



**Rueckert-Hartman College for Health Professions
Division of Counseling and Family Therapy**

**Master of Arts in Marriage and Family Therapy
Student Handbook**



Updated May 2021

Department of Couple and Family Therapy Student Handbook

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Regis University Outcomes and Key Jesuit Values

Regis University, in conjunction with the Higher Learning Commission, is committed to universal learning outcomes for all students. The “Regis 9” highlights the university level outcomes of knowledge, skills, and values for students graduating from Regis University. The outcomes are linked to coursework and assessed regularly to foster continued quality in our programs and to assure the greatest impact on student learning.

The Key Jesuit Values are inherent in the instructional processes and learning at Regis University. These values highlight the virtues that every student may experience and gain in their learning - values that graduates will bring to their service to the community in their professional role.

Regis University Learning Outcomes: “The Regis 9”

Knowledge	Knowledge of a discipline or content area Knowledge of diverse cultures, perspectives, and belief systems Knowledge of arts, sciences, and humanities
Skills	Ability to think critically Ability to communicate effectively Ability to use contemporary technology
Values	Commitment to ethical and social responsibility Commitment to leadership and service to others Commitment to learning as a lifelong endeavor

Key Jesuit Values

1. Cura Personalis - Latin phrase meaning "care for the person," cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of the person.
2. Magis - Latin meaning the “more,” magis embodies the act of discerning the best choice in a given situation to better glorify or serve God. Magis does NOT mean to always do or give “more” to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.
3. Men and Women for and With Others - This value embodies a spirit of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons.
4. Unity of Mind and Heart - Our hearts and minds are not divided; they are congruent when the whole person is educated and engaged.

5. Contemplatives in Action - Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one's spiritual life and guides our actions.

Finding God in all Things - This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.

DIVISION OF COUNSELING AND FAMILY THERAPY OVERVIEW

Division of Counseling and Family Therapy 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.

DCFT Programs

In addition to the Master of Arts in Counseling Program, the Division also offers a Master of Arts in Marriage and Family Therapy Program (MFT) 60 credit hour COAMFTE accredited program; and four post-master's certificate programs: Counseling Children and Adolescents, Counseling Military Families, Depth Psychotherapy, and Marriage and Family Therapy. More information about the certificate programs can be found on page 27 of this Student Manual.

Guiding Principles

DCFT is committed to:

- **Academic Excellence**
The Program faculty expects each graduate student to achieve mastery in the discipline of Professional Counseling, 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.
- **Professional Identity and Ethics**
Ethical decision making and behavior are fundamental components of Professional Counseling. The Division of Counseling and Family Therapy 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**
The Division of Counseling and Family Therapy develops leaders in service to others through the counseling profession. Leaders are counselors 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 Program 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 Program is committed to preparing Professional Counselors 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 counseling 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 Professional Counselors.
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.

Marriage and Family Therapy Program Mission & Educational Outcomes

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.

Program Goals: As a program, we strive to prepare competent and effective professionals who practice systemic/relational therapy with individual, couples, or families. We value collaborative conversation among diverse theoretical traditions to help all of us deepen our theoretical sophistication, clinical skills, and contributions to families in context. Outcomes based on this mission include:

1. Graduate beginning family therapists that demonstrate competency based on MFT professional standards (e.g. Core Competencies, AAMFT Code of Ethics)
2. Produce scholarly works that deepen our theoretical sophistication, clinical skills, and contributions to families in context
3. Contribute to cultural diversity and social justice by graduating a diverse student body who embody social awareness and cultural competence

Student Learning Outcomes (Benchmarks and Targets): As stated in the program mission, students are expected to practice systemic/relational therapy with an emphasis on:

1. Excellent MFT clinical skills that are informed by diverse theoretical traditions (SLO-1);

- a. Benchmark: The average of student scores on course “benchmark” assignments (including the Capstone) assessing SLO-1 will be 3.0 (Satisfactory)
 - b. Target: The average of student scores on “benchmark” assignments assessing SLO-1 will be 4.0 (Between Satisfactory and Excellent)
2. Personal growth opportunities to encourage person-of-the-therapist competence and to facilitate an awareness of their own approach to therapy (SLO-2);
 - a. Benchmark: The average of student scores on “benchmark” assignments (including the Capstone) assessing SLO-2 will be 3.0 (Satisfactory)
 - b. Target: The average of student scores on “benchmark” assignments assessing SLO-2 will be 4.0 (Between Satisfactory and Excellent)
 3. An awareness of the construction of power and knowledge, and how to work therapeutically with dominant and oppressed people, systems, and ideas (SLO-3)
 - a. Benchmark: The average of student scores on “benchmark” assignments (including the Capstone) assessing SLO-3 will be 3.0 (Satisfactory)
 - b. Target: The average of student scores on “benchmark” assignments assessing SLO-3 will be 4.0 (Between Satisfactory and Excellent)

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.

DCFT Anti-discrimination Policy and Diversity Statement

Regis University strongly supports diversity. We encourage applications from persons from a variety of sociopolitical contexts, such as racial and ethnic minorities, persons with disabilities, veterans, sexual and gender minorities, and individuals from a variety of religious and spiritual backgrounds. Regis University is committed to diversity and equality in education and employment.

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 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 others' 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

Students may enroll in courses with the designation MFT or MCPY when admitted to the Division of Counseling and Family Therapy as a *Fully Admitted* student. When students are *Provisionally* admitted, they may only enroll in MCPY 505.

Full Admission

Fully admitted MFT students are admitted to the program without the need of additional coursework or conditions (with the exception of the prerequisite or co-requisite of a Human Development Across the Lifespan course).

- During the first semester of enrollment, fully admitted students will be enrolled in 2 classes only. If space allows and approved by the Chair, additional courses may be added.
- Students are expected to register for no more than 12 graduate credits (4 courses) per term.
- Registering for more than 12 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.

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 ensure 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.
3. Provisional students are not permitted to take any additional classes within their degree curriculum or within the division concurrent with the required MCPY 505 course, except for MCPY 605 Human Growth and Development Across the Lifespan. This course can fulfill a student’s pre-requisite/co-requisite for the MFT program. However, students must achieve a combined GPA of 3.0 or better to be fully admitted to the program.

MAMFT Academic Requirements

For Students Admitted Prior to January 2016

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)
- MCPY630 Groups: Process and Counseling
- MCPY/CFT 663 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 terms.

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 term 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 term 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

* choose one of these four courses as your forced choice advanced skills elective

** these four courses are only offered at Thornton or DTC, not at Colorado Springs

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:

Generally, it works well to follow this order. 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 **red** and in **purple**, you can move into your clinical component, which are the courses in **green**.

You may take your 2 **elective courses in orange** either simultaneously with your clinical component, or anytime during the program, as long as you have completed the prerequisites for the courses that you have selected.

