual.

MAMFT Student Competencies

These outcomes exemplify standards for Progress, Retention and Completion of the MAMFT Program:

ACADEMIC:

1. Achieve in-depth knowledge of the theoretical foundations of the discipline of marriage and family therapy as demonstrated by meeting course, programmatic and university standards.
2. Develop and be able to communicate an individual theoretical orientation to therapy.
3. Demonstrate the ability to communicate effectively both verbally and in writing, using critical thinking skills, appropriate APA style and descriptive approaches suitable for psychological discourse.
4. Complete academic and clinical work in a timely manner within the structure of the classroom and clinical setting.

CLINICAL:

5. Be able to effectively integrate therapeutic theory and practice and exhibit effective therapeutic skills in both classroom and clinical settings following program and field placement policies and procedures.

6. Have the ability to critically analyze associated professional research and apply it in therapeutic practice
7. Engage in professional decision-making using independent judgment as well as appropriate resources.
8. Be committed to becoming a responsible and contributing member of the marriage and family therapy profession through membership in the American Association for Marriage and Family Therapy (AAMFT) and/or AAMFT related activities with an understanding of the role of continuing supervision and education.

COMMUNITY LEADERSHIP:

9. Have the ability to assume a professional role in a variety of community counseling settings including advocacy and social change.
10. Be committed to ethical and social responsibilities with adherence to the AAMFT professional code of ethics.
11. Display clinical competence working with diverse cultures, perspectives and belief systems.
12. Be committed to community leadership and service to others.
13. Be successfully prepared to pursue MFT licensure.

The Division of Counseling and Family Therapy Diversity Statement

Because MFTs and Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Division exposes students to a wide range of social, relational, and cross-cultural contexts. The MAMFT faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train therapists who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The AAMFT Code of Ethics statement regarding diversity includes the following:

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, or sexual orientation.

AAMFT Code of Ethics Section 1.1

DISABILITY SERVICES

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University Programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility: To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (SDS), Room 225, Clark Hall, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with SDS prior to approval of the accommodation. It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

MAMFT Degree Requirements

Admission

Before students can enroll in MCPY or MFT coursework, they must be admitted to the Division either "Fully" or "Provisionally."

Provisional Admission

Provisional admission status is a period of time where students must demonstrate readiness for full admission to the program. Provisional admission does not insure that students will be admitted or be permitted to complete the MAMFT degree.

Provisionally admitted students are required to successfully complete additional criteria in order to be fully admitted to the program. These conditions include the following:

1. Completion of MCPY 505 Skills for Helping Professionals with a final course grade of "B-" or better
2. Acceptable ratings on the Student Performance Evaluation conducted within MCPY 505 skills for the Helping Professions. Students performing below minimal criteria on the SPE will not be admitted into the program.

Full Admission

Fully admitted students are admitted to the program without the need of additional coursework or conditions.

- All students are expected to register for no more than 9 graduate credits per 16 week time period.
- Registering for more than 9 credits requires permission from your advisor.
- All students must maintain a grade point average of 3.0 or better and follow the sequencing of course prerequisites.

- Students are also subject to evaluation by faculty on the Student Performance Evaluation. Students performing below minimal criteria on the SPE will be referred to remediation/support. A remediation committee will meet with the student and a remediation/support plan will be written. The student must fulfill all requirements on the remediation/support plan and may require approval from the remediation/support committee before further progression in the program is permitted.

MAMFT Academic Requirements

To successfully complete the MAMFT program, the following expectations must be satisfactorily completed.

1. Attendance at Orientation prior to enrollment in MFT courses. If a student is admitted provisionally, all conditions outlined in the admission letter must be fulfilled and unconditional admission granted into the program in order for successful completion of degree requirements.
2. All required classes for a total of 60 academic credit hours
 - All coursework must be completed with a grade of B- or better and a 3.0 GPA.
 - All courses must be completed within the six year time frame in order to complete the degree

The following **three Core Courses** must be taken and passed before a student can register for MFT 635 Counseling Techniques I:

- MFT 610 Theories of Family Therapy
- MFT 620 Assessment and Diagnosis
- MFT 625 MFT Professional Orientation and Ethical Issues

Counseling Techniques I (MFT 635), the preparatory course for fieldwork, may be retaken only once to achieve a grade of Pass.

Courses that can be taken any time during the program before MFT690/692 Practicum include:

- MFT605 Human Growth and Development
- MFT615 Cultural Issues and Social Justice
- MFT621 Integrated Healthcare
- MFT640 Research Methods and Program Evaluation
- MFT650 Family Origins and Lifecycles
- MFT660 Substance Abuse Treatment

After completing MFT635 Counseling Techniques I, MFT students can move on to the MFT specialized coursework. These courses are pre-requisites for the clinical practicum and internship courses. The MFT courses are:

- MFT638 Techniques in Family and Couple Therapy
- MFT665 Gender Development and Sexuality
- MFT667 Couple Therapy
- MFT668 Play in Family Therapy

MFT638, MFT665, MFT667 and MFT668 can be taken at any time after completion of MFT635 but before MFT 690/692.

Students are required to take **two elective courses**: one of them is an **Open Elective**, and students may choose any MFT or MCPY class, as long as they have taken any prerequisites for the class. The other elective is an **Advanced Skills Elective**, and students may choose one of these from the following list. These electives must be taken after passing MFT635 Counseling Techniques I.

- MFT669 Advanced Couple Therapy Techniques (must be taken after MFT667)
- MCPY 630 Groups: Process and Counseling
- MCPY663 Counseling Military Families
- MCPY677 Counseling Pre-Adolescents & Adolescents

Prior to applying for enrollment in Practicum (MFT690/692), all students must receive acceptable ratings on the Student Performance Evaluations and a grade of Pass in MFT635 Counseling Techniques I. With the exception of electives, all courses must be completed before starting practicum.

Enrollment in MFT692 Practicum: Clinical Supervision must be approved through application to the Practicum Coordinator, Dr. Terry Christensen.

MFT692 must be taken concurrently with MFT690 Practicum.
MFT692 Practicum is a prerequisite for enrollment in MFT699A.

MFT699A MFT Internship A and MFT699B MFT Internship B are taken in two sequential semesters.

3. All Clinical Practicum and Internship courses must receive a Pass grade in order for the course to count toward degree requirements. If a student receives a grade of “Fail” in a Practicum or Internship course, none of the supervised experience hours within that semester will count toward degree requirements.
4. Satisfactory student evaluations. See *Appendix B. Student Evaluation Process* in this handbook for further information.
5. Successful completion of fieldwork requirements: Practicum and Internships A & B (340 direct hours and supervision) with a grade of Pass, including appropriate ratios of Individual, Triadic and Group Supervision with approved MFT supervisors.
6. Satisfactory completion of the requirements for a Capstone Project (a written and oral clinical case presentation) during the final semester of Clinical Internship (MFT699B).

The MAMFT coursework fulfills the academic credit requirements of the State of Colorado Licensing Board necessary to sit for the examination for Colorado Licensed Marriage and Family Therapist.

Please note that each state has specific requirements for licensure that may change from time to time. Each student is responsible for contacting the licensing board in the state where they wish to be licensed to ensure that they will be in compliance with all the requirements of that state and to obtain an application packet.

MAMFT Degree Guidelines and Courses

Listing of all courses

Course Number	Title of Course	Credits
MFT 610	Theories of Family Therapy	3
MFT 620	Assessment and Diagnosis	3
MFT 625	Professional Orientation and Ethical Issues	3
MFT 605	Human Growth & Development	3
MFT 615	Cultural Issues & Social Justice	3
MFT 621	Integrated Healthcare	3
MFT 635	Counseling Techniques I	3
MFT 640	Research Methods and Program Evaluation	3
MFT 650	Family Origins & Lifecycles	3
MFT 660	Substance Abuse Treatment	3
MFT 638	Techniques in Family & Couple Therapy	3
MFT 665	Gender Development & Sexuality	3
MFT 667	Couple Therapy	3
MFT 668	Play in Family Therapy	3
*MFT 669	Advanced Couple Therapy Techniques	3
*MCPY 630	Groups: Process and Counseling	3
*MCPY 663	Counseling Military Families	3
*MCPY 677	Counseling Pre-Adolescents & Adolescents	3
*MFT or MCPY	Open Elective: Choose any MFT or MCPY class	3
MFT 690	Practicum: Practice of Family Therapy	3
MFT 692	Practicum: Clinical Supervision	3
MFT 699A	MFT Internship A	3
MFT 699B	MFT Internship B	3
MFT 699C (optional)	MFT Internship C	3

MAMFT Advising Questions

If students have questions about planning out their course of study, they can search for answers in this Student Manual or contact their faculty advisor. In general, students take courses in the following sequence:

If you take the courses in numerical order, you won't run into any issues with pre-requisites. But, just to make it more clear, take the courses in **blue** first, then take the courses in **red** next. **Counseling Techniques I** is a pre-requisite for the courses in **purple**. Once you complete the courses in **purple** you can take 2 of the **elective courses in orange**. Then, you move into your clinical rotation, which are the courses in **green**. The schedule for when courses are offered follows:

Fall Odd Years	Spring Even Years	Summer Even Years	Fall Even Years	Spring Odd Years	Summer Odd Years
MFT605 – Human Growth (Denver & CS)	MFT610– Theories of FT (Denver & CS)	MFT615 – Cult Iss & Soc Just. (Denver & CS)	MFT605 – Human Growth (Denver & CS)	MFT605 – Human Growth (Denver)	MFT610 – Theories of FT (Denver)
MFT615 – Cult Iss & Soc Just (Denver)	MFT620- Assessment & Diagnosis (Denver & CS)	MFT621 – Integrated Healthcare (Denver)	MFT610 – Theories of FT (Denver)	MFT610 – Theories of FT (CS)	MFT615 – Cult Iss & Soc Just (CS)
MFT 620- Assessment & Diagnosis (Denver)	MFT625 – Ethics (Denver)	MFT625 – Ethics (Denver & CS)	MFT620 – Assessment & Diagnosis (Denver)	MFT615 – Cult Iss (Denver)	MFT620 – Assessment & Diagnosis (Denver)
MFT621 – Integrated Healthcare (Denver)	MFT635 – Techniques I (Denver & CS)	MFT635 – Techniques I (Denver & CS)	MFT635 – Tech I (Denver & CS)	MFT620 –Assessment & Diagnosis (CS)	MFT 621- Integrated Healthcare (CS)
MFT635 – Tech I (Denver & CS)	MFT 638-Adv. Family & Couple Tech (Denver)	MFT 638-Adv. Family & Couple Tech (Denver)	MFT 638-Adv. Family & Couple Tech (Denver)	MFT621 – Integrated Healthcare (Denver)	MFT625 – Ethics (Denver & CS)
MFT 638-Adv. Family & Couple Tech (CS)	MFT640 – Research (Denver)	MFT640 – Research (Denver)	MFT640 – Research (CS)	MFT635 – Tech I (Denver & CS)	MFT635 – Tech I (Denver & CS)
MFT640 – Research (CS)	MFT660 – Substance Abuse (Denver & CS)	MFT650 – Family Origins (Denver)	MFT650 – Family Origins (Denver & CS)	MFT 638-Adv. Family & Couple Tech (Denver)	MFT 638-Adv. Family & Couple Tech (CS)
MFT650 – Family Origins (Denver & CS)	MFT662 – Military Couples (DTC)	MCPY663 – Military Families (CS)	MFT660 – Substance Abuse (Denver)	MFT640 – Research (Denver)	MFT640 – Research (Denver)
MFT665 – Gender/ Sexuality (Denver)	MFT665 – Gender/ Sexuality (Denver)	MFT665 – Gender/Sexuality (CS)	MCPY663 – Military Families (DTC)	MFT650 – Family Origins (Denver)	MFT660 – Substance Abuse (Denver)
MFT667 – Couples (Denver & CS)	MFT668 – Play in FT (CS)	MFT667 – Couples (Denver)	MFT665 – Gender/ Sexuality (Denver)	MFT660 – Substance Abuse (CS)	MCPY663 – Military Families (DTC)
MFT668 – Play in FT (Denver)	MFT669 – Adv. Couples (Denver)	MFT668 – Play in FT (Denver)	MFT667 – Couples (CS)	MFT662 – Military Couples (CS)	MFT665 – Gender/Sexuality (CS)
MCPY677 – Adol/PreAdol (Denver)	MCPY677 – Adol/PreAdol (Denver)	MCPY677 – Adol/PreAdol (CS)	MFT668 – Play in Family (Denver)	MFT665 – Gender/ Sexuality (Denver)	MFT667 – Couples (Denver)
MFT690/692 – Practicum (Denver & CS)	MFT690/692 – Practicum (Denver & CS)	MFT690/692 – Practicum (Denver & CS)	MCPY677 – Adol/PreAdol (Denver)	MFT667 – Couples (Denver)	MFT668 – Play in FT (Denver)
MFT699 – Internship (Denver & CS)	MFT699 – Internship (Denver & CS)	MFT699 – Internship (Denver & CS)	MFT690/692 – Practicum (Denver & CS)	MFT668 – Play in FT (CS)	MFT669 – Adv Couples (Denver)
			MFT699 – Internship (Denver & CS)	MCPY677 – Adol/PreAdol (Denver)	MCPY677 – Adol/PreAdol (CS)
				MFT690/692 – Practicum (Denver & CS)	MFT690/692 – Practicum (Denver & CS)
				MFT699 – Internship (Denver & CS)	MFT699 – Internship (Denver and CS)

