

Lewis & Clark



**Lewis & Clark College
Graduate School of Education and
Counseling**

**Counseling, Therapy, and School
Psychology – Marriage, Couple, and
Family Therapy Program**

2025-2026 Student Handbook

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Part I: Overview of the Program

Welcome to the MCFT Program!

Welcome to the Lewis & Clark Marriage, Couple, and Family Therapy (MCFT) Program! Becoming a marriage, couple and family therapist is a unique, life-changing journey. We hope that your participation in the program will be professionally fulfilling and personally rewarding! This handbook will help you chart your way. Use it along with the *Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook* to give you additional information specific to the MCFT program.

Lewis & Clark Mission

Lewis & Clark is a premier private higher education institution offering an exceptional education in an inclusive environment. By fostering critical thinking, innovation, creativity, civic engagement, and leadership, both inside and outside of the classroom, we prepare our students for lifelong success in a connected, rapidly evolving world. Our educational programs, including meaningful engagement with research and scholarship, equip students with the knowledge and skills to advance their careers, promote justice, and address urgent societal challenges facing our communities and the world.

Our Values

- We believe in the power of higher education as both an individual benefit and a public good.
- We strive to be a driver of socioeconomic mobility, improving opportunities for economic and social advancement, through individualized educational programs that support students from enrollment through graduation, and beyond.
- We are guided by a commitment to diversity, equity, sustainability, global-mindedness, and the pursuit of a more just society.

CTSP Department Mission

The MCFT program is part of the Department of Counseling, Therapy, and School Psychology (CTSP). The faculty and staff of the Department of Counseling, Therapy, and School Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; art therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

MCFT Program Mission Statement

The mission of the MCFT program is to prepare competent systemic marriage, couple, and family therapists who demonstrate excellent therapeutic skills and ethical and socially responsible practice. This mission is reflected in four program goals and eight corresponding student learning outcomes:

Goal 1. Knowledge

Teach systemic/relational theories and research

SLO 1.1. Students apply systemic/relational theories to clinical case conceptualization and treatment planning.

SLO 1.2. Students draw from family therapy research to inform their understanding of systemic therapy.

Goal 2. Human Diversity and Social Responsibility

Foster a relational approach to therapy and learning that centers curiosity, compassion, and embracing differences

SLO 2.1. Students demonstrate self-as-therapist awareness and recognize implications of their own and others' sociocultural contexts and lived experiences.

SLO 2.2. Students' clinical practice demonstrates attention to socially responsible practice, cultural democracy, and cultural humility.

Goal 3. Clinical Skills and Practice

Prepare students to provide quality entry-level clinical services

SLO 3.1. Students will demonstrate practical and professional skills, including active listening, empathy, questioning, and reflection.

SLO 3.2. Students will demonstrate proficiency in all phases of treatment as informed by the MFT Core Competencies.

Goal 4. Professional Identity and Ethics

Develop students' professional identity and ethical standards of practice

SLO 4.1. Students will demonstrate professional integrity and ethical decision-making skills as informed by the AAMFT Code of Ethics.

SLO 4.2. Students will articulate a professional identity as a marriage, couple, and family therapist.

Overview of the MCFT Program

The MCFT program at Lewis & Clark is designed to prepare graduates for employment as marriage and family therapists working with individuals, couples, families, and groups from a systemic perspective. The curriculum helps students build the knowledge base and skills necessary to provide high-quality, effective therapy. It prepares students to use an active, positive approach to therapy that helps individuals, couples, and families build on their strengths, improve their relationships, increase awareness of their social context, and generate solutions to personal and relational problems.

MCFT is a distinct profession with its own history, theories, models, professional organizations and journals. Students are introduced to and required to join the American Association for Marriage and Family Therapy (AAMFT). We also encourage membership in the International Family Therapy Association (IFTA) and the American Family Therapy Academy (AFTA). Students are also expected to be familiar with the body of family therapy literature, including the field's leading journals, including *Journal of Marital and Family Therapy*, *Family Process*, *Journal of Systemic Therapies*, *Contemporary Family Therapy*, *Journal of Feminist Family Therapy*, and *American Journal of Family Therapy*.

The program is designed to take full-time students three years to complete. For a detailed overview of the MCFT learning sequence, please see Appendix F.

Program Philosophy

The MCFT program is based on an integrative approach to family therapy. The field of marriage and family therapy flourishes as a result of the synergism between theory, research, and practice. In the Lewis & Clark program, students receive a broad overview of family therapy approaches and related theory from general systems, social constructionist, and critical social theory perspectives. Special emphasis is placed on approaches that are strengths based, relational, critical, and contemporary. Course material is continuously applied through practice, with the goal of integrating theory, research, and practice into a total learning experience.

The MCFT program at Lewis & Clark is committed to excellence and distinction as a learning and research community. As a program, we:

- Draw from systemic, social constructionist, critical, and decolonizing approaches unique to family therapy, while integrating knowledge from other disciplines such as counseling and sociology;
- Value interdisciplinary knowledge and critique, seeking innovative contextual approaches to working with families;

- Encourage growth of student therapists through awareness of their emotional, psychological, and relational styles, family histories, and social identities (e.g., race, gender, social class, sexual orientation, ability) that contribute to their worldviews and influence their work;
- Acknowledge that all knowledge is socially constructed within a particular time and place and is therefore socio-centric, encouraging students to recognize themselves as knowledge producers and responsibly apply ideas in diverse contexts;
- Advocate for cultural democracy and social equity by infusing the curriculum with multiculturalism, highlighting issues of social justice, encouraging cultural immersion experiences, and promoting global citizenship in faculty, students, and supervisors; and
- Create a rich learning, research, and practice environment through collaboration with other Lewis & Clark programs and the Portland community, as well as national and global linkages.

Diversity Statement

The MCFT program defines diversity as an embracing of differences in race, ethnicity, gender identity, sexual orientation, nations of origin, religion, abilities, age, and socioeconomic status; understanding the implications of these differences in context and taking responsibility for actions that may bring balance, respect, repair, coexistence, and collaboration.

Learning Community

The MCFT program reflects a spirit of encouragement, interdisciplinary collaboration, cooperation, and collegiality, nurturing the best in each student. We rely on students and faculty coming together in active ways to form creative and supportive learning communities. Students enter the MCFT program with valuable educational, professional, and lived experience to share with faculty, supervisors, and student colleagues. We strive to create space for the exchange of diverse ideas in ways that honor each learner's culture and lived experience, and to promote an open, reflective training environment in which self-awareness can be facilitated and used to further relationships between therapists and clients. We also collaborate to produce knowledge through research and the development of innovative ideas.

Student Advisory Board

Each cohort may elect up to 3 students to serve as Student Advisory Board representatives. The responsibilities of the cohort representatives are:

- Meet with the faculty each spring to provide input and feedback regarding curricula, programming, diversity, program climate, policies, and other matters of interest and importance to students and faculty.
- Attend New Student Orientation (August) and Admissions Interviews (February and March), as available. Encourage other students to volunteer as needed.
- Serve as informal liaisons between faculty and students.
- Facilitate community building in the cohort; may plan social events.

Cohort reps are elected in the first term of the first year and typically serve for the full three years. Students may self-nominate or nominate a peer (with consent). All nominees will provide a brief platform statement and photo. Rank-order votes will be collected online and the top three vote-getters will be elected.

A Relational Approach to Social Justice

The Marriage, Couple, and Family Therapy field emphasizes relationships. Toward that end the MCFT program seeks to approach social justice through a set of relational guidelines. These are:

1. Learn through mutual dialogue (rather than debate)
 - a. Share and honor one another's stories
 - b. Value the uniqueness of each voice
 - c. Be open to changing your perspective
2. Practice reflective self-awareness
 - a. Discern the influence/limits of own context
 - b. Be mindful of impact on others--accountability
 - c. Examine values and their source
3. Seek complexity
 - a. Engage the personal, the emotional
 - b. Embrace both/and
 - c. Nopantla—enter into and learn from multiple, often conflicting sociopolitical worlds
4. Take risks
 - a. Engage differences
 - b. Imagine alternatives (this is a form of resistance)
 - c. Active engagement=vulnerability
5. Take responsibility
 - a. For your actions
 - b. For being proactive about repair

Admissions Process

Students in the Marriage, Couple, and Family Therapy program draw on knowledge from many different disciplines and experiences. Though most applicants hold degrees in psychology, family and human development, or related fields, applicants with other backgrounds will be considered.