MAMFT Academic Requirements

For Students Admitted for January 2016 or Later

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

Please note if you are a Colorado Springs student the expectation is for you to take a minimum of two classes at either DTC or the Thornton campus.

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. Students must complete a minimum of 60 credits, not including the prerequisite. In general, students should prioritize completion of the Core Courses, followed by MFT 638, and then, the Clinical Sequence. Follow the guidelines and use the chart below:

Prerequisite:

- Take Lifespan Human Growth & Development prior to admission or any time prior to graduation
- MCPY 605 satisfies this requirement
- Or get approval from MFT Chair to transfer in equivalent undergraduate/graduate course

Core Courses:

- Take 4 Core Courses from Section I close to beginning of program
- You can take these courses along with other courses from Section III below

MFT 638: Advanced Family and Couple Therapy Techniques

- Once 4 Core Courses (Section I) are completed, take MFT 638: Advanced Family and Couple Therapy Techniques (Section II)
- You can take MFT 638 along with other courses from Section III, Section IV(Advanced Skills), and Section V(Electives)

Clinical Sequence:

- After completing MFT 638: Advanced Family and Couple Techniques, you can begin your Clinical Sequence (Section VI)
- A minimum of 4 terms
- Begin with 1 term of Practicum (take MFT 690 and MFT 692 together, 6 credits)
- Followed by 3 consecutive terms of Internship (A, B, and C)
- You may choose to take Internship D, if you need more time to complete your requirements for Internship
- While in Clinical Sequence, you can take courses from Sections III, IV, and V

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 as well as a grade of pass in MFT638 Advanced Family and Couple Therapy Techniques.

Enrollment in MFT692 Practicum: Clinical Supervision must be approved through application to the MFT Clinical Coordinator.

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 term 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, and C (600 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 term of Clinical Internship (MFT699C).

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.

Course Number	Course Title	Credits
Prerequisite	Can complete any time before graduation or may transfer in an equivalent undergraduate or graduate course (must be approved by MFT Chair)	
MFT/MCPY 605	Human Growth & Development (fulfills prerequisite)	3
I.	Core Courses	
MFT 610	Theories of Family Therapy	3
MFT 620	Assessment and Diagnosis	3
MFT 625	Professional Orientation and Ethical Issues	3
MFT 635	Counseling Techniques I	3
II.	Advanced Techniques Class (must complete all 4 Core Courses before you take this)	
MFT 638	Techniques in Family & Couple Therapy	3
III.	Courses to be taken any time in the program	
MFT 615	Cultural Issues & Social Justice	3
MFT 621	Integrated Healthcare	3
MFT 640	Research Methods and Program Evaluation	3

MFT 650	Family Origins & Lifecycles	3
MFT 660	Substance Abuse Treatment	3
IV.	Advanced Skills Classes- MFT 635 is a prerequisite	
MFT 665*	Gender Development & Sexuality	3
MFT 667	Couple Therapy	3
MFT 668	Play in Family Therapy	3
V.	2 Electives: Choose 1 course from the below and Choose 1 course from any MFT/MCPY/CFT class	6
MFT 669*	Advanced Couple Therapy (Prereq: MFT 635)	3
MCPY 630*	Groups: Process & Counseling (Prereq: MFT 635)	3
MCPY 670*	Advanced Play Therapy (Prereq: MCPY 678)	3
MCPY 677*	Counseling Pre-Adolesnts/Adolesn (Prereq: MFT 635)	3
VI.	Clinical Sequence- Prerequisite MFT 638	
MFT 690	Practicum: Practice of Family Therapy (take with 692)	3
MFT 692	Practicum: Clinical Supervision (take with 690)	3
MFT 699A	MFT Internship A (Prereq: MFT 690/692)	3
MFT 699B	MFT Internship B (Prereq: MFT 690/692)	3
MFT 699C	MFT Internship C (Prereq: MFT 699A)	3
MFT 699D	MFT Internship D (Prereq: MFT 699B)	3 optional

*These courses are only offered at the Thornton or DTC campuses, not Colorado Springs

Portability of Licensure

Regis University's Master of Arts in Marriage and Family Therapy (MAMFT) program is a 60-credit-hour degree that meets the academic requirements for Colorado Licensed Marriage and Family Therapists (LMFT) set forth by the Colorado Licensed Marriage and Family Therapists Examiners Board. The MAMFT degree is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and the Council for Higher Education Accreditation (CHEA). The program curriculum provides you with hands-on training through 6-credit-hours of Practicum in the department's state-of-the-art counseling laboratory. You'll also gain essential clinical experience through three terms of supervised internships at local mental health counseling agencies. Students interested in being licensed in states other than Colorado are responsible for looking at the academic requirements for licensure in those states here.

https://www.aamft.org/Directories/MFT_Licensing_Boards.aspx?hkey=c0f838ad-2672-4b4e-8b51-b9578fe5c28a

DIVISION OF COUNSELING AND FAMILY THERAPY POLICIES

Transfer Credits

The transfer of a maximum of twelve 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 of Counseling and Family Therapy Orientation prior to enrolling in coursework. The annual Internship Fair is held in March at the Thornton campus. The Internship Fair brings community mental health providers from approved Internship sites on campus to meet and recruit student interns. 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 terms, Clinical Orientations are provided by the Division to orient students to the clinical portion of the program, attendance required prior to application to Practicum. Students will be notified by email for all events.

Email Policy

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

<http://regis.edu/content/cped/cn/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.

Technology Requirements and Training

Students and faculty are required to have basic proficiency with computer use and the following technologies: Microsoft Word, presentation software (such as PowerPoint or Prezi), Excel, Webadvisor, TaskStream (see grading policy below), WorldClass, and, if involved in the clinical component, audiovisual technology (Intelligent Video Solutions). Students and faculty receive training on Webadvisor from Student Services staff and TaskStream and WorldClass from Information and Technology Services staff at New Student Orientation, offered three times per year. All students, faculty, and supervisors are offered training on the use of Intelligent Video Solutions each term by the DCFT Practicum Coordinator. All students and faculty have access to computers in the computer labs at all campus locations, including Thornton, Colorado Springs, Northwest Denver, and Denver Tech Center.

Grading

Taskstream Student Portfolio Submission

All DCFT students are required purchase a TaskStream account (\$90/3 years). All students must 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 will be graded according to the MFT benchmark rubric that measures attainment of COAMFTE core competencies,

AAMFT Ethical codes, and MAMFT Student Learning Outcomes. The target benchmark score is 4, and the minimum benchmark score is 3. TaskStream scores are analyzed annually during our MAMFT Program Evaluation. If aggregate program scores fall below 3, the MFT Committee will discuss program revisions during the MFT committee meeting following the Annual Program Evaluation to address problematic areas.