*Classes may be cancelled for lack of enrollment.

DIVISION OF COUNSELING AND FAMILY THERAPY OVERVIEW

Transfer Credits

The transfer of a maximum of nine semester credit hours from another regionally accredited institution is possible if approved by the Faculty Advisor . They must be graduate level courses of a passing grade (B- or better) and be no older than 6 years in order to count towards degree requirements. The transfer courses cannot be part of a previously completed Master's or Doctoral degree. An official transcript, a description of the course(s), and a course syllabus needs to be submitted to the student's advisor for consideration and will be approved on an individual basis by the advisor . The only courses that *cannot* be transferred in are MFT635 Counseling Techniques, and MFT690/692 Practicum, and MFT699A/B MFT Internships.

Required Program Orientation & Student Seminars

All Graduate students are required to attend the Division's Orientation prior to enrolling in coursework. Annually in February, Internship Fairs are held at both Lowell and Colorado Springs campuses to bring agency representatives from approved Internship sites on campus to talk with students. This is a very important event for every student planning to enter Practicum and Internship courses within the next year. In addition, during the summer and fall semesters, Internship Orientations are provided by the Division to orient students to the clinical portion of the program. Attendance at these events is encouraged but not required for students, and will be publicized by email.

Email Policy

Please click this link to read the current Regis University policy on email:

<http://regis.edu/content/cpedcn/pdf/emailpolicy.pdf> All students and faculty are **required** to utilize their RegisNet account for University business. This account will serve as the primary means of communication from the MAMFT Program.

Grading

Taskstream Student Portfolio Submission

All DCFT students admitted Spring 2013 and thereafter are required to submit course benchmark assignments to their individual TaskStream account. Submission of the benchmark assignment is a condition of receiving a passing grade in this course. All students (regardless of enrollment in TaskStream) will be graded according to the MAC/MFT benchmark rubric that measures attainment of CACREP/COAMFTE student learning outcomes. If you were admitted prior to spring 2013, you will be graded with the rubric, but you will not use Taskstream. For a tutorial on how to use the TaskStream portfolio system please view the podcast at <http://prezi.com/a7ikncxwshf/taskstream-students/> Additional Taskstream training information is available at <https://in2.regis.edu/sites/spsteached/taskstream/default.aspx>

Grades in the Division of Counseling & Family Therapy are consistent with the University-wide Course Grading System. For more information, see the Regis University Bulletin <http://www.regis.edu/Academics/Catalog/Course%20Catalog.aspx#.UieUS3-wWjc>

Minimum grade required

A minimum grade of B- is required for this class to count toward your degree requirements. If a student receives a letter grade below a B-; he/she will have to repeat the course.

Grading Scale and Equivalent Points			
<i>Letter Grade</i>	<i>Percentage</i>	<i>Grade Point</i>	<i>Minimum number of points</i>
A	93 to 100	4.00	93-100
A-	90 to less than 93	3.67	90-93
B+	88 to less than 90	3.33	88-90
B	83 to less than 88	3.00	83-88
B-	80 to less than 83	2.67	80-83
C+	78 to less than 80	2.33	78-80
C	73 to less than 78	2.00	73-78
C-	70 to less than 73	1.67	70-73
D+	68 to less than 70	1.33	68-70
D	63 to less than 68	1.00	63-68
D-	60 to less than 63	.67	60-63
F	Less than 60	0	59 and below

Grade of Incomplete

A grade of incomplete (“I”) is assigned to a student who has experienced unforeseen circumstances and is unable to complete the requirements of the course. Examples of unforeseen circumstances include: an accident, a death, an illness, a major and unexpected life transition that impacts the student’s ability to complete the coursework; or other unforeseen and serious circumstances over which the student has little or no control. Incompletes are granted at the discretion of the instructor. To request a grade of incomplete, the student must submit a written request for the incomplete to the course instructor, explaining the unforeseen circumstances that have occurred.

Other requirements:

1. The request must be submitted prior to, or by, the last meeting date of the course. If the request is not submitted by the last meeting date of the course, the student will be graded on whatever assignments and performance requirements (including attendance) have been completed. In cases where a student is incapacitated and unable to meet this deadline, if written evidence is presented regarding the circumstances, the instructor will work with the student regarding this deadline.

2. The student must have completed 75% of the course with a passing grade in order to be eligible for an incomplete. If the student has not completed 75% of the course, the student will be advised to withdraw from the course. Withdraw dates vary! Check webadvisor to determine the withdraw date for this course, or call Student Support Services, 303-458-4126. It is the student's responsibility to withdrawal from a course.
3. The length of time and the remaining requirements to complete the course are determined by the instructor; however, the maximum length of time for completion is the end of the following semester.
4. If the course work is not completed by the end of the following term**, the incomplete grade reverts to an "F" ("I/F") and is calculated in the GPA. It is up to the student to complete the work, send the work to the faculty, and keep track of the final due date.
5. Note that some corporations/companies may not reimburse tuition money if the grade of incomplete is assigned.
6. If students have questions about how an incomplete impacts their financial aid, they should contact financial aid directly (303-458-4128 or 800-568-8932)

**"End of the following term" is defined as:

- a. For a 16 week course, the end of the following semester.
- b. for an 8 week course, the end of the next eight week period.
- c. for a variable course, the end of the following semester.
- d. For MCPY 692/693; MCPY 698, MFT 692/690, and MFT 699, students have one year to complete the course.
- e. For those students who experience military deployment, they have one year to complete the course.

Grade Appeals

Appeals of grades earned in the Rueckert-Hartman College for Health Professions (RHCHP) must be initiated **within four weeks** after the official term end date in which a course is taken. When a student wishes to protest a grade received in a course, they must use the following procedure:

1. The student contacts the instructor of the course and reviews the issue. If the grade remains in dispute, the student should follow step 2.
2. The student submits a written request for review of the grade to the Program Chair . The document must provide rationale indicating why the grade earned is not appropriate, and all relevant documentation must be included (course syllabus, copies of exams, quizzes, papers, presentation materials, etc.) The document will include the student's name, address, e-mail address, course number, instructor name and the term in which the course was completed. The instructor of the course will also provide documentation to the Chair.
Note: If the instructor is the Program Chair, then appeals will be made to the Assistant Dean.
3. If the grade dispute is not satisfactorily resolved, the student or the instructor may appeal the decision to the Associate Dean. This written appeal must be submitted within two (2) calendar weeks of receipt of the decision in step 2 above.
4. The Associate Dean will review the proceedings and any additional information provided by the student. The decision of the Associate Dean is final.

Academic Probation

Students must have a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in the program, the student is placed on academic probation. Students placed on academic probation have one semester to raise their grade point average to a 3.000. If the student believes they have exceptional reason to request an extension to the one semester rule, then they must seek approval through their Faculty Advisor and the Degree Chair.

Academic Suspension

Students who fail to raise the cumulative grade point average to 3.000 are suspended. In addition, students who receive a grade of "C" or below in two courses are subject to academic review and may be suspended from the program. Suspension can be appealed to the Associate Dean. Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class may complete that class. Any additional registrations will be dropped.

Leave of Absence and Withdrawal from the Program

According to the policy of Regis University, students have up to (6) years to complete their degree from the time they start their program. Learning in the Counseling and Family Therapy degree programs by nature require sequencing of coursework, which can be disrupted by long periods of absence. Students who may need a leave of absence for longer than one semester need to complete a "Leave of Absence" form and submit to their faculty advisor. Students who would like to request Withdrawal from the program need to complete the "Leave of Absence" form indicating their intention to permanently leave the program.

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of Counseling and Family Therapy Division courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which may result in humiliation, embarrassment, harassment, damage, or other injury to the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Note on practice courses in which students create DVD's of practice counseling sessions

A number of our courses require you to tape your practice counseling sessions and create a DVD, which you often submit to your instructor as part of an assignment. The same rules of confidentiality apply to the use and handling of practice-session DVD's as stated in the paragraphs above. All DVD's must be

submitted to your instructor by the end of the term, and they will be destroyed. If you do not submit all DVD's to your instructor by the end of the term, you will not receive a grade for the course.

Academic Honor Code

Students and faculty of RHCHP are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic activities, holding themselves and each other accountable for the integrity of the learning community.

Violations of Academic Integrity

Violations of academic integrity are taken very seriously and include cheating, plagiarism, fabrication, collusion and other forms of academic misconduct. All violations will be reported with appropriate sanctions applied. Refer to the [program specific] Handbook or this link for the RHCHP Academic Integrity Policy. The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of the student's home college or program, and will be enforced according to the policies and procedures of the RHCHP.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Rueckert-Hartman College for Health Professions Academic Honor Code. In doing so, the student acknowledges that the work represented in all examinations and other assignments is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any examination or assignment to another student in this or ensuing semesters.

Student Standards of Conduct

In the spirit of the Jesuit mission of Regis University, RHCHP students and faculty share responsibility for maintaining an appropriate learning environment. In order for faculty members to provide and students to receive effective instruction, the Division of Counseling & Family Therapy expects students to conduct themselves in a professional, orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others. Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

“Disruptive Behavior” or “Disorderly Conduct” as applied in all academic settings and formats means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, university events, or university sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or, in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session, inappropriate mediated communication; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the Regis University *Student Handbook: Code of Conduct*. <http://www.regis.edu/RC/Campus-Life/Student-Activities/Judicial-Affairs/Community-Standards-of-Conduct.aspx#.UjcfH-wV8M> Students who fail to adhere to acceptable behavioral standards may be subject to discipline which may include reprimand, dismissal from the class and/or expulsion from RHCHP.

