



**Couple and Family Therapy Department
HANDBOOK**

**Adler University
17 North Dearborn Street
Chicago, Illinois 60602
www.adler.edu
(2021 Update)**

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SECTION I: Couple and Family Therapy Department

This section of the Couple and Family Therapy (CFT) Department Handbook pertains to all students in all programs unless otherwise indicated.

History

The Adler School of Professional Psychology became Adler University in January 2015. Adler University is named for Alfred Adler (1870-1937), a physician, psychotherapist, and founder of Adlerian psychology. He is considered the first community psychologist because his work pioneered community health and prevention. Adlerian psychology emphasizes the human ability to create positive social change and impact. Adler held equality, civil rights, mutual respect, and the advancement of democracy as core values. He was one of the first practitioners to provide family and group counseling and to use public education as a way to address community health. Alfred Adler's ideals and concepts drive the mission, work, and values of Adler University today.

The MA in Marriage and Family Counseling (MAF) degree program was established in 1986 and was initially designed to meet the educational standards of both professional counselors and marriage and family therapists. In 2010, the MAF program became a department offering a degree that provided licensure eligibility as both a Licensed Professional Counselor and a Licensed Marriage and Family Therapist (LMFT). In 2012, the MAF Department set the goals of 1) transforming the program from a dual-license program to a pure MFT training program preparing licensed marriage and family therapists and 2) pursuing accreditation with the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE). The students entering the MA program in Fall 2013 were the first cohort in the new curriculum. The MAF Department received approval from the Illinois Board of Higher Education to change the name of the MAF program to an MA in Couple and Family Therapy (MCFT). The use of the name "couple and family therapy" is an accurate reflection of 1) the therapeutic work of MFTs, 2) our inclusiveness and sensitivity of diversity, and 3) our clear professional identity. The Master of Arts in Couple and Family Therapy received COAMFTE-accreditation in November 2016. The cohort entering in fall 2015 is the first to graduate from our COAMFTE-accredited program. Student Achievement Criteria, per COAMFTE requirements, is published on the program's website beginning with this cohort.

Adler University approved the creation of a Doctorate of Couple and Family Therapy (DCFT) program in Fall 2012 with a launch date of Fall 2014. The first cohort in the Doctorate of Couple and Family Therapy program began in September 2014. In October 2015, the core faculty voted to shift the doctorate from a Doctorate of Couple and Family Therapy (DCFT) to a PhD because the established degree requirements were consistent with other PhDs in the field including advanced research curriculum and the completion of a dissertation. This shift was approved by the Board of Trustees of Adler University, the Illinois Board of Higher Education (IBHE), and the Higher Learning Commission (HLC). With the approval of this change, the acronym for the doctorate, PhD, is now CFTD. The PhD in Couple and Family Therapy received COAMFTE-accreditation in November 2018. The first cohort entering in fall 2014 will be the first to graduate from our COAMFTE-accredited program. Student Achievement Criteria, per COAMFTE requirements, will be published on the program's website beginning with this cohort.

The Department also offers a Certificate in Couple and Family Therapy (CCFT). This certificate is a great fit for the students with an earned clinical master's degree who desire additional training in systemic work as well as eligibility for licensure as an LMFT in the state of Illinois. For fall 2020, the certificate has been paused.

Accreditation

The Couple and Family Therapy Program (MCFT) at Adler University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838-9808, coa@aamft.org.



The PhD in Couple and Family Therapy Program (CFTD) at Adler University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838-9808, coa@aamft.org

Accreditation information is also available on the university website and in the *Academic Catalog*.

Both programs have synced up their accreditation cycles and the department will be engaging in renewal beginning in fall 2020.

Definition of Diversity

The Couple and Family Therapy Department at Adler University has a deep commitment to individual and family health. Our foundational belief is all people are worthy of our understanding and respect. We believe that diversity education is a personal and relational process, therefore we value self of the therapist exploration and experiential learning. We believe there is growth potential through learning with and witnessing the growth and development of others. We value recognizing and understanding the dimensions of culture that organize social identities such as race, age, gender, ethnicity, sexual orientation, relationships status, gender identity, socioeconomic status, class, disability, health status, body size and shape, nationality, religion and spiritual beliefs and/or affiliation, and/or national origin, and/or political beliefs, immigration, language, or other relevant social categories. These identities are further expanded and specified in Adler University's Nondiscrimination and Anti-Harassment Policy and Procedures available to the public on the university website as a downloadable PDF (<https://www.adler.edu/disclosures/#student-and-campus-services>).

With this in mind, and consistent with the mission of the University, the programs aim to deliver a multiculturally informed curriculum and practice experience in service to diverse, marginalized, and underserved communities in order to meet each program's mission to prepare socially responsible Couple and Family Therapists (CFTs) with a systemic framework. We believe that CFTs cannot become socially responsible practitioners unless there is a focus on understanding and addressing issues of social justice.

We attempt to facilitate an environment that allows for the transformation of difficult dialogues into courageous conversations. We walk with students in moving from a position of understanding structures of injustice toward action in challenging them. This position includes a thorough examining power, identifying privilege, and challenging interpersonal and structural oppression through clear and deliberate social action.

In accordance with COAMFTE-accreditation requirements, racial and gender demographics of faculty, supervisors, and students, which are collected directly from students at orientation, are presented on the program websites.

Anti-Discrimination

The CFT Department core faculty jointly created this definition of diversity that is foundational to our stance on anti-discrimination and is reflective of the AAMFT Code of Ethics (2015):

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.

This is parallel to the university's definition of diversity and stance on nondiscrimination and anti-discrimination as well as consistent with our mission and values of social justice. Throughout the teaching and learning processes in the CFT Department beginning with **recruitment and admission**, the anti-discrimination policy applies. It is also core to our **code of conduct** and an expectation of graduation requirements that students demonstrate professional attitude, decorum, and ethics commensurate with the profession of couple and family therapy.

This policy of anti-discrimination within the department and across the university is also applicable to the **hiring, retention or dismissal of faculty, students, and supervisors or other educators and/or staff** including adjunct faculty and (practicum and internship) site supervisors.

Adlerian Values

Adler University continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice. Alfred Adler began community psychology by articulating the constructs of *gemeinschaftsgefühl* (social interest, or the connection between individual and community well-being) and systemic/structural community intervention (such as preventative public health measures). Throughout the curriculum in both programs, there are opportunities for students to clinically consult (see below) with Adlerian experts.

The following is a list of Adlerian values:

HOLISM: the whole is greater than the sum of its part; Adlerians look at the whole person and the system that the person is embedded in, as well as the system inside the body—Adlerian theory is a biopsychosocial model. We look at the context to understand people and problems.

TELEOLOGY: goal directed behavior; humans and entities are motivated by conscious or subconscious goals that can be short-term, situation-specific, or long-term—related more to personality, such as goals of operating to find belonging and connection with others.

BELONGING/STRIVING FOR SIGNIFICANCE: humans are ultimately motivated to connect with others and desire to belong and feel significance. They strive to feel connected, complete, and

perfect. The striving takes place in relationship with others and is a foundation of human behavior in every situation.

SOCIAL INTEREST/COMMUNITY FEELING/SOCIAL FEELING: Adler's idea that we need to be aware of our part and have interest in the community as well as an awareness of our impact and responsibility on others and our community. One measure of mental health is focusing on others and aligning with the broader needs of the situation instead of oneself. Social interest is a measure of one's health. Successful resolution of mental health problems involves courage to face life challenges and learning to contribute.

WELLNESS/PATHOLOGY: Adler said wellness occurs if humans strive for belonging and experience belonging and significance through actions and attitudes intended to help themselves and others. Pathology results when humans feel less than significant, or not belonging, which may lead humans to strive for significance through self-focused actions as a way to cope with circumstance they do not know how to resolve.

PHENOMENOLOGY: Adler said that we each have our own perspective and that it is important when helping others to understand their perspectives. One way we can help others is by helping them change their perspectives about their circumstances and identify how their goals and strategies in life might contribute to their problems.

SHARED RESPONSIBILITY: Adler argued that when we will help society be better, we will help individuals, and that we can use democratic processes to help encourage everyone to participate. He argued that the system impacts the person and the person impacts the system, so you must intervene in both areas.

CREATIVITY: Adler discussed how humans have the ability to problem solve and creatively interact with the world to find belonging. Adler believed that all humans have creative power of self, and that creativity is what makes each individual unique. It's also what makes Adlerian psychology optimistic.

OPTIMISTIC/STRENGTH BASED: The past does not determine the present. Adler believed that people and systems can change by changing their perceptions about self, other, and the world by creating a healthier, prosocial meaning of their heredity and environment.

Incoming students will receive a "primer" introduction to Adlerian concepts within their professional development seminars (MCFT-510 and CFTD-750) in their first semester.

Additionally, information can be found at www.adlerpedia.org and students may seek out case consultation from the Center for Adlerian Practice and Scholarship.

Location

The Couple and Family Therapy (CFT) Department at Adler University is located at 17 North Dearborn in Chicago, Illinois 60602 on the 15th and 16th floors. CFT faculty offices are on the 15th floor. For the fall 2020-2021 academic year, instruction, advising, and mentorship will occur via Zoom and other communication platforms, e.g., telephone, Skype, FaceTime.

American Association for Marriage and Family Therapy

CFT students are required to hold student membership in our national organization, the American Association for Marriage and Family Therapy (AAMFT). This requirement is part of each program's first Professional Development Seminar – MCFT-510 for MA and certificate students, and CFTD-750 for PhD students. All students submit verification of their membership via email to the course instructor and Department Chair to be kept in their digital student file. Students are required to maintain the student membership throughout their entire program at Adler. Continued membership in AAMFT is verified in the student's practicum seminar at the start of their second year with email submission to their practicum seminar instructors and Department Chair. Proof of renewal will be maintained in each student's digital file. Directions will be provided as part of the seminars.

Students may also consider membership with the Illinois Affiliation of Marriage and Family Therapists (IAMFT; iamft.org). Being affiliated with both of these organizations provides students the foundational connections with professionals in the field who are on the leading edge of research and clinical work. These organizations afford students the ability to make lifelong connections with other clinicians who share the same systemic perspective of care.

The application to join AAMFT can be found on their website (aamft.org) by selecting "Membership" (http://www.aamft.org/iMIS15/AAMFT/Content/membership/Join_AAMFT.aspx). Additional benefits for students include free professional liability insurance through CPH (Charles Philip Hodson and Associates, Insurance Agency (<http://www.cphins.com/>)). Membership with IAMFT can be purchased through links on their website at iamft.org. There are also a number of other professional organizations with specializations in areas of clinical and research interests that the department encourages students to consider as a means for expanding knowledge, experiences, and networks.

Licensure as a Marriage and Family Therapist

Graduates of the program have the core professional identity as Couple and Family Therapists (CFT) and are eligible for licensure as Marriage and Family Therapists (LMFTs) in Illinois. The CFT curriculum and supervised training in the MCFT (and certificate) are intended to assist graduates in meeting the educational requirements for licensure as a Marriage and Family Therapist (LMFT). The program satisfies the current academic and pre-degree training requirements for Illinois. The licensure requirements for coursework in the state of Illinois are reviewed in MCFT-505/CFTD-701 and again in MCFT-512/CFTD-790. Additional course information is provided to assist the student in completing the licensure application for the state of Illinois. Applicants for the CCFT and CFTD have their completed graduate coursework evaluated and a program of study, i.e., Academic Advisement Sheet, designed to respectively meet the rigor and requirements of the certificate and PhD program. This evaluation is not a guarantee for licensure requirements though the evaluation includes definitions from the licensing requirements in the state of Illinois and the Foundational Curricular Areas as prescribed by the COAMFTE. It is important for students to be aware that LMFT requirements can vary significantly from state to state in their requirements of completed practicum hours and coursework for licensure. The program does not guarantee that this evaluation will be accepted by the state to which the student is applying for licensure. It is vital that each student identify the licensure requirements for the state(s) in which they intend to practice at the outset of their program and seek guidance from their faculty advisor to create an educational and training plan that will meet the criteria for that specific state(s).

Information regarding licensure in the state of Illinois is provided by the Illinois Department of Financial and Professional Regulation (IDFPR; <http://www.idfpr.com/profs/MarrFamTherapy.asp>). Information contained within this Handbook regarding licensure is at the interpretation of the CFT Department. Confirmation of state policies and procedures is recommended to be done by the student directly with the IDFPR and in review of the state's Marriage and Family Therapy Act and Marriage and Family Therapy Rules or parallel information in other states. The CFT Department provides the foundation for students' engagement with the licensure process in MCFT-505: Professional Identity, Law & Ethics in CFT at the outset of their program as well as throughout the seminars in each program. CFTD students who are not required to take MCFT-505 (because they have already taken it) will be offered other opportunities to review this information throughout their program. CFTD students from other disciplines will be required to take CFTD-701: Couple and Family Therapy Ethics and will also review licensure requirements in this course. All students can also consult and work collaboratively with their faculty advisor and the Clinical Training Director around their pursuit of licensure. Students are encouraged to continue to update themselves regarding requirements by directly contacting IDFPR, reviewing their website, and attending workshops and conferences sponsored by the Illinois Affiliation of Marriage and Family Therapists (IAMFT) like the MFT Futures Conference held each fall.

Resources are available to students on the CFT department's library page:
<http://library.adler.edu/c.php?g=477874&p=3272174>.

Degree Conferral

Degree conferral is an ongoing process and does not commence until all of the student's grades have been posted, which only occurs once all degree requirements are completed. Official transcripts are printed on official paper and placed in a sealed envelope with the Registrar's signature across the seal. Unofficial transcripts are available through Self-Service.

Requirements to participate in commencement, which is not connected to degree conferral, are described in each degree section. Commencement is a celebratory event that occurs across the Chicago campus once a year in the fall. Information about commencement is provided by Student Affairs and available on Adler Connect.

Students submit commencement applications well in advance of completing degree requirements – at minimum, the semester previous. As student's actual completion date is dependent on successful completion of degree requirements as listed in each program section, consideration of timelines is essential. Please review this in the section on individual degree programs.

Portability

Licensure and degree portability are important consideration for those applying to our MCFT program as well as those applicants who come to the CCFT and CFTD programs with a different clinical background (e.g., , counseling or social work). The CFT Department is well-versed in the licensure requirements for the state of Illinois and all students explore the licensure requirements throughout the curriculum. PhD students review how their prior master's degree and their Adler degree in progress meet those requirements with support of their faculty advisors. For other states that students may consider relocating to, those licensure requirements are reviewed in an assignment required in MCFT-505: Professional Identity, Law & Ethics in CFT. Mandatory disclosures around licensure across the United States is available on the Adler website as well as will be reviewed in the Ethics courses.