All students and faculty receive training on how to use TaskStream at the new student orientation offered three times per year. For a tutorial on how to use the TaskStream portfolio system please view the podcast at <http://prezi.com/a7ikncxswwhf/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 term.
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 14 week course, the end of the following term.
- b. for a 7 week course, the end of the next eight week period.
- c. for a variable course, the end of the following term.
- 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

The Division of Counseling and Family Therapy Grade Appeals policy and procedure is delineated here, the primary policy and procedure is outlined in the Regis University Academic Catalog 2015-2016, RHCHP Policies, page 354. Policies may differ by academic unit. See the link below:

<http://www.regis.edu/~media/Files/University/Academic/Course%20Catalog/2015-2016/2015%20Regis%20University%20Bulletin.ashx>

APPEALS OF DISPUTED COURSE GRADES

Grade appeals involving an issue of academic integrity are handled by the Academic Integrity Board of Rueckert-Hartman College for Health Professions. The policy and procedure is delineated here is specific to the Division of Counseling and Family Therapy (DCFT henceforth) Student Manual and applies to all programs, certificates, and courses within DCFT.

The following procedure is to be followed if students wish to protest a grade received in a course when progression is not affected.

1. All grade appeals must be initiated within two weeks after the official term end date following receipt of the grade that is being challenged. DCFT official term end dates include the date a grade is posted via WebAdvisor for 7 week 1, 7 week 2, 14 week, and Weeknd Variable classes.
2. The student first contacts the instructor and reviews the issues. DCFT students are required to provide a written rationale for the grade change and all relevant documentation (a copy of the assignment, quiz, exam, presentation etc., highlighting areas of dispute; syllabus highlighting specific areas of dispute; and specific written evidence that substantiates the requested grade change. Instructors are required to provide a written decision within two weeks of receipt of the grade change request by the student. If the grade remains in dispute the student should follow step 3.
3. The student contacts the appropriate program director/chair and, in writing, protests the disputed grade. DCFT students must contact their program's Department Chair within 3 business days of the receipt of the instructor decision (see step 2). The department director/chair then follows the following procedures:

Both the student and the instructor submit written statements explaining the issue to the appropriate department director/chair. For DCFT students, all written documentation required in step 2 must be provided, including the name of the course, instructor, term course taken, student address, phone number, and email. The department director/chair reviews all the documentation submitted to determine the validity of the challenge. The department director/chair contacts the student and instructor to schedule an appointment, if necessary. The department director/chair may choose to seek additional information from other sources, if indicated by the circumstances. The department director/chair makes a decision about the disputed grade and conveys that decision in writing to the student and instructor within 2 weeks of the request of grade appeal by the student. If either party wishes to contest the department director's/chair's decision, the dissatisfied party may appeal the decision within two weeks of receipt of the decision, via step 4.

NOTE: If the instructor of record is the program director/chair, a designee will be appointed.

4. Further appeal is made to the DCFT Associate Dean (or Assistant Dean in the absence of the Associate Dean). The appropriate dean reviews the proceedings to date, obtains any new information deemed necessary, and makes the final determination. The appropriate dean notifies all parties in writing of the final decision. The decision of the division 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 term 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 term 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, which means that the department chair or associate dean will review the academic record of the student, which may result in suspension from the program. Suspension can be appealed to the Associate Dean or the Academic Dean

of the college. 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 two or more consecutive terms need to complete a “Leave of Absence” form on Webadvisor. 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. Additionally, students should email their advisors informing of their intentions to take a leave of absence or 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 this link for the RHCHP Academic Integrity Policy: <http://www.regis.edu/~media/Files/University/Academic/Academic%20Integrity%20Policies/RHCHPAcademicIntegrityPolicy.ashx>. 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 terms.

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#.UijcfH-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>

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*

STUDENT HEALTH INSURANCE

As a benefit of being a Regis student, you will have the option to obtain student health insurance. According to national Insurance policies, all students will be automatically enrolled in the insurance, UNLESS you opt out/waive the plan. This enrollment will take place each year in August. DCFT administration and staff are unable to answer specific questions about the plan or the process. Please direct all questions to the below links.

To enroll in or waiver the insurance plan, you will need to go to: <http://gallagherstudent.com/ru>, create a login and waive/enroll. Gallagher Student Health will notify Regis students accounts.

Direct WAIVER Link:

<https://www.regis.edu/life-at-regis/wellness-and-recreation/student-health-services/student-health-insurance>

Other helpful links:

FAQ's

<https://www.gallagherstudent.com/students/view-brochure.php?idField=1406>

More information on the healthcare coverage:

<https://www.gallagherstudent.com/students/student-home.php?idField=1406>

Email for questions for the **Student Health Insurance Program**

(ship@regis.edu) after you have gone to GSH website where all the information is regarding the health insurance.

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 contact and discuss the matter, in person, with the student. The instructor shall also consult with the Program Chair as soon as practical once they have developed the suspicion of plagiarism. 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. With the help of the program chair, the evidence will be submitted to the Academic Integrity representative. The student may be referred for remediation/support. The student may appeal any plagiarism sanction given in the MFT Program. The appeal is made to the RHCHP Academic Integrity Board

To read the Academic Integrity policy, go to this link: <http://rhchp.regis.edu/academicintegrity.html>

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. The Division has an attendance policy which includes a maximum number of times a student can miss a course without needing to automatically retake the class. This policy is spelled out below. In addition to this policy, instructors may have their own policies that limit absences further or may spell out how absences can impact a student's grade in the course. These absence policies can be more, but not less restrictive than the policy outlined here. If you must be absent from a class, the following limits apply:

- For a 14 week course, you may have up to two absences
- Exceptions are: Practicum, Internship, Techniques I, Techniques II, Groups (one absence is allowed)
- For an 7 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. (We can also put my statement here instead)

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.
- f. You are expected to attend a course for the duration of the scheduled start time through dismissal from class by the instructor. This includes being on time at the scheduled start, remaining in class until all students are dismissed, and being on time returning from breaks. 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.
- g. Attendance in class includes participation in discussions and activities required and will be graded accordingly. Instructors may determine point reductions for failure to participate while

attending, as well reduce participation points due to your absence or from class or due to lateness, even when the absence is designated as allowable, as in the above criterion.

- h. 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 Performance Evaluation and Remediation

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. Consequently, we are committed to consistently evaluating students in all of these areas. These evaluations will be made formally and informally from observations in classroom situations and in fieldwork placements throughout the course of the program.

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/supportive 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 10 business days of the Remediation Meeting, the Committee will send to the student the final remediation plan. 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. **The student must agree to the plan within 5 business days.**

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.