Requirements for admission and information about applying can be found on the Lewis & Clark [Graduate Admissions](#) website.

The MCFT program encourages applicants from all backgrounds to apply. We seek to establish student cohorts diverse in age, culture, ethnicity, gender, physical ability, race, religion, nation of origin, and sexual orientation.

We admit MCFT students once a year, and each year's MCFT cohort begins a block of courses together in the fall semester. Application deadlines can be found on the Lewis & Clark Graduate Admissions website.

All applications are reviewed by an admissions committee made up of faculty of the Graduate School of Education and Counseling. If a prospective student is judged to be academically qualified, the MCFT faculty evaluate them prior to acceptance to the program. Judgment of acceptability is based on materials provided by the prospective student as well as an interview. The purpose of interviewing is to judge whether the personal and professional orientation of a candidate will be a good fit for the profession and our particular program.

Program Accreditation, State Licensure, & Portability of Degree

The Marriage, Couple, and Family Therapy Program at Lewis & Clark College is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808. MCFT graduates meet the education requirements for MFT licensure (LMFT) in the state of Oregon and the majority of standards to become a licensed professional counselor (LPC).

Graduates of COAMFTE accredited programs (like ours) are generally well-positioned to meet LMFT requirements in other states. However, since each state sets their own licensure requirements, students should check with the regulatory boards of states they are interested in working or practicing after graduation. Some states may require additional coursework. To review licensing regulations for each state, begin by going to [Association of Marital and Family Therapy Regulatory Boards \(AMFTRB\)](#) website. AMFTRB is the central clearinghouse that supports all state licensing boards. From the [AMFTRB](#) landing page, click on *Students, MFT Candidates, & Licenses* and a drop-down menu offers various links that will let you see each state's requirements, practicum requirements, and more (see also MCFT Program Portability of Degree in *Appendix G*). We encourage you to learn early about the requirements of the state in which you intend to seek licensure, and we invite you to pull down the Rules and/or Laws of your preferred state. You need to know as soon as you can if your state's licensing eligibility has additional requirements. You will find a link to each state's laws and rules inside the description of the state.

Part II: Counseling, Therapy, and School Psychology Departmental Policies and Procedures

In addition to graduate school policies and procedures, there are several policies/practices that have bearing on life as a student in the Department of Counseling, Therapy, and School Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in The Navigator Student Handbook and in the Graduate Catalog. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

Program Standards

Students enrolled in all programs in the Department of Counseling, Therapy, and School Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. Please see the Professional Qualities Evaluation form (for PMHC, PMHC-A, Art Therapy, and MCFT programs) or Professional Standards (School Psychology program) form in the Appendix. Students in the Professional Mental Health Counseling program and Professional Mental Health Counseling-Specialization in Addictions programs must adhere to the ethics code of the American Counseling Association. Students in the Marriage, Couple and Family Therapy program must adhere to the American Association of Marriage and Family Therapists' Code of Ethics. Students in the School Psychology program must adhere to the National Association of School Psychologists' Code of Ethics. Students in the Art Therapy program must adhere to the Art Therapy Credential Board and the American Counseling Association's Code of Ethics.

Evaluating Student Fitness and Performance

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, overall professional attitudes, dispositions, and behaviors, and the disciplines' codes of ethics.

In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

Student Review Processes

If a faculty member's concern regarding the student's conduct, professionalism, academic performance, fitness for the profession, or readiness is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic Performance and/or Professional Conduct Review process is initiated. Please note that the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form (see Appendix E) as well as concern about professional conduct.

All CTSP student review processes are aligned with policies found in the Graduate Catalog. Following is a description of academic performance standards and review processes. Please see the Student Navigator for college and GSEC policies and processes related specifically to conduct.

Academic Performance Standards

Successful completion of coursework in CTSP department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix E). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, as well as interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure they understand program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Performance Review is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an Academic Performance Review to determine an appropriate course of action. Students may be given a written plan for improvement or may be dismissed from the program, depending on the circumstances. Once dismissed from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

Academic Performance Review and Appeal Process

Program directors will convene an Academic Performance Review (APR) in cases where there is a concern that a student is not meeting academic performance standards in the program.

Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

When an instructor or faculty member is concerned about a student's performance and an APR is needed, the review committee asks that a Professional Qualities Evaluation (PQE) / Professional Standards form be filled out and given to the student's program director if one has not already been completed. Students cannot initiate a PQE / Professional Standards form. The APR faculty members may also ask other instructors or supervisors who have had contact with the student to complete a PQE / Professional Standards form to gather needed information. Faculty may offer input to the panel at any time, but anyone providing documentation should address their own experiences with the student without making determinations as to the outcome of the APR. No individual has all the data seen by the review committee; for that reason, it is the role of the committee to determine the information necessary to make academic decisions about the student concerns.

Academic Reviews include the following steps:

1. A Student Professional Conduct Review (PCR) or APR will be conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context.
2. The faculty member who has identified this concern will request a review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the program director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined here and in the relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the review.
3. The program director will schedule a PCR or APR meeting to discuss the concerns raised by the faculty member. The program handbook will provide additional information about the required and discretionary participants in this meeting, but all review panels will include the following: the student, the student's advisor or designee, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. There may be instances where the student's advisor or the program director also serve the role of faculty member presenting the details of the situation or concern. The student may elect to bring one other person to

support them; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the review meeting, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.

4. The possible outcomes of the review include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written plan of assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the student conduct review; and dismissal from the program. Each program handbook will provide additional information regarding the process of review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file. Any decision to dismiss a student from a program will require the review and written approval of the department chair.
5. Students may submit a written appeal of the decision made by the review panel to the relevant department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the graduate school within two weeks of receiving the department chair's notification. The dean of the graduate school will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Satisfactory Academic Progress (Policy from Graduate Catalog)

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately dismissed from their programs and notified of this action.

Minimum Passing Grade (Policy from Graduate Catalog)

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or

choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

Credit/No Credit Grades (Policy from Graduate Catalog)

Credit (CR) signifies that a student has earned the equivalent of a B- or higher for a course taken on a credit/no credit basis. Students who fail to complete the course at this level receive a designation of no credit (NC).

Class Attendance

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of Incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the Incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Instructor/Student Dual Relationships

Students are to refrain from registering for classes with former or current therapists. Students should inform the respective program director as soon as possible if there are no other options of instructors for the class. Additionally, students should refer to their program's ethical standards regarding dual relationships.

Faculty are to also avoid having former or current clients enrolled as students in their classes. If a faculty member has a current or former client registered for their class, they must inform the respective program director as soon as possible before the class starts or as soon as the faculty member becomes aware of the situation.

Grading Policy

Policies on grading, appealing a grade, and registration can be found in the [Graduate Catalog](#).

Changing Programs

If a student is enrolled in any of the CTSP department's programs and wishes to pursue another program within the department instead, the student must submit a letter, along with the Degree Program Change Request form, to the CTSP office explaining the reason for the program change. This is given to the director of the program the student hopes to enter. Separate meetings between the student and directors of both programs are recommended. The relevant program team will consider the request, gather information about the student's standing in their current program, and inform the student of their decision. No new application fees are required.

Students do not typically have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum/internship.

Furthermore, programs can reject the request for any number of reasons including the respective cohort being at capacity (or above capacity), the student not being a good fit for the new program, etc.

Release of Educational Records

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request. See the Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook for additional information on student confidentiality (i.e., FERPA).

Resolution of Student Grievances

The faculty believes that each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes they have been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of their grievance(s).

Discrimination and Harassment

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, they should refer to the [“Discrimination and Harassment” policy in The Navigator for guidance on how to file a complaint and receive assistance.](#)

Academic Grievance

If a student alleges that a final grade in a course is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should consult the [grading policy](#) in the Graduate Catalog.