Students who come to the PhD program without the qualifying degree (i.e., MFT, CFT, or MedFT) are also required to take an Ethics course (CFTD-701) and complete this assignment, where the requirements are identified for the desired state. Further information about LMFT licensure is available at: <http://www.psychotherapynotes.com/mft-license-portability/> (updated August 2018). Students are also mentored through the professional development seminars in both programs in the development of their professional identity as a Couple and Family Therapist, including plans for licensure. Additionally, IAMFT also hosts an IAMFT Futures Conference each fall, which is specifically targeted to graduate students and early alumni.

Pursuit of Doctoral Education

Graduates from the MCFT may consider continuing their education by pursuing a doctorate in the field. Students considering doctoral education are encouraged to explore these options throughout the first year of their master's program as applications for doctoral programs can be due as early as the fall of their second year (i.e., the fall prior to matriculating into a doctoral program).

The faculty encourage students to consider Adler University's PhD in Couple and Family Therapy as an option but want to be transparent that admission to the MCFT program does not guarantee admission to the CFTD program. Each year, an interview day for internal candidates for the CFTD will be held separately from the interview days hosted by admissions for external candidates and will typically be scheduled in December or January. Faculty are also available and will support students in determining the best fit in doctoral education even if it is not at Adler.

Clinical hours done in the context of practicum and internship requirements of the doctorate can typically be counted as hours towards licensure as long as the experience meets the requirements of both the degree and the state. Students are recommended to directly contact the licensing board in their state of choice for confirmation.

The Association of Marriage and Family Therapy Regulatory Board (AMFTRB) has information regarding licensure across states at: <https://www.amftrb.org>.

Student Recruitment and Retention

The CFT Department is aligned with the university's stance on diversity and does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion or spiritual beliefs and/or affiliation, or national origin with regard to the recruitment, admission, and retention of students. Admission policies are available on the university website and in the *Academic Catalog*. Retention of admitted students is a responsibility that the CFT faculty hold with high regard. They attend to students not only in their instructor and supervisory relationships, but also in their advising and mentoring relationships. On program overview pages, there are links to Student Achievement Criteria, which includes licensure examination pass rates, graduation and retention rates, employment and job placement rates, and involvement in professional activities. This information is typically updated after the start of each fall including incoming student information collected at orientation.

The following committees (as well as advising) are described as parts of the department's commitment to retention:

Student Development Committee. The Student Development Committee (SDC) is a department committee that monitors students' Academic Status and compliance with Student Responsibilities (please refer to the *Adler University Student Handbook* for additional information). The primary function of SDC is to provide early and structured assistance to students in successfully completing their program. Students who are on academic probation will be referred to SDC. SDC referrals are made to the chair of the department's SDC and adjudicated for referral to the students' faculty advisor, the department's SDC, or the Student Comprehensive Evaluation Committee.

Student Comprehensive Evaluation Committee. The Student Comprehensive Evaluation Committee (SCEC) is an institutional committee that evaluates serious or repeated breaches of Academic Good Standing or of the Student Responsibilities (please refer to the *Adler University Student Handbook* for additional information). Students who are notified of the potential for academic dismissal are referred to SCEC.

Advising. Students have a faculty advisor who is core faculty in the CFT Department. Students receive a faculty advisor assignment prior to the start of their program. The Department Chair emails (to the students' Adler email) a copy of the students' Academic Advisement Sheet, including notification of who their faculty advisor will be, including a CC to their assigned faculty advisor prior to the start of the program. Students typically keep their faculty advisor for the duration of their program. Once CFTD students begin to enroll in dissertation credits, their dissertation chair will also serve as their faculty advisor if they were not already. If the student has an adjunct dissertation chair, they will also maintain their core faculty advisor.

In the rare instance a student wants to make a change to their faculty advisor, they must first discuss this change directly with their assigned faculty advisor and then speak with the Department Chair.

All students are required to meet with their faculty advisor regarding registration for the upcoming semester. Students cannot register without the approval of their faculty advisor. Additionally, while course schedules might only require students' presence on campus on certain days, it is occasionally required that students be present to meet with faculty and attend required meetings on days where class and/or seminar may not be scheduled.

If students want to propose a change to their program of study, e.g., taking an elective outside the department, they must work with their faculty advisor. With the faculty advisor's support, the proposal will be presented to the full faculty for review at the bi-monthly CFT faculty meetings.

Students who receive an "academic alert" or "academic warning" will work with their faculty advisor regarding remediation. Please see the *Academic Catalog* and *Adler Student Handbook* for additional information.

Advising meetings can also be the place where a student's general well-being is addressed and any concerns about degree progress or timing may be discussed with the students. The department's goal is that all students successfully complete their degree requirements while implementing and practicing important habits of self-care.

Doctoral students meet during the internship and dissertation years – in person or via web or by phone – with their faculty advisor to review their progress towards completing degree requirements. Continued progress across the curriculum and practice components is monitored by the faculty advisor.

Student files. Faculty advisors are recommended to track meetings and actions regarding student progress throughout their program. In addition, the Department Chair maintains shared digital files on all students that all core faculty have access to through OneDrive. Included in these files are the *CFT Handbook* (etc.) confirmation of receipt and review, Academic Advisement Sheet, in progress and/or final transcripts, MAQE honor statements, DQE qualifying exams, and results for both, practicum and internship materials including confirmation of meeting the Practicum Readiness Requirements and copies of contracts and tracking sheets, dissertation forms, and any other relevant information to the students' progress in their degree or certificate program. Additional information regarding leaves of absence or referrals to department meetings, Student Development Committee (SDC), and Student Comprehensive Evaluation Committee (SCEC) are also included.

Academic Advisement Sheets. Students receive an Academic Advisement Sheet (AAS), which serves as their Program of Study and is used as an advisement tool. This form outlines the courses required for students to take to complete the degree as listed in the *Academic Catalog* under which they matriculated. Courses are listed in chronological order semester-by-semester, though scheduling changes may occur. Students work in concert with their faculty advisor to move through the program, fulfilling all degree requirements including making amendments in response to schedule changes.

Academic Advisements Sheets (AAS) for the current year and previous years are available on Adler Connect. Adler Connect is a single point of reference of university resources including those specific to the department. Students are also able to access the midterm and end-of-course surveys through this portal. A personalized AAS is emailed to all incoming students along with faculty advisor assignment.

The AAS is utilized as an advisement tool. Additionally, a table outlining licensure requirements in the state of Illinois is included in the AAS of the CCFT and CFTD programs. At the point of admission, the Department Chair reviews the student's transcript to determine their Program of Study for the certificate or PhD using the licensure requirements as a guideline. This is not a guarantee that the state of Illinois will accept those courses for licensure application but is offered as an outline for courses required for those students to "level up" to their program's requirements. For example, all CFT students must take an Ethics course that is specific to the field—about Couple/Marriage and Family Therapy—taught by someone with a professional identity of a Couple and Family Therapist to meet both licensure and accreditation standards as well as degree requirements. This may mean that an incoming certificate or PhD student from a different behavioral health discipline, i.e., social work or counseling, will take the one credit ethics course (CFTD-701) which focuses on the AAMFT Code of Ethics and licensure requirements.

CFTD students' graduate level coursework is reviewed to determine that they have received the requisite foundational coursework necessary to be successful in the doctoral program. For example, students who did not complete a master's in the field of Couple and Family Therapy (or Marriage and Family Therapy or Medical Family Therapy) may be required to take MCFT-662: Overview of Modern Approaches to Couple and Family Therapy (3 credits) OR MCFT-650: Overview of Postmodern Approaches to Couple & Family Therapy (3 credits) before they are able to take the Advanced Theory courses required in the CFTD.

Grading and assessment. For courses that students earn a grade, the CFT Department follow's Adler's grading scale for the Chicago campus. Details on this grading scale are available on each of the syllabi. Specific courses within the curriculum may follow a "credit" / "no credit" grading scale. Details within each syllabus describe the necessary requirement for the student to receive a credit for the

course. Additional information on grading and assessment is available in the *Academic Catalog* and the *Student Handbook*.

Adler University Resources and Support for Students

Student Affairs, including the *Adler University Student Handbook*, serves as the central location for students to access resources on campus. Information regarding things like accommodations are described in the *Adler University Student Handbook* which is available on the university website. Additionally, students can consult with their faculty advisor for information on where to get additional resources.

Course textbooks. Required course textbooks can be found in the weeks prior to each semester on the Adler website. Click on “Resources” located at the bottom of the university home page and select “Chicago Campus Bookstore.”

Academic calendar. The academic calendar is available on the Adler website for the Chicago campus. The fall and spring semesters are traditional 15-week semesters with practicum seminar running for 16 weeks. Courses that miss weeks of class due to holidays and school closures may utilize the 16th week of the semester to make up class time. This is up to the faculty instructor who may also select to utilize asynchronous assignments as well. Summer semesters are an intense eight weeks (summer I term) with courses meeting for longer times or more frequently during the first term of summer.

Practicum seminars in the MCFT program runs for both summer I and II depending on the student’s needs to complete their 12-month clinical practicum. MCFT-605 runs for the full 16 weeks across summer I and II and students starting clinical practicum in July or August will enroll in MCFT-601 during summer II.

Tuition, fees, financial aid, and federal work study. Information regarding tuition and fees for Adler University are available on the university website. Detailed information regarding the breakdown of fees is also available. Any questions can be directed to Student Accounts at studentaccounts@adler.edu. Additionally, information about financial aid is available on the university website. Students can email Financial Aid at financialaid@adler.edu with any questions including their eligibility to participate in federal work study.

Orientation and Technical Trainings

In the week before the students’ first semester, there is a scheduled orientation that is hosted by Adler University’s Student Affairs and the CFT Department Chair. Prior to this orientation, all students are also provided with an online orientation that is required to be completed prior to the campus orientation. These are essential experiences, both to ensure that students are fully informed about the academic services available as well as the expectations of them as students.

During this scheduled orientation, students will not only be able to meet and get to know their cohort, but they will be oriented to the social justice and self-of-the-therapist expectations of the programs. This day is reserved for reviewing the general parts of this Handbook as well as orienting students to the field of Couple and Family Therapy and our social justice mission. Specific sections on the different degrees are reviewed within the first Professional Development Seminars.

If students are not able to attend this, it is their responsibility to seek out the information provided including making an appointment with the Department Chair to review the Handbook. As stated above, the *CFT Handbook* will also be reviewed in the Professional Development Seminars in the first semester for all incoming students but the focus will be on the respective programs.

During the online orientation, which takes no more than one hour to complete, students engage in seven required modules plus one optional module:

- Module 1: Welcome to New Student Orientation
- Module 2: Introduction to Adler Technology Systems
- Module 3: Getting Started in the LMS
- Module 4: Adler Connect Tour
- Module 5: Student Expectations
- Module 6: Preparing for the Social Justice Practicum
- Module 7: Finishing the Orientation Course
- Module 8: Additional LMS Information—Optional

During Module 4, students review the Adler University Student Handbook, and during Module 7, students review the Statement of Student Responsibilities.

At Orientation, students are provided with the following additional trainings and tours:

- Introduction to the Center for Learning and Teaching Introduction to the Mosak Library
- Training in Campus Safety
- Information on Diversity Circles
- Additional training on Adler Technology Systems including:
 - o LMS Tutorial
 - o Adler Connect Tour
 - o Grammarly (www.grammarly.com)

Additionally, student expectations (including Professional Course Communication Guidelines and the Academic Honesty Policy) are reviewed along with the Statement of Student Responsibilities (see *Academic Catalog*) is reviewed again. Presentations and information are provided by the Center for Civic Learning and Community Action regarding Social Justice Practicum. Student Affairs also hosts additional recommended orientation opportunities, e.g., Diversity Day, which includes supplementary opportunities for International students (those with an F-1 visa or Canadian students with an Adler-issued I-20 form), including a lunch to address unique needs, as well as an open Diversity Circle (including light refreshments). This Diversity Circle activity gives new students an opportunity to think more deeply about race and privilege, brainstorm solutions to social justice issues, and get to know their peers (both within the CFT Department and across other departments) in a safe and intimate environment.

At various points across the curriculum, students also receive additional technical training regarding the library, skills necessary for literature searches, and about the resources available to them through the following schedule:

Name of Training	MCFT/CCFT	CFTD
Library Instruction: Navigating library databases (to find articles based on a topic)	MCFT-510: Professional Development Seminar	CFTD-750: Professional Development Seminar
Library Instruction: Researching and preparing to write a literature review	MCFT-597: Research Methods	CFTD-875: Dissertation Prep Seminar

Students also receive training on the Adler Practicum Tool (APT) in the application process for clinical practicum and Time2Track in the semester prior to starting practicum. This is coordinated by the Clinical Training Director.

Technology Requirements for Faculty and Supervisors

Faculty and supervisors, including adjunct, are provided the same technical training as students during their onboarding and orientation to the university and the department. Primary technological tools of use are email, Adler Connect, classroom technology, Time2Track, Self-Service, and our learning management system. Updates are provided to Faculty through Faculty Council or on an as-needed basis. Tutorials and support are available through the Center for Learning and Teaching, The Department of Educational Design and Innovation, and the IT Help Desk. Additionally, instruction sheets are regularly provided by Registrar and other departments depending on the task. For example, an email will come from the Registrar with a reminder on final grade submission deadlines including instructions on how to submit grades in Self-Service.

Exit Interviews

All CFT students have a formal group exit interview within their final Professional Development Seminar (MCFT-512 or CFTD-790). Aggregated and anonymized information gathered at this exit interview is used to inform the program improvement cycle and is reviewed by faculty at their fall meeting.

Personal Therapy

Students are encouraged to seek therapy for both personal growth and to gain a deeper understanding of the therapist-client relationship and process. Though this is not a requirement for clinical readiness, it is highly recommended and encouraged. Though students may want to seek out recommendations for therapists in the area from their faculty and/or advisor, students do not need to inform the department that they have entered this relationship. However, if during therapy, students and/or therapists come to realize that students' current personal situation interferes with being able to appropriately handle academic requirements or clinical responsibilities, it is the students' professional responsibility to inform their faculty advisor to determine the best course of action for students and the program.

Students may also be required to participate in therapy as part of a remediation plan if personal issues appear to be interfering with the ability to make progress on degree requirements. Remediation plans including therapy may be created in response to a referral to the department's Student Development Committee (SDC). Resources for therapy as well as other personal issues, are available through the Adler Student Assistance Program. Information regarding this is available from faculty advisors and through Student Affairs.

Please note that even though the curriculum is delivered from an experiential perspective through an intersecting social justice and self-of-the-therapist lens, the classroom is not equivalent to therapy.

Additionally, faculty are held to Title IX expectations as described in the *Adler University Student Handbook*.

CFT Student Support

Student support and resources available to all Adler students is described in the *Adler Student Handbook*, which is available on the university's website. Students may also access the many services provided through Student Affairs, which is on the 16th floor, including computers and refreshments! Students can also email any questions or concerns to studentaffairs@adler.edu.