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

Student Appeal of Committee recommendations other than dismissal

1. Students may appeal the Final Remediation & Support Plan by following these procedures:
 - a. The student may write a letter to the Associate Dean, stating their reasons for the appeal. The letter may be an email (if sent by Regis email).
 - b. **The letter must be received by the Associate Dean within 5 business days of the student's receipt of the Final Remediation & Support Plan.**
 - c. Within 10 business days of receiving the written appeal, the Associate Dean will notify the Remediation and Support Committee and the student of the decision.
 - d. If the Associate Dean needs additional time to make a decision, the student will be notified in writing.
 - e. The decision of the Associate Dean is final and binding.

2. If the Final Remediation & Support Plan recommends **suspension/dismissal**, students may follow the same appeal process outlined above. Within 10 business days of receiving the written appeal, the Associate Dean will notify the Committee and the student of the decision. If the Associate Dean needs additional time to make a decision, the student will be notified in writing. The Associate Dean's decision is final and binding.

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

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 10 business days of the Remediation Meeting. If the student does not accept the committee and program chair's decision, the student has 5 business days (from the date of receiving by certified mail the program chair's decision) to submit a written appeal of the decision to the Associate Dean. The Associate Dean has 10 business days to review and respond to the student. Final decision for dismissal rests with the Associate Dean of DCFT.

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. The decision of the Associate Dean is final.

* 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. The decision of the Associate Dean is final.

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 Northwest Denver 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 Northwest Denver 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.

NONDISCRIMINATION AND SEXUAL MISCONDUCT POLICY

Consistent with the requirements of Title IX of the Education Amendments of 1972, Regis University community members have the right to be free from all forms of gender and sex-based discrimination during the course and scope of their employment or engagement in educational or other activities at the University. Sexual harassment, sexual violence, sexual exploitation, domestic violence, dating violence and stalking are some forms of gender and sex-based discrimination that are considered violations of the University Nondiscrimination and Sexual Misconduct policy.

University personnel on campus have different reporting responsibilities and different abilities to maintain confidentiality, depending on their roles. An employee's duty to report may vary based on the law, the situation and the employee's role. Mental Health Counselors have a privilege to withhold information, to the extent consistent with the law, only where they are acting in the scope of their license or certification for these functions and/or working in their professional capacity. Individuals who do not wish to have their claims of gender-based discrimination, sexual harassment, misconduct or violence investigated should limit their disclosures to those employees not required to report.

Questions, concerns or complaints related to Title IX should be directed to the Regis University Title IX Coordinator:

Michelle Spradling

EO and Title IX Coordinator

Regis University

3333 Regis Boulevard

West Hall K4-107E

Denver, CO 80221-1099

303.964.6435

mspradling@regis.edu

<http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Campus-Safety/Title-IX.aspx>

*Please note that faculty and staff have reporting obligations that can be referenced on page 5 of the following document: <http://www.regis.edu/~media/Files/University/Policies-Procedures/NONDISCRIMINATIONANDSEXUALMISCONDUCTPOLICY.ashx>

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 term 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.
5. 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.

Students also have the option of filing a formal complaint with student services. You can initiate this process by following the directions at the following link: <http://www.regis.edu/Student-Portal/Resources-at-your-fingertips/Student-Resources/Feedback.aspx>

Graduation/Commencement at Regis University

Registration for graduation is required for degree seeking students. Deadlines are **early in the term** 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 for Students Matriculating Prior to January 2016

- **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 terms prior to the term 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 term 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 at least 1.5- 2 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 week for 2 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. Student may not count any clinical hours in a week in which they did not meet with an AAMFT approved supervisor or candidate for at least one hour of supervision. Faculty Supervisors will be responsible for students' supervision from the beginning of the term until the beginning of the next term.
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 Thornton 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 Term: July 1**
- **For Spring Term: November 1**
- **For Summer Term: 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 14 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. JoLynne Reynolds, 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 term, 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 term 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 Term.

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 FOR STUDENTS MATRICULATING PRIOR TO JANUARY 2016

Students must complete a minimum of 3 terms 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 terms. Those who have not completed their clinical hours within three terms must register for a fourth term, Internship C. Students may choose to go beyond the requirement and take an additional term of clinical placement for their own benefit. This term is termed Internship C and includes an individualized contract based upon program requirements and/or student needs.

Students need to complete all internship requirements, excluding recommended clinical hours and Capstone (Practicum, Internship A, Internship B, Internship C) by the end of each term or they will receive a "No Pass" and need to repeat the course. Students must complete all clinical hours required for completion of the program and successfully pass their Capstone by the end of the final term of internship or they will be unable to graduate. Students are encouraged to reach their recommended clinical hours each term in order to be able to graduate in a timely manner.

Practicum and Internship placements begin at the beginning of the term. 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 terms.
- The number of hours taken each term 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 terms (that is, 150 hours each term). 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 terms, 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.

MAMFT Clinical Requirements for Students Matriculating in January 2016 or Beyond

- **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 500 direct hours of clinical work during Practicum, Internship A, Internship B, and Internship C.** 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 D.**

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, and Counseling Techniques I), 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 terms prior to the term 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.

- 4. Triadic Supervisor (during the Practicum term 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).
- 5. Group Clinical Supervisor:** Each student will have at least 1.5- 2 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 week for 2 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. Student may not count any clinical hours in a week in which they did not meet with an AAMFT approved supervisor or candidate for at least one hour of supervision. Faculty Supervisors will be responsible for students' supervision from the beginning of the term until the beginning of the next term.
- 6. 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 Clinical Coordinator. 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 Thornton 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).

Practicum will begin during or after students' third term 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 Term: July 1**
- **For Spring Term: November 1**
- **For Summer Term: 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 14 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 MAMFT Clinical 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 term, 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 term 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 Term.

MAMFT INTERNSHIP

5. MAMFT students complete internship at a community agency. Students need to accrue 500 direct client contact hours during their master's degree (40 in practicum + 15 hours each week during Internship A + Internship B + Internship C). A minimum of 400 hours must be with clients in the room (200 of these hours need to be with couples and families). In addition, students will accrue 100 alternative hours, which are comprised of:
 - a. participating in a reflecting team,
 - b. watching/listening to recordings of sessions in preparation for case presentations in internship,
 - c. psycho-educational groups
6. 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.
7. Students must present their Capstone projects during Internship C or, if needed, Internship D. Students must PASS their Capstone presentation in order to receive a passing grade in Internship C. See the [MAMFT Clinical Manual](#) for more details.
8. Students will complete the AMFTRB Practice Exam at the end of Internship C. In addition, it is recommended that students become Registered Psychotherapists with the Colorado Department of Regulatory Agencies (DORA).

