The Family Institute at Northwestern University
Master of Science in Marriage and Family Therapy Program

Academic Program Manual
On-Campus and Online Branches

IMPORTANT NOTICE:

The MSMFT Academic Program Manual is subject to amendments.
All amendments would apply to those currently in the program.

Dear students, welcome!

The faculty and staff of the Marriage and Family Therapy Program at The Family Institute at Northwestern University are excited to welcome you, as you begin your professional journey. We believe that over the coming months you will grow into a well-trained, confident marriage and family therapist. We have created an outstanding program that will prepare you to be the best therapist you can be. This preparation, while rewarding, is also intense and challenging.

Graduate education leading to a Master of Science in Marriage and Family Therapy degree integrates coursework, clinical training, supervision, administrative work, and the development of one's professional identity. Each of these components is arduous and together they make for a demanding experience. Students should expect to work very hard while in the program. The recruitment team makes every effort to select a cohort of students who possess the necessary ingredients to succeed. Your arrival at TFI is the first vote of confidence that each student has the "right stuff" to become a competent marriage and family therapist. Over the course of a few decades, we have watched graduate students blossom from novices to talented professionals who are eager to take on the professional world that opens up to them with their MSMFT degree. We look forward to having you be part of that next generation.

Those responsible for the design and running of the program, namely the Department Chair, the core faculty, staff, advisors, teaching faculty, and supervisors believe in you and want you to be successful. They will all make themselves available to help handle challenges that you might encounter during your graduate education. Graduate education is adult education; we begin with the assumption that you can manage the intense demands of graduate education.

What we will teach you in the program is cutting edge today, but in the future, to stay current with the changing needs of your clients and the field as a whole, you will need to continue to grow and adapt. One of the greatest perspectives you will gain while in the program is that you must take responsibility not only to excel in this program, but also to prepare yourself to become a lifelong learner. And you must do so while adopting critical thinking. These are key skills that you will carry throughout your career.

This is not to say that a student will not encounter difficulties sometime during the two-year program. However, it is our hope that students will identify these difficulties early, reach out for support, and work relentlessly to resolve them. Accordingly, students are encouraged to continuously monitor their progress, actively seek feedback, and take decided steps to address any challenges as soon as possible.

This *training manual* has the following goals:

1. To outline the mission, student learning outcomes, and goals of the MSMFT program.
2. To provide you with a clear understanding of program policies, procedures, remedies, and resources that exist both in the MSMFT program and at Northwestern University.
3. To provide you with a blueprint on how to navigate both the academic and clinical administration of the MSMFT program.

We welcome you to this unique and exciting experience of pursuing your journey toward becoming a marriage and family therapist and look forward to sharing it with you.

Mudita Rastogi, PhD, LMFT
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Clinical Professor, Department of Psychology, Northwestern University
McCormick Tribune Foundation Chair in Family Therapy

Master of Science Program in Marriage and Family Therapy
Academic Program Manual 2024 - 2025
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Mission, Goals, and Student Learning Outcomes

MSMFT Program Mission Statement

The mission of the Master of Science in Marriage and Family Therapy (MSMFT) Program at Northwestern University is to educate students to become knowledgeable, competent, systemic, culturally sensitive, ethical, and empirically informed Marriage and Family Therapists. Graduates of the program are expected to exhibit a beginning level of competence with a variety of presenting problems, utilize the Integrative Systemic Therapy (IST) framework to integrate knowledge from the field into practice, demonstrate multi-cultural sensitivity and ethical competence in their work, and have an appreciation for research, particularly research on family relationships and the process and outcome of therapy. With additional education and experience, graduates of the program will go on to become outstanding practitioners and future leaders in the field of Marriage and Family Therapy. The program's mission is embedded in that of The Family Institute (to strengthen and heal families and individuals from all walks of life through clinical services, education, and research) and Northwestern University (excellent teaching, innovative research, and the personal and intellectual growth of its students). Accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the program reflects the Professional Marriage and Family Therapy Principles and COAMFT's Developmental Competency Components (DCCs).

The following program goals and associated student learning outcomes operationalize the program's mission.

Program Goals

1. Train entry level Marriage and Family Therapists who are knowledgeable, systemic, integrative, and empirically informed (Integrative Systemic Therapy).
2. Train competent entry-level therapists who are informed by a multicultural perspective and awareness of self.
3. Graduates achieve an identity as an MFT and observe the AAMFT code of professional ethics.

Student Learning Outcomes (SLOs)

Goal #1: Train entry level Marriage and Family Therapists who are knowledgeable, systemic, integrative, and empirically informed.

SLO 1 – Foundational knowledge base

- *Outcome:* Students will become knowledgeable of the core concepts, common factors and major schools of marriage and family therapy.

SLO 2 – Integration of concepts, models and techniques

- *Outcome: Students will learn to utilize a systemic, integrative, and empirically informed approach to planning and staging therapy (Integrative Systemic Therapy).*

SLO 4 – Integration of research

- *Outcome:* Students will learn to be critical consumers of research, incorporate research findings into their clinical practice, and utilize progress research data to make informed clinical decisions.

Goal #2: Train competent entry-level therapists who are informed by a multicultural perspective and awareness of self.

SLO 3 – Clinical competence

- *Outcome:* Students will develop a strong beginning level professional competence in the conduct of systemically oriented family, couple, and individual therapy (Integrative Systemic Therapy).

SLO 5 – Diversity and multi-cultural sensitivity

- *Outcome:* Students' clinical work will incorporate cultural sensitivity and respect for diversity across a range of cultural contexts including race, ethnicity, class, religion, gender, and sexual orientation.

SLO 8 – Development of the self-of-the-therapist

- *Outcome:* Students will develop awareness of their own reactions to clients and clinical responsibilities and develop means of managing their reactions and using them, when appropriate, in the context of therapy.

Goal #3: Graduates achieve an identity as an MFT and observe the AAMFT code of professional ethics.

SLO 6 – Professional ethical conduct

- *Outcome:* Students will develop an understanding of legal and ethical standards and demonstrate the ability and commitment to apply them in the professional practice of Marriage and Family Therapy

SLO 7 – Professional identity as marriage and family therapist

- *Outcome:* Students will clearly identify themselves with the profession of Marriage and Family Therapy.

<u>Communities of Interest</u>

The program has identified its Communities of Interest that provide formal and informal feedback as part of the Program's ongoing assessment and development of its outcome-based educational program. The Communities of Interest are students, teaching faculty, supervisors, alumni, employers, The Graduate School (TGS), and 2U.

<u>MFT Program Governance and Roles</u>

Mudita Rastogi, Ph.D., LMFT serves as the MSMFT Department Chair. In her role as Department Chair, she is responsible for the planning and oversight of program curriculum, faculty scholarship, adherence to COAMFTE accreditation requirements, coordination of scholarships and research assistantships, and management of the day- to-day operations of the MSMFT program. The Core Faculty members, Racine Henry, Ph.D., Darren Moore, Ph.D., Lisa Rene Reynolds, Ph.D., Samuel Allen, Ph.D., William Russell, MSW, Allen Sabey, Ph.D., David Taussig, MSW, Jennifer White VanBoxel, Ph.D., Neil Venketramen, MSMFT, Connor Callahan, Ph.D., and Laura Golojuch, Ph.D., under the direction of the Department Chair, are responsible for the administration of the program. They each are assigned to chair and/or participate in one or more committees (e.g., curriculum, research, supervision, accreditation, remediation, and student life). They all serve on the admissions committee, advise students, and produce scholarly work. Additionally, Core Faculty members teach, supervise, and mentor new supervisors and faculty.

All faculty members who teach or consult in the Master of Science in Marriage and Family Therapy program are licensed, practicing clinicians who hold faculty appointments from the Weinberg School, Psychology Department at Northwestern University. Teaching Faculty are responsible for course development, course instruction, academic evaluation, and scholarship. Supervising faculty are responsible for the direct clinical training and supervision of students. Consulting Faculty augment the MSMFT Program by lending their expertise to our students by giving guest lectures and providing interested students with guidance on academic and research interests.

The students of the MSMFT program are a vital component of the program. As learners, clinical trainees, and the future of the field, you are expected to produce high-quality, original academic work, grow and develop as a person and as a therapist, and express your views regarding the program, including its curriculum, policies and procedures. The feedback you provide in program meetings, on formal evaluation measures, and in individual meetings with faculty members is of great value to the program and is one important source of program modifications and improvements.

Program Evaluation and Assessment

The program has identified its Communities of Interest that provide formal and informal feedback as part of the Program's ongoing assessment and development of its outcome-based educational program. The Communities of Interest are students, teaching faculty, supervisors, alumni, employers, The Graduate School (TGS), and 2U. The MSMFT Program utilizes all data and metrics supplied by various departments and program assessments and evaluations as part of our strategic plan of continuous program development and improvement. The MFT Department Chair, the Director of Core Faculty and the Education Office are responsible for collecting information regarding student learning outcomes, course and faculty effectiveness, clinical trainee success, and program accomplishments. The education office requests that students, faculty members, supervisors, alumni, and other constituents complete various rubrics and evaluations to adequately assess the program's performance in achieving its benchmarks. Data is collected, analyzed and interpreted, and action plans are developed based on student, faculty and program feedback and needs.

The program collects data on curriculum/teaching/learning practices (CTECs and Student Program Evaluations); program resources; trainee achievement; Department Chair effectiveness; graduate achievement; student demographics; program effectiveness; employment of graduates, and employer satisfaction. Student Learning Outcomes, Program Outcomes, and Faculty Outcomes are reviewed formally at the yearly Program Review. At this time, action plans are developed, and outcomes are revised as needed to align with program goals and developmental competency components,

Results of the yearly Program Review are reported to the Chief Academic Officer, the Board of Directors, the University, The Graduate School, COAMFTE, faculty, students, and supervisors. Statistics on the achievement of each graduating class are posted on the website of The Family Institute at Northwestern.

Accreditation

Our program has been fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 1994. The COAMFTE is the standard-setting organization for family therapy training recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. Our online branch was accredited in June 2022.

Graduate Achievement Data

Graduates of the MSMFT Program typically seek licensure as Licensed Marital and Family Therapists (LMFTs) with the Illinois Department of Financial and Professional Regulation or in another state. The time from graduation to licensure typically takes from two to five years in Illinois. Some of our MFT graduates continue on to do doctoral work. No matter what their plans, students can count on the advice and support of the Department Chair, faculty, and supervisors for assistance with the steps after graduation. We take extreme pride in preparing our students for success in their journey to licensure, as shown by the data on our website.

Regulatory Variance Acknowledgement Statement

Marriage and Family Therapy (MFT) is a profession that has attained licensure in all 50 states in the USA; however, each state has its own laws and regulations about what is needed to become licensed as a MFT in that state. The coursework for the Master of Science in Marriage and Family Therapy (MSMFT) program at Northwestern University was designed to meet MFT licensure requirements in the state of Illinois. You may read more about the state requirements for MFT licensure in Illinois by visiting the IDFPR Website.

The Master of Science in Marriage and Family Therapy Program at Northwestern University does not claim that graduates will have the graduate-level training and education to obtain a license or credential in a state for which they apply other than the State of Illinois. State regulatory boards can change their laws and policies at any time, Northwestern University cannot guarantee that this degree and internship experience will meet future licensing requirements in a state other than Illinois.

Students are responsible for determining whether they can meet licensure or credentialing requirements. Not every state will accept a degree and supervised hours earned in another state. Students, please review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to information about each state's licensure resources: MFT State/Provincial Resources (AAMFT.org)

Northwestern University will not refund tuition, fees, or any associated costs, to students who determine after admission that they cannot meet licensure or credentialing requirements. If you know that you plan to pursue licensure in a state other than Illinois, it is best to contact that state's board directly for the most up to date information. Students can learn more about the requirements of MFT licenses in other states at https://amftrb.org/resources/state-licensure-comparison/. See COAMFTE for more details.

MFT Program Student Recruitment

Each year the MSMFT program core faculty aims to recruit and admit students with different backgrounds, experiences, and undergraduate majors. The program is committed to having diverse cohorts of students. Typically, about 40% of each cohort has been composed of students who represent some type of diversity. Our website is our primary vehicle for communicating to prospective applicants our strong commitment to diversity.