<https://docs.lclark.edu/graduate/policyprocedures/academic/>

Evaluations

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

Site Supervisors

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance

from the faculty practicum or internship supervisor. If unable to reach a satisfactory resolution, the faculty supervisor and/or student may seek assistance from the program's internship/practicum coordinator or program director(s). Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

Course Concerns

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

Part III: The Curriculum and Clinical Experience

The MCFT program helps students become well-rounded in systems, social constructionist, and critical social theories and their application to clinical practice with individuals, couples, and families. Students learn to view theories critically, appreciating both strengths and weaknesses. The theoretical component of the program provides knowledge of current thinking in the field, major approaches to therapy, ways of assessing problems, and professional issues facing clinicians. The clinical component involves developing the ability to appropriately and adequately interview, assess, and facilitate the treatment of individuals, couples, and families.

In addition, the profession requires a culturally attuned understanding of individual and family life-cycle development and factors that can potentially impact this development, in order to identify specific problems that impede family functioning and develop interventions for their resolution. At the end of the program, students are expected to articulate their own theoretical approach to clinical work. Particular attention is given to collaboration with larger systems and an understanding of the influences of culture, context, and national as well as international systems of privilege and oppression.

The MCFT curriculum consists of three required parts: didactic coursework, clinical practice, and supervision. MCFT students must complete a minimum of 60 credit hours. There are 48 credit hours of required didactic coursework and 12 required credit hours of clinical practice. Students must receive AAMFT Approved Supervision during clinical practice.

Clinical practice requirements include 100 hours of supervision of which a minimum of 50 supervision hours must be based on observable data, (i.e., video or audio tape or live observation), and 400 hours of face-to-face clinical work, of which at least 150 hours must be relational (i.e., with couples, families, or other persons in ongoing relationships with each other). These hours are completed during the internship/externship experience.

Academic Technology

Students will submit required coursework and evaluations through password-protected online platforms, including Moodle, Google Classroom, and Taskstream. The program expects that student submissions are a representation of their authentic work.

All MCFT students must activate and maintain Taskstream accounts. The Graduate School provides technology support for students using Taskstream. For a copy of the Taskstream tutorial video, visit the [Student Handbooks and Forms](#) tab on the MCFT webpage.

Academic Integrity and Authenticity of Student Work

Students are expected to abide by the standards for professional conduct and academic integrity as stated in the Professional Conduct Review Policy of the [Graduate Catalog](#).

Generative AI may be incorporated in courses to varying degrees or not at all, at the instructor's discretion. Students are also expected to follow any instructor policies for the use of assistive technologies, like generative AI, provided in course syllabi. If a policy is not provided by the

instructor, then students are expected to use assistive technologies responsibly, such as cite when appropriate and never claim AI-generated work as their own. Data entered into generative AI, such as ChatGPT, should be considered public. Therefore, students are expected to consult instructors or supervisors before sharing any confidential, private, or privileged information with generative AI platforms.

Didactic Requirements

The MCFT program requirements meet the standards set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and by the Oregon State Licensure Board. The curriculum is designed to provide the Foundational Curriculum required to practice as a MFT by covering the 10 Foundational Curricular Areas (FCA) below. Course descriptions can be found in the [Graduate Catalog](#).

FCA 1: Foundation of Relational/Systemic Practice, Theories, and Models (6 credits)
MCFT 504 Family Therapy: Theory and Practice (3)
MCFT 562 Advanced MFT Theory and Practice (3)
FCA 2: Clinical Treatment with Individuals, Couples, and Families (12 credits)
MCFT 526 Practical Skills in Marriage, Couple, and Family Therapy (3)
MCFT 546 Trauma & Crisis Intervention (3)
MCFT 560 Couple Therapy (3)
CTSP 514 Group Counseling with Children and Adolescents <i>or</i> CTSP 515 Group Counseling with Adults (3)
FCA 3: Diverse, Multicultural, and/or Underserved Communities (3 credits)
MCFT 511 Equity in Family Therapy
FCA 4: Research & Evaluation (3 credits)
MCFT 533 Research Methods in Marriage, Couple, and Family Therapy (3)
FCA 5: Professional Identity, Law, Ethics, & Social Responsibility (4 credits)
MCFT 502 Introduction to Marriage, Couple, and Family Therapy (1)
MCFT 510 Ethics and Legal Issues in Marriage, Couple, and Family Therapy (2)
MCFT 591 Professional Development Seminar (1)

FCA 6: Biopsychosocial Health & Development Across the Lifespan (4 credits)
MCFT 506 Applied Child & Adolescent Development (2)
MCFT 516 Family Development: Cross-Cultural Perspectives (2)
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (7 credits)
MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
MCFT 523 Psychopharmacology and Medical Issues in Family Therapy (1)
MCFT 541 Systemic Assessment and Treatment Planning (2)
MCFT 564 Treating Addictions in MCFT (2)
FCA 8: Contemporary Issues
MCFT 563 Treatment Issues in Family Therapy (1)
Specializations
FCA 9: Community Intersections in Collaboration
MCFT 563 Treatment Issues in Family Therapy (1)
Specializations
FCA 10: Teletherapy
Covered in MCFT 510, MCFT 506, MCFT 591

Graduation Requirements and Transition Points

Students in the program are assessed every year relative to their successful completion of course work, fitness with the program, ethical and professional behavior with faculty, peers and the L&C community, and readiness for clinical training (practicum and internship). The MCFT program affirms diversity and equity, and abides by the highest ethical standards that affirm LGBTQI+ individuals and communities, racial, ethnic, class, ability, and gender identity diversity. Students must demonstrate that they have developed the necessary cultural humility (self-awareness and skills) to practice with diverse communities before beginning their practical training.

The following table illustrates the transition points established in the program along with the timeline students are expected to follow for program required paperwork and documentation:

MCFT Transition Points 2025-2026	
Admission to the Program	<ul style="list-style-type: none"> ● Submit a complete application with official transcripts (including undergraduate degree-posted), essay, resume, and three letters of recommendation ● Application review by MCFT Faculty ● Interview decision ● MCFT program recommendation to admit ● Graduate admissions committee approval
Year 1 Fall <i>By End of First Term</i>	<ul style="list-style-type: none"> ● Signed attestation in Taskstream of student’s agreement to follow AAMFT code of ethics ● Signed attestation in Taskstream that student has read the MCFT Student Handbook and reviewed the program transition points ● Signed attestation in Taskstream that student has received information from the program related to licensure and portability of degree ● Completed background check ● Completed plan of study uploaded to Taskstream ● Proof of AAMFT student membership and copy of liability coverage uploaded to Taskstream (renewal required for every year student is in the program)
Year 2 Fall <i>Approval for Clinical Readiness</i>	<ul style="list-style-type: none"> ● Faculty review for approval for clinical readiness (process outlined in the Clinical Training Handbook; CTH)
Year 2 Fall & Spring <i>Required Paperwork Prior to the Start of Clinical Training</i>	<ul style="list-style-type: none"> ● Proof of AAMFT student membership and copy of liability coverage uploaded to Taskstream (required for every year student is in the program) ● Attendance at MCFT Clinical Orientation I (Year 2 Fall Term) & Clinical Orientation II (Year 2 Spring Term) ● Attendance at CTSP Internship Fair ● Internship contract submitted via Salesforce ● Externship contract submitted via Salesforce
Year 2 Summer - Year 3 Summer <i>MCFT 582 Completion</i>	<ul style="list-style-type: none"> ● Completion of 2 semesters of internship at L&C CCC ● Completion of 3+ semesters at an externship placement in the community ● Completion of 12 credits of MCFT 582 ● Completion of <i>at least</i> 400 direct client contact hours (of which 150 hrs minimum relational) & 100 AAMFT Approved Supervision hours (of which 50 hrs minimum raw/live). ● Clinical training paperwork required for each term of MCFT 582: <ul style="list-style-type: none"> ○ Semester summary log signed and submitted to Taskstream ○ Supervisee evaluation form & goals submitted electronically via Salesforce (evaluations required by 582 supervisor and externship supervisor for all clinically active terms) <ul style="list-style-type: none"> ○ Students must meet a minimum level of clinical competence on all evaluations as outlined in the Clinical Training Handbook.