Students who wish to appeal a decision regarding the consequences of their behavior should follow the Appeal Process outlined in the Regis University *Student Handbook*.

<http://www.regis.edu/~media/Files/University/Student%20Life/Student-Handbook/Student%20Handbook%20FINAL%20AUG2013.ashx>

Division of Counseling & Family Therapy Diversity Statements

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors and Marriage and Family Therapists work with clients having diverse lifestyles, beliefs and values, the Programs expose students to a wide range of social, relational, and cross-cultural contexts. The faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The AAMFT Code of Ethics statement regarding diversity includes the following: 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, or sexual orientation. *AAMFT Code of Ethics Section 1.1*

PLAGIARISM POLICY

Plagiarism is defined as presenting as one's own, the ideas, words, or products of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. This includes copying and pasting from online media or from any website. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

All faculty have access to plagiarism detection software, which can be used with or without the student's knowledge in any RHCHP course.

Sanctions for plagiarism may include:

- A failing grade on an assignment,
- Failure of the course
- Referral for remediation and support
- Expulsion of the student from the University

Procedures for plagiarism:

An instructor who suspects that a student has committed plagiarism shall consult with the Program Chair as soon as practical after the instructor develops the suspicion. Prior to consultation, however, the instructor may take action to prove, detect, or preserve evidence of plagiarism. In taking such action the instructor should minimize disruption and embarrassment to the student(s).

The instructor and Program Chair shall review the evidence. If the evidence warrants a claim of plagiarism, the student shall be informed of the charge and given an opportunity to state his/her case. The student shall be informed of the possible penalties that may be imposed or recommended. The instructor, with the approval of the Program Chair, shall inform the student in person, or by a personal telephone call, and by certified mail (to the local address as contained in the University records) of the disposition of the matter. The student may be referred for remediation/support. All written documents will be placed in the student's file.

PLAGIARISM APPEAL

The student may appeal any plagiarism accusation or sanction given in the MAMFT Program. The appeal is made to the Associate Dean of the Division of Counseling and Family Therapy, whose decision is final.

Attendance Procedures

Student participation is essential in a learning environment. For this reason, the Division of Counseling and Family Therapy expects students to attend Division courses. 100% class attendance is expected, per Regis University policy. If you must be absent from a class, the following limits apply:

- For a 16 week course, you may have up to two absences.
- Exceptions are: Practicum, Internship, Techniques I, Techniques II, Groups (one absence is allowed)
- For an 8 week course, you may have up to one absence.
- For a weekend variable course, you may miss up to 4 hours of class time.
- Additional restrictions may be added to specific courses, at the discretion of the instructor.

Stipulations:

- a. Any absence beyond this limit (including any additional 4 hours of absence from a weekend variable course) will result in a non-passing grade of no higher than a C, or NP.
- b. For absences due to emergencies, illness, professional requirements, or unforeseen circumstances, these same stipulations apply.
- c. You are responsible for the material for any missed class. Your instructor is not responsible for making sure you get caught up with what you missed. It is your responsibility to gather and know the material presented during your absence.
- d. All assignments are due on the dates indicated on the syllabus. Other penalties (including an assignment grade of F) may occur for late assignments, at the discretion of the instructor. It is also at the discretion of the instructor to offer/not offer make-up work for any missed class, regardless of reason.
- e. Classes generally start promptly according to the scheduled time. Habitual lateness or leaving early (more than two times) will result in the loss of participation points. See your syllabus for specific point losses for lateness.
- f. Please notify the instructor, in advance, if you know you will be absent from class. This does not excuse you from these procedures; it is a professional courtesy.

Student Fitness and Performance Review Policy

The DCFT recognizes its obligation to ensure the scholastic, professional skills-based, ethical preparation, and intellectual competencies of its students. In addition, emotional maturity should be demonstrated in interactions with others. Consequently, we are committed to consistently evaluating students in all of these areas. DCFT faculty, affiliates, advisors, and supervisors (**hereafter referred to as “evaluators”**), use their professional judgment and a developmental view of training to evaluate the performance and progress of students.

The criteria used by evaluators to make such judgments include observations of student behavior/professional conduct in or outside of classrooms, evaluations of students' performances in simulated practice situations, evaluations of students' performances in fieldwork placements, and the disciplines' codes of ethics.

The Student Performance Evaluation (SPE) is used to give students feedback on these areas of professional development, behavior, or competency as counselors or therapists in training. Faculty may use this form at any time during students' enrollments in the Division. The purpose may be developmental/support or remedial.

The SPE is generally not used in the following situations: problems that are solely about academic performance and/or grades, cases of academic integrity, HIPAA violations, or a Title IX allegation. These issues are handled through different procedures. In the cases of HIPAA violations, academic integrity violations, or Title IX allegations, RHCHP and University procedures supersede DCFT remediation.

If an evaluator believes that any student is making unsatisfactory progress or is not meeting program or university standards, he or she is encouraged to give the student concrete feedback about what is needed to improve. If the evaluator believes (or witnesses) that the student's performance does not or cannot improve to acceptable standards of professional conduct (see criteria in the second paragraph above; see categories on the SPE), the following steps occur:

1. Establishing Need for Remediation and/or Support

Students who do not meet developmental goals in the program or who engage in behavior or performance deemed inappropriate (see above) are given feedback on the SPE by the evaluator. Students who receive at least one rating of “0” on the SPE (performance is rated as “below expectations”) will be referred to the Remediation Coordinator.

2. Establishing Remediation Committee

The Remediation Coordinator will form a committee, composed of the student and 2-3 members of the faculty (not including the original evaluator). The Remediation Coordinator may obtain additional information about students' performance that would inform the Committee, *as it pertains to the ratings on the SPE*. (examples include but are not limited to: written statements from the evaluator or other instructors, advisors, or supervisors; email correspondence to/from the student; information available in Colleague and Taskstream).

3. Remediation Committee Meeting

The Remediation Coordinator and/or the appointed committee will set up an in-person, one-hour meeting with the student. When possible, the meetings will be in Colorado Springs for students on that campus. The committee will discuss the SPE and issues of concern with the student, and the student will have an opportunity to respond and present information regarding his/her progress in the program.

A Remediation Plan is drawn up by the committee to address the developmental growth or remedial needs of the student. Specific, concrete activities and target dates are included in the plan, with the expectation that the student will follow through with the prescribed activities, within the timeline stated on the form. The plan is signed by all present at the Remediation Meeting.

Within 3 days of the Remediation Meeting, the Committee will report to the student, Program Chair, and the Associate Dean, with recommendations. These can include but are not limited to: recommending that the student be allowed to remain in the program with remediation and support; recommending the student voluntarily withdraw from or take a leave of absence from the program; or, in some situations, that the student be dismissed from the program.

4. Follow up Meeting

The need for a follow up meeting is determined case by case. Typically, a follow up, one-hour Remediation Committee Meeting is scheduled to evaluate progress and discuss continued support needs and student progress in the program.

The Committee may hold multiple follow up meetings, if deemed appropriate. However, multiple meetings may be indicative of the student's unwillingness or inability to comply with the Remediation Plan or other requirements in the program, and this should be taken into account when considering multiple follow-up meetings.

If the stipulations of the Remediation Plan are satisfactorily met, the remediation is considered ended, and the Committee disbands.

Procedures for withdrawal or dismissal from a DCFT Program

Following the due process outlined here, if the student has not made satisfactory progress in meeting the stipulations of the Remediation Plan, the student may be advised to withdraw from the program, or the Committee may recommend dismissal from the program.

A withdrawal/dismissal recommendation will be followed by a letter of dismissal or a letter confirming the withdrawal from the Program Chair to the student, within 3 days of the Remediation Meeting. If the student does not accept the committee and program chair's decision, the student has 3 days (from the date of receiving the program chair's decision) to submit a written appeal of the decision to the Associate Dean. The Associate Dean has 3 days to review and respond to the student. If the student does not accept the Associate Dean's decision, the student has 3 days (from the date of receiving the Associate Dean's decision) to submit a written appeal of the decision to the RHCHP Academic Dean. Final decision for dismissal rests with the Academic Dean, who will notify student within 3 days of receipt of the letter from the Associate Dean

Student Appeal of Committee recommendations other than dismissal

Within 3 days of receipt of the Remediation & Support Committee recommendations, the student will notify the Associate Dean, DCFT, in writing of any appeal to the committee's recommendation. The Associate Dean, after considering the committee's recommendation and after meeting with the student, will determine whether the recommendations of the committee will be upheld or modified. The Associate Dean need not meet with the student before making a decision if the Associate Dean has given the student a reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the Associate Dean's decision in writing within 3 days of the Associate Dean's meeting with the student. If the student is not satisfied with the Associate Dean's decision, the student may appeal the decision (in writing) with the Academic Dean of Rueckert-Hartman College for Health Professions. This appeal must be done within 3 days of the Associate Dean's decision.

* All correspondence referred to above can be accomplished through use of electronic mail.

Faculty Initiated Required Withdrawal From the MAMFT Programs

In addition to the above, if a faculty member believes that any student is making unsatisfactory progress or is not meeting program or university standards, he or she will discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member will refer the student to the Program Remediation & Support Committee.

The Program Remediation & Support Committee consists of two to three faculty members from the student's discipline, appointed by the Remediation Coordinator in consultation with the faculty. The committee will discuss issues of concern with the student and the student will have an opportunity to respond and present information regarding his/her progress in the program.

The Program Remediation & Support Committee will also meet with the faculty member who referred the student to the committee. After considering the matter, and within 10 working days of meeting with the student, the committee will report to the student, Program Chair, and the Associate Dean, recommending that the student either be allowed to remain in the program with remediation and support or in some situations be dismissed from the program.

Within 10 working days of receipt of the Remediation & Support Committee recommendations, the student will notify the Associate Dean in writing of any appeal to the committee's recommendation. The Associate Dean of the Division of Counseling and Family Therapy after considering the committee's recommendation and after meeting with the student, will determine whether the recommendations of the committee will be upheld or modified. The Associate Dean need not meet with the student before making a decision if the Associate Dean has given the student a reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the Associate Dean's decision in writing within ten working days of the Associate Dean's meeting with the student. If the student is not satisfied with the Associate Dean's decision, the student may appeal the decision with the Academic Dean of Rueckert-Hartman College for Health Professions. This appeal must be done within 10 days of the Associate Dean's decision.

Regis University Intoxication/ Impairment Assessment Policy

Introduction

Consistent with its obligations under the Drug Free Schools and Communities Act of 1989 and its Alcohol & Substance Abuse Policies, Regis University is committed to providing a safe learning, living, and work environment which is drug free and does not tolerate alcohol abuse on campus by its students, employees, and guests (“community members”).

Policy

On Regis University’s Lowell Campus, a Campus Safety Officer, who has reason to believe that any community member displays symptoms of being impaired by the influence of drugs or alcohol, is authorized to use a Campus Safety Breathalyzer® (“Breathalyzer”) to test that community member’s blood alcohol concentration (“BAC”). A Breathalyzer® test will be conducted in the presence of a second Campus Safety Officer, when possible, or in the case of a student, in the presence of a Student Life staff member.