Residing within the United States Policy

Students must be living in the United States while enrolled in the program and are actively taking classes.

FI Employee Policy

It is the policy of the program that a student may not be employed by The Family Institute at Northwestern University (TFI). A student in the program may receive a stipend for work on a program-related project when stipends are available and approved, but they may not be employees of TFI. If an employee of TFI will matriculate into the program, they must resign from any full or part-time TFI employment and have terminated said employment in advance of their cohort's initial orientation.

Background Checks

Due to the clinical component the program requires all applicants who have received conditional admission to either the Master of Arts Program in Counseling or the Master of Science Program in Marriage and Family Therapy to complete an online background check to determine criminal history. Having an adverse criminal history finding does not necessarily preclude admission. Determinations are considered on a case-by-case basis. In the event that information from the background report is utilized in whole or in part in making an adverse decision with regard to an applicant's admission, before making the adverse decision, the Institute will provide the student with a copy of the consumer report and a written description of his or her rights under the federal Fair Credit Reporting Act.

Nondiscrimination Statement

Northwestern University prohibits discrimination on the basis of actual or perceived race, color, religion, creed, national origin, ethnicity, caste, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, reproductive health decision making, height, weight, or any other class of individuals protected from discrimination under federal, state, or local law, regulation, or ordinance or any other classification protected by law in the matters of admissions, employment, housing or services or in the educational programs or activities it operates, as required by Title IX of the Education Amendments of 1972;Title III of the Americans with Disabilities Act of 1990, as amended in 2008; Section 504 of the Rehabilitation Act of 1973; Title VI and VII of the Civil Rights Act of 1964; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; and any other federal, state, or local laws, regulations, or ordinances that prohibit discrimination, harassment, and/or retaliation.

The University has designated the Associate Vice President for Civil Rights and Title IX Compliance to coordinate the University's compliance with federal and state civil rights laws regarding protected characteristics, including Title IX and those other laws and regulations references above:

Emily Babb
Associate Vice President for Civil Rights and Title IX Compliance | Title IX Coordinator
Office of Civil Rights and Title IX Compliance
1800 Sherman Ave., Suite 4500
Evanston, IL 60201
(847) 467-6165
OCR@northwestern.edu

Tiffany Little
Senior Director. Civil Rights and Title IX Compliance | Deputy Title IX Coordinator
Office of Civil Rights and Title IX Compliance
1800 Sherman Ave., Suite 4500
Evanston, IL 60201
(847) 467-6165
OCR@northwestern.edu

The University complies with all federal and state laws that protect individuals with disabilities from discrimination based on their disability or perceived disability status. As such, reasonable accommodations and auxiliary aids and services are available to individuals with disabilities when such modifications and services are necessary to access the institution's programs and services. The University's ADA/504 Coordinator is:

Laura Conway
Director, ADA Compliance | ADA Coordinator
Office of Civil Rights and Title IX Compliance
1800 Sherman Ave., Suite 4500
Evanston, IL 60201
(847) 467-6165
Accommodations@northwestern.edu

Sam Milgrom
Deputy ADA Coordinator
Office of Civil Rights and Title IX Compliance
1800 Sherman Ave., Suite 4500
Evanston, IL 60201
(847) 467-6165
Accommodations@northwestern.edu

Inquiries about Title IX or the University's prohibitions against discrimination, harassment, and retaliation can be directed to the Associate Vice President for Civil Rights and Title IX Compliance, the ADA/504 Coordinator (for disability-related questions) or to the U.S. Department of Education Office for Civil Rights at the contact information listed below:

Complaints and inquiries regarding discrimination, harassment, and retaliation involving federal laws may be directed to:

U.S. Department of Education
Office for Civil Rights
John C. Kluczynski Federal Building
230 S. Dearborn St., 37th Floor
Chicago, IL 60604
(312) 730-1560
OCR.Chicago@ed.gov

U.S. Equal Employment Opportunity Commission
John C. Kluczynski Federal Building
230 S. Dearborn St., Suite 1866
Chicago, IL 60604
(312) 872-9777

Any person who believes that the University as a federal contractor has violated nondiscrimination or equal opportunity obligations may contact the Office of Federal Contract Compliance Programs (OFCCP) at

OFCCP
U.S. Department of Labor
200 Constitution Ave. NW
Washington, D.C. 20210
www.dol.gov
(800) 397-6251

Code of Conduct

The Student Code of Conduct applies to the following situations. The University reserves the right to investigate and resolve reports of alleged misconduct in all of these situations:

1. Involving students, a group of students, or a student organization affiliated with any school or department or the University as a whole (undergraduate or graduate).
2. Occurring from the time of a students' application for admission through the actual awarding of a degree (even if the conduct is not discovered until after a degree is awarded), including, but not limited to:
    1. During the academic year
    2. Before classes begin or after classes end
    3. During time pursuing credit away from the campus (e.g., study abroad, internships, co-ops)
    4. During periods between terms of actual enrollment
    5. While on leave from the University
3. Occurring either on or off campus

The University reserves the right to investigate and resolve any report or incident in which a student is alleged to violate any of the principles or policies published by the University or local, state, or federal laws or policies, regardless of the location where the incident occurs. Students are also expected to follow the policies and procedures of institutions that they may visit, including during international travel.

University and residence hall guests are expected to follow all University policies. Student hosts are accountable for the conduct of their guests and may be subject to disciplinary action as the responsible party for violations of University policy incurred by their guests. This applies to individuals, groups, and recognized student organizations.

In addition to the above code, MSMFT students and faculty are expected to follow the AAMFT Code of Ethics. Those found to have committed a violation or to have attempted to violate either the Northwestern University Code of Conduct or the AAMFT Code of Ethics will be subject to disciplinary sanctions, up to and including dismissal from the University.

MSMFT ACADEMIC POLICIES

Academic Integrity

The MSMFT Program is one of the Programs in The Graduate School (TGS) of Northwestern University. We adhere to the strictest standards regarding academic integrity and follow the policy set down by TGS as quoted below. "Academic integrity is fundamental to every facet of the scholarly process and is expected of every student in The Graduate School in all academic undertakings. Integrity involves firm adherence to academic honesty and to ethical conduct consistent with values based on standards that respect the intellectual efforts of both one-self and others.

Ensuring integrity in academic work is a joint enterprise involving both faculty and students. Among the most important goals of graduate education are maintaining an environment of academic integrity and instilling in students a lifelong commitment to the academic honesty that is fundamental to good scholarship. These goals are best achieved as a result of effective dialogue between students and faculty mentors regarding academic integrity and by the examples of members of the academic community whose intellectual accomplishments demonstrate sensitivity to the nuances of ethical conduct in scholarly work.

Standards of academic honesty are violated whenever a student engages in any action that jeopardizes the integrity of scholarly work. Such actions include cheating in the classroom or on examinations, including master's final examinations and Ph.D. qualifying examinations; the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence; fabrication of data; omission or concealment of conflicting data for the purpose of misleading other scholars; use of another's words, ideas, or creative productions without citation in either the text or in footnotes; paraphrasing or summarizing another's material in such a way as to misrepresent the author's intentions; and use of privileged material or unpublished work without permission. Academic dishonesty is a serious matter for graduate students committed to intellectual pursuits, and it will be adjudicated in accordance with procedures approved by the Graduate Faculty." The full university policy, procedures, student rights and sanctions can be found here: Northwestern Provost Academic Integrity

Mass Sharing of Syllabi

The mass sharing of program syllabi requires written permission of the program. Students who have accessed or stored unauthorized materials are advised to not retain them and not pass them along to others.

Sharing Course Materials

Sharing course assignments and materials requires written permission of the program. Sharing test materials or test answers is prohibited conduct and is an example of cheating.

Academic Credit

To graduate from the Program, students must successfully complete 25 courses. These include 19 academic courses and 6 internship courses. Of the academic courses, academic credit of one (1) unit is given for 18 of these courses and one required course, Professional Identity Seminar, is offered at zero (0) credits. In addition, academic credit (1 unit) is given for each of the six internships that students complete during the Program (see below). Students who successfully complete the program receive 25 units of academic credit in addition to completing one required zero credit course. For the on-campus branch, fifteen academic courses are taken in the first year (including 3 courses in the summer between the first and second year). Nine academic courses are taken in the second year. The order of courses for students in the online branch resembles that of the on-campus students but varies slightly based, in part, on a student's chosen track (i.e., part-time vs. full-time).

Northwestern University Units

Northwestern University credit for undergraduate and graduate programs is awarded in units, rather than credit hours. Courses are most often assigned 1.0 unit of credit. Northwestern does not typically offer conversions to other credit systems; however, institutions accepting Northwestern quarter credit in transfer can consider 1.0 Northwestern quarter unit to be approximately equal to 4.0 quarter hours, and 1.0 Northwestern semester unit equal to 4.00 semester hours. More information can be found at The Office of the Provost.

Attendance and Participation

Every course and each class are designed to contribute to students' development to practice systemic and relational therapy. To maintain the most productive learning environment for students and the instructor, it is imperative that students adhere to the attendance policies of the program.

1. ***Class attendance is mandatory.*** Students are expected to be present in all classes, except under certain circumstances (described below). Students are required to communicate with the instructor prior to the class if they are unable to attend a particular class.
    a. One absence per course per quarter is permitted without penalty. A second absence will reduce the overall course grade by 10% unless an additional assignment is completed as provided by the instructor.
    b. Instructors may require students to complete an additional assignment for any absence.
    c. Students are responsible for seeking out and making up the work that they missed.

d. If a student is absent for more than 20% of the classes for any reason (the actual number of classes depends on the quarter and course), the program may require the student to retake the course.
e. These policies apply to each course over the duration of the course.

2. ***Promptness is expected.*** Promptness is a professional responsibility to students and instructors and is necessary for all students to benefit from the class. Arriving late or leaving class early can cause a disruption of learning. Students should inform the instructor as soon as possible about needing to arrive late or leave early for any reason.
   a. If a student misses more than 30 minutes of a class (on-ground), or more than 15 minutes of a live session (online), they will be marked as absent for the class.

Students are expected to be present in all classes, to read assignments before class, and to be prepared to participate in discussion as well as apply the readings to information presented in class. Class participation will be graded based, in large part, on attendance and punctuality. For on-campus summer courses, which have fewer weeks, the requirement of an additional assignment or grade reduction will be in effect with the first absence. Consistent with NU policy, if a student is not present for at least 80% of course time, the program may require the student to re-take the course or, if there are documented, extenuating circumstances, complete additional assignments and take a reduction in grade.

On rare occasions a class or live session may be re-scheduled by the program or the instructor, for health or other unavoidable reasons. If this happens, all efforts will be made to announce the changes well in advance of the class. Students are expected to prioritize and attend class as per the altered schedule and should discuss any concerns directly with the instructor.

Receiving Course Content for Class Absence
At the discretion of the course instructor the following options may be available for an absence. Student will be marked as Absent; however, it may be possible for them to receive content if it is available and as decided by the instructor. Student request to receive content must be made in writing, along with the stated reason that constitutes the absence. Such a request may be made once a quarter.

- **Classes and live sessions are not generally recorded. As described by Northwestern University, a recording of the course, if a course is recorded, may be provided to students who was absent for a 7-day period through Canvas**. Viewing a recording after an absence does not count as being present for class. The student is still marked absent for the class session that was missed.
    - If recording, instructors may choose to turn off the recording at certain points during class to protect student privacy and eliminate the possibility that recording might stifle discussion, particularly if sensitive content is being discussed. If there is any concern that class content may be inappropriate or complicated to record, please see the Live option below.

- **For the on-campus branch, with special approval in advance, the instructor may allow a student to view a lecture live via Zoom.** Student will make this request of the instructor in advance of the class and in the request will name the classmate who is willing to stream the course live, via Zoom. Viewing the lecture by zoom does not count as being present for class. The student is still marked absent for the class session that was missed.
    - Course content cannot be recorded by the classmate providing livestream.
    - Student recording is prohibited. *Unauthorized recording is unethical and may also be a violation of university policy and state law*.

Important note: Instructors may require students who miss an in-class discussion to submit a personalized summary or critical reflection of the class session content and/or assigned readings within one week of the missed class. Such critical reflections need not be graded but could count toward the attendance requirement and/or participation grade.