The CFT Department has developed several affinity/interest discussion groups that offer optional support to students at different places in their development and degrees. These groups are optional and additional space for other topics and identities is encouraged. Outlook invitations utilizing demographic information provided at orientation will be used to determine attendance.

The dissertation group will be led by core faculty (and guest speakers). The other discussion groups will be led by PhD students and/or alumni from our department. This is an opportunity for our PhD students to meet professional portfolio requirements as well as professional identity goals.

NOTE: Launching in 2020-2021, are faculty affinity groups that are mutually led by attendees focusing on current topics aligned with the department's definition of diversity. In fall 2020, faculty are discussing anti-racism and white privilege and in spring 2021, faculty are discussing sexuality and gender.

CFT Dissertation Support Group

CFT core faculty rotate offering a one-hour dissertation support group each month via zoom. This is open to all PhD students at whatever stage in the degree and dissertation process they are at. There will be no set agenda, but this space will be used for questions, encouragement, accountability, and community. Every fifth month, the group will meet in person for lunch near campus. The monthly zoom will be set by the hosting core faculty as listed below and the in-person lunch will be scheduled by the department chair. These meetings will continue on Zoom regardless of campus status – this is to be available to our PhD students who leave the area for internship and dissertation.

September & February	Dr. Brown
October & March	Dr. Diamond
November & April	Dr. Hall
December & May	Dr. Vaughn
January & June	Near campus in-person lunch

Dr. Brown will also offer bi-weekly Zoom meetings during the summer II term for all doctoral students. These include answering questions as well as setting goals for progress with accountability check-ins.

CFT BIPOC Discussion Group

A monthly discussion group is available for CFT who identify as Black, Indigenous, or a Person of Color (BIPOC). Led by a PhD student, this group provides a space for students to come together and process the struggles and joys of being their authentic selves. As future clinicians, this group aims to create a space of safety and community while simultaneously focusing on developing skills to create the same

space for clients.

For the 2020-2021 academic year, the groups will be led by PhD student, Eunice Makunzva and meet on the 1st and 3rd Mondays of the month from 12-1pm.

CFT White Students Discussion Group

A monthly discussion group is available for white CFT students. Led by a PhD student, this group will provide a space for students to explore what it means to be white, how we show up and take up space as white people, and how we participate in and perpetuate white supremacy. This is rarely a comfortable or easy process. As white people, but specifically as white mental health clinicians, we have an obligation to examine our whiteness. This group aims to create a space where together we can sit in our discomfort, ask the questions we've been afraid to ask, process guilt and shame, and learn and grow without relying on Black, Indigenous, and People of Color (BIPOC) to educate or hold space for us.

For the 2020-2021 academic year, the groups will be led by PhD student, Rachel Miller and meet on the 1st and 3rd Mondays of the month from 12-1pm.

Sexual and Gender Identity Discussion Group

The Adler Society of Sexology will be coordinating discussion groups beginning in fall 2020. This new group is still "under construction" and further details will be provided as available.

For the 2020-2021 academic year, the groups will be led by PhD student, Karen Washington with MCFT Alumni, Helen Wyatt and meet on the 4th Mondays of the month from 12-1pm.

Communication & Technology Requirements

All courses in the CFT Department are delivered via "brick and mortar" and not online. Course resources may be available through a Learning Management System (LMS) and students receive training at orientation on how to access this. Please note that not all faculty utilize LMS though it is the student's responsibility to monitor it. Prior to that, students receive their Adler email address upon receipt of their tuition deposit. This invites students to participate and engage in the university and department prior to orientation. **Email is the primary method of communication for the CFT Department.** Confirmation of this email is done by the Department Chair when the Academic Advisement Sheets are distributed to incoming students and their faculty advisor and students are asked to confirm receipt. **Students are expected to use and monitor their Adler email on a regular and daily basis.** Students must use their Adler email for all communications and faculty will not email student's personal emails. Students may use computers available on campus to access their email and the LMS.

Additionally, students are expected to use the calendar function in Outlook for department events to indicate their commitment to attend. Sometimes these calendar invites cannot be RSVPed to on a cell phone but rather from a desktop or laptop computer as the time function may not work. It is recommended that students confirm their email is set to Central Standard Time. Adler University also supports the use of Zoom and Skype for Business to assist in meetings, including advising meetings, as necessary.

Programs. Genopro is available to students for use in the computer lab on campus. Students are also able to access Genopro by using MyDesktop - <https://connect.adler.edu/campuslife/technology/Pages/mydesktop.aspx> – where there are instructions for both Mac and PC users on how to access it. The department is also exploring Genogram Analytics.

Virtual Presence in Class. The curriculum and experiences of the programs in the Couple and Family Therapy Department at Adler University are designed and created for students to be physically present in class so that they can not only learn the content, but also engage in cohort dynamics and relationships that are essential to both the self-of-the-therapist development and social justice missions of our programs. Therefore, virtual presence in courses is not allowed.

In the instance of an accommodation, the students must qualify their needs in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the B.C. Human Rights Code. Students may request accommodations by contacting the Association Vice President of Student Affairs.

COVID-19. In response to the coronavirus pandemic and for the safety of both faculty and students, courses, as well as all department interactions, will be held via Zoom for the 2020-2021 academic year. Students will need access to the internet as well as a quiet, distraction-free, and private place to engage in coursework; should students have any technological needs related to access, please reach out to the Department Chair. All students will have access to a HIPAA-compliant Zoom and Skype for Business. Additionally, students will be required to be present in synchronous portions of the course with their camera on (unless otherwise notified) and microphone on depending on the requirements of the activity per the instructor.

CFT-Sponsored Student Groups

Adler University has a number of student groups available to join. These are listed on the University Website (<https://www.adler.edu/page/campuses/chicago/student-services/student-organizations>) and on Adler Connect. Information regarding student groups is made available to students in their interviews, at orientation, and at the Fall Student Organization Fair. The Association of Couple and Family Therapy Student Group, Adler Society of Sexology, and the Medical Family Student Group were created within the CFT Department but are also open to all students to join. The CFT Department launched a chapter of Delta Kappa, the International Marriage and Family Therapy Honor Society (information below) in 2018.

Association of Couple and Family Therapy Student Group. Couple and Family Therapy students have the Association of Couple and Family Therapy (ACFT) student group as an avenue to their participation in program governance. Representatives are nominated and elected, and governance and membership of this student group is shared by MCFT, CCFT, and CFTD students. Students from other programs are welcome to join. Cohort representatives are also selected for each cohort in the MCFT and CFTD programs. This is done at the annual department meeting which is held in the fall. Leadership of ACFT shifts each January in order to maintain continuity from year-to-year.

Representative(s) from ACFT attend the CFT Faculty Meetings at least once a semester to provide feedback to the department and participate in department governance in different ways as described in this Handbook, including representing student concerns. Prior to attending the meeting, the attending

representative is to reach out to each cohort representative to aggregate feedback to bring to faculty. ACFT representatives can attend additional faculty department meetings as requested. This ACFT representative then provides the response to students via email with confirmation after review by the Department Chair to confirm accuracy.

Cohort reps maintain their role throughout the programs and as alumni reps.

ACFT can be reached at ACFT@adler.edu.

Adler Society of Sexology. Launched in fall 2019, the Adler Society for Sexology is dedicated to advancing the knowledge of sexuality and communicating scientifically based sexuality research and scholarship to students, professionals, the greater community of academia, and the general public. The Adler Society for Sexology fosters a diverse group of Adler University students committed to a scholarly and scientific approach of inquiring and disseminating accurate knowledge of sexuality, thereby aiding in more diverse, socially-just, competent, and empirically based therapeutic practice. The Adler Society for Sexology will abide by all policies and procedures of Adler University.

Medical Family Therapy Student Group. Launched in fall 2019, the Medical Family Therapy (MedFT) Student Group has the goal of bringing collaborative healthcare from a systemic perspective to the students at Adler. MedFT incorporates the biopsychosocial-spiritual model in working with clients who have chronic, acute, or terminal illness and their partners and families. Students from all programs are invited to join and participate in activities. The primary goal is to provide an environment for the student body to foster learning about the field from the perspective of both the MedFT and those who work in collaboration with the MedFT. The secondary goal is to promote Adler's mission of social justice in service to the community.

Delta Kappa: The International Marriage and Family Therapy Honor Society

In summer 2018, the CFT Department launched the inaugural chapter, **Alpha Beta**, of Delta Kappa. The following information is from deltakappamft.org:

Delta Kappa, the International Marriage and Family Therapy Honor Society, is the official honor society for the field of Marriage and Family Therapy. It serves to further and complement the work being done by the American Association for Marriage and Family Therapy, the American Family Therapy Academy, and the International Family Therapy Association. Delta Kappa recognizes the achievements of current students as well as practitioners already in the field who continue to make significant contributions to the field of Marriage and Family Therapy. Students in COAMFTE accredited Marriage and Family Therapy programs who have completed at least 12 graduate credit hours with a **grade point average of 3.75** or higher are eligible for membership. Inductions will occur once a year in spring/summer.

Leadership is nominated and voted into position and vacated as students graduate. Delta Kappa will plan annual educational and scholarly events for CFT students. Though membership is selective, certain events will be open to the community. Additionally, an induction ceremony will be held each spring or summer to induct new members into the chapter.

Delta Kappa can be reached at DeltaKappaCFT@adler.edu.

Scholarship Opportunities: Publications, Presentations, Posters, and Dissertations

All CFT students are encouraged to pursue opportunities for scholarship, especially conference presentations and posters. CFTD students are further encouraged to pursue publication opportunities, both professional writing and peer reviewed. These opportunities are an essential part of professional development as a Couple and Family Therapist as well as occasion to network and make connections in the field. Any products created by students representing the CFT Department at Adler must have faculty approval, which includes either co-authorship or sponsorship (see below for descriptions of each).

Both AAMFT and IAMFT host annual conferences, where students are encouraged to submit their work for presentation and/or poster presentation. These are excellent avenues for students to develop their professional identity as Couple and Family Therapists. These organizations—and others like them (see list below)—offer opportunities for students to volunteer as well as scholarships for student attendance at conferences to reduce costs:

American Association for Marriage and Family Therapists (AAMFT) – www.aamft.org
 Illinois Affiliation for Marriage and Family Therapists (IAMFT) – www.iamft.org
 American Family Therapy Association (AFTA) – www.afta.org
 International Family Therapy Association (IFTA) – www.ifta-familytherapy.org
 Collaborative Family Healthcare Association (CFHA) – www.cfha.net
 National Council on Family Relations (NCFR) – www.ncfr.org
 International Association of Marriage and Family Counselors – (IAMFC) – www.iamfc.org
 European Family Therapy Association (EFTA) – www.europeanfamilytherapy.eu

Research resources. There are many other professional organizations that students are encouraged to consider both for membership and as conference and training opportunities. *This list is only a sampling of different organizations.*

Students have additional access to research and scholarly resources as well as support for coursework through the Center for Learning and Teaching, the Research Office, and IT. For example, posters can be printed on campus through IT (please check with your sponsoring faculty member for information).

It is recommended that students use resources at Adler University's Library and refer to peer-reviewed journal articles in their scholarship. The following is a list of systemic journals, which is presented in no particular order and is in no way comprehensive (journals available through the Adler library are indicated with an asterisk (*)):

*Journal of Marital and Family Therapy**
*Contemporary Family Therapy**
*American Journal of Family Therapy**
*Family Process**
*Journal of Family Therapy**
*Journal of Marriage and the Family**
*Journal of Family Psychotherapy**
*Journal of Couple and Relationship Therapy**
*Families, Systems and Health**
Journal of Feminist Family Therapy^*
*American Journal of Family Therapy**

*Journal of Sex & Marital Therapy**
*Sexual & Relationship Therapy**
*Journal of Systemic Therapies**
Marriage & Family Review
*Journal of Divorce & Remarriage**
Child & Family Behavior Therapy
Journal of Family Communications
Journal of GLBT Family Studies
Journal of LGBT Issues in Counseling
*Couple and Family Psychology**
*Family Relations**
*Journal of Child and Family Studies**

^Dr. Brown will be the Editor-in-Chief effective January 2021.

Authorship. Determining authorship is a fluid negotiation. Resources are available to guide students and professionals through this discussion and can be found online. The American Psychology Association's (APA) Student Council has a number of excellent resources including authorship agreements and authorship tie-breaker scorecards which can be found at <http://www.apa.org/science/about/psa/2015/06/determining-authorship.aspx> (Website retrieved and confirmed in May 2019). Authorship is negotiated both at the beginning of the process as collaborators divvy up tasks, as well as at the end of the process in reflection of tasks completed. Authorship determination is based on contribution. For example, an article with four authors might follow the 40/30/20/10 guideline where the first author contributes 40% and the fourth contributes 10%. Authorship is solely determined by who contributes to the actual writing of the paper.

Research done as a research assistant or work study including literature searches or data analysis is typically acknowledged by the authors but does not rise to the level of authorship. Authorship requires contribution to the writing of the product.

Another example of authorship negotiation can be two students working on two posters where each takes the lead on one and supports the other as second author. Disputes regarding authorship follow the recommendations described below regarding student concerns.

Sponsorship. If students submit scholarship (i.e., presentations, posters, or papers) with or without a classmate, they would need to secure sponsorship by a core or adjunct faculty member. Sponsorship traditionally means that your faculty sponsor would consult on the process and review the final drafts for proposal and submission or products for presentation or publication. As students represent both our department and the university, this is an essential step in the process. This is also negotiated at the beginning and end to ensure that your sponsor has not begun to contribute significantly, which might require authorship negotiation. In the case of faculty sponsorship, it is traditional that a student would formally acknowledge their support with a byline; for example, "Thank you to Dr. INSERT FACULTY NAME for their sponsorship of this project" or "Sponsored by INSERT FACULTY NAME."

Dissertations. Doctoral students are required to complete a dissertation to meet the degree requirements of the doctorate in Couple and Family Therapy. Though doctoral students work closely with their dissertation chair on developing their dissertation and completing their document, authorship

of the dissertation belongs to the student. Any subsequent product submitted for publication and presentation of the dissertation is then negotiated between students and contributors which may include the dissertation chair. This is consistent with Principle 5.7 Authorship of Student Work in the *2015 AAMFT Code of Ethics*. Additional information on the dissertation is available in Section III of this Handbook and the *CFT Dissertation Guidebook*.

Code of Conduct

Adler University's Student Handbook, Section I (Federal or National Policies) and Section II (General Institutional Policies) serve as the Code of Conduct at Adler University. The *Student Handbook* also includes the Statement of Student Responsibilities as well as the University's Academic Policies, which are described in Section III. The CFT Department defers to the University's Code of Conduct and subsequent policies. CFT students are additionally required to abide by the 2015 AAMFT Code of Ethics (available at http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx), which serves as a professional code of conduct. Below are specific guidelines for expectations around student concerns, complaints, and grievances.