MAMFT CLINICAL PLACEMENT OVERVIEW FOR STUDENTS MATRICULATING IN JANUARY 2016 AND BEYOND

Students must complete a minimum of 4 terms of Regis group supervision while working clinically at the counseling center and at an approved site. Students are encouraged to complete the required 500 clinical hours within the four terms. Those who have not completed their clinical hours within four terms must register for a fifth term, Internship D. Students may choose to go beyond the requirement and take an additional term of clinical placement for their own benefit. This term is termed Internship D 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 term, or they will receive an Incomplete for that term. If students receive an incomplete, they will register for the next term in the sequence. The incomplete grade will be changed to Pass once the required hours for that previously incomplete term are completed.

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

- The total number of hours necessary to complete the clinical experience is 500 hours.
- The Practicum, Internship A, Internship B, and Internship C must be taken in consecutive terms.
- The number of hours taken each term is variable. For the Practicum, one must complete a minimum 75 hours of direct client contact, reflecting team, alternative hours, and supervision.
- In each of the Internship terms (A, B, and C), students will accrue 130 direct client contact hours (with 50% of those hours, or 65, with two or more people in the room from an existing relationship). In addition, students will receive a minimum of 24 live supervision hours each internship term and 25 alternative hours each term.
- By the end of these four terms, student's direct client contact, supervision hours, and alternative hours must add up to a minimum of 500 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.

Clinical Policies

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.

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 Capstone 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 internship faculty supervisor 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. In these cases, parental or guardian consent would be required.

- 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 terms.

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





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 term 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.

Please note if you are a Colorado Springs student the ONLY CCA course offered in CS is MFT 668 which will run during the Summer term. MFT 650 Family Origins and Life Cycles is NO longer a required course and instead has been replaced with MCPY 680 Current Trends in Play Therapy which will be offered every Fall & Summer at the Thornton campus.

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

MCPY 680 Current Trends in Play Therapy

This course is designed to explore current trends in play therapy and creative interventions with children, adolescents, and families. Students will also explore assessment, diagnosis, treatment planning, and legal and ethical considerations specific to counseling children, adolescents, and families. Specific topics may include: assessment and diagnosis in child and adolescent counseling, animal assisted therapy, art therapy, and adventure/nature based therapy.

For more information contact Dr. Terry Christensen, CCA Post-Graduate Certificate Coordinator at tchriste@regis.edu or (303) 964-5727.

Post-Graduate Certificate in Depth Psychotherapy

Offered on-campus, the post-graduate certificate in Depth Psychotherapy (DP) evaluates issues of meaning, values and a just existence from an individual, community and cultural perspective. The DP 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 DP 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 current degree seeking students and 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 DP certificate program concurrently during their master's degree coursework. The DP certificate cannot be awarded to current students until the term 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)

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

MCPY 686 The Psychotherapeutic Relationship: A Depth Perspective (3 credits)

Explores the dynamics and effective use of the therapeutic relationship to bring about transformation. Particular emphasis is placed on understanding transference and counter-transference and the distinct and shared experiences of client and therapist in the therapeutic process.

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, Depth Psychotherapy Post-Graduate Certificate Coordinator, 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 term following graduation from the MAC or the MAMFT program.

CFT 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.

CFT 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 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.

CFT 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.

CFT 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.

CFT 667 Couples Therapy (3.00) (Effective SU2016 will no longer be part of the certificate plan)

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 MCPY635

CFT 673 Approaches to Trauma Therapy (3.00) (Effective SU2016)

Addresses approaches to treating symptoms of combat stress reaction, acute stress disorder, posttraumatic stress disorder, acquired brain injuries, and adjustment disorders in military members and their families.

For more information contact Joshua Kreimeyer, LPC, LMFT, Post-Graduate Certificate Coordinator at kreim368@regis.edu or 719-264-7032. You can also obtain additional information by reviewing the following video:

<https://www.dropbox.com/s/2vnx8g5beudt2ur/Regis%20Counseling%20Military%20Families%20Certificate.mp4?dl=0>

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 term 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. Luis Vargas, MFT Post-Graduate Certificate Coordinator at hvargas@regis.edu or (303) 458-4963.

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 located on Webadvisor. The following faculty serve as coordinators to the certificates:

Dr. Terry Christensen, Child and Adolescent Certificate Coordinator
Dr. Annamarie Fidel-Rice, Depth Psychotherapy Certificate Applications
Dr. Hector Luis Vargas, Marriage and Family Therapy Certificate Coordinator
Joshua Kreimeyer, Counseling Military Families Certificate Coordinator

*Certificates must be completed within six years of being accepted.

Appendix A: 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 _____

Term/Year _____

Faculty _____

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 an 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 a 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 a 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

Student Performance Evaluation (page 2)

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			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

ACADEMIC

1. The student writes with good grammar, form and organization.	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section.	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized.	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research.	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts.	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic.	N	0	1	2
7. The student participates in class and interacts appropriately.	N	0	1	2
8. The student submits written work in a timely fashion.	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

Student	Faculty	Date
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Created by the Southwest Texas State University Educational Administration and Psychological Services Department. (3/6/2000). Revised by Regis University (8/1/02).

White: Permanent Student File Yellow: Course Instructor Pink: Student Fall 2004

PROGRAM RESOURCES

The Division of Counseling and Family Therapy has faculty members that specialize in various areas of couple and family therapy, counseling, psychology, and education. They come from a variety of backgrounds and, in addition, have experience and expertise in counseling and family therapy practice. All MFT Program core faculty hold active licenses in the state of Colorado as Marriage and Family Therapists and all MFT Program ranked faculty supervisors hold active licenses as Marriage and Family Therapists in the state of Colorado and are AAMFT Approved Supervisors or Candidates. New MFT Program core faculty hires must hold active MFT licenses in Colorado within one year of hire. New MFT Program faculty supervisors must hold active MFT licenses in the state of Colorado and be AAMFT Approved Supervisors or Candidates within one year of hire.

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

Affiliate faculty, liaisons and course consultants are licensed 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

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Associate Dean and Associate Professor
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MAMFT Program Faculty Biographies

Jennifer Cates, Ph.D., LMFT, LPC

Dr. Cates is the program chair and an associate professor for the Marriage and Family Therapy Program at Regis University. She received her doctorate in Counselor Education and Supervision from the University of Nevada, Reno. She has been licensed as a Marriage and Family Therapist since 2005. She is a Clinical Fellow and Approved Supervisor of the American Association for Marriage and Family Therapy. Prior to coming to Regis University in 2010, she was an assistant professor at Central Washington University in the department of psychology, where she taught master's level classes in the counseling program for four years.

Teaching

Dr. Cates' teaching interests include Cultural Issues and Social Justice in Counseling and Therapy, Couple Therapy, and Clinical Courses. She teaches MFT 615 Cultural Issues and Social Justice and MFT

699ABCD MFT Internship. She also teaches and is the course lead for MFT 667 Couple Therapy, MFT 669 Advanced Couple Therapy, and MFT 690/692 Practicum: Practice of Family Therapy and Clinical Supervision. Her teaching philosophy, based on the work of Paulo Freire, is a good fit for a Jesuit institution. She intentionally guides students to integrate their values and actions in service to others by thoughtfully engaging with the five elements of the Ignatian Pedagogical Paradigm: Context, Experience, Reflection, Action, and Evaluation. She helps students to gain cultural awareness, knowledge, and skills by identifying the sociopolitical context for themselves, their instructors, their peers, and the clients that they serve.