See the attendance policy in this manual to understand the implications of missing a class session.

Conference Attendance Policy

As Marriage and Family Therapists in training, there are many opportunities to advance your learning experience by engaging in scholarly settings and work. Attending conferences is a great way to learn about current events, participate in research, and hear from some of the founding and front running figures in the field. Conferences are also an inviting environment to connect with other students and therapists as well. Here at TFI, we encourage students to further their clinical and academic training by attending conferences.

IAMFT and AAMFT are our local and national premier conferences to attend. Should attendance at either of these two conferences conflict with course meeting time, please contact the appropriate course faculty member in advance to arrange for the date(s) you will be missing class. These conference absence(s) do not compete with your quarterly course excused absence option. Once your excused conference absence(s) are confirmed, you will be asked to complete a writing/presenting assignment integrating a conference topic and the missed course content. This assignment is due the week after the conference and the missed course date. Note: If you are attending both conferences you will have two assignments due.

Upcoming are two major conferences to consider: No cost for student members.

> **American Association of Marriage and Family Therapy Conference (AAMFT) Systemic Family Therapy Conference**
> November 4th-7th, 2024, (In-person)
>
> **Illinois Association of Marriage and Family Therapy Conference (IAMFT)**
> March 14th-15th, 2025 NIU Conference Center in Naperville

Creating a Classroom Community

We strive to be a community of learners in which a spirit of collaboration guides the exchange of ideas between the teacher and the students. To maximize this environment, the following classroom etiquette is expected: 1. Cell phones should be silent and put away during class; 2. Computers will be used only for taking notes during class, 3. Activities unrelated to that particular class will be avoided; 4. When on campus, no food should be consumed during class; all beverages must have lids.

Online students attending class via Zoom must:

- participate in a private, quiet space
- participate in a fixed position (students cannot attend class via tablet or smartphone)
- keep video on throughout entire class to be counted as present
- mute yourself when not speaking and use a headset to minimize background noise

Evaluation of the Program

Throughout the year and the course of the program, students are expected to evaluate their experience with their classes, instructors, curriculum, clinical internship, supervisors, program procedures, and themselves. This is an opportunity to give feedback and influence a program and career that you have vested in. During your professional development, we expect you to take advantage of these opportunities to provide feedback. Completing formal evaluations is part of your grade in the internship courses (i.e., group supervision).

Assignments

Professors (instructors) are responsible for determining the nature and extent of assignments for each course as described in the course syllabus.

Late Work: All late work will be penalized if it is submitted any time after the stated deadline. Students who anticipate being unable to submit the assignment at the time it is due should prepare to submit the assignment early. Students should be in contact with their instructor regarding late assignments *as soon as possible.* Prior to the deadline, instructors may provide arrangements for turning in late work; otherwise, there may be a 10% reduction of points on the assignment for each day the assignment is late.

All assignments must involve original work. The use of published work must be cited using current APA formatting. An assignment can be submitted for grading in only one course. Students may work within one topical area (e.g., eating disorders) in more than one course; however, each assignment must focus on a different aspect of the area of interest. If a student is unclear about this distinction, they should check with the professor prior to beginning the project.

If an assignment is submitted in a course that appears to be similar to an assignment in a prior course, the professors of both courses will discuss the similarity of the assignments. If the assignment is determined to be essentially a duplicate of an earlier assignment, it will be treated as an instance of academic dishonesty and subject to the program's policies on academic dishonesty (see Academic Integrity). If the assignments are distinct enough, the professor of the current course will meet with the student to discuss the problem and decide whether to allow the student to modify and resubmit the assignment.

Grading

Letter grades will be given for all courses taken for one (1) credit unit. A S/U -satisfactory/unsatisfactory grade is given for the required zero (0) credit courses, Professional Identity Seminar. Grades given for completed, credit-bearing courses are A, A-, B+, B, B-, C+, C, C-, and F (for failing work). Any course in which a student receives a failing grade (F), must be retaken the next quarter the course is offered in the branch in which the student is enrolled. A failing grade will impact a student's curriculum plan if the failed course is required to move forward in the program.

Grading Scale							
A 93 – 100%	**A-** 90 – 92%	**B+** 87 – 89%	**B** 83 – 86%	**B-** 80 – 82%	**C+** 77 – 79%	**C** 73 – 76%	**C-** 70 – 72%
If a student receives an F in a course, they will be required to retake that course before continuing.							

GPA Policy

It is the expectation of the program that all graduate students will earn an A or B for their courses. To maintain satisfactory academic status, a grade of C will be allowed for no more than two (2) courses. A student who receives a third C will be placed on academic probation and required to retake the course for which they received a 3rd C. Additionally, students are expected to carry a minimum cumulative grade point average of 3.0 (B).

Grade Change Policy

The MSMFT Program follows the Graduate School at Northwestern University practice which gives faculty members complete grading authority at their sole academic discretion. There is no grade appeal process or policy through The Graduate School at NU.

Program instructors will allow students to see their graded work and will provide an explanation of any grade based on the published grading policy or relevant rubric in a course. If a student has questions or concerns about any graded assignment or their final grade for a course, they are to discuss this with the course instructor.
Students may request a grade review in writing and following that the instructor's decision will hold. The course instructor will determine how to proceed with the student's question or concern regarding course assignments and grades within the course. A final course grade may be changed only to correct a clerical or computational error. It is not appropriate for students to seek grade changes for other reasons, including dissatisfaction with a grade or to seek to submit new or revised work after final grades have been submitted by the course instructor. The one exception to the complete grading authority of the instructor is a situation in which a student cites discrimination on the basis of a protected category. In those cases, the student or other involved individual should contact the

Office of Equity.

Incomplete Grade Policy

Per the Graduate School policy regarding incomplete grades, a student may consider receiving an incomplete grade (a Y) when experiencing "extraordinary, catastrophic events beyond their control." Incomplete grades are assigned only in "extreme and unusual cases." If these conditions apply, the initiation of the process to receive an incomplete grade can come from the student, the instructor, the advisor, or the Department Chair. The student would then petition for an incomplete grade for the course through completing the **Petition for Incomplete (Y) Grade** and submitting it to the instructor, advisor, and Department Chair. The petition would be discussed between the instructor, advisor, and Department Chair. The entire MSMFT Core Faculty can be brought in to discuss if the Department Chair deems necessary. Y grades must be made up within one calendar year of the date the grade is incurred or will automatically turn into an F. An incomplete grade of X is given when a student has negotiated with the professor to not take a final exam at the designated time. Unless there are extenuating circumstances, a student who receives an X for a grade must take the final examination within 2 weeks of the completion of the course. For grades of X and Y, the program's policy regarding late work applies.

Electives

Students in the on-campus branch of the program have the option of choosing to take an elective course during the program if their schedule allows. Electives may be taken within the Counseling Program (COUN) or with other departments of Northwestern University (i.e., Psychology, Sociology, Communication Sciences, etc.). The elective needs to be taken during a quarter in which the student is enrolled in no more than 4 courses. The procedure for selecting an elective is the following: The student must submit a formal email request to register for the course to their Advisor. The Advisor will then review the request with the MSMFT Department Chair and MSMFT Core Faculty and will notify the student of their approval status. With approval of the program, the student may contact the instructor of the course they wish to take and request their special permission to enroll in it.

Research in Marriage and Family Therapy

Our clinically focused program is rooted in research. A research-informed approach to therapy is woven throughout all coursework and clinical training. All students take a course in marriage and family therapy research which covers both how to conduct research and how to apply research in clinical practice. Some students may have a strong interest in obtaining more research experience, either to be competitive for doctoral programs or research careers. On-Campus students can take an additional seminar in marriage and family therapy research and both on-campus and online students may be able to work in a research lab and complete a research thesis project. It is incumbent on the student to inform their academic advisor of their interest in getting involved in research as soon as possible. Research labs can be with faculty or staff at The Family Institute or throughout other departments at Northwestern University. There are two formal recruitment periods each year within the Family Institute—one in the fall and one in the spring—during which students can apply to be interviewed for those research labs seeking student assistance with research or scholarly projects. Not all students who are interested in working in a research lab will have the opportunity to do so. Students in research labs commit to working three to six hours a week in their lab. Many of them complete a research thesis project using data from the research lab to which they were assigned.

Capstone Project

The program's Capstone Project satisfies a key requirement the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE), as completion of it demonstrates that students have integrated and consolidated their learning in a manner consistent with the program's mission, goals and outcomes. The program's Capstone Project is complete through 2 quarters of 495-0/6 Capstone Project course and consists of three components: the completion of a case study process that culminates in an IST Case Conceptualization Paper, a formal case presentation, and the submission of six video segments of therapy session(s) conducted by the student that demonstrate proficiency with particular skills in the practice of Integrative Systemic Therapy (IST). The project demonstrates the student's ability to accomplish systemic integration in their practice and, thereby, their readiness to continue their professional growth through the continual integration of new learnings. Online students must have completed half of their Direct Clinical Contact Hours (200 hours or more) and half of their Relational Hours (62.5 hours or more) to enroll in the Capstone courses. It will be the student's responsibility to pay tuition and fees associated with additional quarters required to complete their Capstone courses or other program requirements.

Thesis Overview and Requirements

A thesis project can be completed by students in the MSMFT program. It is optional and additional for students and if completed and accepted, replaces the IST Case Conceptualization Paper requirement of the capstone portfolio; students who complete a thesis are still required to complete the Capstone Case Presentation and IST Skills Video Samples portions of the capstone project.

The requirement for a thesis project is that it is a first-authored and journal-submission-ready manuscript, typically a quantitative or qualitative empirical study, but could be another form of scholarly work (e.g., systematic review, theoretical paper). Of note, it is not required for a student to submit their thesis to a journal; the only requirement is that the thesis is journal-submission-*ready*, as determined by the student's thesis advisor and the MSMFT Research Committee.

Students who have their completed thesis accepted will have their thesis project listed on their final official transcript.

The student must have an approved thesis advisor (approved by the research committee) to guide and mentor the student through the process of completing their thesis. A thesis advisor is a scholar or researcher who is qualified to advise on a thesis as approved by the research committee and who agrees to do so, knowing the requirements and process. They do not need to be core faculty or connected with the MSMFT program directly but must be associated with TFI and/or NU. Students do not need to be working in a research lab to complete a thesis. Students need to recognize that thesis advisors, even if the student is working in their research lab, are providing an additional and unpaid opportunity for students to complete a thesis project and if a student asks a potential advisor, they may decline. If a student wishes to do a thesis but cannot find an advisor, they will not be able to do a thesis project.

We also strongly encourage thesis projects that do not require a student to conduct their own data collection. Collecting data for a thesis project requires substantially more time for both the student and the thesis advisor. Typically, students use secondary data (or data in process of being collected) from a research lab or other easily accessible source (e.g., public domain dataset). Students who wish to collect new data for a thesis project and who have a thesis advisor who is aware of and agrees to the process must follow an earlier timeline for submitting the application form and the thesis proposal given the additional work including the IRB application/approval process and procedures of recruitment and data collection.

Thesis Timeline and Process

Students who are interested in conducting a thesis are required in their first year (on-ground), first four quarters (online full-time), or first eight quarters (online part-time) to find a thesis advisor and collaborate with them on devising a thesis project. This is commonly, but not exclusively, done in research labs where students are working as emerging scholars. Students must share their interest and submit a plan to complete a thesis via the *Thesis Application Form* to their branch's research coordinator for approval. For on-campus students, this form must be completed and submitted no later than the beginning of their 2nd year in the program, i.e., no later than the start of their second Fall Quarter. For full-time online students, this must occur no later than the beginning of their fifth quarter in the program; for part-time online students, no later than the beginning of their eighth quarter. For students who are collecting data as a part of their project, the application form is required to be submitted 2 months prior to what is described above, according to the students' branch and time in the program. Note: Students can submit their thesis application form any time prior to their relevant deadline.