Attendance. Attendance to scheduled class times, professional development and practicum seminars, and mandatory cohort and department meetings are a demonstration of professional decorum and commitment to the learning process. The university's *Academic Catalog* outlines specific attendance requirements for successful completion of the courses, which are reiterated in the course and seminar syllabi. Attendance and being on time to class is an issue of professional comportment and is grounds for a referral to the Student Development Committee.

Faculty has discretion over excused or unexcused absences following the *Academic Catalog* policy and excused absences require documentation, e.g., a doctor's note. Without documentation or approval, it is unexcused. You are also required to notify your faculty in advance of missed class or if you will be late. This can be done via email or if provided by the faculty, by phone or text. Additionally, faculty have the discretion to levy a reduced grade if excessive tardiness adds up to two classes or five hours for a three-credit class, or two hours for a one-credit class. Missing more than that could result in failing the course, which is grounds for repeating the course, postponing practicum, or dismissal from the program. Students may not arrive late or leave class early to "see a client." Students who demonstrate a pattern of tardiness or missing class will be referred to the Student Development Committee (SDC).

When students are in their clinical practicum (second year in the full-time MCFT and CFTD program), the departments will typically keep courses scheduled to Mondays and Thursdays (with the exception of specials courses) so that students can maintain a clinical schedule at their practicum site. Students may not come to class late or leave class (or seminar) early to see clients. Please schedule your clients with adequate travel time before and after class. Students cannot miss more than one practicum seminar.

The cohort meetings and doctoral retreat are required as part of the self-of-the-therapist development of the student's professional identity as a Couple and Family Therapist. These opportunities to come together with all core faculty and members of the cohorts is time to focus on social justice and our collective and relational development as socially responsible practitioners. Students who miss these mandatory experiences will be automatically referred to the Student Development Committee (SDC).

Concerns. The Couple and Family Therapy Department encourages respectful and open communication among students, faculty, supervisors, and staff. All are asked to bring concerns directly

to each other rather than voicing them first to another person in ways that could be perceived as “gossip.” This includes the forwarding or CC/BCCing of emails. BCCing emails is an equivalent of digital eavesdropping as well as it is counterintuitive to the goal of developing transparent and healthy relationships.

If students’ concerns cannot be resolved amongst themselves, participants are encouraged to consider an appropriate third person to involve. For example, if there is a specific concern regarding a student in your class, contact the instructor and/or your advisor. If there is a specific concern regarding a student in your practicum seminar, contact the seminar supervisor and/or the Clinical Training Director. Additional resources can include the Department Chair, the Clinical Training Director, or Student Affairs.

Concerns about courses, instructors, practicum, etc., are recommended to first be addressed between the concerning parties. For example, if students have a concern regarding an assignment, they are encouraged to first go directly to their instructor. Grading policies, including grade corrections and grade appeals, have specific guidelines described in the *Academic Catalog* and *Adler Student Handbook*, which are both available on the university website. Students are encouraged to refer to these policies for guidance and support if they are not able to resolve the concern directly with the instructor or supervisor.

Additionally, there may be other invited opportunities for students to express concerns regarding the program or university at cohort, program, or department meetings, or through their ACFT student representatives at scheduled faculty meetings

Complaints. Student complaints can be taken to the students’ faculty advisor or to the Association of Couple and Family Therapy (ACFT) Student Group. The faculty advisors and/or ACFT representative brings this complaint to be addressed during bi-weekly department meetings. The core faculty determines if this is a complaint to be reviewed by the faculty as a whole or if it is better responded to by the Department Chair or Clinical Training Director. A concern that does not become resolved after following the recommended guidelines can become a complaint.

Nondiscrimination and anti-harassment policy and procedures are described in the *Academic Catalog* and the *Adler Student Handbook*, including detailed steps for students to follow to file a complaint.

Grievances. Policies and procedures for students to file grievances are included in the *Academic Catalog* (<http://www.adler.edu/page/campuses/chicago/student-services/catalog-Handbook>).

If a student is unsure which path to take, the recommended first step is to confer with the faculty advisor. They can help guide the student develop a plan for response.

Academic honesty. The Academic Honesty Policy is specifically detailed in the *Adler University Student Handbook* (<http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>). Students are advised to familiarize themselves with the policies described within the *Adler University Student Handbook*, especially around academic honesty.

Student Performance Reviews

The CFT program faculty review student progress through ongoing advisement meetings to ensure that students are on track academically and clinically. These periodic and scheduled reviews through faculty

advising aid in monitoring students' progress to program completion, identifying students who are struggling either academically and/or clinically, or students who are struggling with school/life balance. From these advising meetings, remediation plans to facilitate academic and/or clinical growth can be developed. When necessary, student issues are also discussed at department meetings during closed session to help provide both a global picture of the student and develop a consistent support plan across the department.

Depending on the issue, students may be invited to a department meeting, referred to the Student Development Committee (SDC) at the department level, or referred to the Student Comprehensive Evaluation Committee (SCEC) at the university level. Information regarding these policies and procedures can be found in the *Adler Student Handbook* (<http://www.adler.edu/page/campuses/chicago/student-services/catalog-Handbook>). Information regarding the processes to remediate any clinical training issues in practicum and internship are in the *CFT Clinical Training Manual*.

Meetings and Retreats

CFT core faculty meet on a bi-weekly basis (2nd and 4th Tuesdays) to attend to department business, including ongoing and scheduled review of the programs in maintenance of COAMFTE-accreditation. This data is reviewed for continued and ongoing program improvement and indicated in the minutes. Additionally, the CFT core faculty schedule one longer working meeting in the fall to specifically attend to this cycle of assessment and an all-day faculty retreat in the spring or summer semester.

The **CFT Department Meeting** occurs once a year in the first weeks of the academic year during the fall semester and includes students from all programs and core faculty in the department, with the dual purpose of networking and disseminating information from our program improvement cycle. This meeting is mandatory for all students in coursework. (PhD students on internship and dissertation are not required to attend.)

The **MCFT and CFTD programs** have mandatory cohort meetings planned throughout the year with the goal of scheduling one early in the fall and a second in the spring or summer semesters. As part of these cohort meetings, it is essential that all members adhere to the following guidelines for constructive conversations:

- Everyone is expected to participate in their own unique way.
- No one dominates; all should self-monitor.
- Everyone has a turn to speak; one at a time.
- Everyone deserves to be heard. Listen to understand.
- Use "I" statements and speak for yourself from your own perspective.

As therapists in training, the expectation is that you:

- Engage in self-of-the-therapist exploration
- Self-soothe and breathe during difficult moments
- Tend to reactivity to remain present in the conversation
- Validate others
- Remain open and curious

- Challenge as an invitation to question
- Speak your truth without blame or judgment
- Avoid interruptions and side conversations

Some questions to ask yourself as you prepare for the cohort meetings/retreats are:

- What is your contribution in the current cohort dynamics?
- Where is your accountability and responsibility?
- How do you ask for what you need from your peers and faculty?
- How do you set boundaries?
- What is one thing that will make you hopeful for the cohort?

The goal for these cohort meetings is to first attend to any relational or cohort concerns that have developed through the learning process. This is not the time for questions or feedback about the curriculum or practicum. This is intentional space created to focus on our mission of social justice and desire to be on our journey to become socially responsible practitioners.

The **CFTD program** has an all-day annual retreat that is mandatory for all students in the advanced curriculum to attend (students on internship and dissertation are not required to attend) and includes core faculty. This typically occurs early in the academic year so that incoming first year PhD students can get to know the second year PhD students. We ask that the above guidelines for constructive conversations are also followed at the doctoral retreat.

The cohort meetings and doctoral retreat are required as part of the self-of-the-therapist development of the student's professional identity as a Couple and Family Therapist. Students who miss these mandatory experiences will be automatically referred to the Student Development Committee (SDC).

Other social events and professional development activities may be planned by the CFT Department, student groups, or Delta Kappa. The Couple and Family Therapy Department encourages students to consider joining other student groups offered across the campus.

Program Review Cycle

Professional Marriage and Family Therapy Principles. The Couple and Family Therapy Department determines competency of each of the programs (MCFT, CCFT, and CFTD) by maintaining equivalency to program-specific identified Professional Marriage and Family Therapy Principles (PMFTPs; <https://coamfte.org/COAMFTE/Accreditation/PMFTP.aspx>). Each fall, the department reviews these principles as part of the program improvement cycle. For each of the programs, and as appropriate, different PMFTPs are focused on. They are:

<p>AAMFT Core Competencies©</p>	<p>https://www.coamfte.org/Documents/COAMFTE/Accreditation%20Resources/MFT%20Core%20Competencies%20(December%202004).pdf</p>
<p>AAMFT Code of Ethics</p>	<p>https://coamfte.org/Documents/Legal%20Ethics/AAMFT-code-of-ethics.pdf</p>
	<p>https://amftrb.org/</p>

AMFTRB Examination Domains, Task Statements, and Knowledge Statements	
Illinois MFT Licensure Laws	https://www.idfpr.com/profs/MarrFamTherapy.asp

The CFT department also relies on the guidelines provided by the Commission on Accreditation for Marriage and Family Therapy Education (coamfte.org).

Communities of Interest. Communities of interest (COIs) are stakeholders of the program. These communities of interest are regularly surveyed as part of our program improvement cycle. The CFT Department at Adler University have determined the following stakeholders as our COIs for all programs:

1. Couple and Family Therapy Students
2. Alumni
3. Employers
4. Faculty and Supervisors

Couple and family therapy students. Students provide feedback through the described review process under advising, but they are also surveyed for their input to the program improvement cycle using the Noel-Levitz Survey, which is distributed bi-annually to all students across Adler University in the spring of even years. The CFT Student Satisfaction Survey is distributed in the years the Noel-Levitz is not (summer of odd years). Additionally, students provide feedback on the curriculum and teaching/learning practices through the course evaluations. For each course, students are asked to fill out a mid-course evaluation that goes to the instructor and Department Chair. Instructors are expected to review this feedback in the ongoing improvement of both the content and delivery of the course through the remainder of the semester. At the end of each course, students are asked to fill out a course evaluation. The aggregated feedback from these end-of-course evaluations is used as both feedback for the instructor and for the Department Chair. The Department Chair considers the feedback in hiring decisions of adjunct faculty and as part of the annual Performance Appraisal Process of core faculty.

Additionally, the Department Chair (or designated person) completes Faculty Evaluations including Classroom Observations. These are typically done in the first semester of teaching in the department for faculty (core and adjunct), bi-annually in the spring of even years, or if the need arises.

Alumni. An Alumni Survey is distributed to all graduates from Adler University on an annual basis. Specific questions regarding the programs that alumni graduated from are included in the university survey. In compliance with COAMFTE accreditation standards, this survey is intended to gather information on the demonstrated achievements of graduates including, but not limited to, information on national (or state) licensing examination pass rates and job placement experiences. We ask that alumni please fill this out with updated information each time it is received and for each program they completed in the department. To distribute this, the Department Chair collects students' updated and non-Adler email address to utilize. Students are also able to maintain their Adler email after graduation. Discussion of responsibilities as an alumni including review of the alumni survey is included in the final professional development seminar of each program.

Employers. In the context of the Alumni Survey, recipients are invited to provide contact information, i.e., email, for their employers (present and former) to answer a short (less than ten minutes) Employer Satisfaction Survey. Information gathered across these two surveys is used in preparation of the Annual Report, which will be submitted to COAMFTE to maintain accreditation. Additionally, feedback gathered helps inform the annual evaluation of the Program Goals and Student Learning Outcomes (v12). This collected information also contributes to the ongoing assessment of the curriculum and practicum experiences offered in the programs.

Faculty and supervisors. Faculty members include core and adjunct faculty and supervisors who are academically, professionally, and experientially qualified. These core and adjunct faculty members work in concert to provide a rich and diverse education and training experience for the student. Core faculty that are also AAMFT Approved Supervisors or Supervisor Candidates are practicum seminar instructors.

Core Faculty Roles

Core faculty in the Couple and Family Therapy Department whose faculty roles include teaching, scholarship, service, and practice, are introduced below with updated bios:

Kristina S. Brown, PhD, LMFT, AAMFT Approved Supervisor. Department Chair, Professor, Core Faculty. Dr. Brown became a core faculty member at Adler University in Fall 2015 and had been core faculty at her previous institution since 2007, a role that included serving as Program Director from 2010 to 2015. She holds a Master of Arts in Marriage and Family Therapy from the University of San Diego (1999) and a Doctor of Philosophy in Marriage and Family Therapy from Syracuse University (2007). She is a Licensed Marital and Family Therapist in the state of Missouri with a license held previously in New York and is applying for endorsement of her license in the state of Illinois. She is an AAMFT Approved Supervisor with her current term expiring August 31, 2024. Dr. Brown has held leadership positions with the San Diego Chapter of MFT, the Ozark Chapter of MFT, the Missouri Association of MFT, the Illinois Association of MFT, and is currently a member of the Elections Council for AAMFT. Dr. Brown has been a Site Visitor for COAMFTE since 2013 and trained to be a Site Visit Chair in January 2016. She has a strong history of over 30 regional, national, and international presentations including conferences with AAMFT, Collaborative Family Healthcare Association, National Council on Family Relations, Society for Sex Therapy and Research, and has delivered over 80 units of continuing education. Dr. Brown also has a growing list of publications including both professional writing pieces and peer-reviewed journal articles. Additionally, she has several research projects in progress, including a number of IRB-approved projects for which she is the lead or co-lead investigator. Dr. Brown is also serving as the Editor of the new *AAMFT Systemic Ethics Textbook* and will be the Editor-in-Chief of the *Journal of Feminist Family Therapy*, effective January 2021.

Rachel M. Diamond, PhD, LMFT, AAMFT Approved Supervisor. Clinical Training Director, Assistant Professor, Core Faculty. Dr. Diamond is a core faculty member at Adler University starting in Fall 2019 and had been core faculty at her previous institution since 2015. She served as Program Director from 2018 to 2019. She holds a Master of Arts in Community Counseling and Research in Family Therapy (2010) and a Doctor of Philosophy in Marriage & Family Therapy (2013) from Saint Louis University. Additionally, Dr. Diamond completed a Postdoctoral Fellowship (2013-2015) at The Family Institute at Northwestern University. She is a Licensed Marital and Family Therapist in the state of Connecticut, where she worked as an integrated behavioral health therapist in a primary care office; she

has applied for endorsement of her license in the state of Illinois. Dr. Diamond is also an Approved Supervisor, with her current term expiring May 2022. She is a certified Prepare-Enrich practitioner, a trained family mediator, and has completed advanced training in Emotionally Focused Therapy. Her clinical and scholarly areas of interest include divorce, maternal and reproductive health, and medical family therapy. Dr. Diamond has a strong history of scholarship. She has presented on her areas of interest at professional conferences at both the state and national level and has a growing list of publications in prestigious journals. Dr. Diamond is presently engaged in four on-going IRB-approved research projects and has three manuscripts under review/in preparation. Additionally, she is serving as an Advisory Editor for the journal *Family Process* and an Associate Editor for *The Encyclopedia of Couple and Family Therapy*.