	<ul style="list-style-type: none"> o Supervisor evaluation form submitted electronically via Salesforce (evaluations required for 582 supervisor and externship supervisor for all clinically active terms) o MCFT 582 course evaluation submitted electronically
<p>Year 3 Spring & Summer <i>Program Completion</i></p>	<ul style="list-style-type: none"> • In Year 3 spring term, the final term of the program, students will complete the Application to Graduate form (student should run audit of their program evaluation in web advisor to ensure they have met all MCFT curricular requirements) • Satisfy all items listed on graduation checklist, including: <ul style="list-style-type: none"> o Complete all required coursework o Complete all required client contact and supervisory hours as outlined above o Close all client files in Internship and Externship o Ensure all administrative program documents are complete o Completion of program capstone which includes <ul style="list-style-type: none"> • MCFT 582 Final Clinical Case Presentation • Uploading all items to complete professional development portfolio items on Taskstream. • Passing score of 70% on practice MFT licensing exam o Completion of the MCFT Program Exit Survey o Complete checkout with CTSP administrative coordinator

THE FOLLOWING COURSES ARE REQUIRED FOR THE STANDARD MCFT PROGRAM (TOTAL 60 SEMESTER CREDITS):

- MCFT 502 Introduction to MCFT (1)
- MCFT 504 Family Therapy: Theory and Practice (3)
- MCFT 511 Equity in Family Therapy (3)
- MCFT 510 Ethical & Legal Issues in MCFT (2)
- MCFT 506 Applied Child & Adolescent Development (2)
- MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
- MCFT 526 Practical Skills for MCFT (3)
- MCFT 516 Family Development (2)
- MCFT 546 Trauma and Crisis Intervention (3)
- MCFT 564 Treating Addictions in MCFT (2)
- MCFT 533 Research Methods in Marriage, Couple, and Family Therapy (3)
- CTSP 514 Group Counseling With Children and Adolescents (3)
- OR** CTSP 515 Group Counseling With Adults (3)
- MCFT 562 Advanced Ecosystemic Relational Therapy (3)
- MCFT 560 Couple Therapy (3)
- MCFT 541 Systemic Assessment & Treatment Planning (2)
- MCFT 523 Psychopharmacology & Medical Issues in Family Therapy (1)
- MCFT 582 Internship in Marriage, Couple and Family Therapy (12)
- MCFT 591: Professional Development Seminar (1)
- MCFT 563: Treatment Issues in MCFT (2)
- Electives (7)
- CORE 500 Convocation (does not bear credit but is required)

STUDENTS PURSUING SPECIALIZATION IN ADDICTIONS ALONG WITH MCFT ARE REQUIRED TO TAKE THE FOLLOWING COURSES (TOTAL 60 SEMESTER CREDITS)

- MCFT 502 Introduction to MCFT (1)
- MCFT 504 Family Therapy: Theory and Practice (3)
- MCFT 511 Equity in Family Therapy (3)
- MCFT 510 Ethical & Legal Issues in MCFT (2)
- MCFT 506 Applied Child & Adolescent Development (2)
- MCFT 522 Diagnosis of Mental and Emotional Disorders (2)
- MCFT 526 Practical Skills for MCFT (3)
- MCFT 516 Family Development (2)
- MCFT 546 Trauma and Crisis Intervention (3)
- MCFT 564 Treating Addictions in MCFT (2)
- MCFT 533 Research Methods in Marriage, Couple, and Family Therapy (3)
- MHCA 545 Drugs, the Brain, & Behavior (3)
- CTSP 514 Group Counseling With Children and Adolescents (3)
- OR** CTSP 515 Group Counseling With Adults (3)
- MCFT 562 Advanced Ecosystemic Relationship Therapy (3)
- MHCA 546 Models of Addiction & Recovery (3)
- OR** MHCA 547 Addictions Treatment: Procedures, Skills, & Case Management (3)
- MCFT 560 Couple Therapy (3)
- MCFT 541 Systemic Assessment & Treatment Planning (2)
- MCFT 523 Psychopharmacology & Medical Issues in Family Therapy (1)
- MCFT 582 Internship in Marriage, Couple and Family Therapy (12)
- MCFT 591 Professional Development Seminar (1)
- MCFT 563: Treatment Issues in MCFT (2)
- Electives (1)
- CORE 500 Convocation (does not bear credit but is required)

Clinical Requirements

Students are expected to be involved in direct clinical work with individuals, couples, families and groups during internship at the Lewis & Clark Community Counseling Center (L&C CCC), and concurrently, at a community externship site placement. This work continues without interruption, except for established holidays, for the balance of the student's academic program, or at least 12 months or until completion of the required hours. Work hours during internship are like a job and continue even when classes are not in session. Students must work with their L&C CCC supervisors and externship site supervisors to plan vacations in ways that minimize interruption of therapy services and ensure coverage for all client emergencies. Students are expected to spend 8 hours per week at the Lewis & Clark Community Counseling Center, and a minimum of 20 hours per week at a community externship site. Approximately eight – twelve hours at externship sites are to be spent in direct client contact with individuals, couples, groups, and families. Direct client contact is defined as face-to-face (therapist and client) therapeutic intervention. The balance of this time is to be spent in supervision, record keeping, and participation in other training and clinical activities of the agency.

Please see the MCFT Clinical Training Handbook for details regarding what constitutes each of the following clinical requirements:

- A minimum of 400 face-to-face, direct client hours
- At least 150 of the direct client contact hours must be relational hours.
- A minimum of 100 hours of supervision from an AAMFT Approved Supervisor or AAMFT Supervisor Candidate, state registered supervisor, or program approved supervisor equivalent (approved by the MCFT Clinical Coordinator). Supervision at the LC Community Counseling Center will be provided by an AAMFT Approved Supervisor or Supervisor Candidate on a weekly basis (4-6 hours).
- At least 50 of the 100 supervision hours must be based on raw/observable data, i.e., video or audio tape or live observation.
- Supervision can be individual (1-2 students) or group (up to 8 students)
- Co-therapy is the equivalent of conducting therapy as a single therapist and hours should be counted accordingly.

Student therapists must practice according to Oregon and Washington State law and the AAMFT Code of Ethics at all times. Failure to do so constitutes grounds for corrective action and/or dismissal from the program. Student therapists are also evaluated by supervisors at the end of each semester. Evaluations become a part of the student's permanent record in the clinical program and must meet minimum competency requirements. Students who do not meet minimum competency requirements may be asked to repeat internship courses, going beyond the 400 face-to-face hours until faculty and supervisors deem them ready to graduate. Students who do not meet competency requirements or are not expected to reach competencies even with additional training may not graduate with a clinical degree in marriage, couple, and family therapy.

Department Policy for Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their

contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course. Any variation from the process described in the School Psychology handbooks regarding practicum and internship should be worked through with the School Psychology Clinical Coordinator and Practicum or Internship Instructor.

Students who need to extend their final practicum or internship past the end of the semester, have the following options:

For extensions up to four weeks past the end of a final semester (but no more than four weeks), students must request and be granted a grade of "Incomplete." The requirements for completion of the course must include an expected end date within four weeks, a plan for site supervision during this time period, verification that the student's site contract has been extended and paperwork has been submitted to the CTSP Placement Office, and the expectation of weekly attendance in a specific campus-based practicum or internship section until they complete their practicum or internship hours (in up to four weeks).

For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship.

All students must obtain permission from their program's clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

Self-Disclosure and Licensure

The MCFT program prepares students for eligibility for certification and/or licensure as a marriage and family therapist (LMFT). However, licensing boards have no specific connection with Lewis & Clark that would guarantee a graduate their licensure. Students must take responsibility for identifying and fulfilling the requirements of the licensing board.

Individuals who have been convicted of certain criminal offenses are ineligible for licensure in some professions. These include sexual offenses (molestation, abuse, rape), RICO laws (pertaining to embezzlement), and tax evasion. In these cases, responsibility for disclosure of personal history becomes an issue for aspects of professional training and is therefore required by the program.

Specific to individuals wishing to pursue licensure as professional counselors or therapists, ORS 675.745 states that:

“The Oregon Board of Licensed Professional Counselors and Therapists may deny, suspend, revoke or refuse to issue or to renew any license issued under ORS 675.715 to 675.835 upon proof that the applicant for licensure or the licensee (a)

has been convicted of violating ORS 675.825 or of a crime in this or any other state or territory against the Federal Government that brings into question the competence of the licensee in the role of a counselor or a therapist;...[and/or] (f) has failed to file a professional disclosure statement or has filed a false, incomplete or misleading professional disclosure statement.”