After this plan is approved by the branch research coordinator, students will work with their thesis advisors to submit a thesis proposal (typically the Introduction and Methods sections). For students who are using pre-existing data, the thesis proposal is due by the end of their first month of their second to last quarter of the program to the appropriate branch's research coordinator for approval. This date is Jan 31 for on-ground students; for online students, this date is either Jan 31, March 31, June 30, or September 30, depending on each student's expected date of graduation. For students who are collecting their own data or needing to submit an IRB application for use of data previously collected, the proposal would be due by the end of the second to last month of their third to last quarter of the program. This would be the end of November (for on-ground students) and then either end of November, end of February, end of April, or end of July for online students, depending on their expected date of graduation. Note: Students can submit their thesis proposal any time prior to their relevant deadline.

Once the proposal is approved, students may proceed with the remaining steps and sections of their thesis, which include conducting data analyses (as relevant), writing results and discussion, and formatting the thesis according to current APA style. Of note, for students collecting their own data, the aforementioned steps would also include and be preceded by completing and submitting an IRB application, recruiting participants, and collecting their data. A completed thesis paper needs to be approved by their advisor and submitted to the research committee of the program no later than five weeks prior to graduation (e.g., approximately May 1 for on-ground students; for online students, five weeks prior to the final day of classes of their final quarter in the program).

The thesis would be either approved or returned for revisions and the final version would be due two weeks prior to graduation (e.g., approximately May 21 for on ground; for online students, two weeks prior to the final day of classes of their final quarter in the program).

If any of these deadlines are not met, students may not be permitted to continue with their thesis project as decided by the MSMFT Research Committee and will then be required to complete the Narrative Capstone paper. Possible adjustments to these deadlines must be approved by the thesis advisor and MSMFT Research Committee. There will be no adjustments to the final thesis submission deadlines.

Students who are completing a thesis need to contact their branch's administrator to receive instructions on completing the Master's Degree Completion Form for approval by The Graduate School. This is where they will input the title of their thesis to be included on their official final transcript. This typically occurs approximately one month prior to graduation.

An overview of the timeline for successful completion of a thesis **(using secondary data and no IRB application)** is depicted in the table below:

On-Campus Students	Online Students
Step 1: During the first year of the program, identify a thesis advisor and collaborate on devising a thesis project.	Step 1: During the first 4 quarters (full-time) or first 8 quarters (part-time) of the program, identify a thesis advisor and collaborate on devising a thesis project.
Step 2: Submit the ***Thesis Application Form*** to the branch research coordinator with the plan to complete a thesis as soon as possible, but no later than **the start of the fall quarter of the 2nd year**. Your plan will be reviewed and a decision (or request for more information and/or a meeting) will be emailed to you within two weeks after submitting the form.	Step 2: Submit the ***Thesis Application Form*** to the branch research coordinator with the plan to complete a thesis as soon as possible, but no later than **the start of the 5th quarter (for full-time students) or 8th quarter (for part-time students)**. Your plan will be reviewed and a decision (or request for more information and/or a meeting) will be emailed to you within two weeks after submitting the form.

<u>Step 3</u>: Submit a thesis proposal—typically the Introduction & Methods sections—to the branch research coordinator for approval no later than the **last day of the first month of the penultimate quarter in the program (January 31)**.	<u>Step 3</u>: Submit a thesis proposal—typically the Introduction & Methods sections—to the branch research coordinator for approval no later than the **last day of the first month of their penultimate quarter of the program**, which is: a. **Jan 31**, for expected graduation at the end of spring quarter b. **Mar 31**, for expected graduation at the end of summer quarter c. **June 30**, for expected graduation at the end of fall quarter d. **September 30**, for expected graduation at the end of winter quarter
<u>Step 4</u>: Once the thesis proposal is approved, proceed with completing the thesis, including data analysis (as relevant), writing of results and discussion, and formatting the paper according to current APA style. The completed thesis must be approved by the advisor and then submitted to the research committee approximately **five weeks prior to graduation (e.g., May 1)**.	<u>Step 4</u>: Once the thesis proposal is approved, proceed with completing the thesis, including data analysis (as relevant), writing of results and discussion, and formatting the paper according to current APA style. The completed thesis must be approved by the advisor and then submitted to the research committee approximately **five weeks prior to graduation (e.g., five weeks prior to the final day of classes of their final quarter in the program)**.
<u>Step 5</u>: Students will coordinate with the branch administrator to complete the Master's Degree Completion Form.	<u>Step 5</u>: Students will coordinate with the branch administrator to complete the Master's Degree Completion Form.
<u>Step 6</u>: The thesis is either approved or will be returned for revision. If revisions are required, the final version of the thesis is due **two weeks prior to graduation** (e.g., approximately May 21). If the thesis would require more extensive revisions than possible prior to graduation (as determined by any person involved), the student will need to complete the IST Case Conceptualization Paper.	<u>Step 6</u>: The thesis is either approved or will be returned for revision. If revisions are required, the final version of the thesis is due **two weeks prior to graduation** (e.g., two weeks prior to the final day of classes of their final quarter in the program). If the thesis would require more extensive revisions than possible prior to graduation (as determined by any person involved), the student will need to complete the IST Case Conceptualization Paper.

An overview of the timeline for successful completion of a thesis <u>**with a student collecting data and/or needing to complete an IRB application for data use**</u> is depicted in the table below:

On-Campus Students	Online Students
<u>Step 1:</u> During the first year of the program, identify a thesis advisor and collaborate on devising a thesis project.	<u>Step 1:</u> During the first 4 quarters (full-time) or first 8 quarters (part-time) of the program, identify a thesis advisor and collaborate on devising a thesis project.
<u>Step 2</u>: Submit the *Thesis Application Form* to the branch research coordinator with the plan to complete a thesis as soon as possible, but no later than **end of July in the 1st year, Summer Quarter**. Your plan will be reviewed and a decision (or request for more information and/or a meeting) will be emailed to you within two weeks after submitting the form.	<u>Step 2</u>: Submit the *Thesis Application Form* to the branch research coordinator with the plan to complete a thesis as soon as possible, but no later than **the middle of the 4th quarter (for full-time students) or 7th quarter (for part-time students)**. Your plan will be reviewed and a decision (or request for more information and/or a meeting) will be emailed to you within two weeks after submitting the form.

Step 3: Submit a thesis proposal—typically the Introduction & Methods sections—to the branch research coordinator for approval no later than the **end of November during their second Fall Quarter of the program** (**Nov 31**).	Step 3: Submit a thesis proposal—typically the Introduction & Methods sections—to the branch research coordinator for approval no later than the **end of the second to last month of their third to last quarter of the program**, which is: a. **Nov 30**, for expected graduation at the end of spring quarter b. **Feb 28**, for expected graduation at the end of summer quarter c. **April 30**, for expected graduation at the end of fall quarter d. **July 31**, for expected graduation at the end of winter quarter
Step 4: Once the thesis proposal is approved, proceed with completing the thesis, which may include IRB application, participant recruitment, data collection, data analysis, writing of results and discussion, and formatting the paper according to current APA style. The completed thesis must be approved by the advisor and then submitted to the research committee approximately **five weeks prior to graduation (e.g., May 1**).	Step 4: Once the thesis proposal is approved, proceed with completing the thesis, which may include IRB application, participant recruitment, data collection, data analysis, writing of results and discussion, and formatting the paper according to current APA style. The completed thesis must be approved by the advisor and then submitted to the research committee approximately **five weeks prior to graduation (e.g., five weeks prior to the final day of classes of their final quarter in the program)**.
Step 5: Students will coordinate with the branch administrator to complete the Master's Degree Completion Form.	Step 5: Students will coordinate with the branch administrator to complete the Master's Degree Completion Form.
Step 6: The thesis is either approved or will be returned for revision. If revisions are required, the final version of the thesis is due **two weeks prior to graduation (e.g., approximately May 21)**. If the thesis would require more extensive revisions than possible prior to graduation (as determined by any person involved), the student will need to complete the IST Case Conceptualization Paper.	Step 6: The thesis is either approved or will be returned for revision. If revisions are required, the final version of the thesis is due **two weeks prior to graduation (e.g., two weeks prior to the final day of classes of their final quarter in the program)**. If the thesis would require more extensive revisions than possible prior to graduation (as determined by any person involved), the student will need to complete the IST Case Conceptualization Paper.

Waiving Courses Policy

Under the circumstances described below The Program may decide to waive an MSMFT course for a student who can document through official transcript that they have completed an equivalent course within the last 5 years. A course description from the previous school's graduate catalogue and/or the course syllabus must be submitted at the time of request. Up to three credit units may be counted toward the required units needed for graduation. The Department Chair, in conjunction with the MSMFT core faculty, will review and take appropriate action on waiver requests.

Program Class Waiver Process:

- Please complete the student section of the course waiver form and return it with a copy of the transcript course syllabus, and pertinent supporting documents to your program coordinator (for the on-campus branch, Yadira Wardlow at ywardlow@family-institute.org and for the online branch, Cassie Hollingsworth at chollingsworth@family-institute.org)
- The form will be verified by the program coordinator and if all sections are completed correctly, it will be passed to the faculty who is currently teaching the course.
- Upon reviewing the requested material, the faculty will either ask for additional material, deny, or accept the course waiver request.

- If the course waiver request is accepted by the course faculty, a second program core faculty member will review all materials and make the final decision about granting or denying the course waiver application.

- In the final step the form is returned to the program coordinator who will add the waiver, if accepted, to the student file and notify the student about the outcome. Please note that this process can take 2-3 weeks for review.

Curriculum Plan

On-Campus branch:
Students are expected to complete the program as outlined on [The Family Institute's website.](#) The program will not review requests to take courses in an alternative sequence or cadence. This ensures that all students receive a consistent and comprehensive education.

Online branch:
Students enter the program on a track designated within their application for program admittance: Full-Time, Full-Time (California), or Part-Time. Students are permitted to request a change in program track **one** time during their enrollment, within the following guidelines:

Accelerating curriculum: Part-Time students who wish to move to the Full-Time track must make this request prior to beginning the program. Once they program begins, students cannot move from Part-Time to Full-Time.

Decelerating curriculum: Full-Time students who wish to move to the Part-Time track must make this request prior to beginning clinical training. Should unexpected circumstances arise that impact a student's ability to move forward at a Full-Time pace, a Leave of Absence will be encouraged.

Students who are considering a change in their program track should discuss the considerations with their assigned Student Success Advisor. A Student Success Advisor can provide the steps for requesting a track change.

Students are expected to complete the program as outlined in their curriculum plan provided by Student Success when entering the program. The program will not review requests to take courses in an alternative sequence or cadence. This ensures that all students receive a consistent and comprehensive education.

Students are required to register for a minimum of two courses per quarter, unless there are fewer than two courses required for program completion.

Program track changes are subject to program review and not guaranteed.

Academic Probation

A student will be placed on academic probation if any of the following conditions exist.

- Having a cumulative GPA lower than 3.00
- Receiving a third C grade in the program
- Receiving a 4th incomplete grade in the program
- Suspension of clinical privileges or site placement

When a student meets the criteria for probation, they will meet with their advisor to create a plan and a timetable for the student to re-establish satisfactory academic standing. The student will then meet with the Department Chair who will confirm the student status and review the plan. The Director will then put the probationary status in writing and this document will be signed by the Director, the advisor and the student before being placed in the student's academic file.

Failure to comply with the plan will result in a review of the student's progress in the program by the core faculty. The core faculty can recommend a revision to the plan and extend the probation or request that the student withdraw from the program. If a student declines the request to withdraw from the program, they will be dismissed from the program. A student has the right to file a grievance if they believe that the dismissal is unjustified.

Professional Attire and Presentation

The Family Institute's dress code contained in the Clinical Policies and Procedures Manual states: Our respect for clients is shown through our professional attire as well as in our professional behavior in all our interactions with them. Being prepared in all respects for client meetings demonstrates our serious attitudes toward therapeutic work and may help encourage clients to reflect on and take the risk to participate in the change process more deeply. While we understand shifting cultural and generational views of formality in the workplace and the impact of the seasons, we ask that therapists dress in appropriate work attire that reflects modesty, consideration for others, and self-regard. Working with children in play therapy may require some adjustment to the usual dress, but please approach all of your clinical activity with this level of thoughtfulness. If you have any questions regarding this matter, please check with your academic advisor. Students are expected to adhere to that dress code when in the presence of clients.