Cadmona A. Hall, PhD, LMFT, FT, AAMFT Approved Supervisor. Associate Professor, Core Faculty. Dr. Hall has been faculty at Adler University in the Couple & Family Therapy Department since Fall 2011. She holds a Master of Arts (2006) and Doctor of Philosophy (2008) in Marriage and Family Therapy from Syracuse University. Dr. Hall is a Licensed Marriage & Family Therapist in the states of Illinois and New York and an AAMFT Approved Supervisor, with her current term expiring in 2024. She is certified as a Fellow in Thanatology: Death, Dying, and Bereavement through the Association for Death Education and Counseling. Dr. Hall is an experienced presenter with over thirty state, national, and international presentations. She has an expanding list of publication including articles published in top journals and is currently engaged in three research projects. Her professional areas of interest are bereavement within the family life cycle and issues of diversity within family therapy. Dr. Hall has a small private practice in Chicago working primarily with couples. Dr. Hall is also a co-founder and CEO of the central division of Hall and Hay Associates, a grief and loss education consulting company. She provides professional education and clinical trainings, organizational assessments, debriefing, and designs support programs.

Masha Vaughn, PhD, LMFT, AAMFT Approved Supervisor. Dr. Vaughn is a core faculty member at Adler, starting in the fall of 2019 after serving as adjunct faculty in 2017-2018. She holds both a Master's (Abilene Christian University, 1995) and Doctor of Philosophy (Texas Tech University, 1999) in Marriage and Family Therapy. She earned a Graduate Certificate in Advanced Quantitative Methods in Education from Northern Illinois University (2005). Dr. Vaughn completed a residency in Clinical Pastoral Education at Covenant Health System in Lubbock, Texas, and is a Certified Clinical Trauma Professional. She has been a Licensed Marriage and Family Therapist in Illinois since 2001 after gaining initial licensure in Texas. Her clinical and research interests include international family therapy and collaborating with NGOs, especially those supporting women and children. She has trained counselors and human services professionals in Zambia, Ghana, Kenya, and Peru. She has presented research at NCFR and ILCFR conferences as well as the Family Firm Institute national conference, the Family Enterprise Research Conference, and the Humanitarian Disaster Institute's Disaster Ministry Conference. She serves on the Board of Directors for Refuge for Women-Chicago, a residential aftercare program for women who have escaped human trafficking or sexual exploitation. She provides staff training and program evaluation for small nonprofits in the Chicago suburbs.

Adjunct faculty. Adjunct faculty at Adler University are used to teach courses across the Couple and Family Therapy Department as needed. These faculty are vetted for their experiences as a Couple and Family Therapist and/or their content area expertise. The CFT Department requires that adjunct faculty demonstrate their own professional identity as a Couple and Family Therapist through their degrees, licensure, or supervisor designation. For certain courses, the department may contract with an

adjunct faculty who does not primarily identify as a Couple and Family Therapist but has demonstrated content area expertise in the course they will be teaching.

Adjunct supervisors. Adjunct supervisors at Adler University who provide site supervision for CFT students in practicum must meet the state of Illinois's criteria to supervise an MFT (see Section 1283.25 Clinical Supervision of the Illinois Marriage and Family Therapy Licensing Act available at <ftp://www.ilga.gov/JCAR/AdminCode/068/068012830000250R.html> for a description of clinical supervisor requirements for MFTs in Illinois). Adjunct supervisors who may lead a Practicum Seminar must be either an AAAMFT Approved Supervisor or Supervisor Candidate.

Service to the Department

The core faculty of the CFT Program serve in various roles of governance both across Adler as well as within the department as part of their commitment to service. Each academic year, faculty are appointed by the Executive Committee of the Faculty Council to campus based standing institutional committees as described in the *Faculty Handbook* and the *Faculty Constitution*. In the first department meeting, faculty are designated as Chairs for ad hoc department committees. As our department is smaller, all faculty serve on each committee, with the exception of the Department Chair, who does not serve on SDC. Our CFT Curriculum and Diversity Committees are incorporated into our faculty meetings. We have designated faculty roles for the student groups, Delta Kappa, Admissions, and the Student Development Committee:

Role	2019-2020	2020-2021
Adler CFT Student Group Mentor	Dr. Rachel Diamond	Dr. Rachel Diamond
Adler Society of Sexology	Dr. Kristina S. Brown	Dr. Kristina S. Brown
Admissions Chair	Dr. Kristina S. Brown	Dr. Kristina S. Brown
Delta Kappa	Dr. Marsha Vaughn	Dr. Marsha Vaughn
Medical Family Therapy Student Group	Dr. Kristina S. Brown & Dr. Rachel Diamond	Dr. Rachel Diamond
Student Development Committee (SDC) Chair	Dr. Cadmona Hall	Dr. Cadmona Hall

Faculty roles also include teaching, scholarship, and service as described in the individual bios previously included as well as featured on their individual faculty profiles on the Adler website. Core faculty share a commitment to social justice as evidenced across these roles and as consistent with both the program and university missions.

Program Goals and Student Learning Outcomes. Data is collected from the program's communities of interest on a regular and ongoing basis following the below timeline:

Program Goals and Student Learning Outcomes - *Annual Review Process*

	Measurement	When Distributed	When Reviewed*
Program Goals	Alumni Survey	Spring Semester	Fall Semester
Student Learning Outcomes	SLOAP data	Collected Summer Semester	Fall Semester
Professional Marriage and Family Therapy Principles (PMFTR)	<ol style="list-style-type: none"> 1. AAMFT Core Competencies© 2. AAMFT Code of Ethics 3. AMFTRB Examination Domains, Task Statements, and Knowledge Statements 4. Illinois MFT Licensure Laws *COAMFTE Manual on Accreditation	Available	Fall Semester
Communities of Interest			
Students	Student Course Evaluations	Ongoing	
	Site Supervisor Evaluations	January and June	Fall Semester (data from the previous academic year and of the most recently graduated cohort)
	Qualifying Exam Results	MCFT-512 and CFTD-763	
	Internship Evaluation Forms	End of first and third semester	
	Professional Portfolio(s)	MCFT-512 and CFTD-790	
	Noel-Levitz Survey	Annually – Even Spring	
	CFT Student Satisfaction Survey	Annually – Odd Spring	
Site Supervisors	Site Supervisor Surveys	Spring Semester	Fall Semester
	Internship Evaluation Form	End of first and third semester	Fall Semester
Employers	Employer Satisfaction Survey	Spring Semester	Fall Semester

Note. Each fall semester*, the CFT Core Faculty come together for a long meeting focusing on the cycle of assessment reviewing collected data included in this table.

This data is aggregated across courses and cohorts and made available to faculty during the review cycle for the dual purposes of continued program improvement and COAMFTE accreditation. The CFT Department takes every effort to maintain confidentiality of specific data that might identify any student, faculty, supervisor, alumni, or employer. This data is aggregated through Adler University's Student Learning Outcomes Assessment Procedures (SLOAP). SLOAP is an institution-wide bi-annual assessment system that allows departments to specifically indicate the assessment measures and benchmarks to meet their program's goals, EOs, and SLOs.

Student Achievement Data

Student achievement data including graduation rates, national exam pass rates, and licensure rates are updated annually and available on each program's website as collected through the Alumni Survey and Employer Satisfaction Surveys. This data is aggregated in preparation for the Annual Reports due each January to COAMFTE and will be updated at that time across platforms.

Demographics information of current students is collected at orientation each fall and updated across the program websites to include incoming students. Demographic information for faculty and supervisors is collected during onboarding.

Social Media and Student Business Cards

The CFT Department requires that students follow the *2015 AAMFT Code of Ethics*, specifically Standard IX regarding "Advertising" in representing themselves across social media sites like Facebook and Instagram, should they decide to include and promote their professional identity. These guidelines are also essential when creating your email signature. For networking sites such as LinkedIn and Research Gate it is especially important that students consult the Ethics Code as well as their faculty advisor and/or Supervisor when choosing their title. For example, including the title, "Couple and Family Therapist" omits the important information of the students' level of training and experience and could falsely represent themselves as more advanced than they are. Suggestions include, "MA in Couple and Family Therapy Student," "Couple and Family Therapy Graduate Trainee," "Couple and Family Therapy Practicum Student," or "Couple and Family Therapy Intern."

The CFT Department requests that students monitor their privacy settings across their social media presence as well as understand that faculty and supervisors – anyone in an evaluative position – may not "friend" them until that evaluative relationship has ceased and only then is it at the discretion of the faculty or supervisor and graduate.

Additionally, students are cautioned about posting about their practicum site and any other clinical information that has the potential to violate the client's confidentiality. The following websites provide additional necessary information, guidelines, and caution around being a therapist in the age of social media (websites were retrieved and confirmed July 2019):

Ethical Framework for the Use of Social Media by Mental Health Professionals

<http://onlinetherapyinstitute.com/ethical-framework-for-the-use-of-social-media-by-mental-health-professionals/>

A Psychotherapist's Guide to Facebook and Twitter: Why Clinicians Should Give a Tweet!

by Keely Kolmes <https://www.psychotherapy.net/article/psychotherapists-guide-social-media>

Social Media Boundaries for Therapists by Rachel Pedersen
<https://simple.icouch.me/blog/social-media-boundaries-for-therapists>

Email Signatures for University, College and School Students
<https://newoldstamp.com/blog/email-signatures-for-university-college-and-school-students/>

How to Design the Best College Student Email Signature
<https://www.trulygeeky.com/college-student-email-signature/>

CFT students may decide to create a business card identifying themselves as a CFT student as they network and search for a job. This is especially useful when attending networking events such as conferences as well as specific events hosted by IAMFT. **CFT students may not use the Adler logo without specific permission.**

The CFT Department does not endorse any specific company but knows that other students have made their own cards using Avery Business Cards and/or ordered them through companies such as Vista Print.

The CFT Department does require that if a student decides to create a business card that they follow the *2015 AAMFT Code of Ethics*, Standard 9 regarding “Advertising.” Additionally, the department recommends formatting such as:

FirstName LastName, BA/BS	FirstName LastName, MA/MS
Masters Student	Doctoral Student
Couple and Family Therapy Department	Couple and Family Therapy Department
Adler University	Adler University
Email	Email
Phone Number	Phone Number

Here is an example for a MCFT student in clinical practicum:



Here are some resources:

What to Put on Your Business Card if You're a Student or Recent Grad
<https://www.findspark.com/business-cards-recent-grads/>

How to Make Savvy Student Business Cards
<https://www.internqueen.com/how-make-savvy-student-business-cards>

Some students may also create their own websites and are encouraged to consult with faculty advisors in these instances.

The CFT Department expects students to abide by the 2015 AAMFT Code of Ethics in how they represent themselves not only to the public, but also to family and friends.

CFT Department Facebook Page

The CFT Department has a Facebook page located at <https://www.facebook.com/AdlerCFT>. Students, alumni, and other communities of interest are invited to follow the page. Included on this page are activities, events, and opportunities not only for the department, but also those we serve.

If you would like to have something featured or promoted on the Facebook page, please email the Department Chair.

CFT Department on LMS

The CFT Department has launched a group exclusively for current CFT students and faculty (core and adjunct) for the 2020-2021 academic year on LMS (Learning Management System). The goal is to use this group as a central location for all department members to distribute and share information as well as access necessary documents.

Section II: MASTER OF ARTS IN COUPLE AND FAMILY THERAPY PROGRAM

The COAMFTE-accredited Master of Arts in Couple and Family Therapy (MCFT) program is designed to prepare highly skilled therapists with specialized expertise in treating couples and families. Students are trained to view individuals, couples, and families from a systems perspective. The clinically intensive coursework and practicum experiences provide students with strong conceptual, assessment, treatment planning, and intervention skills based on the major models of couple and family therapy. Graduates of the program have the core professional identity as a Couple and Family Therapist (CFT) qualified for pre-clinical membership in the American Association for Marriage and Family Therapy (AAMFT).

Program Mission, Goals, and Student Learning Outcomes

The mission of the MCFT program is to train quality Couple/Marriage and Family therapists firmly grounded in systemic theories who are culturally competent and socially responsible. Underlying the training philosophy of the Couple and Family Therapy Department are vital core values including (a) the notion that change takes place in the context of relationship, (b) systemic thinking, (c) openness to diversity, (d) sensitivity to cultural context, (e) CFT professional identity, (f) commitment to clinical excellence, and (g) social responsibility. These are achieved through a commitment to our Program Goals and Student Learning Outcomes:

PROGRAM GOALS

1. To role model a clear professional identity as an ethical Couple and Family Therapist.
2. To train students to develop a systemic worldview in their work as a Couple and Family Therapist.
3. To graduate socially responsible professional Couple and Family Therapists sensitive to social justice and diversity.

STUDENT LEARNING OUTCOMES

1. To understand and apply systems, modern, and postmodern Couple and Family Therapy theories.
2. To assess ethical, legal, and professional issues related to clinical practice.
3. To demonstrate cultural competency in practicing Couple and Family Therapy with diverse populations.
4. To display proficiency in clinical skills in the practice of Couple and Family Therapy.
5. To demonstrate knowledge of Adlerian principles that complement systemic work with couples, families, and individuals.
6. To illustrate knowledge and integration of Couple and Family Therapy research.
7. To describe, understand, and identify issues of social justice, social responsibility, and oppression with couples and families.
8. To establish a clear professional identity as an entry-level Couple and Family Therapist.

These are available on the program's website as well as the Student Learning Outcomes are included on each syllabus throughout the program. Each academic and clinical requirement and experience is designed to support students in achieving competence across the Student Learning Outcomes which are directly tied to Adler University's Broad Learning Outcomes.

Racial and Gender Composition of the MCFT Program

The Couple and Family Therapy Department at Adler University is committed to diversity as part of their mission. A snapshot of the composition of faculty (core and adjunct), supervisors (core and site), and students in the MCFT program is available on the program's website. This information is updated each fall after new student information is gathered at orientation. The CFT Department would like to note that core and adjunct faculty and supervisors are shared across the programs.

MCFT Curriculum

The following list of courses are required to complete the MA in Couple and Family Therapy for students entering the program in Fall 2020. For any program differences and specific sequence, please refer to the Academic Advisement Sheet (AAS) for the year in which the student matriculated into the program, which is available on Adler Connect.