Scholarship

Dr. Cates has published in *The Journal of Counseling and Development*, *Image of Whiteness*, *The Journal for Multicultural Counseling and Development*, and *The Journal of Latinos and Education*. She recently co-authored an article on expanding white racial identity theory. It is a qualitative investigation of racial identity development for Whites engaged in antiracist action. Her research interests include cultural competence and social justice issues in community and educational settings. Specific topics of recent scholarship include: white racial identity development, heterosexual identity development, the relationship between college preparation programs and at-risk students' college readiness, community intervention and group work strategies to promote social justice and advocacy, and perinatal behavioral health for low-income families and Mexican immigrant women.

Service

Dr. Cates currently serves as the Vice-President for the Colorado Association for Marriage and Family Therapy. In addition, she serves as a member of the AAMFT Research Foundation Minority Fellowship Program Advisory Committee. At Regis University, she serves on the RHCHP Service Learning Committee and the University Research and Scholarship Council. In addition to chairing the MFT committee and working closely with the MFT student representative, Dr. Cates serves on the Division of Counseling and Family Therapy Leadership Committee, Academic Committee, Research Committee, and Scheduling Committee.

Practice

Dr. Cates provides supervision to marriage and family therapist candidates seeking licensure in Colorado, as well as supervision mentoring to licensed marriage and family therapists seeking the AAMFT Approved Supervisor credential.

Lindsay Edwards Ph.D., LMFT

Dr. Edwards is an assistant professor in the Marriage and Family Therapy Program at Regis University. She received her doctorate in Human Development and Family Studies with an emphasis in Marriage and Family Therapy from the University of Connecticut. She has been licensed as a Marriage and Family Therapist since 2014. She is a Clinical Fellow and Approved Supervisor Candidate of the American Association for Marriage and Family Therapy. Prior to coming to Regis University in 2015, she was a Research Faculty Member in the School of Marriage and Family Sciences at Northcentral University, where she taught Master's and Doctoral level Marriage and Family Therapy students.

Teaching

Dr. Edwards has taught four content courses in the Regis MFT Program: MFT 640: Research Methods (quantitative) and Program Evaluation; MFT 620: Assessment and Diagnosis; MFT 615: Cultural Issues and Social Justice and MFT 669: Advanced Couple Therapy Techniques. She also teaches and is the course lead for MFT 665: Gender Development and Sexuality and MFT 699ABCD MFT Internship.

Scholarship

Dr. Edwards has published in *The SAGE Encyclopedia of Marriage, Family, and Couples Counseling*, *Journal of Family Psychotherapy*, *The Journal of Marital and Family Therapy*, *the Journal of Feminist Family Therapy* and *Research in Human Development*. She is currently working on an article describing

the unique stressors and strengths experienced by transgender individuals and families. Her research interests include the effectiveness of clinicians working with sexual and gender minority clients, the quality of training that students in family therapy programs receive for this work, and family adaptive systems within sexual and gender minority communities. She has presented at national conferences including the American Association for Marriage and Family Therapy, the National Council on Family Relations, and the American Evaluation Association.

Service

Dr. Edwards currently serves as the Research Director for the Gender Identity Center of Colorado and as a clinical advisor for WINGS Foundation. In addition, she has served as the S/NP Representative for the Family Therapy Section of the National Council on Family Relations and has provided ad hoc reviews for *Family Relations* and *Journal of Marital and Family Therapy*. At Regis University, she is the MFT Internship Coordinator and serves on the RHCHP Council for Research and Scholarship.

Practice

Dr. Edwards is a candidate for the AAMFT Approved Supervisor Credential and provides supervision to marriage and family therapist candidates seeking licensure in Colorado.

Jody Huntington, Ph.D., LPC, LMFT, NCC

Dr. Huntington is an associate professor in the Division of Counseling and Family Therapy Program at Regis University. She received her doctorate in Counselor Education and Supervision at the University of Northern Colorado. She is a Clinical Fellow and Approved Supervisor of the American Association for Marriage and Family Therapy.

Teaching

Dr. Huntington regularly teaches a content course in the Regis MFT Program: MFT 660: Substance Use Treatment. She also teaches clinical courses (MFT 690/692: Practicum: Practice of Family Therapy and Clinical Supervision; MFT 699ABCD MFT Internship) continuously throughout the year.

Scholarship

Dr. Huntington has published in *the Journal of Feminist Family Therapy*. She has presented at local, regional and national conferences including the American Association for Marriage and Family Therapy.

Service

Dr. Huntington was integral involved with the creation and launching of The ROCK (**R**eaching **O**ut, **B**uilding **C**ommunity, and **E**mpowering **K**ids) Center, a non-profit in Aurora, Colorado to serve children and families in an ethically and economical diverse neighborhood. At Regis University, she serves on the RHCHP Academic Integrity Committee as the Chair-Elect, in addition to numerous division level committees. Dr. Huntington is also the faculty advisor for the Kappa Chapter of Delta Kappa at Regis University.

Practice

Dr. Huntington maintains a small private practice where she supervises post-graduate individuals working toward licensure.

Bobbi J. Miller, Ph.D., LMFT

Dr. Miller is an associate professor of the Marriage and Family Therapy Program at Regis University. She received her doctorate in Marriage and Family Therapy at Texas Tech University. She is a Clinical Fellow and Approved Supervisor of the American Association for Marriage and Family Therapy. Before joining the faculty at Regis University, she taught in the Medical Family Therapy Program (Ph.D.) and Marriage and Family Therapy Program (M.A.) at Saint Louis University.

Teaching

Dr. Miller routinely teaches three content courses in the Regis MFT Program: MFT 625: Professional Orientation and Ethical Issues; MFT 615: Cultural Issues and Social Justice; and MFT 665: Gender Development and Sexuality. She is also the course lead for MFT 638: Techniques in Family Therapy. Finally, she teaches clinical courses (MFT 690/692: Practicum: Practice of Family Therapy and Clinical Supervision; MFT 699ABCD MFT Internship) 2-3 times a year.

Scholarship

Dr. Miller has published in *The Journal of Couple and Relationship Therapy*, *Family Practice*, *Addictive Relationships*, *The Journal of Marital and Family Therapy*, and *the Journal of Feminist Family Therapy*. She recently co-authored an article on the role of technology in helping couples heal from an infidelity. Her research interests include multicultural families and adoption, training in ethical decision-making, and social justice in family therapy. She has presented at national and international conferences including the American Association for Marriage and Family Therapy, the National Council on Family Relations, and the International Family Therapy Association.