This policy describes when a Breathalyzer® test can be used at the Lowell campus. BAC is a measure of the amount of alcohol in a person’s bloodstream, commonly expressed in percentage terms. For example, having a BAC of 0.08 percent means that the person has 8 parts alcohol per 10,000 parts blood. The Breathalyzer® is one tool of evaluation and can be used in conjunction with a series of field sobriety tests and according to Campus Safety’s standard operating procedures. Any failure to take a Breathalyzer® shall be considered insubordination by an Employee and a violation of the Alcohol Policy by a Student. Regis may call medical professionals for consultation if any community member registers a BAC of .08 or higher, displays severely intoxicated or impaired behavior, is suspected of ingesting a controlled substance, or refuses to be tested. The cost of medical professionals and any emergency medical transportation will be borne by the community member who is intoxicated or impaired. All sobriety or drug use assessments conducted by Campus Safety will be documented in an incident report. Regis University is not required to monitor or care for any individual who is determined to be under the influence of drugs or alcohol.

Any non-student employee (“employee”) who displays symptoms of either being impaired by the influence of alcohol or using drugs may be removed from the campus. When an employee displays symptoms of being impaired by the influence of alcohol or drug use, a Breathalyzer® test may be conducted. However, regardless of impairment, an on duty employee charged with operation of potentially dangerous equipment or other safety-sensitive or customer related duties may also be subjected to a Breathalyzer® test and if that employee registers any BAC or appears to have used drugs, he/she will be removed from duties. If an on or off duty employee registers a BAC of .04 or higher he or she shall be considered impaired by alcohol and he/she may be removed from campus by Campus Safety and shall be discouraged from operating a motor vehicle. The cost of a taxi in such a case will be borne by the employee who is intoxicated or impaired. For any employee removed from campus due to use of drugs or alcohol, Campus Safety shall submit an incident report to Human Resources; however the report will be kept separate from the employee’s personnel file.

Any guest who displays symptoms of either being impaired by the influence of alcohol or using drugs may be removed from the campus. When a guest displays symptoms of being impaired by the influence of alcohol or drug use, a Breathalyzer® test may be conducted. If a guest registers a BAC of .04 or higher, he/she shall be considered impaired by alcohol and he/she may be removed from campus by

Campus Safety and shall be discouraged from operating a motor vehicle. The cost of a taxi in such a case will be borne by the guest who is intoxicated or impaired.

When a student displays symptoms of using or otherwise being under the influence of drugs or alcohol, a Student Life member and Campus Safety will be called for consultation and the Campus Safety officer may conduct a Breathalyzer® test. If a non-resident student registers a BAC of .04 or higher, he/she shall be considered impaired by alcohol and he/she may be removed from campus and shall be discouraged from operating a motor vehicle. Any student in violation of either the Alcohol Policy or the University Standards of Conduct outlined in the Regis University Student Handbook will be referred to the student conduct process for adjudication.

Only a Regis University Breathalyzer® may be used for testing purposes by Regis employees and may only be used by those individuals who have been trained in its proper use and care. A Breathalyzer® may not be used arbitrarily or without reason to believe that the community member has used or is displaying symptoms of being under the influence of drugs or alcohol. The Department of Campus Safety will maintain the Breathalyzer's® calibration information.

Campus Safety Officers are not expected to test or stop any individual driving a vehicle on campus who displays symptoms of being under the influence of drugs or alcohol. Any potential DUI or DWAI may be referred to local police departments for assessment.

Policy for Student Complaints of Faculty

If students have complaints regarding a DCFT faculty member, they should follow the following policy to address their concerns:

1. Email the faculty member outlining student concerns and request to set up an in person meeting with the faculty member to discuss these concerns. This email contact must be initiated by the student within 30 days of the end of the semester in which the incident prompting the complaint occurred.
2. The student can request that another faculty member be present at this meeting.
3. If the concern is not alleviated after the in person meeting, the student should send a detailed email to the Program Chair (or Assistant Dean, if the complaint is against the Chair)
This email should include:
 - a. all correspondence with the faculty member that pertains to this concern,
 - b. the student's account of his or her concerns regarding the faculty member,
 - c. the student's account of the face to face meeting,
 - d. and what continues to concern the student. This email must be submitted to the program chair within 10 days of the in person meeting.
4. At that point, the Program Chair (or Assistant Dean) determines the course of action. The Chair (or Assistant Dean) will communicate this decision via email to the student within 14 days.

Graduation/Commencement at Regis University

Registration for graduation is required for degree seeking students. Deadlines are **early in the semester** the student intends to graduate. In addition, post-master's certificate students must apply for graduation in order for their post-master's degree certificate to be posted on their diploma as complete. Students are responsible for applying for graduation and commencement ceremonies through the Regis University website: <http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Academic-Records-and-Registration/Graduation-and-Commencement.aspx>.

MAMFT Clinical Requirements

- **Practicum is the initial applied clinical experience completed at the counseling lab.**
- **Internship is the intensive clinical experience completed at an approved placement site that follows the completion of the Practicum.**

Students in the MAMFT degree are **required to complete a minimum of 340 direct hours of clinical work during Practicum, Internship A, and Internship B.** Additional hours of Practicum and Internship are optional and can be taken to enhance the learning experience and to gain additional credit hours. **Students taking additional hours must contract this with their group supervisor before registering for Internship C.**

WHEN TO APPLY:

Following successful completion (a grade of B- or higher) of the prerequisite courses: (Theories of Family Therapy, Assessment and Diagnosis, MFT Professional Orientation and Ethical Issues, Human Growth and Development, Cultural Issues and Social Justice, Integrated Healthcare, Counseling Techniques I, Techniques for Family & Couple Therapy, Research Methods and Program Evaluation, Family Origins and Lifecycles, Substance Abuse Treatment, Gender Development and Sexuality, Couples Therapy, Play in Family Therapy), a student is eligible to begin Practicum.

PLEASE NOTE: Students cannot register for Practicum/Internship until all incompletes and provisional requirements have been removed from their transcript and they have a grade of B- or better in each prerequisite course and are not on academic probation.

Students will benefit by reviewing sites listed in the approved clinical sites section of the Regis web site at least two semesters prior to the semester they plan to begin Practicum. It is the student's responsibility to carefully consider the placement setting(s) and clinical experiences that they believe will best meet their clinical interests and learning objectives. See the Practicum/Internship Manual for more information about securing a clinical site. Assistance will also be provided in the Counseling Techniques course which students complete prior to beginning Practicum, by the student's faculty advisor, and by the Practicum Coordinator.

MAMFT Clinical Supervision

While enrolled in Practicum and the Internships, students will receive three types of clinical supervision. A clinical supervisor is an experienced licensed clinical professional who will oversee the student's clinical work. Clinical supervisors will review cases, teach counseling skills and strategies, and support the student's learning experience.

- 1. Triadic Supervisor (during the Practicum semester only):** Each student will have an average of one hour per week of individual/triadic supervision by a Regis faculty who is an AAMFT Approved Supervisor (or Candidate).
- 2. Group Clinical Supervisor:** Each student will have an average of 1 ½ hours per week of group supervision during the entire course of their fieldwork experience with a Regis faculty who is an AAMFT Approved Supervisor (or Candidate). Internship group supervision groups meet every other week for 3 hours. Practicum group supervision groups meet 1 ½ hour per week. 50% of supervision must be based on live or recorded sessions (not case report). Students must maintain a ratio of 5:1 of client contact hours: supervision hours.
- 3. Site Supervisor:** Each student will have a minimum one hour per week of individual/triadic supervision by a secondary supervisor who is designated by and located at the site where the student is placed during their entire internship placement. The site supervisor is clinically, ethically, and legally responsible for the supervision of a student's work at the site. Supervision for MAMFT students must be from AAMFT Approved Supervisors OR licensed supervisors approved by Regis MAMFT Program Chair. Supervision at the site may be augmented by participation in group supervision, treatment team meetings, in-services, conferences, and staff meetings. The site supervisor will be in contact with the student's Regis faculty group supervisor or liaison.

MAMFT PRACTICUM

Practicum consists of two courses (MFT692 and MFT690) that students take to begin treating clients under direct, live supervision. There are two parts to practicum: counseling clients in the counseling center at the Interlocken campus or Colorado Springs campus, and participating in individual, triadic, and group supervision with a MAMFT faculty member who is an AAMFT Approved Supervisor (or Candidate).

For most students, practicum will begin sometime during their second year of course work in MAMFT. Students must apply for practicum through the MAMFT program by submitting the Practicum Application packet to the Practicum Coordinator by the following deadlines:

- **For Fall Semester: July 1**
- **For Spring Semester: November 1**
- **For Summer Semester: March 1**

During practicum, students accrue 40 direct hours of placement experience. Students will counsel individuals, couples and/or families in the practicum lab for a minimum of 40 direct hours. Students will be assigned a specific 6-8 hour block of time each week at the counseling lab for 16 weeks. Attendance is required because students must fulfill minimum client contact hours to pass. If you have questions about any of the procedures or requirements for practicum, contact Dr. Terry Christensen, Practicum Coordinator.

Students must complete all requirements for practicum that are outlined in practicum syllabus and the Clinical Manual. Students are also evaluated by their supervisors and a grade of pass or no pass will be assigned by faculty supervisors for practicum (MFT690/692).

During the practicum semester, students must also arrange an internship. Students apply for internship positions from approved community internship sites. Certain placement sites may have specific application deadlines, start dates, and/or orientation seminars.

Students must submit their completed Practicum Application packet by the designated deadline (see MAMFT Clinical Manual). Registration for the two Practicum courses must be approved by the Practicum Coordinator. The Practicum must be completed in one semester and must include 40 direct hours of placement experience. Students will receive 3 academic credit hours for Practicum: Practice of Family Therapy (MFT690). Students also must take MFT692 Practicum: Clinical Supervision (3 credits) during the Practicum Semester.

MAMFT INTERNSHIP

1. MAMFT students complete internship at a community agency. Students need to accrue 340 direct client contact hours during their master's degree (40 in practicum + 10 hours each week during Internship A + Internship B). 50% of these hours need to be with couples and families.
2. Site supervision for MAMFT students must be from AAMFT Approved Supervisors OR licensed supervisors approved by Regis MAMFT Clinical Coordinator. 50% of supervision must be based on live or recorded sessions (not case report). Students must maintain a ratio of client contact to supervision of 5:1.
3. Students must present their Capstone projects during Internship B or, if needed, Internship C. Students must PASS their Capstone presentation in order to receive a passing grade in Internship B. See the MAMFT Clinical Manual for more details.
4. Students will complete the AMFTRB Practice Exam at the end of Internship B. In addition, it is recommended that students become Registered Psychotherapists with the Colorado Department of Regulatory Agencies (DORA).

MAMFT CLINICAL PLACEMENT OVERVIEW

Students must complete a minimum of 3 semesters of Regis group supervision while working clinically at the counseling center and at an approved site. Students are encouraged to complete the required 340 clinical hours within the three semesters. Those who have not completed their clinical hours within three semesters must register for a fourth semester, Internship C. Students may choose to go beyond the requirement and take an additional semester of clinical placement for their own benefit. This semester is termed Internship C and includes an individualized contract based upon program requirements and/or student needs.

Students need to complete each segment of the placement, (Practicum, Internship A, Internship B, Internship C) by the end of each semester, or they will receive an Incomplete for that semester. If students receive an incomplete, they will register for the next semester in the sequence. The incomplete grade will be changed to Pass once the required hours for that previously incomplete semester are completed.

Practicum and Internship placements begin at the beginning of the semester. The following ingredients are essential to successfully completing a clinical placement.