In addition, when students are on campus or visiting campus for immersions students are expected to be mindful of the fact that TFI buildings are professional settings with clients, visitors and employees being present. Student attire, appearance, and demeanor as trainees should reflect the professional nature of these settings.

Practice Outside of Clinical Placement Sites

It is prohibited for a student to practice Marriage and Family Therapy (MFT) or represent themselves as MFTs outside of the approved practicum/internships placement in which they are placed. Students may not provide treatment or therapy with clients other than those seen in the Family Institute's Bette D. Harris Clinic (on-ground) or at the practicum site at which they are placed (online) unless they hold a mental health license (or its equivalent in the case of a student practicing remotely in a country where licensing does not exist) and practice within its requirements. If a licensed student is engaged in practice external to The Family Institute during their time in the program, they may be asked to provide documentation of their qualifications to do so. In the conduct of their external practice, they may not represent themselves as an MFT or as a student in the program. For example, students with an external practice may not mention their student status in the MSMFT program in any of their marketing materials. Further, they are not allowed to discuss the cases of their external practice in the context of the program's supervision or courses.

Similar rules and expectations apply to students who are engaged in the provision of any form of consulting or coaching. These students are expected to hold the appropriate credentials and may be asked by the program to provide documentation of them. In the conduct of their consulting or coaching, these students may not represent themselves as an MFT or as a student in the program. They are not allowed to discuss the cases of their external practice in the context of the program’s supervision or courses. And, of course, students are not allowed to discuss the cases of the TFI clinic or their site placement in any other professional or personal contexts.

Northwestern University Tuition

Tuition for the MSMFT program is set by The Graduate School at Northwestern University. Tuition for the 2024-2025 Academic Year has been set by Northwestern University and rates can be accessed at: **TGS Tuition**

Full-time students who register for three or four tuition units per quarter are enrolled full-time and pay one "package tuition rate" for that quarter regardless of whether they register for three or four tuition units. The full-time "package rate" listed on TGS website offers a lower price per course than the "per-unit tuition rate. However, online full-time students located in California will pay the online per-unit price to off-set the impact of taking an extra quarter.

Time Limits for Completion of Degree

Students must complete all the requirements for the master's degree within five years of the date of their initial registration in The Graduate School, which falls on the last day of the 20th quarter. Students who do not complete their degree within five years and were not previously granted deadline extensions related to approved leaves will not be considered in good academic standing and will be placed on academic probation by The Graduate School.

Sequence of Courses

The sequencing of courses in the curriculum is based on six developmental principles that are roughly sequential and progressive in nature:

- Providing a foundational knowledge base and an orientation to a systemic, integrative and empirically-informed approach to MFT practice.
- Preparing to begin therapy early in your training (learning while doing).
- Expanding knowledge of methods, models and modalities while increasing cultural sensitivity and integrating diversity in one’s understanding and practice of systemic family therapy.
- Expanding caseloads as you deepen your understanding of the role of research in a scientist-practitioner's work.
- Deepening the understanding of human development and psychodynamic issues in clinical practice.
- Learning more about working with a variety of presenting concerns and exploring particular clinical interests.
- Presenting your Capstone Project. Toward the end of your program, you will work intensively on your capstone, which involves synthesizing and applying what you have learned in the program. This project requires integration and consolidation of students’ learning with the program's mission, goals, and outcomes.

Experiential Exercises in the Program

Participating in experiential exercises is an essential aspect of the program, providing students with exposure to potential clinical situations and opportunities to develop clinical expertise. One goal for the learning and development experience is for students to manage distress within the course since clients are free to “trigger” us unexpectedly and in many ways. We recognize, however, that these exercises have the potential to elicit difficult memories and feelings associated with individual sensitivities.

While we strive to always provide a safe and supportive environment for all students, we encourage collaboration between students and their professors. If, at any point during an experiential exercise, a student feels unable to participate, they are free to opt out of the exercise or excuse themselves from class. Students who opt out of an exercise must complete an alternate assignment or experience at the discretion of the instructor.

If accommodations are necessary, students should discuss these needs with their professors and advisors in advance. We prioritize the emotional wellbeing of our students and are committed to creating a learning environment that is both challenging and supportive. We will reach out to students individually if we feel they are consistently unable to manage their emotional experiences surrounding certain topics and recommend outside support, and/or time away from the program to manage self-care. We encourage students to talk directly to their advisors and seek assistance with a mental health professional to address these challenges. By working together, we can ensure that students are able to fully engage in their coursework while feeling safe and empowered in their experiential learning.

<u>Program Time Commitment Requirements</u>

On-Campus branch:

- Courses throughout the program are primarily held on Wednesdays and Thursdays but on occasion courses may require availability on other days of the week.
- On rare occasions, a class may be re-scheduled, and students are generally expected to prioritize classes over their other commitments.
- Group supervision takes place in person, once a week for three hours on Wednesday afternoons; individual supervision is scheduled weekly at times arranged with the individual supervisor. Up to 2 students may be seen in individual supervision.
- Students are required to schedule time to see their clinical cases and keep appropriate records of their sessions. We recommend planning to conduct clinical work a couple of evenings a week and at least one day over the weekend.
- Please note that the coursework, clinical practice, supervision, and various program meetings comprise a full-time commitment.

Online branch:

- The synchronous live sessions for all courses are held on Tuesdays and Thursdays between the hours of 10am CST and 8:30pm CST. Students are expected to adjust their schedules to prioritize live session attendance.
- Any other program requirements, including the scheduling of clinical cases, external supervision, and site meetings must be scheduled outside of Tuesdays and Thursdays to ensure availability for live sessions.
- Students are required to attend one Program Meeting per quarter. This date will be shared in advance to allow students time to plan for attendance.
- Students must participate in one immersion event, held of the course of three days in the Chicago area

<u>Registration Policies</u>

Except for new incoming students, registration for each quarter is completed during an advance registration period prior to the next quarter. For these advance registrations, the Registrar's Office notifies students of registration information via student email. Failure to register during the designated advance time may result in a fee and/or the student being dropped from the program.

Students in the On-Campus MFT Program will register for courses with a –0 (MS_FT 400-0) while students in the Online Program will register for courses with a –6 (MS_FT 400-6).

<u>Degree Completion Requirements</u>

The following is a summary of the requirements for graduation in the MSMFT Program. It is the responsibility of each student to monitor the progress of completing the following requirements for graduation.

- Complete 25 Units of Study while maintaining a GPA above 3.0.

- Participate in group and individual supervision. Students are required to complete a minimum of 250 hours of supervision in the program, at least 50 of which must be individual supervision hours.

- Accumulate 400 hours of direct client contact. Of the 400 hours, 125 must be relational hours (i.e., conducted with couples or families). The MSFT Program will work with students' clinical sites to ensure 400 client contact hours within the course of the program. A student's availability and ability to engage clients will be evaluated twice yearly, and more often, if indicated, by the student's supervisors. If it is determined that the student has been given sufficient referrals, but has not been able to engage or maintain cases, and therefore cannot accumulate the expected number of clinical hours, the group supervisor will discuss the length of the time that the student may require to fulfill the clinical requirement with the Program Director. If approved by the Program Director, the student may extend the time in the program for one additional quarter by registering for one unit of internship at regular University fees.

- Demonstrate ability as a marriage and family therapist to the satisfaction of the faculty. This requires each student to document supervised clinical practice monthly and receive satisfactory feedback on formal evaluation measures completed by supervisors. Students are required to complete at least 3 live sessions per year for a total of 6 live interviews. In support of these sessions, students are required to do one formal live write-up and two brief live case write-ups each year. Students are required to video record their sessions regularly and are encouraged to bring cases frequently for live supervision. 50% of supervision must be based on observable, raw data (live and video). Each student must accrue at least 125 hours of supervision based on live and video.

- Complete Capstone Project.

- Complete all evaluations: CTEC's, Self-evaluations, Supervisor Evaluations, Program Evaluations.

- Complete Application for Degree Form and Master's Degree Completion Form in **GSTS.**

Graduation Term

Students must have completed the above to be able to walk in the Spring Convocation Ceremony.

Academic Distinction

Academic Distinction is a prestigious honor conferred on those students with the best academic records. Academic Distinction will be awarded to the students with the top 3 GPAs in their cohort at the time of graduation.

Licensure Documentation Requests

Alumni of the program who request paperwork and documentation should plan for a 6-week turnaround from the date the materials are received by the program. Materials will be mailed back by standard USPS mail. Senders may enclose a prepaid label for Express service if they prefer. Alumni sending incomplete request forms will be notified to complete them and resend them. It is the responsibility of the alum to retain syllabi, hours, and other training information required for licensure.

Northwestern University Academic Calendar

STUDENT PROTECTION AND RIGHTS

Privacy

All personal student and applicant information is handled with confidentiality. Application information and essays are contained and stored electronically in a password protected The Graduate Schools Admissions system. The information that applicants disclose in their essays is reviewed by core faculty (including the Department Chair) and administrative personnel only. The transcript contents may be discussed with the Graduate School in order to consult on appropriateness. Applications are submitted to and stored by the Graduate School Admissions Office. The materials are not released to anyone without the applicant's permission unless mandated by a court order.

Application files of applicants who were accepted or denied admission are kept on file for two years. The application files of applicants who are accepted, and matriculate into the program are converted into student files upon their matriculation. The student file includes a transcript, documentation of the basis for admission and documentation of the student's progress (including the number of client contact and supervision hours accrued). This file is securely stored in the Graduate Schools electronic admissions system that are secured with passwords. The student is allowed access to this file at any time. No information from this file is released without the student's permission unless mandated by a court order.

Student's grades are submitted to and stored by the Office of the Registrar. Grades and transcripts are confidential and can only be released with the student's permission.

Accessing Student Files

The MSMFT program creates a file for each student that, along with Tevera, serves to track their progress through the program. These files are created after the second FT quarter of the student in the program, or for PT students, the quarter after which they begin Internship. If, prior to these conditions being met, there is additional documentation such as a remediation, change in status or leave of absence, a file will be created sooner. Students may access their MSMFT Program file by contacting the Program Coordinator or Manager for their branch in writing and copying their advisor on the request. Contents of the file may be viewed by student within 2 weeks of the original written request.

Equal Opportunity and Anti-Harassment Policy

The MSMFT Program and The Family Institute provides equal opportunity for all students to have access to staff, services and learning opportunities at the Institute regardless of gender, race, religion, age, handicapping condition, ethnic background or sexual orientation. If a student believes that the program is in violation of Equal Opportunity and/or if a student believes that they are a victim of harassment, we request that they utilize our departmental grievance procedures (see Grievances). If a student is not satisfied with the outcomes of our departmental grievance procedures, Northwestern University provides the following resources & procedures:

1. Discrimination Complaint Procedures:
   https://www.northwestern.edu/civil-rights-office/

2. Disability Grievances for Students:
   https://www.northwestern.edu/civil-rights-office/

3. Sexual Harassment Prevention:
   http://www.northwestern.edu/sexual-harassment/guidelines/index.html

The President of Northwestern University states: "Northwestern University is committed to maintaining a campus environment free from all forms of coercion and harassment that impede the academic process and adversely affect the lives of those who work, study, and live here. This commitment includes the prevention and, where it occurs, the punishment of sexual harassment, as well as harassment based on sexual orientation, gender identity, and gender expression.

Our policy on sexual harassment is clear and explicit; sexual harassment in any form is unacceptable, and it will not be tolerated at Northwestern. Further, the University prohibits retaliation against any individual who makes a good-faith complaint of sexual harassment or who participates in a sexual harassment investigation.

The University is committed legally and philosophically not only to dealing firmly with all instances of sexual harassment brought to its attention, but also to developing awareness and an environment that discourages such behavior. The University has a long history of taking measures to prevent sexual harassment indeed, the University's sexual harassment policy has been in place for more than twenty years. In addition, the University Sexual Harassment Prevention Office, the Office of Equal Opportunity and Access, the Women's Center, the Sexual Assault Education and Prevention Program, the Division of Student Affairs, the LBGT Resource Center, and the Campus Coalition on Sexual Violence devote considerable attention to educating the campus community about the destructive consequences of gender-based misconduct. The University also offers counseling and other support services through its faculty and staff assistance program and through Counseling and Psychological Services for students. We are committed not only to broad-based educational efforts to address the issue of sexual harassment on campus but also to pursuing disciplinary action against those who choose to violate the rights of others. Eradicating sexual harassment and fostering a respectful environment requires a continuing commitment from all members of the University community. Additionally, supervisors, managers, academic administrators, teaching assistants, and all members of the faculty share a special responsibility for taking prompt action, including notifying the appropriate resource people, if they become aware of conduct that they reasonably believe may violate the University's sexual harassment policy.