To paraphrase, the Oregon Board of Licensed Professional Counselors and Therapists has the right to deny licensure to someone convicted of a crime that brings into question the competence or the ethical reliability of the licensee in the role of counselor or therapist. See www.oregonlaws.org/ors/675.745 for more information.

Again, neither admission to, nor graduation from, any program guarantees licensure.

Criminal Background Check

The MCFT program is responsible to ensure that ethical guidelines are followed regarding the protection of clients. One critical aspect of this responsibility is reflected in the program’s requirements for all students to obtain criminal background checks prior to beginning field placements and clinical work. Additional background checks may be required if a significant time accrues since the most recent check. When an applicant or student has past conduct, experiences or conditions that could create a risk for working with any client population, the program has the ethical responsibility to evaluate the applicant’s or the student’s ability to be admitted, start clinical training, or continue with clinical work

Pre-Admission Background Review Requirements

Applicants to the MCFT program who have indicated on their application that they have a prior record of citations, arrests, charges filed, convictions or other legal actions involving conduct that was potentially or actually harmful to others will be required to provide an FBI background check as part of the admissions review process. Additionally, a personal letter of explanation will be required; and there may be a request by the program for further information, evaluations, and records. If additional information is required, the applicant will be asked to sign appropriate release of information forms. Information, documents and records are maintained in a confidential file and this information remains confidential within the department. Failure to provide this information, or knowingly omitting or misrepresenting information related to a background check, will be grounds for denial of admission for applicants, or dismissal for current students from the program.

Background Review Requirements

A national background check is required of all students. Given the extended length of time required for the review, all students will be required to initiate the process during their first month in the program. A full explanation of the policy and procedures for obtaining the required review will be presented to all students at New Student Orientation and the CTSP program administrative specialist will send instructions for completing this requirement. Students will not

be allowed to be placed in the internship course or initiate any client contact without fulfilling the requirements for this review.

Unlawful Conduct While Enrolled in the MCFT Program

Because any charges or convictions of unlawful conduct can affect a student's access to internship placement, licensure, and possible future employment, the program has ethical responsibilities for students working with clients. The following requirements apply:

Any student charged, convicted, or granted conditional discharge by any court for (a) any felony; (b) any misdemeanor; or (c) any major traffic violation, such as driving under the influence of intoxicants or drugs reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident is required to inform in writing their advisor and program director(s) of their program. This notification should be received no later than 15 days after the initial arrest or charge. Failure to comply with this policy may result in a review of the student's status in the program and action including dismissal from the student's program of study.

Additional Requirements

Program Sequence

Students must upload the Program Sequence reflecting their plan of study to Taskstream by the end of their first semester of studies. Students are encouraged to meet with their advisors to address any questions and assist in their academic planning. If students decide to change to a different specialization track at any time, they must upload the Program Sequence Sheet that corresponds with the track they intend to complete (located on the [Student Handbooks and Forms](#) tab of the MCFT webpage) to the 'Updated Plan of Study' column on Taskstream. Note that only copies of Program Sequence Sheets for first-year cohorts are available online. Contact the CTSP office to obtain copies of Program Sequence Sheets from other years. Program Sequence Sheets for the current academic year are found in Appendix A.

Off Track Student Policy and Procedure

When students need to modify or slow down their program plan from the standard three year timeline, they are considered "off track." Students should meet with their faculty advisor to discuss their new program of study including timeline of coursework and clinical training. Students will upload this revised program sequence sheet to the 'Updated Plan of Study' column on Taskstream.

MCFT Comprehensive Exam

All MCFT students must take a practice MFT licensing exam through <http://familysolutionsinstitute.com/> during their final semester in MCFT 591. A minimum

passing score of 70% is required. This practice exam serves as completion of a comprehensive exam for the MCFT program. The national LMFT exam is under the auspices of the Association of Marital and Family Therapy Regulatory Boards (AMFTRB), who determines the passing score. Information about the exam may be found at <http://www.amftrb.org/exam.cfm>.

MCFT Program Capstone

Students are required to complete the program capstone which includes both the Professional Development Portfolio and MCFT 582 Final Clinical Case Presentation, by the end of their final term in the program.

Professional Development Portfolio

All MCFT students must maintain an electronic professional development portfolio on *Taskstream* throughout the program. A video tutorial for Taskstream can be found on the [Student Handbooks and Forms](#) tab of the MCFT webpage. Requirements for the portfolio are described in *Appendix C*. Together with evaluations of key assignments from designated courses in the program, your *Taskstream* portfolio allows you and the program to track your development as a marriage, couple, and family therapist. The MCFT faculty will inform you of professional development portfolio requirements during New Student Orientation and MCFT 502. The professional development portfolio and the MCFT 582 Final Clinical Case Presentation together comprise the program's capstone experience.

MCFT 582 Final Clinical Case Presentation

Students will be required to complete a final clinical case presentation in their last term of clinical training as a part of MCFT 582. Information about the final clinical case presentation and evaluation rubric are found in the MCFT Clinical Training Handbook and the MCFT 582 syllabus.

Graduation Check Out

During MCFT 591, you will receive instructions for the checkout process with the CTSP administrative coordinator. All course and professional development portfolio requirements must be completed in order to receive a final grade. Additionally, all clinical training documents and program administrative paperwork must be completed in Taskstream before final checkout is approved and a grade can be issued for the final MCFT 582 internship.

Part IV: Program Evaluation and Review

Part I of the Student Handbook describes the conceptual framework of the MCFT program—the L&C mission, the GSEC mission, and the program mission, goals, and student learning outcomes. This section outlines how the program evaluates its effectiveness in achieving its stated mission, goals, and outcomes. A visual of the conceptual framework is also provided at the end of this section.

Student Learning Outcomes (SLOs)

The program has set SLOs in order to achieve its mission and goals. Student achievement of the learning outcomes are evaluated through selected course assignments, listed in the table below.

Students upload these selected assignments to Taskstream. This allows students to view their individual process and the program to track aggregate progress, evaluate it against targets, and make revisions to strengthen the program.

Each year, the faculty review SLO data and determine if students are achieving the intended learning outcomes. If targets are not met, the faculty may consult additional data sources and determine a course of action to address the intended learning. Any actions taken are reported to relevant communities of interest, including students, faculty, supervisors, GSEC administrators, and community partners.

The following table lists how each SLO is measured and the program’s target for achieving each SLO.

Student Learning Outcomes, Assessment Measures, and Targets

Student Learning Outcomes	Assessment Measures	Program Target
Program Goal #1: Teach systemic/relational theories and research		
SLO 1.1 Students apply systemic/relational theories to clinical case conceptualization and treatment planning.	MCFT 504 Signature Assignment	Minimum average score of 2 (of 3) by 80% of cohort
	Item 1 on Final MCFT 582 Supervisee Evaluation	Minimum score of 2 (of 3) by 80% of cohort
SLO 1.2 Students draw from family therapy research to inform their understanding of systemic therapy.	MCFT 533 Signature Assignment	Minimum average score of 2 (of 3) by 80% of cohort
	Item 2 on Final MCFT 582 Supervisee Evaluation	Minimum score of 2 (of 3) by 80% of cohort
Program Goal #2: Foster a relational approach to therapy and learning that centers curiosity, compassion, and embracing differences		
SLO 2.1: Students demonstrate self-as-therapist	MCFT 511 Signature Assignment	Minimum average score of 2 (of 3) by 80% of cohort

awareness and recognize implications of their own and others' sociocultural contexts and lived experiences.	Item 3 on Final MCFT 582 Supervisee Evaluation	Minimum score of 2 (of 3) by 80% of cohort
SLO 2.2: Students' clinical practice demonstrates attention to socially responsible practice, cultural democracy, and cultural humility.	Item 3 on MCFT 582 Final Case Presentation	Minimum score of 2 (of 3) by 80% of cohort
	Item 4 on Final MCFT 582 Supervisee Evaluation	Minimum score of 2 (of 3) by 80% of cohort
Program Goal #3: Prepare students to provide quality entry-level clinical services		
SLO 3.1: Students will demonstrate practical and professional skills, including active listening, empathy, questioning, and reflection.	MCFT 526 Signature Assignment	Minimum average score of 2 (of 3) by 80% of cohort
	Items 5-10 on Final MCFT 582 Supervisee Evaluation	Minimum average score of 2 (of 3) by 80% of cohort
SLO 3.2: Students will demonstrate proficiency in all phases of treatment as informed by the MFT Core Competencies.	Item 4 on MCFT 582 Final Case Presentation	Minimum average score of 2 (of 3) by 80% of cohort
	Items 11-15 on Final MCFT 582 Supervisee Evaluation	Minimum score of 2 (of 3) by 80% of cohort
Program Goal #4: Develop students' professional identity and ethical standards of practice		
SLO 4.1: Students will demonstrate professional integrity and ethical decision-making skills as informed by the AAMFT Code of Ethics.	MCFT 510 Signature Assignment	Minimum average score of 2 (of 3) by 80% of cohort
	Items 16 on Final MCFT 582 Supervisee Evaluation	Minimum score of 2 (of 3) by 80% of cohort
SLO 4.2: Students will articulate a professional identity as a marriage, couple, and family therapist.	Item 1 on MCFT 582 Final Case Presentation	Minimum score of 2 (of 3) by 80% of cohort
	Items 17 on Final MCFT 582 Supervisee Evaluation	Minimum score of 2 (of 3) by 80% of cohort