Service

Dr. Miller currently serves as the Chair of the Ethical and Legislative Committee for the Colorado Association for Marriage and Family Therapy. In addition, she serves as a site visitor for the Commission on Accreditation for Marriage and Family Therapy Education. She serves as an ad hoc reviewer for the *Journal of Marital and Family Therapy* and the *Journal of Feminist Family Therapy*. At Regis University, she serves on the RHCHP HIPAA committee and the RHCHP Rank and Promotion committee, in addition to numerous division level committees.

Practice

Dr. Miller works clinically with a small number of clients at the Center for Counseling and Family Therapy. In addition, she maintains a small private practice where she mentors individually working toward their credential as an AAMFT Approved Supervisor.

Joanna Sturhahn Stratton, Ph.D., L.P., LMFT

Dr. Stratton is an associate professor of the Marriage and Family Therapy Program at Regis University. She received her master's degree from the University of Chicago, doctorate in Counseling Psychology from The University of Denver and completed a post-doctoral year of advanced training at The University of Colorado Hospital in Research and Evaluation Psychology in an integrated primary care setting. She is a Clinical Fellow and Approved Supervisor of the American Association for Marriage and Family Therapy.

Teaching

Dr. Stratton routinely teaches MFT 620: Assessment and Diagnosis and MFT 621: Integrated Healthcare. She is the course lead and co-developed both of these courses. She also teaches clinical courses MFT 690/692: Practicum: Practice of Family Therapy and Clinical Supervision; MFT 699ABCD MFT Internship.

Scholarship

Dr. Stratton has published in *Journal of College and Character*, *Psychotherapy: Theory, Research, Practice, Training*, *Colorado Psychological Association Bulletin*, *Professional Psychology: Research and Practice*, *Family Therapy: The American Association for Marriage and Family Therapy Newsletter*, and written a chapter for a textbook: *Best Practice for Family-Centered Healthcare: A three step model*. Accepted for Oxford University Press textbook. In press.

She has presented at national conferences including the American Association for Marriage and Family Therapy, AAMFT National Conference, Collaborative Family Healthcare Association, Rocky Mountain Association of Counselor Education and Supervision, Forum for Behavioral Science in Family Medicine, Society of Teachers of Family Medicine, Association of Psychologists in Academic Health Centers, Addictions Symposium, American Counseling Association Conference, American Psychological

Association National Conference, AAFP Scientific Assembly, STFM Process Improvement conference, and NAPCRG.

Service

Dr. Stratton was selected as one of eight healthcare Founders for Cultivate Health: Regis Neighborhood Health. She serves on the University of Colorado's transitions of care leadership team with the goal of reducing the readmission rate to the hospital. She is a member of the Interprofessional Education Committee- Rueckert Hartman School of Health Professional and currently mentors research for student research projects and interdisciplinary collaboration. Finally, she has lobbied at the state capital advocating for mental health parity

Practice

Dr. Stratton supervises several post-graduate trainees toward licensure. Additionally, she sees her own clients at two integrated primary care practices: Regis Neighborhood Health and AF Williams Family Medicine.

H. Luis Vargas, M.A., Ph.D.

Dr. Vargas is Associate Professor in the Division of Counseling and Family Therapy. Dr. Vargas earned a Ph.D. in Marriage and Family Therapy at Loma Linda University, Loma Linda, CA, and a Master of Arts degree in Marriage and Family Therapy at Bethel Seminary San Diego, San Diego, CA. Dr. Vargas is a Clinical Fellow and Approved Supervisor of the American Association for Marriage and Family Therapy. In October, 2016, Dr. Vargas will complete his first year at Regis. Before joining the faculty at Regis, Dr. Vargas taught in the Marriage and Family Therapy program at Alliant University and was on faculty at the University of the Rockies.

Teaching

Over the years, Dr. Vargas has successfully facilitated learning in a variety of core content areas at the master and doctoral level. At Regis, Dr. Vargas has taught and is lead faculty for MFT 635: Techniques I in Family Therapy; and MFT 610: Theories of Marriage and Family. In addition, Dr. Vargas taught MFT 615: Cultural Issues and Social Justice. In terms of clinical courses, Dr. Vargas was Practicum Instructor of MFT 690/692: Practicum: Practice of Family Therapy and has functioned as Clinical Supervisor in MFT 699ABCD MFT Internship. Students in MFT610 (SP2016) and MFT690/692 (SU2016) recognized Dr. Vargas for outstanding contributions to their learning experiences.

Scholarship

Dr. Vargas has published in *The International Journal of Family Therapy*, *The American Journal of Clinical Hypnosis* and has a chapter in M.J. Coleman and L.H. Ganong (Eds.), *The Social History of the American Family: An Encyclopedia*. Dr. Vargas has several manuscripts in process representing collaborations with faculty from University of Miami, University of Winnipeg, Naropa University and University of the Rockies. Dr. Vargas' research interests include exploring cultural integrity and persistence in relationship systems; bridging of social capital between international Latinos and non-immigrant Latino populations; raising relational critical consciousness. Dr. Vargas presented at national and international conferences including the American Association for Marriage and Family Therapy, the Taos Institute and the International Family Therapy Association.

Service

In terms of service to the Division of Counseling and Family Therapy, Dr. Vargas is Faculty Advisor to the division's graduate student-initiated Student of Color Network. In addition, Dr. Vargas serves as Coordinator of the MFT Certificate Program. Informally, Dr. Vargas works closely with under-represented minority and international students as needed. He serves Regis University as member of the Service Learning Committee.

Practice

In terms of clinical practice, Dr. Vargas has 12 years of experience in a thriving group private practice and has 4.5 years of agency experience as Victims of Crime Therapist. He is a licensed Marital and Family Therapist in California, a Clinical Fellow, and an Approved Supervisor of the American Association for Marriage and Family Therapy. Dr. Vargas performs bilingual Spanish speaking supervision and case consultation.

NOTE: Please email to schedule appointments with faculty

For a list of the all Core Faculty, including descriptions of their expertise, academic backgrounds and credentials, and contact information visit <http://www.regis.edu/RHCHP/Academics/Departments-and-Faculty/Counseling-and-Family-Therapy.aspx>

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
500 E. 84th Avenue, Suite B-12,
Thornton, CO 80229
1-800-388-2366, ext.5101

RESOURCE LIST

Rowan Geistman Administrative Assistant Andrea Hernandez Administrative Assistant 303-964-6421	rgeistmann@regis.edu ahernandez030@regis.edu 303-964-6421	Tricia Middleton Administrative Assistant	303-458-4313 tbaker@regis.edu
Meghan Kepler Administrative Coordinator	303-458-4334 keple452@regis.edu	Patti Diffie Clinical Administrative Coordinator	719-264-7025 diffe886@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,	303-458-4126 ext. 5101	Course information, registration, transcripts,	303-458-4126 ext. 5023

general information for
Thornton 303.458.4366

general information for
Colorado Springs

Graduation and diploma
questions

Dayton Memorial Library 303-458-4030

Information Technology 303-458-4050
Services

Regis Center for 303-964-5786
Counseling & Family
Therapy
500 E. 84th Ave., Ste B-12
Thornton, CO 80229

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

Marriage and Family Therapy Student Representatives-

The Department of Couple and Family Therapy has a team of student representatives comprised of a first year and later year student from Thornton and a first year or later year student from Colorado Springs.