We encourage you to review the University's policies and to take advantage of the numerous resources on campus to prevent and address sexual harassment. Through these efforts, we can achieve our goal of fostering a respectful, harassment-free environment that furthers the educational and professional endeavors of all members of the Northwestern community." Further information can be found here: Northwestern Harassment Policies

Disputes Between and/or Among Students

If conflicts arise between students in the program pertaining to their training, it is the responsibility of the aggrieved student(s) to initiate communication with the other students(s) to resolve the conflict to the satisfaction of all involved. This means that aggrieved students, along with their fellow students, are first expected to resolve problems directly and not to solicit involvement of faculty.

If a resolution appears to have been reached as a result of this initial communication and subsequently the aggrieved student(s) perceives the situation to continue, then the aggrieved student(s) should initiate a second contact with the other student(s) of their concern and seek further resolution to the issue. That is, aggrieved students are expected to persist in resolving problems with other students directly through a second effort, if possible.

Should this second effort fail to satisfy the aggrieved student(s) or if the other student(s) refuses to acknowledge the need to work toward resolution of the problem, then the aggrieved student(s) should speak with their respective advisors about the situation. The advisor(s) will bring the dispute to core faculty who may choose to mediate the dispute and/or refer the students to university or external resources. The core faculty may also assume an advisory role if it is clear that there has been a violation of MFT policies or procedures or breach of ethical standards.

If the mediation fails to resolve the dispute, all parties shall agree to arbitration, and also agree to abide by the ruling of the Program Director or their designee.

Northwestern's ombudsperson can play a key role in resolving concerns and working through issues. They provide confidential and informal assistance for resolving university-related concerns, independent of the university's formal administrative structure, and considers all sides of an issue in an impartial manner. The Ombudsperson position has been established to enhance the direct communication between students and the program to increase the likelihood student needs are met in the best interest of the program's goals and objectives. The Ombudsperson will serve to facilitate communication and problem resolution across the various domains within the education program. Please find link to the University Ombuds Services. https://www.northwestern.edu/ombuds/

Leave of Absence

The policies of The Graduate School at Northwestern University state: "Absence from study in a Graduate School program has varying implications for readmission procedure, deadlines for attaining candidacy and earning the degree, depending on the student's status. In addition, regulations for domestic students may vary from those for international students. When special circumstances arise, a student may request an official leave of absence. The student must set forth why a leave is necessary. Students must apply for a leave of absence via TGS Forms in GSTS using the "Petition for Absence" form. Leaves of absence are not granted automatically, and no leave is granted for less than one quarter or more than one calendar year. If a student requests renewal of a leave of absence beyond one year, the student's record and future plans will be reviewed to determine whether an extension of the leave is in the best interests of the student, the department, and The Graduate School. A leave of absence does not alter the the deadline for the removal of incomplete grades, the deadline for admission to doctoral candidacy, or the degree deadline (except for Family Leave)." For additional information on the Leaves of Absence procedure, refer to The Graduate School Policy Guide.

To determine whether a leave of absence from the MFT Program is warranted, a student must meet with their Faculty or Academic Advisor and complete the required paperwork necessitated by a medical and/or family matter. For more detailed information regarding leaves of absence, please see the handbook of The Graduate School: https://www.tgs.northwestern.edu/academic-policies-procedures/policies/leaves-of- absence.html

Retention

Most students who enter a graduate program believe they are embarking on their chosen profession. Some discover that this is not what they desire, or that they lack the aptitude to perform effectively in the field of marriage and family therapy and drop out of the program. A few students, although lacking the skills to be effective, continue with their degree program. Additionally, the AAMFT Code of Ethics has binding expectations that faculty and supervisors will act as gatekeepers to the profession. As such, under Standard IV, the MFT faculty and supervisors are responsible for:

- 4.4 Oversight of Supervisee Competence
- 4.5 Oversight of Supervisee Professionalism

Marriage and family therapists work with vulnerable populations, and so it is vital that only competent beginning-level clinicians be permitted to graduate and enter the workforce. Therefore, it is the responsibility of the MSMFT faculty to identify those students who are lacking in clinical, personal, interpersonal, or intellectual skills and work to develop a plan to address those skills or counsel them out of the program.

The Program prioritizes the training, retention, and improvement of students accepted into the MFT Program. This is done through the following ways:

Core Clinical and Professional Skills

Students enrolled in the MSMFT program must demonstrate a basic set of core clinical and professional skills, including attitudes and values, which represent the baseline competencies within the profession – See COAMFTE Marriage and Family Therapy Core Competencies. It is expected that students will further develop these competencies as they progress through the program by integrating all feedback they receive.

These core skills and attitudes are as follows:

1. Clinical Skills:

a) Students are expected to develop skills and knowledge in the MFT Core Competencies and demonstrate in their capstone that they have acquired basic skills associated with Integrative Systemic Therapy.

b) Students must make satisfactory progress toward the accumulation of required clinical hours.

c) Students complete their requirements within the Bette D. Harris Child and Family Clinic (The Clinic) for on-campus students or their local clinical placement site for online students. To be in good standing in the program, a student must follow clinic or site policy and remain in good standing with The Clinic or their site. Completing all required paperwork within 24 hours of seeing a client is expected and required of trainees in the Clinic. Students unable to stay current with clinical paperwork may lose clinic privileges for a week at a time until they have shown that they are caught up. Permanent revocation of clinic privileges will result in dismissal from the program. See The Clinical Policies and Procedures Manual.

d) Students are expected to adhere to the Ethical Code of AAMFT and the laws of the State of Illinois (or any state in which the student is conducting clinical work) and the United States.

e) Students are expected to maintain ethical and legal obligations to clients as outlined in Illinois (or any state in which the student is conducting clinical work) law and the AAMFT code of ethics. Especially important is the need to preserve confidentiality, including the client's identity. Confidentiality can be broken in many ways including careless talk in public places, leaving confidential notes in inappropriate places (such as observation rooms, offices, hallways, supervision room or the administrative assistant’s office), and thoughtless conversation. Confidentiality is so important that the program has special consequences for violating it. For the first offense, students will receive a warning and will be asked to meet with their advisor to discuss the violation.

The advisor will meet with the faculty to create a fitting consequence. These may include being asked to write a paper on the importance of and laws surrounding confidentiality, or the loss of one letter grade. Repeat violations will require the development of a remediation plan that includes probationary status in The Program, or in the most egregious cases, dismissal from the Program.

f) Students are expected to demonstrate enough emotional strength and stability to avoid negative effects on their clients or fellow students as judged by faculty or clinic/community supervisors.

g) Students are expected to manage personal problems so that they do not interfere with their studies or clinical training. Students are encouraged to engage in their own therapy to manage any issues that may negatively impact their clinical work.

2. Professional Skills:

a) *Interpersonal skills:* The student demonstrates the ability to listen to and to be empathic with others, to form healthy relationships, and to interact respectfully with others despite differing experiences, values, backgrounds, or points of view.

b) *Expressive skills:* The student demonstrates the ability to appropriately communicate ideas and feelings in oral, non-verbal, and written forms.

c) *Cognitive skills:* The student demonstrates appropriate problem-solving ability, critical thinking skills, organized reasoning, intellectual curiosity, and flexibility.

d) *Affective skills:* The student demonstrates an ability to tolerate and manage internal states, uncertainty, and interpersonal conflict.

e) *Reflective skills:* The student demonstrates the ability to examine and consider personal motives, attitudes, behaviors, and their effect on others. A reflective skill of special relevance is the ability to be open to and to integrate feedback.

f) *Personal skills:* The student demonstrates a strong work ethic, motivation to learn, personal organization, punctuality, and appropriate self-presentation.

g) *Attitudes:* The student demonstrates the desire to help and advocate for others, to be open to new ideas, and to act with honesty and concern for ethics.

Remediation

The following are the procedures used in advisement and remediation for a student in MSMFT program.

Step 1: Strengths and deficient areas are discussed directly between the appropriate faculty, supervisor and/or advisor, and students as part of their regular academic and clinical advisement and internship evaluations. Students' strengths and developmental tasks will also be discussed among the core and other faculty as a part of students' ongoing evaluation, supervision, and advisement. When an area of concern is identified, specific goals and strategies are implemented. It is the responsibility of faculty, supervisors, and administrators within the program to assess and determine the readiness of each student based on all interactions to advance. Feedback about concerning performance or behavior will be provided to the student directly by the individual/s that observed the concern. If the feedback is dismissed by the student and/or a pattern of the behavior is identified by the faculty, the student's academic advisor will be notified for further discussions as needed and the feedback will be formally documented on the MSMFT PROGRAM STUDENT INCIDENT REPORT and will be placed in the student's academic file. If the faculty/supervisor/administrator or advisor observes that the problem fits within the category of a serious concern and it's not alleviated through initial direct dialog, goal setting, and guidance, step two of the process will be implemented.

Some examples of unprofessional behavior include, but are not limited to, the following: failing to maintain confidentiality, being habitually late for class or sessions, excessively canceling sessions with clients, dismissing feedback from faculty or supervisors, incomplete paperwork more than 10 percent of the time, using disrespectful or disparaging language towards others, demonstrating *poor boundaries with clients, or ANY violation of the AAMFT*

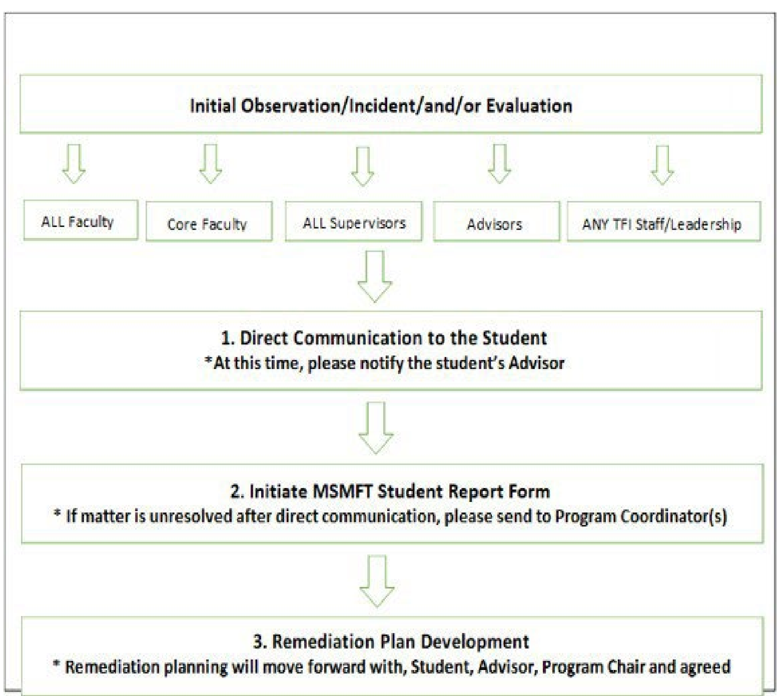
Code of Ethics or state rules/regulations.

**Please note that the Program prioritizes safety of all types in our classrooms, the clinic, and between persons involved in the MFT Program. The Program has a "no tolerance" policy for any incidents of* bullying or harassment *of any kind. Any student found in violation of these behaviors will immediately enter the remediation process.*

Step 2: Any faculty member who observes a student displaying inappropriate or unprofessional behavior, or exhibiting a serious concern, gap, or challenge, and does not think it is successfully resolved through the above procedures will discuss the concern with the Department Chair and/or core faculty. The core faculty will decide whether the problem is enough to warrant the label "serious concern, gap, or challenge." If the problem is termed a serious concern, gap, or challenge, the core faculty will move to step three. If not, the problem will remain as another concern area for the student to work on with the help of the student's academic advisor. The faculty will discuss alternate strategies to use with the student to facilitate growth, including but not limited to referrals to NU student resources, recommending use of other student services, and possibly seeking medical or therapeutic interventions.