- The total number of hours necessary to complete the clinical experience is 340 hours.
- The Practicum, Internship A and Internship B must be taken in consecutive semesters.
- The number of hours taken each semester is variable. For the Practicum, one must complete a minimum 40 hours of direct client contact, reflecting team, and supervision.
- For Internship A plus Internship B 300 total hours are required. We recommend that students try to divide their hours evenly over the two Internship semesters (that is, 150 hours each semester). These hours include direct client contact and supervision hours. Students will track their indirect hours, but indirect hours won't count towards the required 300 hours.
- By the end of these three semesters, student's direct client contact and supervision hours must add up to a minimum of 340 total hours.

Other exceptions or variations in the hours accrued must be approved by the Regis Faculty Group Supervisor, the Site Supervisor, and the Program Clinical Coordinator.

PROFESSIONAL LIABILITY INSURANCE

Students are required to have liability insurance in order to participate in Practicum/Internship. At the time of each student's Practicum application, students will submit proof of their enrollment in professional liability insurance through the American Association of Marriage and Family Therapy. Students will be provided with additional Professional Liability Insurance through Regis throughout their approved internship clinical placement. This coverage will remain in effect throughout a student's Practicum/Internship training at Regis. This insurance provides a standard level (\$1,000,000/10,000,000) of coverage. Students are ultimately responsible for ensuring that they have sufficient liability coverage.

PERSONAL PSYCHOTHERAPY

In addition to the academic and clinical knowledge required in counseling and family therapy, self-awareness is also essential. To facilitate this personal exploration the DCFT faculty strongly recommend that each student complete a minimum of 20 hours individual, couples or group psychotherapy sessions with a licensed mental health psychotherapist or an unlicensed psychotherapist under supervision of a licensed practitioner. Up to 50 hours of psychotherapy hours done anytime while students are in the program can count towards the indirect hour requirements of practicum and internship.

It is strongly recommended that psychotherapy hours be initiated prior to or at the beginning of the clinical practicum and internship experiences. The faculty believes that the first requirement for becoming a competent therapist is maintaining your psychological health and well-being. A list of affordable counseling and family therapy options is available on the DCFT InSite webpage <https://in2.regis.edu/sites/DCFT/studentportal/default.aspx> and are given out to students during program orientation.

CAPSTONE PRESENTATION

The MAMFT Program Capstone Project consists of two parts.

- The first is a **written clinical case presentation**.
- The second is an **oral presentation** based on the clinical case description.

In their fieldwork, students will have an opportunity to work with many different clients. For the Clinical Presentation, a student should focus on a specific case that he/she found to be challenging and interesting. It should be a case that the student believes enhanced their clinical learning and skills. In addition, students are encouraged to choose a case that has completed treatment or is near termination. Child, adolescent, adult, geriatric, family or couple cases are all acceptable for this presentation. The case should involve a therapy case, not just crisis intervention or an intake assessment, with which the student has had ongoing involvement during their training.

The design and presentation of the clinical case will be strongly influenced by the therapeutic approach and treatment modality that was used. The structure of the oral and written presentations is described in the MAMFT Clinical Manual.

The capstone project serves as the student's master's research project in a clinical case study format. Students should be aware that they must protect client confidentiality during this project as informed by the following:

The AAMFT Code of Ethics:

2.1 Marriage and family therapists disclose to clients and other interested parties, as early as feasible in their professional contacts, 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. (AAMFT Code of Ethics, 2001, Section 2 Confidentiality).

This capstone project will be a part of the student's academic record and could potentially be viewed by clinical faculty, and other Regis University designees who have a need to review student files for academic purposes. It is the responsibility of the student to protect the confidentiality and disguise information that could lead to identification of clients. See the HIPAA privacy and security reminder below.

A student's written case description and oral presentation will be reviewed and evaluated by two MAMFT faculty members. Other DCFT students (MAC or MAMFT) will also observe the oral presentation. Students will be notified whether they passed or not within two weeks following the oral presentation. A No Pass on the Capstone Project will require a student to meet with their faculty advisor to discuss how to improve the presentation and make needed revisions. A grade of Pass is required for completion of the MAMFT degree. All written capstone projects must be submitted electronically to the program's Administrative Assistant and are included as part of the student's academic record.

For more information about the Capstone Presentation, please refer to the MAMFT Clinical Manual.



HIPAA Privacy & Security Reminder

The goals for maintaining rigorous adherence to HIPAA compliance requirements within all Regis University-sponsored programs, projects and activities are designed to:

- Ensure the security and confidentiality of PHI and ePHI as covered by HIPAA;
- Protect against any anticipated threats or hazards to the security or integrity of such information, and
- Protect against unauthorized access, use or disclosure of such information.

Each student should have completed the necessary training on how to comply with the policies and procedures for maintaining HIPAA compliance. If you have not received or completed your HIPAA training at Regis University, you must inform your instructor.

Reminders

Protected health information is any information that allows you associate a person's identity with their health care information. This applies to all forms of media including: paper documents, electronic files and data, course notes, research papers, video and sound recordings, photos, charts, etc. As it pertains to Regis University-sponsored programs, project and activities, the following are reminders of common privacy and security practices for protected health information that must be followed:

- Any personal documents and notes in any form that contains individually identifiable health information on patients you come into contact with as a result of Regis University-sponsored training must be properly protected and its confidentiality must be maintained.
- Regis University students who are training at partner health provider organizations are prohibited from removing documents that contain individually identifiable health information without a written and signed authorization from the health care provider's Health Information Management (HIM) Department or authorized representative **and** the proper patient authorization.
Special note on minors—in most cases, minors cannot legally consent or authorize the release of their protected health information.
- Regis University students participating in Regis University-sponsored health care training and research activities must only use de-identified information or limited data sets in any presentations or publications outside of the health care provider organization. (See Appendix A on 'How to de-identify individual health information'.)
- For Regis University students participating in Regis University-sponsored health care training and research activities, the following activities involving individually identifiable health information are explicitly prohibited:
 - Sending such information through unsecure email,
 - Posting such information on any social networking site—regardless of the user account used by the Regis University student, faculty or staff to post the information, and
 - Disclosing such information during classroom discussions and/or presentation.

Policy compliance and sanctions

It is the responsibility of each student to review all aspects of the course syllabus including the Regis University HIPAA Privacy & Security Reminders. In doing so, the student acknowledges that he or she agrees to adhere to these practices. Furthermore, the student agrees not to divulge the contents or to provide access of any examination or assignment to another student in this or ensuing semesters.

All violations of the Regis University HIPAA privacy and security policies and practices are taken very seriously. All violations will be reported to the Regis University HIPAA Privacy & Security Committee for review to determine the extent of the violation and the appropriate sanctions to be applied, where necessary.

Sanctions may include notification of the student's advisor with a note in the student's advising file, reductions in the grade for the course up to and including failure, and remedial action as directed by the Regis University HIPAA Privacy & Security Committee.

Reporting requirements

In the event that any Regis University staff, faculty or student becomes aware of the unauthorized use or disclosure of PHI or ePHI that is under the control and protection of Regis University, the incident must be reported within 5 days of discovery to:

Sheila Carlon, HSA Division Director
Regis University
3333 Regis Blvd.
Denver, CO 80221
303 458 4108
PrivacyOfficer@Regis.edu

With a copy to:
Susan Layton,
Associate Vice President
Regis University
3333 Regis Blvd.
Denver, CO 80221
slayton@regis.edu



HIPAA Privacy & Security Reminder

Appendix A: How to de-identify individual health information

Health information must be stripped of all of the following elements that identifies the individual, his or her relatives, employers, or other household members

- Names;
- Social Security numbers;
- Telephone numbers;
- All specific geographic location information such as subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code, if, according to the current publicly available data from the Bureau of the Census: (1) The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and (2) The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000;
- All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;
- Fax numbers;
- Electronic mail addresses;
- Medical record numbers;
- Health plan beneficiary numbers;
- Account numbers;
- Certificate/license numbers;
- Vehicle identifiers and serial numbers, including license plate numbers;
- Device identifiers and serial numbers;
- Web Universal Resource Locators (URLs);
- Internet Protocol (IP) address numbers;
- Biometric identifiers, including finger and voice prints;
- Full face photographic images and any comparable images; and
- Any other unique identifying number, characteristic, or code (note this does not mean the unique code assigned by the investigator to code the research data)

Post-Graduate Certificates

Post-Graduate Certificate in Counseling Children and Adolescents

Offered on-campus, the post-graduate certificate in Counseling Children and Adolescents (CCA) is developed for community professionals with a master's degree in counseling or closely related area of clinical psychotherapy who meet the requirements for admission to the certificate program. Current

graduate students in the Master of Arts in Counseling and Master of Arts in Marriage and Family Therapy programs may also be admitted to the CCA certificate program concurrently during their master's degree coursework. The CCA certificate cannot be awarded to current students until the semester following graduation from the master's degree program and upon completion of the certificate coursework.

The Regis University Center for Family Counseling and Play Therapy is a *designated Approved Center of Play Therapy Education by the Association for Play Therapy* (APT). Therefore students completing the CCA certificate program meet the academic requirements for the Registered Play Therapy (RPT) national certification through the APT. The certificate is a planned program of study which includes 18-credit hours (six courses). CCA certificate courses are offered in weekend and intensive formats so that students may accommodate work schedules and complete the coursework within one calendar year.

MFT 650 Family Origins and Life Cycles (3.00)

An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding.

MCPY 678 Introduction to Play Therapy (3.00)

Includes a historical and theoretical basis of play therapy. Emphasizes various theoretical approaches and philosophical foundations regarding the process of play therapy. Experiential methods, role-plays, and supervision of non-clinical play therapy cases are incorporated.

Pre-requisite: MCPY/MFT*635

MCPY 670 Adv. Play Therapy: Grief/Abuse/Trauma (3.00)

Explores interdisciplinary theories of creativity and expressive arts as well as their therapeutic practices in the use of imagery, storytelling, dance, music, psychodrama, poetry, writing, movement, dream work & visual arts.

Pre-requisites: MCPY/MFT*635 AND MCPY*678

MCPY/MFT 668 Play in Family Therapy (3.00)

Examines theoretical foundations and the utilization of play in family therapy. Explores filial therapy techniques as well as other models of parent-child relational therapy with families from diverse populations and various presenting issues. Pre-requisite: MCPY/MFT*635

MCPY 677 Counseling Pre-Adolescents & Adolescents (3.00)

Examines theories and techniques specific to developmental needs of pre-adolescents and adolescents (ages 11-18). Emphasizes individual and systemic approaches to prevention, assessment, counseling techniques, and consultation skills that pertain to pre-adolescents and adolescents.

Pre-requisite: MCPY/MFT*635

MCPY 679 Sandtray Therapy Techniques (3.00)

Introduces the use of Sandtray techniques for use with individuals and families. Exploration of theory, applications, stages, and ethical issues. Emphasizes depth, Humanistic and Relational/Cultural approaches. Didactic and experiential methods used. NOTE: MACP Program students only.

Pre-requisite: MCPY/MFT*635

For more information contact Dr. JoLynne Reynolds, Coordinator, CCA Post-Graduate Certificate jlreynol@regis.edu or (303) 964-5386

Post-Graduate Certificate in Transformative Counseling

Offered on-campus, the post-graduate certificate in Transformative Counseling (TC) evaluates issues of meaning, values and a just existence from a community and cultural perspective. The TC courses highlight the communal nature of the world and the powerful influences of both inherited and evolving cultural and ecological realities and narratives. The stories that shape us and the stories we create directly impact the psychological wellbeing of individuals, families and communities. The TC curriculum looks to human imagination, feeling, intuition and community dialog as essentials in addressing the basic mental health needs of our times.