Students are required to consult with their faculty advisor to confirm course selections prior to registration for each semester. Students will be unable to register without specific approval from their faculty advisor which could potentially cause the student to incur late fees.

Degree Requirements. Course are listed under the categories of Foundational Curricular Areas (FCA) as outlined by the COAMFTE Accreditation Standards Version 12:

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models - 9 area credits/9 program credits

*MCFT-651: Assessment and Treatment Planning with Individual and Family Systems (3 credits)

*MCFT-662: Overview of Modern Approaches to Couple and Family Therapy (3 credits)

*MCFT-650: Overview of Post-Modern Approaches to Couple and Family Therapy (3 credits)

FCA 2: Clinical Treatment with Individuals, Couples and Families - 9 area credits/18 program credits

*MCFT-572: Basic Skills of Therapy for CFTs (3 credits)

MCFT-670: Family Therapy with Children and Adolescents (3 credits)

MCFT-655: Couple Therapy: Theory and Techniques (3 credits)

FCA 3: Diverse, Multicultural and/or Underserved Communities - 3 area credits/21 program credits

MCFT-660: Culture and Diversity in Couple and Family Therapy (3 credits)

FCA 4: Research & Evaluation - 3 area credits/24 program credits

MCFT-597: Research Methods (3 credits)

FCA 5: Professional identity, Law, Ethics & Social Responsibility - 7 area credits/31 program credits

*MCFT-505: Professional Identity, Law & Ethics (3 credits)

*MCFT-510: Professional Development Seminar (1 credit)

MCFT-600: CFT Professional Identity and Practicum Seminar (2 credits)

MCFT-512: CFT Professional Identity Seminar and Capstone Project (1 credit)

FCA 6: Biopsychosocial Health & Development across the Life Span - 3 area credits/34 program credits

MCFT-654: Individual Life Span and the Family Life Cycle (3 credits)

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis & Treatment - 3 area credits/37 program credits

MCFT-647: Biopsychosocial Bases of Health and Dysfunction for CFTs (3 credits)

FCA8: Contemporary Issues - 9 area credits/46 program credits

MCFT-537: Group Psychotherapy (3 credits)

MCFT-538: Introduction to Addictive Disorders (3 credits)

MCFT-653: The Clinical Practice of Sex Therapy (2 credits) plus a one credit elective typically offered each summer in the program

OR MCFT-870: International Immersion and Cross-Cultural Studies (3 credits)

OR other specials courses offered in the department and listed below for a total of 3 credits**

FCA9: Community Intersections & Collaboration - 5 area credits/51 program credits

SJP-513: Social Justice Practicum I (1 credit)

SJP-514: Social Justice Practicum II (1 credit)

MCFT-533: Adlerian Theory and Practice in CFT (3 credits)

Foundational Practice Component - 9 area credits/60 program credits

MCFT-603: CFT Practicum and Practicum Seminar I (3 credits)

MCFT-604: CFT Practicum and Practicum Seminar II (3 credits)

MCFT-605: CFT Practicum and Practicum Seminar III (3 credits)

* = These courses are pre-requisites to beginning practicum. Students who do not earn a "B" or better in these courses must re-take them, postponing the start of practicum.

The CFT Department's goal is to offer MCFT-870, the Study Abroad opportunity, on an annual basis (this was not possible in 2019-2020 due to the coronavirus and we anticipate the same restrictions for international travel for 2020-2021). Professor, location of travel, and the semester may vary each academic year. If there is insufficient student interest to support the course, it may be cancelled.

The total hours required to complete this program is 60 credits. The curriculum has been designed to meet both the licensing requirements of the state of Illinois as well as the accreditation requirements of the COAMFTE.

Total Credit Hours Required = 60

Continuous enrollment in Practicum and Practicum Seminar is required until all necessary clinical hours for degree conferral are completed. This may cause a completed program to exceed 60 credits.

****Elective Specials:**

CFTD-681: CFT Special Topic I	1 cr.
CFTD-682: CFT Special Topic II	2 cr.
CFTD-683: CFT Special Topic III	3 cr.
CFTD-728: Divorce Mediation and Conflict Resolution with Couples	3 cr.
CFTD-729: Sex Therapy: Theory and Techniques	3 cr.
CFTD-732: Integration of Religion and Spirituality in CFT	3 cr.
CFTD-735: LGBTQ Competent Therapy with Couples and Families	3 cr.
CFTD-736: Medical Family Therapy	3 cr.

CFTD-738: Gerontology Issues in Family Therapy	3 cr.	
CFTD-789: Creative Interventions with Couples and Families	1 cr.	
CFTD-802: hooks & Hardy	1 cr.	
CFTD-804: Emotionally-focused Therapy		2 cr.
CFTD-805: Divorce	1 cr.	
CFTD-807: Infidelity	1 cr.	
CFTD-811: Pop-culture and Couple & Family Therapy	1 cr.	
CFTD-815: Consensus Rorschach	1 cr.	
CFTD-817: Body Image	1 cr.	
CFTD-821: Private Practice	1 cr.	
CFTD-825: Working with Families with Children with Special Needs	1 cr.	
CFTD-827: How to Publish in the Field of Mental Health	1 cr.	
CFTD-831: Becoming A Kink-Aware Professional: An Exploration of Kink and BDSM	1 cr.	
CFTD-837: Introduction to Consensual Nonmonogamy	1 cr.	
CFTD-841: Men's Mental Health		1 cr.
CFTD-861: Introduction to Mediation for Couples and Families	1 cr.	
CFTD-863: Clinical Risk Management: Suicide in Couples and Families	1 cr.	
CFTD-870: International Immersion and Cross-Cultural Studies	3 cr.	
CFTD-871: CFT Research Application	3 cr.	

Completion of the MCFT Degree

The MCFT program is intended to be completed in two years of full-time graduate studies. Students may take up to five years to complete the degree requirements. Students work with the Department Chair and their admissions counselor prior to matriculation to develop a plan and consult with their faculty advisor throughout their program of study.

The mission of the MCFT program is to train quality Couple/Marriage and Family Therapists firmly grounded in systemic theories who are culturally competent and socially responsible. To bring the curriculum, social justice practicum, and clinical practicum together, the CFT program attends to self-of-the-therapist growth and development throughout the curriculum in the following sequence:

In a two-year program, students will do orientation -> 510 -> 537 -> 600 -> 603/604/605 -> 512.

In an extended program, students will typically do orientation -> 510 -> 537 in their first year and 600 in the summer of their second year immediately prior to starting practicum 603/604/605 -> 512 in the third year. The student's faculty advisor will develop this path with the student.

Because of this, students may not transfer in any of these courses. If a student has a group therapy course equivalent to MCFT-537 they may transfer it into the program (see the *Academic Catalog* for requirements) to fill the special course requirement (MCFT-653 or MCFT-870) and are required to still take MCFT-537.

Students who begin their practicum before the first day of the fall semester will register for MCFT-601 (1 credit) and then MCFT-603 in fall and MCFT-604 in spring. In summer, they will register for MCFT-602 (2 credits) instead of MCFT-605. This path is illustrated below. All students are required to take nine (9) credits of practicum and practicum seminar and by starting early, students will not be penalized and have to register for additional credits in order to receive AAMFT Approved Supervision in each week

they are seeing clients. This is to both confirm this COAMFTE requirement as well as to provide students with liability insurance.

	Year One		Year Two				Total Credits
	Summer I	Summer II	Fall	Spring	Summer I	Summer II	
Practicum starts before day one of fall, year 2	MCFT-600	MCFT-601	MCFT-603	MCFT-604	MCFT-602		=9 credits
Practicum starts on or after day one of fall, year 2					MCFT-605		=9 credits

Figure 1. Registration for Clinical Practicum Dependent on Start Date

Transfer of Credit for MCFT Coursework

The policies related to Transfer Credit can be found in the *Academic Catalog* (<http://www.adler.edu/page/campuses/chicago/student-services/catalog-Handbook>).

Graduation Requirements for the MCFT Program

MCFT students are required to complete the curriculum, the practicum requirements (Social Justice and Clinical), and the Capstone Project (MAQE and Professional Portfolio) to be eligible for degree conferral. Degree conferral occurs at the end of fall and spring semester and at the end of summer I and summer II terms in the summer semester. The detailed policies related to graduation requirements for the MCFT program can be found in the *Academic Catalog*. Once your degree is conferred, you may add “MA” or M.A.” to your credentials.

Participation in Commencement

To participate in commencement, MCFT students must meet the following requirements:

- a. Successful completion of the Capstone Project (i.e., Professional Portfolio and MAQE)
- b. Successful completion of 70% of the clinical practicum hours requirement (client contact and supervision) including 70% of the relational hours requirement completed by the end of the summer I term prior to the fall semester in which commencement occurs. Additionally, students will have to have an articulated plan with the Clinical Training Director for successfully completing the remaining hours.

Registrar will email and post information about graduation applications on Adler Connect. If you anticipate meeting the above requirements, it is advised that it is better to submit your application and defer than to submit your application late. Please talk about this more specifically with your faculty advisor.

Don't forget to wear your Delta Kappa honor cords!

During commencement, you will cross the stage and be hooded by the Department Chair. If you want to shake hands or hug (optional and your choice!), it is recommended to do that prior to the hooding.

Traditionally, the graduates and core faculty gather after the commencement to take group photos in their regalia immediately following the ceremony.

Social Justice Practicum

In keeping with the mission of the university, the Social Justice Practicum (SJP) is a requirement of the institution. All students at Adler are required to complete two semesters (in the fall and spring of their first year) of Social Justice Practicum including 200 hours of service and monthly trainings. This is a requirement of all students at Adler and is completed during either the MA or PhD. This opportunity is coordinated through the Center for Civic Learning and Community Action. The completed SJP experience is a pre-requisite to clinical practicum.

Details regarding Adler University's required Social Justice Practicum are available to students online at <http://communityengagementadler.info/>.

MCFT Clinical Practicum

The clinical practicum is a vital part of training at Adler University. Providing therapy for couples, families, and individuals while under close supervision is the primary path that transforms Couple and Family Therapy (CFT) students into strong entry-level therapists. Detailed information is available in the *CFT Clinical Training Manual*.

Capstone Project

The Capstone Project required of all MCFT students consists of two parts: the Master of Arts Qualifying Exam (MAQE) and the Professional Portfolio. The Capstone Project is used as part of the evaluation of students' competencies across the programs eight Student Learning Outcomes and is completed within MCFT-512. Students only receive credit (CR) for the course once they have successfully completed and passed all parts of the Capstone Project.

Part I: Master of Arts Qualifying Exam (MAQE)

The MAQE is the culmination of students' training in the CFT Program at Adler University and an evaluation of the students' competencies on the program's Student Learning Outcomes (SLOs) 1 through 8. The following chart delineates which chapters are covered in which course:

Chapter	Course
Chapter 1: The History of Marriage and Family Therapy	MCFT-650
Chapter 2: Conceptual Foundations	MCFT-651
Chapter 3: Transgenerational Models	MCFT-662
Chapter 4: Strategic and Systemic Models	MCFT-662
Chapter 5: Structural Family Therapy	MCFT-662
Chapter 6: Experiential Models	MCFT-662
Chapter 7: Constructivist Models	MCFT-650
Chapter 8: behavioral and Cognitive-Behavioral Models	MCFT-662

Chapter 9: Psychoeducational Models	MCFT-538
Chapter 10: Integrative Models	MCFT-650
Chapter 11: Network Model	MCFT-662
Chapter 12: Comparative Analysis of Family Therapy Models	MCFT-662
Chapter 13: Ethics	MCFT-505
Chapter 14: Human Development	MCFT-654
Chapter 15: Sexuality and Intimacy	MCFT-655
Chapter 16: Couples in Couple Therapy	MCFT-655
Chapter 17: Illness and Psychopharmacology	MCFT-647
Chapter 18: Eating Disorders and Psychosomatic Illness	MCFT-670
Chapter 19: Depression and Suicide	MCFT-572
Chapter 20: Dying, Loss, and Grief	MCFT-654
Chapter 21: Family Violence-Physical and Sexual Abuse	MCFT-572
Chapter 22: Substance Abuse	MCFT-538
Chapter 23: Crisis Management	MCFT-572
Chapter 24: Cultural Diversity: Ethnicity, Gender, Ability, and Spirituality	MCFT-660
Chapter 25: Diagnosis and Assessment	MCFT-647
Chapter 26: Research: Building Theory and Evaluating Therapy	MCFT-597
Appendix A: Pre-test Answers and Discussion	MCFT-512
Appendix B: Licensing and Registration Boards	MCFT-512
Appendix C: About the MFT Licensing Exam	MCFT-512
Appendix D: Knowledge Domain Proportions	MCFT-512
Appendix E1: Sample Motion for Protective Order	MCFT-505
Appendix E2: More about FSI	MCFT-512
Appendix E1: HIPAA	MCFT-505
Appendix E2: Mental Status Form	MCFT-572

When students enroll in MCFT-512 in their last semester in practicum, they are also enrolled in an online training and prep program through Family Solutions Institute (mftlicense.com). The *Study Guide for the Marriage and Family Therapist National Licensing Exam* (see below for reference and referred to as the "Study Guide") serves as an excellent resource in preparation for the MAQE and is used across the curriculum:

Guise, R. W. (Ed.). (2015). *Study guide for the marriage and family therapy national licensing examination*. Boston: The Family Solutions Institute.

The *Study Guide* can be purchased at a 20% discount for CFT students through Family Solutions (mftlicense.com com -> MFT University Programs -> Adler University) and is an excellent investment in the students' careers as CFTs. Not only will chapters from this book be used across the curriculum, but they are also essential for review in preparation for the MAQE as well as for the licensing exam in pursuit of licensure as a Marriage and Family Therapist. Additionally, Family Solutions has created an alumni bundle to help graduates further prepare for the American Marriage and Family Therapy Regulatory Board (AMFTRB) National Exam (mftlicense.com com -> MFT University Programs -> Adler University).

The MAQE is a four-hour timed exam consisting of 180 multiple-choice questions. Students take an official practice exam and then have three opportunities to take the exam in MCFT-512 (in summer I)

and in summer II. Students sign an Honor Statement provided in MCFT-512 and can take the exam from any location with access to the internet.

Results will be provided immediately and 75% is passing. You will also receive feedback on areas of strengths and weaknesses of your exam score. Typically, 10% of students pass on the first attempt and 80% pass on the second attempt. It is highly recommended that students plan and prepare to be available to take all three attempts. If students pass on the first attempt, it is recommended they take advantage of the other two exam opportunities as practice for the licensing exam.

If students do not pass the exam within the semester they are enrolled, remediation – if offered – could include retaking coursework in the specific areas that were deficient. For example, if students are not able to pass the questions regarding ethics, they may have to re-enroll in MCFT-505 as part of the remediation plan and then re-register to retake the full exam in the following semester. Remediation is not guaranteed for all students who do not pass the exam; students are at risk for administrative withdrawal for failure of the MAQE. These situations will be decided on a case-by-case basis by the core faculty and reviewed with students by their faculty advisor.