Lewis & Clark MCFT Program Conceptual Framework

LC Mission: Lewis & Clark is a premier private higher education institution offering an exceptional education in an inclusive environment. By fostering critical thinking, innovation, creativity, civic engagement, and leadership, both inside and outside of the classroom, we prepare our students for lifelong success in a connected, rapidly evolving world. Our educational programs, including meaningful engagement with research and scholarship, equip students

GSEC Mission: to reach out to those around us, explore new ideas, and pursue the best practice of education and counseling . . . [though] the fundamental commitment, which is at the heart of our mission, to cultural competence and advocacy based on knowledge and respect for the vitality of diverse cultural, linguistic, and ethnic groups we serve.

MCFT Mission To prepare competent systemic marriage, couple, and family therapists who demonstrate excellent therapeutic skills and ethical and socially responsible practice

Goal 1. Knowledge: Teach systemic/relational theories and research

SLO 1.1: Students apply systemic/relational theories to clinical case conceptualization and treatment planning.

SLO 1.2: Students draw from family therapy research to inform their understanding of systemic therapy.

Goal 2. Human Diversity and Social Responsibility: Foster a relational approach to therapy and learning that centers curiosity, compassion, and embracing differences

SLO 2.1: Students demonstrate self-as-therapist awareness and recognize implications of their own and others' sociocultural contexts and lived experiences.

SLO 2.2: Students' clinical practice demonstrates attention to socially responsible practice, cultural democracy, and cultural humility.

Goal 3. Clinical Skills and Practice: Prepare students to provide quality entry-level clinical services

SLO 3.1: Students will demonstrate practical and professional skills, including active listening, empathy, questioning, and reflection.

SLO 3.2: Students will demonstrate proficiency in all phases of treatment as informed by the MFT Core Competencies.

Goal 4. Professional Identity & Ethics: Develop students' professional identity and ethical standards of practice

SLO 4.1: Students will demonstrate professional integrity and ethical decision-making skills as informed by the AAMFT Code of Ethics.

SLO 4.2: Students will articulate a professional identity as a marriage, couple, and family therapist.

Part V: Life as an MCFT Graduate Student

Personal and Professional Development

As a helping professional you are assuming responsibility for significantly affecting the lives of the people who come to you. Helping professionals are licensed by the state mainly to provide a way to ensure that they are qualified to intervene in the lives of their clients and are subject to continuing oversight regarding the competence and ethical quality of their practice. As a result, success in a graduate program involves much more than passing academic courses. It involves learning and demonstrating qualities of emotional maturity and increasing maturity of judgment based on an expanding body of expert knowledge and professional skills.

We encourage you to approach your role as a student, not as is customary in undergraduate work, but to think of yourself as a professional in preparation. This means you take coursework as an opportunity to learn in ways that will affect your ability to help your clients, because it really will have exactly those effects. That makes conscious learning not just a matter of complying with requirements but an ethical responsibility to learn, think, judge and interact with maturing judgment.

The same realities apply to your relationships with other students, your instructors, your supervisors, and your advisor. These are all relationships of mutual responsibility and accountability. Fulfilling your role in these relationships will require you to stretch at times, to go beyond what is necessary just to get by, but to do what the substance of a task or responsibility requires of a person conscious of their relationships and impact on others.

You and Your Advisor

One particular area that viewing yourself as a professional in preparation can make a significant difference is in your work with your advisor. Reviewing your program of study with the help of your advisor, monitoring your progress, making adjustments if needed, and seeking support and guidance for problems and for charting your course are all key parts of that relationship. Your advisor is the program's personal representative to you. Your dialogue with your advisor is the place where you and the program carry out essential parts of our relationship. Your conscientious attention to this relationship and work is part of your agenda of professional development, learning how to relate to and work with a complex human system that can serve you and add substantial value to your life if you play your part in that relationship.

Upon full admission to the program, students are assigned an advisor. We want you to have the best working relationship you can have. However, after getting started in your program, if you find interests in common with a faculty member other than the advisor you are assigned, depending on faculty advising workloads you can request to change to another advisor within your program. You must first meet with them to see if they will agree to taking on this role and that there is room in their advising workload. You must also inform your current advisor, and we recommend a face-to-face conversation, if possible. Use the advisor change form in the CTSP office to seek appropriate signatures from both your current and new advisor.

Being a Graduate Student

Pursuing graduate studies in the helping professions has distinctive qualities that make this learning different from other undergraduate or graduate education. Here the emphasis is not only on mastering a body of knowledge and theory, but on developing, demonstrating, and documenting your competence and ethical reliability in applying this knowledge and theory in work with clients. Specific skills and competencies are required to become an effective helping professional. Those are the focus of attention in courses that emphasize structured experiential learning. Most of this learning involves interpersonal judgment, emotional maturity, and communication effectiveness. Personal qualities of reasonable balance in one's temperament, responsibility in carrying out assignments, understanding and respect for the mutual obligations of client and professional relationships, and willingness and ability to accept and learn from feedback are also critical.

This learning is highly personal. It requires reflection, flexibility, and ability to take emotional risks and learn from them. Participation in this graduate program requires a personal commitment to continued learning through reflection, self-evaluation, and receiving and learning from the evaluative feedback of other students, faculty members, and supervisors. Evaluation of each student's academic progress and growth in professional skills and personal fitness for this work is an ongoing responsibility of faculty members.

Getting Help from the CTSP Office

The Department of Counseling, Therapy, and School Psychology is located in Rogers Hall on the graduate campus. Office hours are from 8:30 to 5:00 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, Taskstream, the degree application process, etc.

A variety of resources are available to students in the office. These include copies of program sequence sheets for each cohort in the program and forms for changing advisors.

Completing Your Degree in the MCFT Program

Graduating

In order to complete the degree application thoroughly and accurately, please follow the steps below. It is students' responsibility to ensure that they apply for graduation.

1. In January, students will receive information from the Graduate Registrar's office regarding graduation application forms, including deadlines for submission for summer graduates.
2. Students should run an audit of their program evaluation/transcript in progress on webadvisor to confirm readiness to graduate and consult with faculty advisor and/or graduate registrar's office if there are any questions about completing program credits.
3. Submit the completed, signed, and dated degree application to the graduate registrar.

Becoming Licensed

Graduates of the MA MCFT program are eligible to apply to become a Licensed Marriage and Family Therapist (LMFT) through the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT). This license requires a written exam and a minimum of two years, post-master's full-time supervised experience. Students are also immediately eligible to apply to become a Registered Associate Marriage and Family Therapist upon degree conferral. Students will receive information about the licensing process in MCFT 591 Professional Development Seminar. However, full state licensure requirements may be found on OBLPCT's website: <http://www.oregon.gov/OBLPCT>.

OBLPCT's purpose is to regulate the profession and to protect the public from unqualified, incompetent, or unscrupulous persons. Boards expect graduates to address them directly.

Because the board requires documentation of graduates' preparation, especially internship experiences, **it is essential that students keep copies of all records and evaluations from internships**. The department attempts to keep complete records of each student's preparation, but cannot guarantee this or be the only or final repository for records. Failure to keep records could jeopardize graduates' success in becoming licensed. Students should also retain course catalogs and course syllabi in the event of being asked to document courses taken. These materials may also be useful in the instance of applying for licensure in another state. Many graduates retain copies of such records in safe deposit boxes.