The certificate is a planned program of study which includes 18 graduate credits (six courses). Certificate course work is offered in evening or weekend intensive formats so that students may complete the course work within one calendar year. This certificate is designed for community professionals with a master's degree in counseling or closely related area of clinical psychotherapy who meet the requirements for admission to the certificate program.

Current graduate students in the Master of Arts in Counseling and Master of Arts in Marriage and Family Therapy programs may also be admitted to the TC certificate program concurrently during their master's degree coursework. The TC certificate cannot be awarded to current students until the semester following graduation from the master's degree program and completion of the certificate coursework.

MCPY 674 Grief Therapy and Life Transitions (3 credits)

Explores life transitions and grief therapy as necessary psychological experiences for personal and communal transformation. Examines various clinical approaches and techniques through primary texts, demonstrations, case study and role play.

MCPY 676 Ecopsychology: A Transformative Perspective (3 credits)

Explores and imagines the transformative possibilities of the earth-human relationship and the psychological and spiritual well-being of individuals, families, communities, and the world. Applies transformative, clinical and eco-psychological perspectives.

MCPY 681 Transformative Counseling: A Depth Perspective (3 credits)

Introduces Transformative Counseling. Explores transformative processes through imagination and dreaming. Includes Jungian-based readings, film, journaling, image and dream work, role play, expressive arts, and demonstrations in class.

MCPY 682 Personal Mythology and Narrative (3 credits)

Examines how the personal life story gives symbolic form to a person's core values and meaning. Emphasizes the relationship between personal stories, myths and therapeutic, transformative processes.

MCPY 683 Approaches to Dream Work (3 credits)

Explores the value that dream images, symbols, and motifs have for clinical practice and for personal, cultural, and ecological transformation. Examines Jungian, Freudian, and Archetypal theories and applications of dream work.

MCPY 687 Cultural Narratives: Literature, Myths, and Fairy Tales (3 credits)

Explores the role of imagination in fashioning the narrative and transformative patterns of our daily lives. Identifies traditional and universal themes which appear in cultural, political, ecological and personal texts.

For more information contact Dr. Annamarie Fidel-Rice, Coordinator, TC Post-Graduate Certificate afidelri@regis.edu or (303) 964-5759

Post-Graduate Certificate in Counseling Military Families

The Post-Graduate Certificate in Counseling Military Families is an 18-credit program (6 courses) for master's level clinicians who desire specialized training in counseling the military population, beyond their coursework in Clinical Mental Health Counseling or Marriage and Family Therapy. The coursework is offered in weekend intensive and evening formats, so students may complete the plan in approximately one year.

Current graduate students in the MAC or the MAMFT program may also be admitted to the CMF certificate. CMF certificate courses may be taken concurrently during their Master's degree coursework. The CMF certificate will not be awarded to current students until the semester following graduation from the MAC or the MAMFT program.

Prerequisites: Master's degree in Counseling, Marriage and Family Therapy or related clinical mental health degree and the following courses: MCPY 630 Group Counseling, MCPY 645 Clinical Assessment, and MCPY 650 Career Counseling.

MFT 650 FAMILY ORIGINS AND LIFE CYCLES (3.00)

An in-depth study of family life cycle including adult development, nontraditional family structures and special populations. The impact of transitions such as career, marriage, divorce, military deployment, and death at different stages of the family life cycle as guides to therapeutic understanding.

MCPY/MFT 660 SUBSTANCE ABUSE TREATMENT(3.00)

Examines the psychological, spiritual, and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population.

MFT 662 COUNSELING MILITARY COUPLES (3.00)

Explores couple relationship dynamics within the military couple focusing on enhanced cognitive behavioral couple therapy, solution-focused therapy, EFT, and Gottman method couple therapy. Addresses issues of TBI, PTSD, IPV, and infidelity.

MCPY 663 COUNSELING MILITARY FAMILIES (3.00 credits).

Impact of military culture on the family, cycle of deployment, post-deployment, and integration into the community. Special emphasis on counseling spouse and children including: secondary trauma, substance abuse, domestic violence, attachment & intimacy.

MFT 667 COUPLES THERAPY (3.00)

Provides an overview of theories of couples therapy, focusing on the components of the marital system, covering premarital factors, dysfunctional marital styles, the developmental cycle of marriage, marital crisis, and the therapeutic process and interventions. Pre-requisite MCPY*635

MCPY 672 CRISIS, TRAUMA, AND LOSS (3.00).

Impact of trauma, & loss on military personnel/ families, and survivors of natural disasters, violence, and terrorism. Emphasis on counselors' immediate response, assessment and treatment protocols for recovery, trauma & addiction, post-traumatic stress, suicide prevention & assessment.

For more information contact Dr. Jim Ungvarsky, Coordinator, CMF Post-Graduate Certificate jungvars@regis.edu or (719) 264-7032

Post-Graduate Certificate in Marriage and Family Therapy (NOT available for MAMFT students)

Post-Graduate Certificates in counseling specializations are intended for psychotherapy professionals in the community already having a Master's degree in Counseling and/or those who practice as psychotherapists in Colorado:

- Unlicensed State Registered Psychotherapists with a completed Master's Degree in Counseling or a closely related psychotherapy field;
- Licensed Professional Counselors;
- Licensed Psychologists, or
- Licensed Clinical Social Workers

Current graduate students in the MAC program may also be admitted to the MFT certificate program after completion of MCPY/MFT 635 Counseling Techniques I. MFT certificate courses may be taken concurrently during the Master's degree coursework, with the exception of MFT 699A Supervised MFT Internship, which should be completed Post-Master's. The MFT certificate will not be awarded to current students until the semester following graduation from the MAC program, following successful completion of MFT 699A Supervised Internship.

The Post-Graduate Certificate in Marriage and Family Therapy is an 18- graduate credit program (6 courses) for counselors who desire specialized training in counseling couples and families, beyond their coursework in Clinical Mental Health Counseling. Much of the coursework is offered in weekend intensive and evening formats, so students may complete the plan in approximately one year. The post-graduate certificate in MFT must include 18 credit hours in addition to the credits taken for the master's degree. Students who take certificate courses as part of their degree may transfer up to 6 credits for the certificate. This certificate grants co-equivalency for LMFT licensure when combined with the MAC degree.

MFT 610 THEORIES OF FAMILY THERAPY (3.00)

This course explores the historical development of theories of family therapy which have grown out of the paradigmatic shift from focusing on the individual to focusing on influences of the family system and larger social contexts.

MFT 650 FAMILY ORIGINS AND LIFE CYCLES (3.00)

An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding.

MFT 665 GENDER DEVELOPMENT AND SEXUALITY (3.00)

Explores the physical, psychological, social, cultural, and ethical aspects of human sexuality and gender development. Male and female gender roles, sexual expression, sexual misconceptions, variations in

gendered or sexual behavior, and common sexual and relationship concerns are applied to theories and techniques of sexuality counseling. Pre-requisite MFT *635

MFT 667 COUPLE THERAPY (3.00)

Provides an overview of theories of couple's therapy, focusing on the components of the marital system, covering premarital factors, dysfunctional marital styles, the developmental cycle of marriage, marital crises, and the therapeutic process and interventions. Pre-requisite MFT *635

MFT 690 PRACTICUM: THE PRACTICE OF FAMILY THERAPY (3.00)

Focuses on the practice and techniques of various approaches used to treat couples and families in therapy. Systemic/relational therapies will be explored through role-playing and videotaping. Pre-requisites MFT*635, MFT*665 and MFT*667

MFT 699A SUPERVISED MFT INTERNSHIP (3.00)

Clinical supervision of individual, couple, and family counseling focusing on the principles and practice of Marriage and Family Therapy. Prerequisites: Admission to MAC program and completion and permission of MAC Clinical Coordinator. Pre-requisite MFT*690

For more information contact Dr. Sondra Beres, Coordinator, MFT Post-Graduate Certificate
sberes@regis.edu or (303) 964-5158

Post-Graduate Certificate in Addictions Counseling Levels I & II

The Graduate Certificate in Addictions Counseling Levels I & II is intended for counseling and marriage and family therapy professionals in the community already having a Master's degree in Counseling or Marriage and Family Therapy, and those who practice as psychotherapists in Colorado:

- State Registered Psychotherapists with a completed Master's Degree in Counseling or a closely related psychotherapy field;
- Marriage and Family Therapists;
- Licensed Professional Counselors;
- Licensed Psychologists or Licensed Clinical Social Workers

Certificate plans are available to current students who are admitted to the MAC or MAMFT degree programs who wish to enhance their clinical expertise and training in Addictions counseling beyond their degree requirements. **The Addictions Certificate Level I provides the academic requirements required for eligibility to be CAC II certified by the Colorado Office of Behavioral Health (OBH). Additional supervised hours and an exam are required by OBH for CAC II certification. The Addictions Certificate Level II provides practitioners who have a clinical master's degree and CAC II certification with the academic requirements to be eligible for CACIII and/or LAC; additional supervised hours and an exam are required by the state for MAC and/or LAC certification.** The Graduate Certificate in Addictions Counseling Level I is an 18- graduate credit program (6 courses) for counselors who desire specialized training in addictions counseling, beyond their coursework in MAC or MAMFT. Much of the coursework is offered in weekend intensive and evening formats, so students may complete the plan in approximately one year.

Current graduate students in the MAC or MAMFT program may be admitted to the Addictions certificate program by applying for the certificate after taking MCPY 660 Substance Abuse Counseling. Addictions certificate Level I courses may be taken concurrently during the Master's degree coursework. Addictions Certificate Level II courses must be completed Post-Master's. A student may only apply for graduation from the certificate once (Addictions Certificate Level I, Addictions Certificate Level I & II or Addictions

Certificate Level II). The Addictions Certificate Level I cannot be awarded to current students until the semester they are graduating from the MAC or MAMFT program.

Level I Course Requirements:

MCPY 630 GROUPS: PROCESS AND COUNSELING (3.00)

Studies theories of group counseling including group dynamics and leadership. Includes different types of groups and group composition. Experiential learning methods are employed. Prerequisite(s): MCPY 635. May take concurrently with MCPY 636.

MCPY/MFT 660 SUBSTANCE ABUSE TREATMENT (3.00)

Examines the psychological, spiritual, and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population.

CFT 601 CO-OCCURRING DISORDERS AND TRAUMA INFORMED CARE (3.00)

Differential diagnosis and models of treatment of substance use and co-occurring behavioral health disorders will be covered. In addition, the study and treatment of Trauma Informed Care for Diverse Populations will be addressed.

CFT 602 PHARMACOLOGY AND INFECTIOUS DISEASES (3.00)

This course outlines the intricate relationship between drugs of choice, lifestyle, and physiological health. Also included is standard physiology and anatomy of human body in relation to understanding both infectious diseases and pharmacological effects.

CFT 603 MOTIVATIONAL INTERVIEWING AND CLIENT RECORD MANAGEMENT (3.00)

This course focuses on the techniques and theories Motivational Interviewing, and the Model of Stages of Change. The most recent protocols and trends for client record management within the field of substance use will be covered.

CFT 604 CLINICAL INTERNSHIP WITH SUBSTANCE USING POPULATIONS (3.00)

Students will complete 400 clinical hours working at a community site with substance using populations with a CAC approved supervisor and attend clinical supervision with a Regis instructor.

Level II Course Requirements:

CFT 701 ADVANCED MOTIVATIONAL INTERVIEWING (3.00)

The course will provide advanced Motivational Interviewing skills and a multitude of professional interactions, including the importance of supervisory. The course includes the topics of coaching and MIA: STEP (Motivational Interviewing Assessment: Supervisory Tools for Enhancing Proficiency).