Step 3: Upon the completion of remediation goals, the student and their academic advisor will collaboratively assess whether the agreed-upon remediation requirements have been fully met. This assessment will be based on documented progress toward the goals outlined during the remediation process, including feedback from relevant faculty, supervisors, and administrators. Once all parties agree that the requirements have been satisfied, a formal written statement confirming the completion of remediation must be signed by the student, advisor, and any other faculty involved. This document will be added to the student's academic file, and the department chair will be notified of the remediation's conclusion. This sign-off form will indicate whether the remediation was completed satisfactorily or unsatisfactorily. This document will be added to the student's academic file, and the department chair will be notified of the remediation's conclusion.

Step 4: Students who do not satisfactorily reach their goals and complete their tasks prior to the agreed upon date will be referred to the Student Development Committee for initial remediation with their advisor. The initial request for a remediation meeting with the student will outline the specific concern, the professional behavior expectation/MFT Core Competency not being met, the behavioral change expected from student (and from Faculty, Supervisor, or Program Administrator, if applicable), and a timeframe for reparation of behavior. A new contract will be developed, stating the agreed upon plans for remediation and dates of completion. The student is then placed on academic probation.



Step 5: Students who do not resolve serious concerns, gaps or challenges will be asked to attend a meeting with their advisor to review their progress on the remedial plan and will be given the following options: (a) take a leave of absence from the program if it is agreed that temporary absence from the program will contribute to resolving the serious concern, (b) voluntarily withdraw from the program, or (c) be dismissed from the program. Under the most serious circumstances, such as ethical violations, or ongoing lack of progress, based on a preponderance of the evidence available, the student will only have the option of withdrawing from the program or being dismissed from the program. If the student does not withdraw from the program, they will receive a letter from the Department Chair notifying them of their dismissal from the program. Copies of the letter will also be sent to all core faculty members, the training clinic, supervisors (if applicable), the Senior Vice President for Academic Affairs, and the Dean of the Graduate School, with one copy placed in the student's permanent university file.

For further information, please visit TGS university policies. Students have the right to appeal decisions by the program if they feel that the dismissals are unjust.

A secondary remediation may be instituted if new concerns arise during the process of a current remediation. This new remediation will follow the steps outlined above and will be monitored closely alongside the first remediation process.

Remediation Chain of Communication Process
**The Family Institute reserves the right to temporarily suspend any student who is reported in violation of the rules, regulations, and standards of the Program, or of the AAMFT Code of Ethics, until the investigation and/or due process has been completed. This may include enrolled classes, clinical placement, and/or other academic or clinical events.*

Disclosure of Remediation Status: Information about a student's remediation status may be shared with relevant parties, such as supervisors and faculty, to enhance support and collaboration aimed at helping the student achieve their remediation goals. This sharing will occur on a case-by-case basis, determined in consultation with the student's academic advisor and the student will be informed of this. The goal is to ensure that those involved can provide effective support while maintaining confidentiality.

Under extreme circumstances, such as serious unethical behavior, significant safety concerns, or clear lack of fit with the program's mission and requirements, The Family Institute **reserves the right to move to immediate dismissal of a student.**

Student Concerns

If a student has a concern or dispute with a faculty member, advisor, supervisor, or instructor, the student should first approach that individual and attempt to resolve the difficulty. If the concern or conflict is not resolved, the student may discuss the matter with their advisor (or Department Chair if the concern or dispute is with the advisor). If a solution is not forthcoming from this discussion, the advisor will discuss the dispute with the core faculty who may suggest a solution, or the core faculty may recommend that the student speak to the Department Chair. If unsatisfied with the input of the advisor, the student also has the right to request a meeting with the Department Chair.

Once the Department Chair is directly involved, they may suggest a solution or request a meeting with the student and the faculty member. When all other attempts have failed, the Department Chair will determine how to resolve the conflict. If the student is unsatisfied with the solution, they have the right to pursue the grievance process (See Grievances).

**If at any time during this process, students feel there is a risk to their personal safety, or the safety of others, they should discontinue the dispute process immediately and contact their advisor or the Program Director is the advisor is involved in the dispute.*

Grievances and Appeals

If a student experiences a dispute with someone in the program, that student should first try to resolve it directly with the person or persons involved. If no resolution is found, the matter is referred to the Department Chair who will meet with the interested parties in an effort to find a resolution.

If a resolution is still not found, the student has the right to initiate a grievance process. The grievance process is designed to assure that the student is treated fairly and that alternative resolutions can be formulated to resolve the dispute. The grievance process outlined below has procedures for academic and clinical/supervisory disputes as follows.

For academic disputes, the student should prepare a brief written statement of their position regarding the dispute and submit this statement to the Chief Academic Officer (CAO) of The Family Institute at Northwestern University. The matter will be reviewed by the CAO who will then meet with the student, Program staff/faculty members and/or other students involved, and the MSMFT Department Chair to attempt to resolve the grievance. If this resolution is accepted, the matter is solved. The CAO also has the discretion to form a faculty committee to study the matter further in order to create alternative solutions.

If this process fails, the student has the right to grieve the process through the University grievance process which is: “Students wishing to appeal a program's exclusion decision may appeal the final program exclusion decision to The Graduate School. To appeal a program decision, students should submit a request in writing to the attention of the Director of Student Services within ten days of the date of the program's final written determination of exclusion to the student and include any supporting materials at that time. If no appeal is filed within the ten-day appeal period, the program's decision becomes final and not subject to appeal.

Exclusion appeals are reviewed by the Dean of The Graduate School (or his designate) who may request additional information from, or a meeting with, the student and/or program before making a final decision. The Dean's decision will be made within 30 days of the submission and will be communicated in writing to both the student and the program. When resolution cannot be achieved within 30 days, students and programs will be informed in writing of the delay and the final disposition will be achieved as quickly as possible.” Appeal Process for Exclusion by Program

The Dean's decision is final in both program and Graduate School exclusions proceedings related to academic progress.

Disputes pertaining to clinical training involve either a relationship dispute with a supervisor or a dispute with a supervisor regarding the handling of a clinical situation. In either instance, the student should prepare a brief written statement of his or her position regarding the dispute and submit this statement to the Chief Academic Officer (CA0) of the Family Institute at Northwestern University. The matter will be carefully reviewed, and the CAO will meet with the student, Program staff/faculty members involved, the Director of Clinical Training, and the MSMFT Department Chair to attempt to resolve the grievance. If the resolution is accepted, the matter is solved. The CAO also has the discretion to form a faculty committee to study the matter further and to render suggestions for a resolution. If the dispute cannot be resolved, the Chief Clinical Officer (CCO) will be asked to consult with the CAO and Department Chair to craft a resolution

SOURCES OF SUPPORT FOR STUDENTS

Advising

Early in the program, each student is assigned an advisor from the Core MFT Faculty who will serve as the student’s advisor throughout the program. In the rare event that we make changes to an advising assignment, the student will be notified by email. Students are encouraged to meet with their advisors at least once each quarter. The purpose of those meetings is to review the student’s progress and experience in the program and to support planning for goals after graduation. The advisor will be a resource, providing support and guidance for the student in their academic and clinical training and their overall professional development. The advisor will coordinate with the student’s group and individual supervisors, as well as teaching faculty, when appropriate or necessary. While advisors will respect student privacy, absolute confidentiality does not apply within the advising relationship. Advisors, as needed, may share information or concerns about student progress with the Department Chair and/or select faculty or supervisors (those who are needed to coordinate problem solving or student support). When that sharing of information occurs, it will be respectful and constructive. As a reminder, the first route for the resolution of an issue or dispute between a student and a supervisor and/or faculty member should be for the parties to speak directly to each other.

Personal Therapy for Students

Students are strongly encouraged to be in therapy during their time in the program. Northwestern University offers mental health clinics on both the Chicago and Evanston Campuses. Counseling and Psychology Services (CAPS) serves as the primary mental health care service for faculty, staff, students, and parents. To learn more about their clinical services, educational workshops or to schedule a consultation, please visit the CAPS website at http://www.northwestern.edu/counseling/. Students will not be clients at The Family Institute’s clinic or staff practice during the period of their training at The Family Institute. **Students may NOT seek therapy with a current or recent Core, teaching or supervising faculty member, or clinician employed by the Family Institute in order to avoid a dual relationship.** If they were Family Institute clients prior to admission to the program, they should speak to their therapist about an appropriate outside referral. They are required to terminate their therapy at The Family

Institute prior to entering the program.

Student Representatives

The Student Representative (SR) and Co-student representative (CSR) are both liaisons between students and the core faculty. The CSR position is designed to support the SR in all efforts to advocate for the cohort and develop cohesive monthly reports to be communicated to core faculty. Duties of the SR and CSR include attending monthly Student Life Committee Meetings with members of the core faculty. Prior to that meeting the SR and CSR will solicit concerns, questions, and ideas of the cohort members. The SR should email the identified core faculty members on the Student Life Committee the agenda items in preparation for the monthly meetings. The agenda will be discussed among the designated core faculty and the SR during this meeting. The SR will note outcomes of this discussion, including decisions and work scheduled. The SR and CSR will communicate these outcomes to the cohort via email sent out after the meeting. **Additionally, the SR and CSR are required to contribute to program events such as open houses, admission interviews, and other program events.** The SR and CSR will also meet with the Department Chair as needed. For the on-campus branch, the term of the SR and CSR shall be for two years; for the online branch, the term of the SR and CSR shall be for 4 quarters.

1. **Selection Process**
   The selection process for the student representatives is as follows. For the on-ground branch, during the end of your first quarter of the first year, students will be asked to nominate students for the positions of SR and CSR. Students may nominate themselves. The two candidates with the most votes will then be elected to the positions. The SR will be the student with the most votes. The CSR will be the student with the second most votes. In the event of a tie, voting will be repeated. The process is the same for the online branch of the program except voting occurs in the winter quarter, terms begin in the spring quarter.

2. **Qualifications**
   The SR and CSR must be capable of mature and diplomatic communication that includes aspects of student advocacy and inclusive representation, negotiation, boundary implementation, and mediation both with the student cohort and with the core faculty. They must hold a high standard of professionalism and leadership.

American Association for Marriage and Family Therapy Student Membership

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 Professional Identity Seminar, MSFT 400-0/6, and the MFT Practicum Course, MSFT 480-0/6. On-Campus **students must submit verification of their membership via email to the Education Coordinator. Online students must submit verification of their membership through their 428-6 course in Canvas. Students are required to maintain the student membership throughout their entire program; continued membership in AAMFT is verified in the student's practicum seminar with email submission. Proof of renewal will be maintained in each student's digital file.**

Being affiliated with these professional 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". Students may also consider membership with the Illinois Affiliation of Marriage and Family Therapists IAMFT.

Professional Workshops or Conferences

Students are strongly encouraged to attend and volunteer at professional development workshops and conferences. Students are encouraged to volunteer at The Family Institute (TFI) sponsored workshop events. Depending on availability of funds in the current program budget, students may apply for financial assistance to attend the annual Illinois Association for Marriage and Family Therapy (IAMFT) and/or the American Association for Marriage and Family Therapy (AAMFT) conference. Students who are presenting at a state or national conference may be eligible for reimbursement for their conference registration fee and up to $300 toward travel expenses.

Research Conference/Travel Funding for Students

Funding may be available from the MSMFT Program for students who present at an academic professional conference as a first author/lead presenter (e.g., poster, workshop). Funding can be used to reimburse conference registration fees (up to $300) and/or travel expenses (up to $500 total) if the conference is out of state. Presentations that are systemically-focused (e.g., related to couples or families) and/or address social justice will be prioritized for funding over other topics. Students must submit a [Conference Funding Application] to the MSMFT Program Research Coordinator and provide verification of either their conference acceptance or pending submission before June 1 to be considered to receive funding. Funding is limited and the MSMFT Program Research Committee will evaluate applications and distribute funds around the middle of June of each year. Students may only receive funding once during their time in the program. If they receive funding, students must provide a short summary (approximately 250 words) of their experience at the conference for the program newsletter Systems Update.