Licensing in Other States

Successful completion of the MCFT program makes students eligible to apply for appropriate licenses in most states in the United States. Since individual states control licensing within their own boundaries, direct transfer of licenses is limited to states where specific reciprocal licensing agreements are in force. So far, limited progress has been made in reaching such agreements. Most states prefer to retain control of who will be licensed. Please refer back to the section on "Portability of Degree" for information about licensing requirements by state (see *Appendix G*).

Working While in the Program

Student Class Schedules

Classes are scheduled at varying times; they may be during the morning, day, or evening. Some courses are also scheduled on weekends. Although there are usually three sections of each core course, it will be necessary to have sufficient flexibility in your work schedule to accommodate course schedules. **Students need to be aware that during their clinical training they will be at their community externship site at a minimum of 20 hours per week and 8 hours at the L&C Community Counseling Center. Most students find that the clinical training experience is work and time intensive.**

Potential Ethical Issues and Conflicts of Interest

There may be instances where a student's occupation or employment, extracurricular activities, and/or organizational work outside of graduate school poses ethical dilemmas or issues to consider in the context of a student's training as an MCFT. In these cases, the program director,

faculty advisor, and/or faculty members may raise these concerns for discussion with the student and also seek consultation as needed from graduate school administration and legal counsel.

Seeking Therapy Related Employment

Many professional organizations, like the American Association for Marriage and Family Therapy (AAMFT), have websites that include information about finding employment. It is recommended that graduates access the websites from their organization through the network available to them at Lewis & Clark.

Part VI: Student Resources

Student Resources at Lewis & Clark College

In addition to this handbook, there are other resources students will need to consult in order to complete the program. Every student is expected to know and comply with academic rules established in the following publications. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

Information for Current Graduate Students

The graduate school has created a website for all current students that contains links to important resources (like how to order transcripts, find your financial aid award amount, or reset gmail passwords), as well as news and announcements (including job postings, updates from campus offices, etc.) and event listings. It is intended to be a resource for academic and graduate school related information, and it is updated weekly. Students may want to set this website as their homepage.

Graduate Catalog

The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. .

The catalog includes [academic policies](#), such as:

- Academic Performance (including academic standards expectations, grading policy, and policies governing grade appeals)
- Professional Conduct and Academic Review policies (including Academic Review Committees and Conduct Review Committees)

The catalog also includes [registration policies](#), such as:

- Transfer of Credit
- Waiver of Courses
- Changing or Adding Programs
- Repeated Courses and Grades
- Degree Candidacy

Graduate Registrar

The Graduate Registrar's website contains vital information regarding course schedules, electronic forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

Navigator Student Handbook

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator, on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with.

The Navigator includes College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Drug Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Students

MCFT Clinical Training Handbook

This manual explains the policies and processes that guide your clinical training including, obtaining a field placement, professional expectations and clinical requirements, how to count your client contact and supervision hours, and the forms you need for these activities. It is available on the MCFT [Student Handbooks and Forms](#) website.

Web Resources for MCFT Students

[American Association of Marriage and Family Therapy](#) (AAMFT)

[American Family Therapy Academy](#) (AFTA)

[Commission on Accreditation for Marriage and Family Therapy Education](#) (COAMFTE)

[HIPAA](#)

[International Family Therapy Association](#) (IFTA)

[Marriage and Family Therapy Core Competencies](#)

[MFT national licensure exam](#)

[Oregon Marriage and Family Therapy Licensure](#)

[Family Therapists for Social Justice](#)

[Human Rights Education Associates](#)

[Psychologists for Social Responsibility](#)

Program Evaluation

Students have multiple opportunities to formally and informally evaluate various components of the program. The below table lists the timing and focus of formal evaluations.

Program Component	Type of Evaluation	Timing of Evaluation
Courses	Course Evaluation	End of each course
Clinical Supervisors	Supervisor Evaluation	End of each semester of 582
MCFT and GSEC	Current Student Survey	Spring of 1st and 2nd year
MCFT and GSEC	Exit Survey	Final term in the program

In addition to these formal opportunities, students are encouraged to provide informal feedback to their course instructors, supervisors, advisor, program director, and Student Advisory Board representatives.

M.A. Marriage, Couple and Family Therapy
Course Sequencing For a 3-Year Program
Catalog Year 2025-2026

60 semester hours total

Year 2 or 3	9 total semester hours of electives	Of the 9 elective credits, at least 2 credits must be MCFT 563
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YEAR 1*	FALL	SPRING	SUMMER		
MCFT 502 (1)	Intro to MCFT	MCFT 522 (2)	Diagnosis	MCFT 564 (2)	Treating Addictions in Family Therapy
MCFT 510 (2)	Ethics & Professional Identity	MCFT 523 (1)	Psychopharmacology	MCFT 541 (2)	Systemic Assessment & Treatment Planning
MCFT 504 (3)	Family Therapy: Theory & Practice	MCFT 516 (2)	Family Development		
MCFT 511 (3)	Equity in Family Therapy	MCFT 526 (3)	Practical Skills for MCFT		
CORE 500	Convocation				
9 credits		8 credits		4 credits	

*No electives in the first year.

YEAR 2	FALL	SPRING	SUMMER		
CTSP 514 <i>or</i> CTSP 515 (3)	Group Counseling	MCFT 546 (3)	Trauma & Crisis	MCFT 582 (4)	Internship in Family Therapy
MCFT 533 (3)	Research Methods & Systemic Practice	MCFT 506 (2)	Applied Child & Adolescent Development		
6 credits		5 credits		4 credits	

YEAR 3	FALL	SPRING	SUMMER		
MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (2)	Internship in Family Therapy	MCFT 582 (2)	Internship in Family Therapy
MCFT 560 (3)	Couple Therapy	MCFT 562 (3)	Advanced MFT Theory & Practice	MCFT 591 (1)	Professional Development Seminar
7 credits		5 credits		3 credits	

M.A. Marriage, Couple and Family Therapy, Addictions Track
Course Sequencing For a 3-Year Program
Catalog Year 2025-2026
60 semester hours total

Year 2 or 3	3 total semester hours of electives	Of the 3 elective credits, at least 2 credits must be MCFT 563
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YEAR 1*	FALL	SPRING	SUMMER		
MCFT 502 (1)	Intro to MCFT	MCFT 522 (2)	Diagnosis	MCFT 564 (2)	Treating Addictions in Family Therapy
MCFT 510 (2)	Ethics & Professional Identity	MCFT 523 (1)	Psychopharmacology	MCFT 541 (2)	Systemic Assessment & Treatment Planning
MCFT 504 (3)	Family Therapy: Theory & Practice	MCFT 516 (2)	Family Development		
MCFT 511 (3)	Equity in Family Therapy	MCFT 526 (3)	Practical Skills for MCFT		
CORE 500	Convocation				
9 credits		8 credits		4 credits	

*No electives in the first year.

YEAR 2	FALL	SPRING	SUMMER		
CTSP 514 <i>or</i> CTSP 515 (3)	Group Counseling	MCFT 546 (3)	Trauma & Crisis	MCFT 582 (4)	Internship in Family Therapy
MCFT 533 (3)	Research Methods & Systemic Practice	MCFT 506 (2)	Applied Child & Adolescent Development		
MHCA 546 (3) <i>or</i> MHCA 547 (3)	Models of Addiction & Recovery <i>or</i> Addictions Treatment: Procedures, Skills, and Case Management	MHCA 545 (3)	Drugs, the Brain, & Behavior		
9 credits		8 credits		4 credits	

YEAR 3	FALL	SPRING	SUMMER		
MCFT 582 (4)	Internship in Family Therapy	MCFT 582 (2)	Internship in Family Therapy	MCFT 582 (2)	Internship in Family Therapy
MCFT 560 (3)	Couple Therapy	MCFT 562 (3)	Advanced MFT Theory & Practice	MCFT 591 (1)	Professional Development Seminar
7 credits		5 credits		3 credits	

**LEWIS & CLARK
COUNSELING, THERAPY, AND SCHOOL PSYCHOLOGY**

CONSENT TO RELEASE EDUCATIONAL RECORDS

Supervisors and faculty welcome the opportunity to provide recommendations for employment, professional organizations, doctoral programs, and so on when you request them. However, federal law requires a written consent. When you are requesting a recommendation it is also helpful if you email us with information about the position, organization, educational program, and so on. This will help us tailor the information about your competencies for each request, which will make our input maximally helpful to you. Please keep a copy of this consent form for your records.