Online workshop. As part of the MAQE, students have access to an online prep course offered by Family Solutions Institute that students can work through at their own pace. This, in conjunction with the *Study Guide* used throughout the MCFT curriculum, are key components to prepare for the exam.

Exam. The MAQE is a **COMPREHENSIVE** exam used to measure a student's competency across the program's Student Learning Outcomes, specifically SLOs 1 through 7. Preparation for the exam should parallel how students might prepare for the national licensing exam provided by the Association of Marital and Family Therapy Regulatory Boards (AMFTRB). This is also the secondary goal of this degree requirement: to prepare students for sitting for the licensing exam, which tests students across six domains:

Domain 01 The Practice of Systemic Therapy

Tasks related to incorporating systemic theory and perspectives into practice activities and establishing and maintaining ongoing therapeutic relationships with the client system.

Domain 02 Assessing, Hypothesizing, and Diagnosing

Tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities.

Domain 03 Designing and Conducting Treatment

Tasks related to developing and implementing interventions with the client system.

Domain 04 Evaluating Ongoing Process and Terminating Treatment

Tasks related to continuously evaluating the therapeutic process and incorporating feedback into the course of treatment, as well as planning for termination.

Domain 05 Managing Crisis Situations

Tasks related to assessing and managing emergency situations and intervening when clinically indicated and/or legally mandated.

Domain 06 Maintaining Ethical, Legal, and Professional Standards

Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism.

These domains are from the AMFTRB's website at <https://amftrb.org/mft-exam/exam-info/> and additional information can be found there.

The MAQE is a pass/fail (credit/no credit) experience and will not be calculated into the students' final GPA. The exam questions are drawn from a bank of questions developed by Family Solutions Institute with contributed questions from the core faculty.

Part II: Professional Portfolio

The Capstone Project is submitted as part of MCFT-512 in students' final summer semester of the program. This project is a **Professional Portfolio** designed to accomplish a variety of goals and students are first introduced to the requirements in the first semester of the program in MCFT-510. The first goal is to gather necessary materials to accomplish imminent professional goals, such as obtaining a job and/or state licensure. The second is to encourage students to maintain the practice of saving documents in support of achieving future professional goals like joining insurance panels or additional credentials. It is recommended to keep both paper and PDF copies. Finally, the portfolio represents students' clinical growth and academic accomplishments at Adler University in development of their professional identity as a Couple and Family Therapist.

As part of this professional development, students are required to engage in their professional community outside of Adler. This includes attending trainings, workshops, and conferences. The CFT Department recommends that students consider attending the Illinois Affiliation of Marriage and Family Therapy (IAMFT) Futures Conference, which is hosted each fall. Additionally, each spring, IAMFT hosts an annual conference, which is an excellent way to present posters and workshops as well as network with fellow CFT students and clinicians.

The portfolio includes the following sections below, including specific documents. The portfolios are gathered in a binder submitted to the students' MCFT-512 instructor for review. The portfolios are returned to students with feedback using the Professional Portfolio Feedback Form and Rubric (provided to students in MCFT-512). The professional portfolios consist of **five** sections (organized by five binder tabs) and measures competency on Student Learning Outcomes 7 and 8:

SECTION I: Professional Identity & Self-of-the-Therapist

In a 6-8 page paper, students reflect on their development as a Couple and Family Therapists firmly grounded in systemic theories who are socially responsible and sensitive to diversity and social justice with clear professional identities as a Couple and Family Therapists (i.e., the program's mission). In this reflection, students are encouraged to consider the following:

- Assessment of your growth in confidence and competence as a therapist since the beginning of the program. What specifically helped most to facilitate your growth?
- Current stance on social justice, including vision of socially responsible practice in your future plans as a CFT. How has this position evolved?

- Incorporation of Adlerian perspectives in your professional identity as a Couple and Family Therapist.
- How did the Social Justice and Clinical Practicum experiences shape your clinical competence and social interest?
- The definition of self-of-the-therapist and a description of your identity including theoretical orientation and its stance on the use of self in therapy.
- How were family of origin issues raised for you throughout the program? What did you do with them?
- What are your future short-term and long-term professional goals?
- What are your strengths and growth edges as you look forward to your continued development as a CFT?

SECTION II: Professional Application Packet (job related or doctoral program)

All professional portfolios must include:

- Resume (job) and/or CV (academic program)
- Confirmation of future letters of recommendation as needed (i.e., copies of emails)
- Letter of Recommendation (Clinical Practicum Site Supervisor)
- Letter of Recommendation (Social Justice Practicum Site Supervisor)

Students applying to a doctoral program must also include:

- Statement of interest as required by doctoral application
- Writing sample

Students applying for jobs must also include:

- Cover letter to prospective employers

SECTION III: Preparation for State Licensure

Include the following:

- Syllabi for all coursework across the MCFT program or any approved transferred coursework*
- Final Hours Log – Social Justice Practicum
- Final Hours Log - CFT Clinical Practicum Verification of Completion Form Adler MCFT Transcript (Unofficial)
- Copy of completed AMFT Application (for the state of Illinois or state of choice)

SECTION IV: Professional Documentation

Include the following:

- Undergraduate transcript (optional)
- Transcripts (unofficial are acceptable) of any other degrees obtained
- Proof of professional memberships (e.g., Student Membership in AAMFT)
- Certifications (e.g., PREPARE counselor)
- Certificates of Attendance from professional conferences, workshops, or training
- Illinois Mandated Reporter Training (completed in MCFT-505)
- Informed Consent Training (CITI training; completed in MCFT-597)

- Other related information

SECTION V: Academic Accomplishments

Include the following:

- Example of finest academic work (papers and exams)
- Presentations (workshops, poster presentations, SJP Symposium)
- Evidence of teaching and/or research assistantships
- Scholarly work (e.g., research)

**As the program is COAMFTE-accredited, you will not have to submit your syllabi to the state. However, it is important to keep these documents for other endeavors that you may not even be aware of at this point—for example, application to a doctoral program or review for an additional certification or designation.*

SECTION III: Certificate in Couple and Family Therapy

NOTE: The Certificate in Couple and Family Therapy has been suspended effective fall 2020.

Section IV: Doctor of Philosophy in Couple and Family Therapy

Adler University approved the creation of a Doctorate of Couple and Family Therapy (DCFT) program in Fall 2012 with a launch date of Fall 2014. The first cohort in the DCFT program began in September 2014. In October 2015, the core faculty voted to shift the doctorate from a DCFT to a PhD because the established degree requirements were consistent with other PhDs in the field, including required research and the completion of a dissertation. This shift has been approved by the Board of Adler University, the Illinois Board of Higher Education, and the Higher Learning Commission (HLC). With the approval of this change, the acronym for the doctorate, PhD, is now “CFTD.”

The CFTD program primarily focuses on training advanced clinicians consistent with Adler University’s three broad learning outcomes:

- I. Practitioner-Scholar,
- II. Integration of Science and Practice, and
- III. Socially Responsible Practice,

as well as preparing graduates for careers in research and academia. Designed for experienced clinicians as well as recent graduates of master’s degree clinical programs, the Doctor of Philosophy (PhD) in Couple and Family Therapy (CFTD) emphasizes excellence in clinical practice, training students to apply empirically based knowledge, research, and techniques to therapy, training, and clinical supervision. Graduates of the program are positioned to make significant contributions to the practice of CFT through supervision, education, leadership, and scholarly work. In addition to their academic work in social justice, diversity, and multicultural contexts, doctoral students get hands-on experience through their Social Justice Practicum and by providing therapy, clinical supervision, and advocacy in clinical settings that work with underserved and marginalized individuals, couples, and families.

Program Mission, Goals, and Student Learning Outcomes

The mission of the CFTD program is to prepare professionals with the core identity of Couple and Family Therapists, including attainment of advanced skills in research, theory, and application of a systemic framework and identity, including an ethical consciousness, cultural competence, and social responsibility. Underlying the training philosophy of the Couple and Family Therapy Department are vital core values including (a) the notion that change takes place in the context of relationship, (b) systemic thinking, (c) openness to diversity, (d) sensitivity to cultural context, (e) CFT professional identity, (f) commitment to clinical excellence including ethical knowledge and behavior, and (g) social responsibility. These are achieved through a commitment to our Program Goals and Student Learning Outcomes.

PROGRAM GOALS

1. To role model a clear professional identity as an ethical Couple and Family Therapist with advanced training, knowledge, and experience.
2. To train students to develop a culturally competent systemic worldview in their work as a Couple and Family Therapist across academic, clinical, research, and supervision settings.
3. To graduate socially responsible professional Couple and Family Therapists sensitive to social justice and diversity.

STUDENT LEARNING OUTCOMES

1. To understand and apply advanced knowledge of systems, modern, and postmodern Couple and Family Therapy theories.
2. To demonstrate cultural competency with diverse populations in the advanced practice as a Couple and Family Therapist across academic, clinical, research, and supervision settings.
3. To demonstrate knowledge of Adlerian principles that can complement systemic work with couples, families, and individuals.
4. To demonstrate advanced application in clinical and supervision skills in the practice of Couple and Family Therapy with specific training in grief, loss, and trauma.
5. To exemplify doctoral-level knowledge, skill, and integration of research in the field of Couple and Family Therapy.
6. To demonstrate sensitivity and knowledge in application of social justice, social responsibility, and oppression with couples and families.
7. To establish a clear professional identity including an ethical consciousness as a Couple and Family Therapist with advanced training in preparation to serve the profession.

The program's mission, goals, outcomes, and curriculum substantially reflect the Professional Marriage and Family Therapy Principles (PMFTPs). The PMFTPs applicable and relevant to the CFTD program are reflect the admissions standards that students in the CFTD program should have a master's degree in the field or a clinical master's degree in a related field with the requirement to take the relevant master's courses to prepare them for the doctoral curriculum. The **Marriage and Family Therapy Core Competencies**® identified for doctoral students are primarily perceptual, executive, evaluative, and professional. These students also have a level of familiarity and knowledge with the current **AAMFT Code of Ethics** for practice, while the CFTD program focuses more specifically on Standards IV and V as graduates are preparing for future possible positions in academia (students and supervisees in Standard IV) and research (in Standard V). Students with a master's in the field have sufficient exposure to the **AMFTRB Examination Domains, Task Statements, and Knowledge Statements** in preparation for the licensing exam and have already met the **relevant state licensing regulations** for education for Illinois. These students are encouraged to use the practicum and internship requirements of the CFTD to meet the licensure requirements for clinical work and supervision. Students who are required to "level up" take coursework based on the requirements for licensure as an LMFT (see the Academic Advisement Sheet) and the required foundational courses for the degree as evaluated during the admissions process.

Racial and Gender Composition of the CFTD Program

The Couple and Family Therapy Department at Adler University is committed to diversity as part of their mission. A snapshot of the composition of faculty (core and adjunct), supervisors (core and site), and students in the CFTD program is available on the program's website. This information is updated each fall after new student information is gathered at orientation. The CFT Department would like to note that core and adjunct faculty and supervisors are shared across the programs.

PhD in Couple and Family Therapy Professional Portfolio

CFTD students are expected to engage in activities across their doctoral experience that develops their professional identity and builds their Professional Portfolio, preparing them for the many opportunities

post-graduation. First introduced in CFTD-750: Professional Development Seminar I with specific benchmarks evaluated in CFTD-790: Professional Development Seminar II, students are expected to maintain a professional portfolio. As part of the PhD in Couple and Family Therapy program, students are required to include:

- Evidence of a (research) poster or presentation as part of a training, workshop, seminar, or conference (SLO5)
- Evidence of a (social justice) poster or presentation as part of the Multifaceted Themes of Diversity Conference, Annual Community Engagement Symposium (Social Justice Practicum), or equivalent (SLO6)
- CITI Certification (completed within research courses)

Other examples of professional portfolio materials:

- Curriculum Vitae (CV)
- Aggregated teaching evaluations
- Certificates of attendance to webinars, trainings, continuing education opportunities, conferences, etc.
- Publications (professional and peer-reviewed)
- Poster presentations
- Professional presentations
- Certifications
- Awards/Honors/Scholarships
- Letters of recommendation
- Writing Samples
- IRB applications

CFTD Curriculum

The following list of courses is required for degree completion of the PhD in Couple and Family Therapy. This sequence ensures students that full-time status is maintained (enrolled in 9 credits or in practicum, internship, or dissertation) with the use of specials courses and allows Adler University to plan course offerings each term. Students are required to consult with their faculty advisor to confirm course selections prior to registration for each semester. *Specials courses (students are required to take nine credits) have been built into the curriculum, but students may shift their choices by working with their faculty advisor with consideration of full-time status.

The CFTD program is a full-time program to be completed in four years and no longer than seven years. If students wish to adjust their timeline less than full-time, they can work with their faculty advisor to do so. With support of their dissertation chair and approval of the Department Chair, students may finish the PhD in three years by completing the dissertation and internship concurrently. For any program differences and specific sequence variations, please refer to the Academic Advisement Sheet (AAS) for the year in which the student matriculated into the program.

Degree requirements. Courses are listed under the categories of Advanced Curricular Areas (ACA) as outlined by the COAMFTE Accreditation Standards Version 12:

ACA 1: Advanced Research – 13 area credits/13 program credits

CFTD-740: CFT Qualitative Research Methods

3 cr.

CFTD-742: CFT Quantitative Research Methods	3 cr.
CFTD-741: CFT Statistics	3 cr.
CFTD-743: CFT Qualitative Data Analysis	3 cr.
CFTD-788: Grant Writing	1 cr.

ACA 2: Advanced Relational/Systemic Clinical Theory – 18 area credits/31 program credits

CFTD-720: Advanced CFT Theory I	3 cr.
CFTD-721: Advanced CFT Theory II	3 cr.
CFTD-722: Advanced Couples Therapy	3 cr.
CFTD-724: Advanced Family Therapy with Children and Adolescents	3 cr.
CFTD-725: Grief and Loss Through the Family Life Cycle	3 cr.
CFTD-726: Trauma and the Family System	3 cr.

ACA 3 Advanced Relational/Systemic Applications to Contemporary Challenges

CFTD-730: Diversity & Social Justice: Issues of Equity and Acceptance	3 cr.
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ACA 4: Advanced Foundations of Relational/Systemic Teaching, Supervision, Consultation and/or Leadership

CFTD-745: Supervision of Couple and Family Therapists	2 cr.
CFTD-750: Professional Development Seminar I	1 cr.
CFTD-790: Professional Development Seminar II	1 cr.