CFT 700 CLINICAL SUPERVISION AND PROFESSIONAL PRACTICE (3.00)

This course covers the models, techniques and standards of supervisory practice, while exploring state-mandated, legal, multicultural, crisis intervention, and other concerns that may arise within the supervision of addictions counselors.

For more information contact Dr. Betsy Hall, Coordinator, Addictions Post-Graduate Certificate ehall@regis.edu or (3603) 964-5749

Admission to Post-Graduate Academic Certificate Programs

Post-Graduate Certificates are intended for psychotherapy professionals in the community already having a Master's degree in Counseling and/or those who practice as psychotherapists in Colorado:

Unlicensed State Registered Psychotherapists with a completed Master's Degree in Counseling or a closely related psychotherapy field;

Licensed Professional Counselors;
Licensed Marriage and Family Therapists;
Licensed Psychologists, or
Licensed Clinical Social Workers

Certificate plans are also available to current students admitted to the DCFT who wish to enhance their clinical expertise and training beyond the degree requirements.

Certificate Admission Requirements

Current students may apply to the Post-Graduate Certificates using the application provided below and submit them to:

Dr. JoLynne Reynolds, Child and Adolescent Certificate Coordinator
Dr. Tom Lonnemon-Doroff, Transformative Counseling Certificate Applications
Dr. Jim Ungvarsky, Counseling Military Families Certificate Coordinator

Certificates must be completed within six years of being accepted.



Division of Counseling and Family Therapy
Rueckert-Hartman College for Health Professions
Regis University
11001 W. 120th Avenue, Suite 150
Broomfield, CO 80021
Fax: 303-964-6804

Application

Post-Master's Certificate (current DCFT students only)

Legal Name _____
Last First Middle

Previous Name(s) _____ Student ID # _____ Date of Birth _____

Permanent Address _____
Street City State Zip

Home Phone _____ Work Phone _____ Cell _____

Email Address _____ Preferred Start Term _____

Current number of courses completed in the Regis Graduate Counseling or Family Therapy program _____

Please check the program you are applying for:

- ____ Post-Master's Certificate in Marriage and Family Therapy
- ____ Post-Master's Certificate in Counseling Children and Adolescents
- ____ Post-Master's Certificate in Transformative Counseling
- ____ Post-Master's Certificate in Counseling Military Families
- ____ Post Master's Certificate in Addictions

Comments: _____

"I hereby certify that to the best of my knowledge, the information furnished on this application is true and complete without evasion or misrepresentation. I understand that if found otherwise, it is sufficient cause for rejection or dismissal. I further authorize Regis University to make appropriate inquiries when necessary to certify the accuracy of my records."

Applicant's Signature _____ Date _____

Certificate Coordinator's Signature _____ Date _____

Please return this form to Sarah Mikkelsen, Administrative Coordinator, at the Interlocken Broomfield Campus or email to shorn@regis.edu.

Regis University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and does not discriminate on the basis of race, age, religion, color, national origin, handicap, or sex.

(Revised 1/15)

Appendix B: Student Performance Evaluation & Other Resources

STUDENT PERFORMANCE EVALUATION

The MAMFT program recognizes its obligation to ensure the scholastic, professional skill-based, ethical preparation and intellectual competencies of its students. In addition, emotional maturity should be

demonstrated in interactions with others. Consequently, we are committed to consistently evaluating students in all of these areas. Faculty members, liaisons and supervisors using professional judgment are responsible for evaluating the performance and progress of counseling students. These evaluations will be made formally and informally from observations in classroom situations and in fieldwork placements throughout the course of the program.

The Student Performance Evaluation is completed by the instructor at the end of Counseling Techniques. They will also be used at the discretion of any faculty member who deems it valuable to give this form of evaluative feedback to a student and to the program core faculty. These evaluations will be shared with the student and then forwarded to the faculty advisor and the program chair. Unsatisfactory progress as demonstrated by scores of one or less on the Student Performance Evaluation will be discussed by the advisor and the student. If the advisor and or faculty remains concerned about the student meeting program standards, the student will be informed and referred to the program Remediation & Support Committee. At this point, a meeting with the Remediation & Support Committee, the student and other involved parties may be convened at the request of the student or faculty member.

Within 10 days of this meeting, a decision will be conveyed to the student as follows:

- No further action,
- A written remediation support plan with a plan to support for retention includes remedial work, special restrictions and a time line for student completion,
- A recommendation for dismissal from the program to the Program Chair.

Student Performance Evaluation

Student _____
Faculty _____

Semester/Year _____
Course Number _____

Rating Scale				
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level		
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level		
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2

PROGRAM RESOURCES

The Division of Counseling and Family Therapy has faculty members that specialize in various areas of counseling psychology and education. They come from a variety of backgrounds and, in addition, have experience and expertise in counseling practice.

The full-time program faculty also serves as faculty advisors, sit on the program Remediation & Support Committee and supervise the academic and clinical components of the MAC program. Currently, Dr. Linda Osterlund is the Assistant Dean, Dr. Betsy Hall is the Associate Dean, Dr. Jennifer is the Master of Arts in Family Therapy Chair. Dr. Pat Sablatura is the Clinical Coordinator.

Affiliate faculty, liaisons and course consultants are mental health professionals and academicians who are active in their profession in the community. They bring their understanding of the current practices, constraints and opportunities that exist in Colorado. They, too, come from a variety of backgrounds and offer rich and diverse perspectives about counseling theory and practice.

MAMFT Program Faculty & Advisors

Jennifer Cates, Ph.D., LMFT
Assistant Professor
Marriage & Family Therapy Program Chair
303-964-6071
jcates001@regis.edu

Sondra Beres, Ph.D., LMFT
Associate Professor
303-964-5158
sberes@regis.edu

Linda Osterlund, Ph.D., LMFT
Associate Professor
Associate Dean
719-264-7011
losterla@regis.edu

Joanna Stratton, Ph.D., LP, LMFT
Associate Professor
303-625-1338
jstratto@regis.edu

Tom Lonneman-Doroff, Ph.D., LPC
Assistant Professor
MAC Program Chair
303-625-1242
tlonnema@regis.edu

Jim Ungvarsky, Ph.D., LMFT
Assistant Professor
719-264-7032
jungvars@regis.edu

Steve Bennett, Ph.D., LPC
Professor
303-458-3565
sbennett@regis.edu

Jody Huntington, Ph.D., LPC, LMFT
Assistant Professor
303-964-6029
jhunting@regis.edu

NOTE: Please email to schedule appointments with faculty

For a list of the all Faculty and Affiliate Faculty, including descriptions of their expertise, academic backgrounds and credentials, and contact information visit www.regis.edu

REGIS WEBSITE

The Regis Website is a central location for information about the University in general, the Library, various academic resources and specific information about the MAMFT Program. It is located at <http://www.regis.edu/> Click **Current Students** to access current program information including forms, syllabi, book lists, course schedules, approved fieldwork placement sites and a list of affiliate faculty

CLINICAL MANUAL

For up-to-date information about Practicum, Internship, and Capstone requirements, please refer to the Clinical Manual online at <http://regis.edu/RHCHP/Schools/Counseling-and-Family-Therapy/CFT-Current-Student-Resources.aspx>

UNIVERSITY ADDRESS

Regis University
3333 Regis Boulevard
Denver, CO 80221-1099

1-800-388-2366

Regis University
Division of Counseling & Family Therapy
Mail Code P-20
11001 W. 120th Ave
Broomfield, CO 80021

1-800-388-2366, ext.5101

Regis University
Division of Counseling & Family Therapy
7450 Campus Drive, Suite 100
Colorado Springs, CO 80920

1-800-388-2366, ext. 5023

RESOURCE LIST

Sarah Mikkelsen Administrative Coordinator	303-964-6421 shorn@regis.edu	Tricia Middleton Administrative Assistant	303-458-4313 tbaker@regis.edu
Ron Arner Broomfield Clinical Administrative Coordinator	303-458- 4334 arner290@regis.edu	Patti Diffie CS Clinical Administrative Coordinator	719-264-7025 diffe886@regis.edu
Kathryn Raley Administrative Assistant	303-964-6882 Raley598@regis.edu		
Financial Aid	303-458-4126	Accounts Payable	303-458-4130
Campus Safety	303-458-4122	Campus Weather Line	303-458-1818
Course information, registration, transcripts, general information for Broomfield	303-458-4126 ext. 5101	Course information, registration, transcripts, general information for Colorado Springs	303-458-4126 ext. 5023
Graduation and diploma questions	303.458.4366		
Dayton Memorial Library	303-458-4030	Information Technology Services	303-458-4050
Regis Center for Counseling & Family Therapy 11001 W. 120 th Ave. Broomfield, CO 80021	303-964-5786	Regis Center for Counseling & Family Therapy 7450 Campus Drive Colorado Springs, CO 80920	719-264-7027

First: Check the Regis Website: www.regis.edu/

For the RHCHP General Catalog (information on RHCHP programs, grade appeals, disciplinary actions):<http://www.regis.edu/~media/Files/University/Academic/Course%20Catalog/2013-14%20Catalog/RHGeneral.ashx>

For the Regis University Bulletin, please see: <http://regis.edu/Academics/Course%20Catalog.aspx>.

STUDENT RESOURCES

Rueckert Hartman College for Health Professions Student Services

<http://www.regis.edu/RHCHP/RHCHP-Student-Portal/Rueckert-Hartman-College-for-Health-Professions.aspx>

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select “RegisNET Account”. You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Regis University Libraries are dedicated to providing a full range of library services and resources to Regis students, without regard to their geographic location. The reference desk can be accessed by the link on the website or at 303-458-4031, 1-800-388-2366 Ext. 4031. <http://www.regis.edu/library/htm>

Smarthinking

Smarthinking is an online tutoring service which offers both asynchronous and live tutoring and writing assistance. Regis University provides 10 hours of FREE tutoring or writing assistance per year for all students through Smarthinking. The tutoring year is January 1 – December 31.

To access Smarthinking,

<http://www.regis.edu/Academics/Learning-Commons/Tutoring/Smarthinking.aspx#UIdY0n-wWjc>

Questions to ask advisor:

Grading policies for a course
Coursework to be transferred in
Degree Plan
Academic advising questions- course rotation, order, etc.
Future career questions, interests
Questions about the Capstone Project
Concerns about instructors, faculty supervisor, clinical placement, supervisor, etc.
Concerns about academic progress and grades
Problems completing a course (speak to instructor first)
Problems concerning a course (speak to instructor first)

Questions to ask instructors:

Questions that help to clarify expectations, assignments or other course criteria
Problems completing a course (also speak to advisor)
Problems concerning a course
Questions about grading
Academic questions about a course

Questions to ask internship faculty:

Specific questions about a training site for internship
Questions about the suitability of a site
Concerns about a site or supervisor
Concerns about not getting enough supervision

Available on the Regis website and WebAdvisor

List of courses and instructors - <https://webadvisor.regis.edu/WALPortal/WALPortal?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=2547642706>

DCFT approved clinical sites and related forms

Academic calendar

Graduation Application

Change of name or address - call 303-458-4126

List of current textbooks and syllabi

Getting a phone number – call 303-458-4126

Form and process for incomplete

MAMFT PROFESSIONAL AFFILIATION

AAMFT Code Of Ethics

http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx

Students enrolled in the MAMFT Program are required to uphold all ethical and legal guidelines of the profession as outlined in the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics & Standards of Practice and the Colorado Mental Health Statute and the Colorado Board of Licensed Marriage and Family Therapist Examiner Rules. These laws and rules can be obtained by contacting the board at the following address:

State Board of Licensed Marriage & Family Therapist Examiners
1560 Broadway, Suite 1350
Denver, CO 80202
303-894-7766

AAMFT Membership

To facilitate the identification and participation of students with their future marriage and family therapist role, it is highly recommended that students in the Program join their professional association. The American Association for Marriage and Family Therapists (AAMFT) provides a wide variety of resources to professional counselors such as educational programs and workshops. Students may obtain an AAMFT brochure in the MAMFT office, Broomfield/Interlocken Campus, Regis University or request information directly from AAMFT by calling (703)-838-9808 or by contacting their website at www.aamft.org. Once students become members of AAMFT, they are automatically members of the Colorado Association for Marriage and Family Therapy (CAMFT), which is the state division of the AAMFT. We encourage our MFT students to participate in CAMFT events, which include trainings and annual meetings.