I understand that Federal regulations require a written consent from a student/former student before disclosing the educational records of that student to third parties; therefore, I hereby give my written consent for:

(Name(s) of Lewis & Clark faculty and supervisors)

to release my educational records to:

(Name of Institution, Person, Company requesting information)

as well as the conclusions and observations regarding my performance while attending Lewis & Clark.

I understand this consent is effective only as to this/these specific request(s).

DATED this _____ day of _____, 200 ____.

(Student's/Alumni's Signature)

(Print Name)

(Student's/Alumni's Address)

Lewis & Clark College
Department of Counseling, Therapy, and School Psychology – MCFT Program
The Professional Development Portfolio – 2025-2026

As part of your degree program requirements, you are required to upload a portfolio on **taskstream.com** that documents your experience and growth as a helping professional. You will receive guidance on how to complete this requirement during new student orientation, in introductory classes and in meetings with your advisor. The portfolio will include the items listed below and evaluations of key assignments in designated classes. This allows the program and you to track your progress as a developing marriage, couple, and family therapist. Instructions for when to post these items will be discussed in classes.

Required Items

1. Program Plan Sequence Sheet

2. Attestation of signing Portability of Degree and Licensure form

3. Attestation of reading AAMFT Code of Ethics

4. Attestation of reading MCFT Student Handbook and MCFT Transition Points

5. Student Membership in the American Association for Marital and Family Therapy (AAMFT) (upload proof of membership and a copy of student liability coverage at the beginning of each academic year)

6. Documentation of Personal Therapy (Complete by graduation)

Document at least **12 hours** of personal therapy (individual, couple, family, or group). The program will also accept documentation of personal therapy completed prior to admission to the program. Documentation does not require you to reveal any personal material, but it does require both you and your professional mental health provider to sign a statement indicating that you completed at least **12 hours** of personal therapy. If you want information or advice about how and where you can obtain this experience, your advisor will be happy to discuss options with you.

7. Professional Disclosure Statement. You will learn how to do these in MCFT 502 and/or 591.

8. A professional resume or CV (one copy should be uploaded prior to the Internship Fair in Fall of Year 2. Final copy of resume should be updated prior to graduation as a part of MCFT 591).

9. Trial MFT licensure exam.

Upload evidence that you have passed this trial exam with a 70% passing score as defined by the criteria in MCFT 591.

AAMFT Code of Ethics

PREAMBLE

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

Honoring Public Trust

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

Commitment to Service, Advocacy and Public Participation

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

Seeking Consultation

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

Ethical Decision-Making

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

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

Binding Expectations

The AAMFT Code of Ethics is binding on members of AAMFT in all membership categories, all AAMFT Approved Supervisors and all applicants for membership or the Approved Supervisor designation. AAMFT members have an obligation to be familiar with the AAMFT Code of Ethics and its application to their

professional services. Lack of awareness or misunderstanding of an ethical standard is not a defense to a charge of unethical conduct.

Resolving Complaints

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

Aspirational Core Values

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

The core values of AAMFT embody:

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

Ethical Standards

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

STANDARD I

RESPONSIBILITY TO CLIENTS

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

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

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

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

1.4 Sexual Intimacy with Current Clients and Others. Sexual intimacy with current clients or with known members of the client's family system is prohibited.

1.5 Sexual Intimacy with Former Clients and Others. Sexual intimacy with former clients or with known members of the client's family system is prohibited.

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

1.7 Abuse of the Therapeutic Relationship. Marriage and family therapists do not abuse their power in therapeutic relationships.

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

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

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

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

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

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

STANDARD II

CONFIDENTIALITY

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

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

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

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

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

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

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

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

STANDARD III

PROFESSIONAL COMPETENCE AND INTEGRITY

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

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD IV

RESPONSIBILITY TO STUDENTS AND SUPERVISEES

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

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

4.2 Therapy with Students or Supervisees. Marriage and family therapists do not provide therapy to current students or supervisees.

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

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

4.5 Oversight of Supervisee Professionalism. Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.

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

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

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

STANDARD V

RESEARCH AND PUBLICATION

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

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

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

5.3 Informed Consent to Research. Marriage and family therapists inform participants about the purpose of the research, expected length, and research procedures. They also inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate such as potential risks, discomforts, or adverse effects. Marriage and family therapists are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, or have impairments which limit

understanding and/or communication, or when participants are children. Marriage and family therapists inform participants about any potential research benefits, the limits of confidentiality, and whom to contact concerning questions about the research and their rights as research participants.

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

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

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

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

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

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

STANDARD VI

TECHNOLOGY-ASSISTED PROFESSIONAL SERVICES

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

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

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

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

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

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

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

STANDARD VII

PROFESSIONAL EVALUATIONS

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

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

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

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

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

7.5 Avoiding Conflicts. Clear distinctions are made between therapy and evaluations. Marriage and family therapists avoid conflict in roles in legal proceedings wherever possible and disclose potential conflicts. As

therapy begins, marriage and family therapists clarify roles and the extent of confidentiality when legal systems are involved.

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

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

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

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

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

STANDARD VIII

FINANCIAL ARRANGEMENTS

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

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

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

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

8.4 Truthful Representation of Services. Marriage and family therapists represent facts truthfully to clients, third-party payors, and supervisees regarding services rendered.

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

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

STANDARD IX

ADVERTISING

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

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

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

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

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

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

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

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

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

This Code is published by: American Association for Marriage and Family Therapy

**Lewis and Clark Counseling, Therapy, and School Psychology Department
Professional Qualities Evaluation**

Student _____
Faculty _____

Semester/Year _____
Course Number _____

Rating Scale				
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level		
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level		
Professional Responsibility				
1. The student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with program mission and standards.	N	0	1	2
3. Students will demonstrate a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to advisors, course instructors, and others in supervisory or instructional positions.	N	0	1	2
4. Students will be understand and demonstrate the ability to balance their own judgments and worldviews with accountability for adhering to professional knowledge, guidelines and standards of conduct provided by provided by advisors, course instructors, and other supervisors on campus and off campus.	N	0	1	2
5. Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.	N	0	1	2
6. The student demonstrates application of legal requirements relevant to counselor training and practice in all classes.	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of his/her 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 client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond professionally, to peers, professors, and therapeutically to clients	N	0	1	2
Maturity and Attitude				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	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
7. The student maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.				
Integrity				
1. The student refrains from making statements that are false, misleading or deceptive.	N	0	1	2

2. The student considers the impact of her/his actions on the well being of the group (e.g., cohort, program, agency) as a whole, including but not limited to avoiding 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 and values 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
5. The student demonstrates respect, awareness and knowledge of social equity and inclusion, including contextual and systemic dynamics related to race and racial inequalities, class, nation of origin and language, spirituality and religion, sexual orientation, and physical abilities.	N	0	1	2
6. The student considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2
Social and Self-awareness				
1. The student demonstrates awareness and knowledge of her/his intersecting identities (e.g., gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling & therapy.	N	0	1	2
2. The student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.	N	0	1	2
3. The student demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards.	N	0	1	2
4. The student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	N	0	1	2
5. The student maintains humility and uses privilege to promote social equity.	N	0	1	2

Comments:

Lewis & Clark College MCFT Program Degree Portability Acknowledgement

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as a MFT in that state.

Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to each state’s licensure resources: [MFT State/Provincial Resources](#) (AAMFT.org)

The coursework for Lewis & Clark College was designed to meet MFT licensure requirements in the state of Oregon. You may read more about the state requirements for MFT licensure in Oregon by clicking this link: <https://www.oregon.gov/obl/pct/Pages/Apply.aspx>.

If you have questions about the program’s alignment with professional licensure you may contact the Program Director: Dr. Lana Kim at lkim@lclark.edu.

I acknowledge that I have been informed and am aware that licensing regulations differ across states and provinces. I understand that the LC MCFT program is designed to meet the licensure requirements in the state of Oregon, and that a MFT degree from this program may not meet MFT licensing requirements in a different state.

Printed name as shown in application

Signature (may be electronic)

Date