They can answer questions and are a great resource throughout your program. You can email the current student representatives at mftstudentrep@regis.edu

If you are interested in becoming a student representative, you can reach out to the current student representatives with questions or contact the Department Chair, Dr. Jennifer Cates, jcates001@regis.edu for more information.

Student Special Interest Groups

Narrative Therapy and Post Modern Psychology Student Group: This group draws together those with an interest in narrative therapy and post-modern theories and approaches. The group seeks to invoke the power of story through both personal and cultural narratives, reaching out into the world to address such concerns as power, identity, construction of reality, fragmentation, isolation, and community. The group provides an invigorating source of community with regular meetings and events such as *story slam*. Contact faculty advisor: Steven Bennett, Ph.D., sbennett@regis.edu

RU Mindful: Regis University Mindfulness Group is a student-centered group that focuses on the interest of mindfulness, integration of mindfulness into one's personal life and community, integration of mindfulness into the practice of counseling and family therapy, meditation practices, mindfulness in life, wellness, activities, speakers and fellowship. Events are held each semester including field trips, hikes, yoga, speakers, as well as regularly scheduled meditation prior to class. Contact faculty advisor: Tom Lonneman-Doroff, Ph.D., tlohnema@regis.edu

Students of Color Network (SOCN): Focuses on the interests of students of color in the professional, personal, and educational context. Provides an environment of support, spending time in community, and conversation. Includes opportunities to address microaggressions, equality, marginalization, and social justice, personal and professionally. Contact faculty advisor: Luis Vargas, Ph.D., hvargas@regis.edu

Start your own Student Interest Group:

Within the Division of Counseling and Family Therapy students may form Student Interest Groups by following the University's guidelines and filling out the Student Organization Form found at the below link. All student groups require a faculty sponsor.

<http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Student-Activities/Student-Government-Association/Clubs-and-Organizations/Clubs-Organizations-Registration-Form.aspx>

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://libguides.regis.edu/library>

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>

The Learning Commons

The Learning Commons is your link to free academic support. Designed to promote student confidence, our Writing Center, Tutoring, and Academic Success Workshops help with writing and studying in a range of subjects, in person and online, in one-on-one and group sessions.

To access Learning Commons Resources

Accessibility Statement

Regis is committed to creating a learning environment that is equitable, inclusive and welcoming. If you have a disability (or think you may have a disability) that may affect your work in this class and feel you need accommodations, contact Student Disability Services & University Testing (SDS/UT) to schedule an appointment and initiate a conversation about reasonable accommodations. To receive any academic accommodation, you must be registered with SDS/UT, which works with students and faculty to identify reasonable accommodations. SDS/UT can be reached in Clarke Hall, suite 241, by phone at (303)458-494, or by email at disability@regis.edu. For more information, please visit the [SDS/UT's website](https://www.regis.edu/disability) at [regis.edu/disability](https://www.regis.edu/disability).

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, Thornton 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 term. 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 Associate 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

NO PRIVATE PRACTICE POLICY AGREEMENT AND PROCESS FOR APPLYING FOR AN EXCEPTION TO POLICY

Students shall not be permitted to operate a private practice while enrolled in the Division of Counseling and Family Therapy. During orientation, students will be required to sign a form (Appendix E) agreeing they will refrain from operating a private practice during their program of study. Students may request an exception to this policy by filling out the exception form, attaching all relevant materials, and submitting these to the chair of their respective program.

The request for an exception must include copies and/or links to all advertising materials, client disclosures, or any other materials promoting the student's practice that describes his/her credentials and the services s/he provide within his/her private practice for approval by the Division. If the exception is approved, an exception form (Appendix E) will be completed and signed by the student and program director and placed in the student's file. Students who receive exceptions are expected to submit any changes they make in advertising materials, client disclosures, or any other materials promoting their practice that describe their credentials and the services they provide for approval by the Division before making them publicly available. These materials should be submitted to the chair of their respective program.

Division of Counseling 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, 2014, p. 8). 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, 2014, p. 9). Also, “marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies” (AAMFT Code of Ethics, 2015, Principle 3.10). In addition, “marriage and family therapists accurately represent their competencies, education, training, and experience relevant to their practice of marriage and family therapy in accordance with applicable laws” (AAMFT Code of Ethics, 2015, Principle 9.1). I have read and understand this policy. I understand that violation of this policy may result in remediation or dismissal from the Division of Counseling & Family Therapy programs.

Student Signature

Date

I am currently certified and/or practicing as a _____.
(e.g., Coach, CAC-I, Pastoral Counselor, Registered Psychotherapist)

In order to continue in this independent practice, I will seek approval and complete required paperwork with the MFT or MAC program chair.

REGIS  **UNIVERSITY**
RUECKERT-HARTMAN COLLEGE FOR
HEALTH PROFESSIONS

**Division of Counseling and Family Therapy
Private Practice Exception Form**

We, the Division of Counseling and Family Therapy grant an exception to the following student to continue to operate an independent practice, limited to the services outlined below.

I, _____ (name of student), understand that I have been granted an exception to continue work within my independent practice, as outlined above, while I am enrolled in the Division of Counseling and Family Therapy (MAC or MAMFT program) at Regis University. **I understand that I am not allowed to advertise that I am enrolled in a graduate program or have received training from the Regis University Division of Counseling and Family Therapy until my degree has been conferred.**

This exception is contingent on my agreement to limit my independent practice as described below:

Limits to Practice:

In addition, I agree to submit any changes I make in advertising materials, client disclosures, or any other materials promoting my practice that describe my credentials and the services I provide within my private practice for approval by the Division before making them publicly available. I may need to provide additional documentation of my supervisor's credentials and a supervisory contract, upon request.

I understand that violation of this agreement may result in an immediate void of this exception, as well as remediation and/or dismissal from the Division of Counseling and Family Therapy programs.

(Student Signature)

(Date)

(Program Chair Signature)

(Date)

COPY: Student's File (imagenow)

Honor Societies

Visit our website at RegisHonorSocieties.org

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 one term of full-time 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 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 deltakappamft@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. DCFT students will be required to submit to a second background check prior to applying for Practicum. 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.

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.