Regis University's MFT Program is accredited by AAMFT's **Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)**. COAMFTE is a specialized accrediting body that accredits master's degree, doctoral degree, and post-graduate degree clinical training programs in marriage and family therapy throughout the United States and Canada. Since 1978, the COAMFTE has been recognized by the United States Department of Education (USDE) as the national accrediting body for the field of marriage and family therapy. In addition, the Council for Higher Education Accreditation or (CHEA) officially recognizes the COAMFTE. CHEA is a non-governmental organization that works to foster and facilitate the role of accrediting bodies in promoting and insuring the quality and diversity of American post-secondary education. The USDE and CHEA regularly review the policies and practices of the COAMFTE for continued recognition.

The Standards for COAMFTE accreditation can be found at:

Commission on Accreditation of Marriage and Family Therapy Education
American Association for Marriage and Family Therapy
112 South Alfred Street, Alexandria, VA 22314
Phone: (703) 838-9808 - Fax: (703) 838-9805
E-mail: coamfte@aamft.org

Licensed Marriage and Family Therapist Application

The Colorado State Board of Licensed Marriage and Family Therapist Examiners requires the Licensed Marriage and Family Therapy examination. Details about the Marriage and Family Therapist examination and application can be found on the DORA website. Examination deadline dates can be found on the website of the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) at www.amftrb.org/examdate.cfm. Regis University does not administer the exam and does not award the Marriage and Family Therapist License. Students are encouraged to contact the State Licensing Board early in the program to acquire licensing information to assist in planning their course work and to assist in planning post-graduate experience. The information includes the Colorado Mental Health Statute, the Licensed Marriage and Family Therapist Examination Rules and Regulations and application forms. These materials are also available at the DCFT seminars scheduled each semester. To acquire information, contact:

State Board of Licensed Marriage and Family Therapist Examiners
1560 Broadway, Suite 1350
Denver, CO 80202
303-894-7766

<http://cdn.colorado.gov/cs/Satellite/DORA-Reg/CBON/DORA/1251632282502>

Required MAMFT Program Forms

A signed Student Informed Consent Contract, signifying agreement with all of the requirements and procedures contained in the MAMFT Program Student Handbook, is required of all students enrolled in the Regis MAMFT program. The Student Informed Consent Contract will be signed by the student during orientation and placed in the student's advising file.

In addition, all students in the MAMFT Program must sign the No Private Practice Agreement at orientation. This form will also be kept in the student's advising file.



**RUECKERT-HARTMAN COLLEGE FOR
HEALTH PROFESSIONS**

Division of Counseling & Family Therapy

STUDENT INFORMED CONSENT CONTRACT

Description of Course Expectations and Program Experiences

The course content and experiential activities in the Division of Counseling and Family Therapy (DCFT) are designed to afford students the opportunity to advance their personal, intellectual, and professional development. Throughout the program of study, you will be expected to receive and integrate feedback concerning your personal, academic, and professional strengths, limitations, and performance in a manner in accordance with the professional standards. (Refer to the Student Performance Evaluation form for specific criteria regarding these standards.) This feedback will come from faculty, supervisors, peers, and clients. You will be expected to incorporate this feedback in a mature and professional manner.

The expectations of the counseling curriculum are that you will explore and recognize the effect that your personal beliefs, values, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various methods courses, practicum, and internships, will require that you develop and demonstrate your clinical skills as you work with classmates in role-play scenarios and with clients in actual therapy sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your clinical activities and experiences consistently and systematically.

If, in the professional judgment of a faculty member, a student's behavior is deemed below minimum program standards, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a student may be referred for faculty review. At that time the Program Remediation and Support Committee will be called to review the performance, record, and behavior of the student and to make recommendations to the Program Chair and Assistant Dean of the DCFT.

The DCFT Formal Endorsement Policy

Program faculty endorsement is given only:

- a) On the basis of demonstrated proficiency specific to the vocation and/or credentialing for which endorsement is sought;
- b) After the candidate has completed a substantial portion of the program, necessarily including the practicum and internships during the MAC or MAMFT program at Regis University; and
- c) For the professional credentials for which the candidate has been prepared, necessarily including appropriate coursework and practicum and internship placements.



**RUECKERT-HARTMAN COLLEGE FOR
HEALTH PROFESSIONS**

Division of Counseling & Family Therapy

I have read and understand that I must uphold the (check below):

____ AAMFT Code of Ethics (Appendix D for MAMFT Students)

I have read the (check below):

____ DCFT Student Manual (MFT) including the Student Performance Evaluation. I am willing to adhere to the principles and requirement as described. I have also read the description of course requirements and program experiences required in the curriculum. I will be willing to participate fully in the courses and requirements of the Division of Counseling and Family Therapy. I further understand that a course grade of B- or better must be obtained to progress in and graduate from the program and successful completion of the Capstone Project.

Student Signature

Date

Print Student Name



**RUECKERT-HARTMAN COLLEGE FOR
HEALTH PROFESSIONS**

Master of Arts in Marriage and Family Therapy

Private Practice Agreement

I _____ agree not to operate an independent private practice while

Print name

I am enrolled in the Division of Counseling and Family Therapy (MAC or MAMFT) at Regis University.

I understand that in order to be ethical practitioners, “counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience” (ACA Code of Ethics, 2005, p. 9). In addition, “counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others” (ACA Code of Ethics, 2005, p. 10). Additionally, “marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies” (AAMFT Code of Ethics, 2001, Principle 3.11). I have read and understand this policy. I understand that violation of this policy will result in remediation or dismissal from the Division of Counseling & Family Therapy programs.

Signature

Date

Honor Societies

Chi Sigma Iota - Rho Upsilon Chi Chapter	Delta Kappa - Kappa Chapter
<p>Mission: to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.</p> <p>Membership Chi Sigma Iota is open to all degree-seeking students in the Master of Arts in Counseling program or Master of Arts in Marriage and Family Therapy program at Regis. To become a member of CSI you must meet the following requirements:</p> <ul style="list-style-type: none"> • Have completed a semester of course work at the graduate level • Maintain a GPA of 3.5 or higher • Participate on a Rho Upsilon Chi committee, in a service and/or advocacy project. <p>How to Join Please visit our website at: www.csi-net.org/group/rho_upsilon_chi</p> <p>Contact Dr. Huntington at jhunting@regis.edu or any executive officer at ruc.csi@gmail.com</p>	<p>Mission: Delta Kappa, as the International Marriage and Family Therapy Honor Society, serves to further and complement the work being done by the AAMFT, the AFTA, and the IFTA. Delta Kappa, The International Marriage and Family Therapy Honor Society, has three primary aims. The first aim is to train emerging leaders in the field of marriage and family therapy to assume the mantle of leadership in the profession. The second aim is to provide a structure for developing scholarly forums that present cutting edge research and theory on marriage and family therapy to practitioners on an ongoing basis at the local, state, regional, national, and international level. The third aim is to recognize and promote the achievements of marriage and family therapy clinicians and scholars.</p> <p>Membership Delta Kappa members must meet the following requirements:</p> <ul style="list-style-type: none"> • Be students in an accredited marriage and family therapy program • Earned at least 12 credit hours • Have an average grade point average of 3.75 or higher <p>How to Join Please visit our website at: www.deltakappamft.org Contact Dr. Huntington at jhunting@regis.edu or any executive officer at deltakappakappamft@gmail.com</p>
<p>Benefits of Membership</p> <p>Professionalism: To develop your professional identity as a counselor or marriage and family therapist. Do not wait to involve yourself in your profession. People in the field recognize your membership as a mark of excellence that identifies you as exceptional.</p> <p>Enrich your education: Honor society membership can provide more insight into disciplines than can be gained through classroom experience alone. Honor society membership helps keep members current in their fields through publications and by means of local, state, regional, national and international meetings. Although this service may begin in graduate school it may continue beyond through our alumni program. This includes but is not limited to networking events, workshops, and advocacy events.</p> <p>Recognition: Recognition for the pursuit of personal excellence is a fundamental purpose of the Honor Societies. It is through the efforts of the individual members that the collective influence of the Society is realized. As a consequence, the Society seeks to identify and encourage all those who have made a commitment to excel in all that they do.</p>	

Background Checks

In accordance with the ethical and legal demands of the fields of Counseling and Marriage and Family Therapy, students in the DCFT will be required to have a background check before enrolling in the program. It also is common practice for agencies and/or field placement sites to have policies requiring drug screening and/or criminal background checks for their employees, volunteers, and for students who are assigned to the facility. Therefore, students may be required to submit to another background check prior to Practicum or Internship.

Regis University will assist students with understanding and complying with the requirements. However, the responsibility for providing such information, and the associated costs, rests with the student and not with Regis University. Failure to submit to such testing or to provide such information as required as a condition of a clinical placement or internship may result in disqualification from further study at the University. Similarly, results from drug screening tests or criminal records may result in disqualification from further study at the University.

DISQUALIFYING OFFENSES

Convictions and deferred adjudications of the following offenses will automatically disqualify an applicant from admission to the MAMFT Program at Regis University:

- Crimes against persons (homicide, assaults, kidnapping, and unlawful sexual behavior) as defined in Title 18-3-101 through 18-3-405.5 C.R.S.
- Any crime of child abuse or incest, as defined in Title 18-6-401 and 18-6-301 C.R.S.
- Any act of domestic violence, as defined in Title 18-6-800.3 C.R.S.
- Any offense involving moral turpitude (prostitution, public lewdness, indecent exposure, etc.), unlawful sexual behavior as defined by Colorado law.
- Registered sex offenders.
- Any crimes of theft, burglary or robbery except misdemeanor shoplifting.
- Felony crimes of arson, criminal mischief, fraud or forgery.
- Any offense related to the unlawful possession, use, sale, manufacture, transfer or distribution of a schedule I, II, III, IV, or V controlled substance.
- Any offense related to the unlawful possession, use, sale, manufacture, transfer, or distribution or more than one ounce of marijuana or any amount of marijuana concentrate.
- Multiple DUI offenses or Driving with Ability Impaired (DWAI) offenses (The Admissions Committee will consider DUI and DWAI offenses on a case-by-case basis for review).

The University reserves the right to deny admission, services, continued enrollment and re-enrollment to any applicants, students or other persons whose personal history, medical history, background or behavior indicates that their presence in University facilities, programs, or activities, or use of University services would endanger themselves, the health, safety, welfare, well-being or property of the University, its employees, students, guests, or others, or would interfere with the orderly performance and conduct of the University's or affiliated agencies' functions.