Plus 9 credits of specials* that specifically meet both/either Advanced Curriculum Areas 3 and 4 - 16 area credits/47 program credits

Advanced Practical Experience (Practicum, Doctoral Qualifying Exam, Internship and Dissertation) - 16 area credits/63 program credits

CFTD-703: CFT Practicum – Clinical Practicum and Seminar I	3 cr.
CFTD-704: CFT Practicum – Clinical Practicum and Seminar II	3 cr.
CFTD-705: CFT Practicum – Clinical Practicum and Seminar II	2 cr.
CFTD-763: Doctoral Qualifying Exam	0 cr.
CFTD-865: CFT Doctoral Internship I	1 cr.
CFTD-866: CFT Doctoral Internship II	1 cr.
CFTD-867: CFT Doctoral Internship III	1 cr.
CFTD-875: CFT Dissertation Prep Seminar	1 cr.
CFTD-862: Dissertation Literature Review	1 cr.
CFTD-876: CFT Dissertation I and Proposal Defense	1 cr.
CFTD-877: CFT Dissertation II	1 cr.
CFTD-878: CFT Dissertation III and Oral Defense	1 cr.

***PhD Specials Choices:**

CFTD-681: CFT Special Topic I	1 cr.
CFTD-682: CFT Special Topic II	2 cr.
CFTD-683: CFT Special Topic III	3 cr.
CFTD-728: Divorce Mediation and Conflict Resolution with Couples	3 cr.
CFTD-729: Sex Therapy: Theory and Techniques	3 cr.
CFTD-732: Integration of Religion and Spirituality in CFT	3 cr.
CFTD-735: LGBTQ Competent Therapy with Couples and Families	3 cr.

CFTD-736: Medical Family Therapy	3 cr.	
CFTD-738: Gerontology Issues in Family Therapy	3 cr.	
CFTD-746: CFT Supervision of Supervision I	1 cr.	
CFTD-747: CFT Supervision of Supervision II	1 cr.	
CFTD-748: CFT Supervision of Supervision III	1 cr.	
CFTD-789: Creative Interventions with Couples and Families	1 cr.	
CFTD-802: hooks & Hardy	1 cr.	
CFTD-804: Emotionally-focused Therapy		2 cr.
CFTD-805: Divorce	1 cr.	
CFTD-807: Infidelity	1 cr.	
CFTD-811: Pop-culture and Couple & Family Therapy	1 cr.	
CFTD-815: Consensus Rorschach	1 cr.	
CFTD-817: Body Image	1 cr.	
CFTD-821: Private Practice	1 cr.	
CFTD-825: Working with Families with Children with Special Needs	1 cr.	
CFTD-827: How to Publish in the Field of Mental Health	1 cr.	
CFTD-831: Becoming A Kink-Aware Professional: An Exploration of Kink and BDSM	1 cr.	
CFTD-837: Introduction to Consensual Nonmonogamy	1 cr.	
CFTD-841: Men's Mental Health		1 cr.
CFTD-861: Introduction to Mediation for Couples and Families	1 cr.	
CFTD-863: Clinical Risk Management: Suicide in Couples and Families	1 cr.	
CFTD-870: International Immersion and Cross-Cultural Studies	3 cr.	
CFTD-871: CFT Research Application	3 cr.	

Total Credits Required for Two Years of Advanced Curriculum and Practical Experiences: **63**

Transferred and/or Requisite Credits: **39**

Total Credit Hours Required: **102**

Due to the limited size of entering cohorts, courses listed under ACA1 and ACA2 (with the exception of CFTD-720 and 721) are offered every other year, while courses listed under ACA3 and ACA4 are typically offered in each academic year.

*Specials courses, i.e., electives, in the PhD program are continuously being developed to meet the needs and interests of current students. PhD students are surveyed by the Department Chair to schedule upcoming specials courses with courses being offered no more frequently than every other year. Course descriptions of PhD specials courses are available in the *Academic Catalog*. Occasionally, current events or training needs arise with newly developed opportunities for students which will then be scheduled using CFTD-681, 682, or 683 depending on the number of credits.

Requisite Credits for the CFTD Program

Accepted students utilize up to 39 credits from their master's degree program in Marriage and Family Therapy, Couple and Family Therapy, or Medical Family Therapy as requisites for the doctoral program. Students who have a degree in a related clinical program may also receive credits from their graduate work but will be required to take the requisite MCFT courses in the first year of their doctoral program. Each student's transcripts and syllabi will be evaluated on an individual basis in reference to the

requirements for licensure as an LMFT in the state of Illinois, which is equivalent to the expected completed curriculum that all CFTD students bring to the program or will complete in their first year. Additionally, this review confirms the successful completion of foundational curricular areas (COAMFTE v12). Only courses with a grade of “B” or better will be approved. This evaluation is done for the sole purposes of the degree requirements for the PhD and does not at all reflect the state’s evaluation for licensure. Students graduating from a COAMFTE-accredited master’s degree will automatically meet the 39-credit requisite. CFTD students who did not complete their master’s degree at Adler must take the following courses in their first year:

- MCFT-533 Adlerian Theory and Practice in CFT 3 credits
- SJP-513 Social Justice Practicum I 1 credit
- SJP-514 Social Justice Practicum II 1 credit

The Social Justice Practicum must be completed prior to the start of clinical practicum.

Doctoral Retreats

The doctoral program hosts doctoral retreats each spring. This day long retreat includes doctoral students and CFT core faculty and is mandatory for CFTD students enrolled in coursework (advanced curriculum areas) to attend. Students in dissertation and/or on internship or are completing electives during these degree requirements are not required to attend. The date is announced early in the fall so that students and faculty can make the appropriate arrangements to be available for the full day.

Completion of the CFTD Degree

The CFTD program is a full-time program to be completed in four years and no longer than seven years. Students wishing to extend their program longer than the four years full-time can work with their faculty advisor to ensure that they are meeting the degree requirements in a timely manner. Students may complete the program in as little as three years by concurrently registering for internship and dissertation with the appropriate approvals.

Transfer of Credits for CFTD Coursework

The policies related to Transfer Credit can be found in the *Academic Catalog* (<http://www.adler.edu/page/campuses/chicago/student-services/catalog-Handbook>).

Graduation Requirements for the CFTD Program

CFTD students are required to complete the advanced curriculum, advanced practical experiences, Adler’s requirements (Social Justice Practicum and Adlerian course), the Doctoral Qualifying Exam, internship, and dissertation for eligibility for degree conferral. Degree conferral occurs at the end of fall and spring semester and at the end of summer I and summer II terms in the summer semester. Graduation requirements are included in the *Academic Catalog*. Once your degree is conferred, you may add “PhD” or Ph.D.” to your credentials.

Participation in Commencement

To participate in commencement, CFTD students must meet the following requirements:

- a. Successful completion of all course requirements (Advanced Curriculum)

- b. Successful completion of all practicum requirements (SJP and Clinical Practicum)
- c. Successful passing of Doctoral Qualifying Examination
- d. Successful defense of Dissertation (i.e., pass or passed with minor revisions) and document ready to be submitted to the Technical Reviewer by the first day of the fall term (at the latest)
- e. Registered in the last semester of internship concurrent with the semester in which commencement occurs

Registrar will email and post information about graduation applications on Adler Connect. If you anticipate meeting the above requirements, it is advised that it is better to submit your application and defer than to submit your application late. Please talk about this more specifically with your faculty advisor/dissertation chair.

Don't forget to wear your Delta Kappa honor cords!

During commencement, you will cross the stage and be hooded by your dissertation chair. If you want to shake hands or hug (optional and your choice!), it is recommended to do that prior to the hooding.

Traditionally, the graduates and core faculty gather after the commencement to take group photos in their regalia immediately following the ceremony.

Social Justice Practicum

In keeping with the mission of the university, the Social Justice Practicum (SJP) is a requirement of the institution. All students at Adler are required to complete two semesters (in the fall and spring of their first year) of Social Justice Practicum, including 200 hours of service and monthly trainings. This is a requirement of all students at Adler. This opportunity is coordinated through the Center for Civic Learning and Community Action. The completed SJP experience is a pre-requisite to clinical practicum.

Details regarding Adler University's required Social Justice Practicum are available to students online at <http://communityengagementadler.info/>.

CFTD students who earned their master's degree at Adler University and completed their Social Justice Practicum (or Community Service Project prior to 2015) may transfer in this experience as it is a university requirement.

Advanced Practical Experiences

The advanced practical experiences required to be completed by CFTD students include **clinical practicum, the doctoral qualifying exam, internship, and dissertation.**

The Clinical Training Director (CTD) of the CFT program collaborates with students to identify the clinical experiences that meet the needs of the degree and the profession through the clinical practicum. The clinical and supervisory hours accrued can typically be applied to LMFT licensure for students who have not yet obtained their license. To do this, it is recommended that students are registered as an Associate MFT (AMFT) in the state of Illinois.

The doctoral qualifying exam is completed at the conclusion of practicum. The internship is developed and proposed by the student in consultation with the CTD focusing on the student's professional goals. The development of the dissertation begins on the first day of the program and is nourished through

coursework, specifically advanced research and professional development courses, and in concert with the students' faculty advisor and then their dissertation chair.

The Advanced Practical Experience Component is defined by the v12 accreditation standards and must include the at least two of the following skills:

- advanced research
- grant-writing
- teaching
- supervision
- consultation
- advanced clinical theory
- clinical practice/innovation
- program development
- leadership
- policy

In the PhD in Couple and Family Therapy program at Adler University, CFTD students engage in **clinical practice/innovation** in their practicum, **advanced clinical theory** in their qualifying exam, **advanced research** with the successful defense of their dissertation, and the opportunity to sharpen previous skills or focus on a fourth skill through their internship.

During these experiences, students must receive mentorship and/or supervision by **an appropriately qualified professional with a CFT identity** or expertise in the student's desired learning experience. For example, students providing clinical services in practicum will be supervised by an AAMFT Approved Supervisor or Supervisor Candidate through the practicum seminar. The practicum is the foundation for the qualifying exam and this mentorship is essential in development of the students' advanced clinical theory. Another example is if the student teaches as part of their internship, they are being mentored by an appropriately degreed, credentialed, and experienced instructor.

AAMFT Approved Supervisor Designation

The CFTD program has been specifically approved – instructor and course – by the AAMFT to deliver the foundational coursework required for the AAMFT Approved Supervisor designation. The course (CFTD-745) provides an in-depth overview of the models of clinical supervision and includes opportunities for students to begin gaining supervisory experiences with MCFT students. Additionally, students who complete CFTD-745 can also use electives to gain their supervision experience through the MCFT program. This is set up across the academic year in three, 1-credit electives (CFTD-746, 747, and 748). Students are appointed a supervisor mentor and provide supervision and mentorship to MCFT students. Through the fundamentals course and elective series, students can obtain the necessary requirements to apply for the AAMFT Approved Supervisor designation.

Clinical Practicum

The clinical practicum is a vital part of training at Adler University. Doctoral students enter into the program with a clinical master's degree. Providing therapy for couples and families under supervision meets the requirements for advanced training. Detailed information is available in the *CFT Clinical Training Manual*.

Doctoral Qualifying Exam

The Doctoral Qualifying Examination (DQE) provides an opportunity for students to demonstrate their theoretical and clinical competency in the Couple and Family Therapy field and across the Student Learning Outcomes (SLOs) specifically identified as part of the advanced practical experiences component of the degree. Students register for the DQE concurrent with the last semester of practicum seminar, i.e., CFTD-705, or the semester immediately following. In order to register for CFTD-763 and CFTD-705 concurrently, students must have completed 96 of the 120 required relational client contact hours by the end of CFTD-704. Detailed Information is available in the *CFT Clinical Training Manual*, which is reviewed in detail in CFTD-703.

Internship

The doctoral CFT internship provides doctoral students with a supervised **full-time** experience **over three semesters**, emphasizing the development of their CFT professional identity (SLO7) consistent with the degree requirements and the students' professional goals. Students must be engaged in a continuous experience in the practice and profession of couple and family therapy with **no fewer than 30 hours a week** (full-time employment status). Students can create an internship experience that meets these requirements with more than one site or opportunity. This can be a **paid experience**. Detailed information is available in the *CFT Clinical Training Manual*.

Internal CFT Department Internship. Dependent on department needs, i.e., incoming student numbers for the MCFT program, opportunity for a PhD student to develop their instruction, supervisory, mentorship, and service skills by doing an internal internship, may be available. This internship would count towards one third (1/3) of the requirements for the PhD internship which is roughly equivalent to 10/hours a week including the provision of supervision over an academic year.

Traditionally, this has been an evolution over the year of being a teaching assistant, co-teaching, teaching, and developing and teaching an elective, but what the internship looks like depends on both the department needs AND the experience the intern brings. There is a small stipend/course pay and supervision is included. This is listed here rather than the Clinical Training Manual as it is an opportunity provided by the Department only for internal PhD candidates. Additional internship requirements include:

1. Co-advising the Delta Kappa International Marriage and Family Therapy Honor Society
2. Participation in one faculty meeting in the fall and one in the spring/summer semesters (they are on the second and fourth Tuesdays from 10-12pm).
3. Attendance at the full department meeting in September (typically the first Thursday of the academic year at noon).
4. And any other opportunities provided by the department or requested by the intern, e.g., accreditation, research, etc.

The Department Chair will provide details via email to eligible PhD students in **early spring** for the following academic year with a clear deadline for submission. Students will include the following information in their application. **NO late or incomplete submissions will be considered.**

1. Current CV
2. Status of licensure and AAMFT Approved Supervisor designation (copies or statement of status)

3. One (1) Letter of recommendation – preferably from a faculty you have TAed or co-taught with (not core faculty as we already participate in the review process of internal internship applicants) or another recommender who can speak to your teaching experience. This letter of recommendation can either be directly emailed to the Department Chair or can be submitted with application materials on official letterhead as a PDF.
4. Statement of Intent that includes:
 - a. Instruction experience and fit for the opportunity.
 - b. How this internal internship fits into both degree plan and professional plan as well as an outline for what the other 2/3s of your internship will include.
 - c. Review the *Adler University Academic Catalog* including the descriptions of the courses offered in the **MCFT** program. Highlight 2-3 courses that you believe your skillset, knowledge, and experience would make you a good fit, i.e., content area expert, to teach.
 - d. Propose a one (1) credit elective including course title, course description, course learning objectives, either one text or five peer-reviewed journal articles that you would have your students read, and one sample assignment.

Applicants will also be invited to interview with core faculty simulating a faculty interview experience.

Dissertation

The required doctoral dissertation is both a summative opportunity and ritual experience to complete the PhD in Couple and Family Therapy. The *CFT Dissertation Guidebook* provides all necessary information for successful completion of the dissertation requirement and any additional questions can be directed towards the faculty advisor and/or dissertation chair. The *CFT Dissertation Guidebook* will be provided to students in CFTD-875: CFT Dissertation Prep Seminar.