Students with Disabilities

Northwestern University and AccessibleNU are committed to providing a supportive and challenging environment for all undergraduate, graduate, professional school, and continuing studies students with disabilities who attend the University. Additionally, the University and AccessibleNU work to provide students with disabilities and other conditions requiring accommodation a learning and community environment that affords them full participation, equal access, and reasonable accommodation. The majority of accommodations, services, and auxiliary aids provided to eligible students are coordinated by AccessibleNU, which is part of the Dean of Students Office.

Since each student has different needs for accommodations, Northwestern University requires that each student provides documentation that includes a diagnosis of their disability, defines the functional limitations they will experience in an academic environment, and describes appropriate academic accommodations. For decisions to be made regarding the appropriate accommodations for each student, documentation of the disability by a licensed professional unrelated to the student that includes resulting limitations and recommended accommodations will be required. The documentation provided by the professional will not become part of the student's educational records and will be kept in the student's confidential file.

It is the responsibility of a student desiring accommodations to register with AccessibleNU (ANU)and request those accommodations. The student must do so well prior to the start of class so that appropriate arrangements can be made for accommodations. A Northwestern student who has a disability but has not registered with ANU is not entitled to services or accommodations. If you think you may have a disability and qualify for services, please contact their office at 847-467-5530 or at ACCESSIBLENU.

The information pertaining to a student's disability is confidential. The records in ANU files are housed only in the ANU office and are not part of a student's academic file.

TGS Commons

The Graduate School (TGS) has a space for general use by TGS graduate students and postdocs to study, to host small group gatherings, to reserve for formal academic presentations, etc., called TGS Commons. Graduate students must be enrolled in TGS and have a valid WildCARD to access the Commons (2122 Sheridan Road Evanston, IL)

The Writing Place

The Writing Place is located at **555 Clark Street; Room 2-206** is Northwestern's center for peer writing consultations; appointments are also available online. Whether you are writing a paper for a class, composing application letters and essays, or working on some other writing project, a Writing Place consultant can help you at any stage of the writing process, from talking about ideas to developing a plan to revising and editing a draft. Writing Place consultants are not graders or ghostwriters, but attentive readers who are trained to engage you in a conversation about your writing and help you plan and revise it. They offer dialogue-based peer tutoring at every stage of the writing process, helping students work on outlines, papers, presentations, applications, reports, and more. Students are encouraged to utilize this university resource.

Consultations are free and available to anyone in the Northwestern community: undergraduates, graduate students, faculty, or staff. Before making an appointment, you must register online, using your Northwestern e-mail address. That will become your Writing Place log-in. Please visit http://www.writing.northwestern.edu/ to register and for more information.

Additional Resources for Students

Northwestern University has many resources to assist students in academic and community living. Among them are: To access pages below, please hold down Ctrl and click on link.

Academic Information

- Master's Degree Requirements, PhD Degree Requirements
- Northwestern University Student Handbook

Important Campus Resources and Offices

- AccessibleNU
- Canvas - Learning Management System at Northwestern (on-campus students)
- Center for Civic Engagement
- Counseling and Psychological Services (CAPS)
- Fitness and Recreation
- Health Services
- Health Insurance
- International Office
- Libraries
- Northwestern Career Advancement
- Northwestern University Information Technology
- Office of Civil Rights and Title IX Compliance
- Office of Fellowships
- Office of Human Resources, Parent and Family Resources
- Office of the Registrar
- Searle Center for Advancing Learning and Teaching
- Child and Family Resources
- University Shuttles
- WildCARD (University ID)
- Women's Center

Graduate Life and Services

- Chicago Transit Authority U-Pass
- Parental Accommodation Policy
- Community Building Grants
- Graduate Student Associations and Graduate Leadership Council
- English as a Second Language Support
- Graduate Student Commons
- Legal Services for Graduate Students
- Professional Development Programming for Graduate Students
- TGS Latest News

Other Resources

- Gender and Sexuality Resource Center
- Parking and Safety
- Office of International Students and Scholars
- Shuttle Schedules
- Northwestern's policy on Discrimination and Harassment

STUDENT FEEDBACK ON THEIR EXPERENCE IN THE PROGRAM

CTEC Evaluation of Courses

Students provide feedback about each course they take through Northwestern's on-line course evaluation system known as CTEC, which stands for Course and Teacher Evaluations Council. This electronic feedback is subsequently provided to the course instructor and the Department Chair. CTEC data is only valuable as a source of feedback if most, if not all of the class participates. It is, therefore, vital that each student contributes by completing the CTEC process for each of their courses. It is an essential contribution to be made to the quality control of the Program. Note that we have and will continue to make changes to courses based on student feedback.

Student Evaluation of Group and Individual Supervision

Students are also required to evaluate both their group and individual supervisors throughout the program as outlined by the Education Manager. Completed evaluations are to be submitted through Tevera to the Education Manager. Your assessment of your supervisors and supervision experience is one of the most important vehicles through which all supervisors strive to improve. A student's evaluation of their supervisor is anonymous.

Mid-Program Review and Meeting

Students will receive a mid-program survey via SurveyMonkey requiring feedback and evaluation of the program.

Exit Survey and Interview

For on-campus students, towards the end of the final quarter prior to graduation, each student will meet with the academic advisor to review their second year. Both on-campus and online students will receive an online survey requesting feedback and evaluation of the program as well as of themselves. The survey will include rating where you were at the beginning of the program and where you see yourself as you are approaching graduation. This information is aggregated and used to inform the core faculty about meeting the benchmarks in our educational outcomes. It also helps us to improve and strengthen our program. Survey data are reviewed and discussed yearly at the Faculty Retreat.

Unsolicited Feedback

Throughout the program, students are encouraged to give their feedback directly to persons of relevance (instructor, supervisor, etc.). If this feedback is of a personal nature, that person and the person of relevance will work to resolve it. If the matter is not resolved, the student should consult with their advisor. In some instances, the advisor may suggest elevating the issue to the Department Chair. Students are also encouraged to share their feedback with their Student Representative who serve as liaisons between students and core faculty.

Alumni Survey

Beginning in the fall following graduation, you will receive an email from the program to complete a yearly online alumni survey. This annual survey is a required component of the program to maintain our accreditation. The program will review this data every year, and alumni participation in this survey will strengthen our application for re-accreditation and allow us to inform prospective applicants about the range of our graduates' professional experiences. The information you provide will be aggregated with that of other alumni and only the combined data will be disclosed to COAMFTE and/or other parties, such as prospective applicants, faculty, potential program donors, and the Graduate School at Northwestern. We will ask that you complete the survey each year, so that we may have the most accurate information to strengthen our program. Your identity and personal information will remain confidential.

Employer Survey

Once you graduate and have indicated that you are working, we may send an employer evaluation survey to your employer to gather information about their experiences with our graduates. Graduates are asked to provide current contact information in the alumni survey so we can provide links to the surveys to them and their supervisor.

IT and TFI OFFICE EQUIPTMENT

Appropriate Use Policy

Access to electronic mail, the Internet, databases, computers, and other information technology (IT) resources is essential to the mission of Northwestern. The Program and TFI (create, integrate, transfer, and apply knowledge), and the achievement of excellence requires their effective use by all members of the Institute's community. Use of information technology must be consistent with the Institute's mission and with its role as a public agency. Each member of the Institute's community is expected to protect the integrity of these resources and to know and adhere to the Institute's rules, regulations and guidelines for their appropriate use. Regulations that govern personal conduct and use of Institute facilities also apply to the use of IT resources. In addition, and as stated in the "Creating a Classroom Community" policy above, cell phones should be silenced and put away during class. Computers, notepads and iPads will be used only for taking notes during class, there will be no shopping, internet surfing, social media browsing/posting, texting, or music listening.

Email

On-Campus MSMFT Students:

All on-campus students are required to use TFI E-mail for TFI correspondence as The Family Institute complies with HIPAA and confidentiality regulations.

All emails sent through any family-institute.org email address are stamped with the following statement: "This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this email. Please notify the sender immediately by email if you have received this email by mistake and delete this email from your system. Email transmission cannot be guaranteed to be secure as information can be intercepted, lost, arrive late or incomplete. The sender therefore does not recommend total dependence on email for secure and timely communication."

When communicating with clients via email, trainees should use their family-institute.org account and not a personal email account. The above disclaimer should be added as an automatic signature of all emails sent to clients. Because email is not a secure form of communication, it should be primarily used for discussion of schedule or other superficial details.

A student's NU Email is for academic and university matters. Such as emailing your professors and Northwestern administration. As well as signing up for student organizations and events.

Online MFT@NU Students:

All online students are required to use their Northwestern University email for correspondence related to their degree program.

When communicating with clients via email, trainees should follow the policies set by their internship site. Because email is not a secure form of communication, it should be primarily used for discussion of schedule or other superficial details.

A student's NU Email is for all academic and university matters, such as emailing your instructors and Northwestern administration, as well as signing up for student organizations and events.

Use of Social Media with Program Faculty, Supervisor and Staff

Students may not connect with faculty, supervisors, and administrators through any social media platforms while in the program.

Guidelines for Using Social Media to Communicate While a Student

The Program leadership understands that the use of social media such as Facebook, Instagram, or TikTok can enhance communication or serve additional purposes for graduate students while they are enrolled in the Program. The fact that the MSMFT is a clinical training program, however, necessitates that careful thought be given to what is conveyed on these platforms. The following ethical considerations and guidelines should be used when using social media, in addition to referencing AAMFT Code of Ethics.

Ethical Considerations

1. Confidentiality: Practitioners understand that it is their primary obligation to protect client confidentiality, and they understand that this means they must also protect confidential information stored in any medium.

2. MSMFT students are prohibited from making connections with clients on social media of any kind. Multiple Relationships: Practitioners refrain from entering into multiple relationships when these relationships could reasonably be expected to impair objectivity, competency, or effectiveness in performing clinical functions or if they pose any risk of exploitation or harm to those with whom we enter into these relationships. Since connecting with clients on social networks may potentially compromise client confidentiality or may create multiple relationships with people with whom we have already established a professional relationship.
3. Practitioners, including MSMFT students, are prohibited from discussing confidential information on listservs or status updates on their social networking profiles.
4. MSMFT students are required to be aware of the implications of discussing professional and general clinical issues within their social networks in Tweets, status updates, and blog posts. They must exercise caution with any messages as they understand that these messages may be read by wide networks of non-professionals. Practitioners are aware that even masked data may provide enough detail to potentially identify a client. Practitioners understand that messages posted on personal and professional networks may be archived and seen by other parties to whom they are not authorized to release confidential information, and they adjust their behavior accordingly.
5. Personal vs. Professional behavior on the web for practitioners:
    - When communicating with fellow students, remember that first and foremost, they are your colleagues and in a professional relationship with you.
    - At all times, remember, you are representing the field of couple and family therapy, and the MSMFT Program. ***Consider the impact of what you post in public forums.***
    - Always consider first the potential impact/influence on individual relationships and the larger cohort.
    - Before posting, reflect on what your intention is for posting something.
    - Before posting, consider the appropriate tone of your post.
    - While it may feel like a private space, in fact social media is a public space. ***Your posts follow you.***
    - Know the professional code of ethics, particularly as applied to social media and integrate how ethics relates to professional conduct online.
    - Be mindful that social media activity can blur the boundaries between personal and professional lives and consider the potential impact of these activities on professional relationships.

Adherence to ethical and professional guidelines is expected in students’ online behavior. Additionally, students are expected to demonstrate careful attention to messaging and good judgment on all social media platforms.

The Program does not routinely monitor the social media lives of the students. However, if we are made aware of concerning activity, we expect that students demonstrate willingness to discuss and explore ethical and professional presentation, as well as make any immediate efforts to delete or change photos or posts that are in violation of ethical or professional standards of the Program.

Voicemail

On-Campus trainees will have a voicemail box made available that can be reached on a 24-hour basis. It is the trainee’s responsibility to call in at least daily for messages and more frequently if you think a client may be trying to reach you or is going through a particularly difficult period. It is vital that the trainee maintain and update the accuracy of telephone numbers where they can be reached. The trainee needs to inform their clients that in the case of an emergency they should dial the receptionist and indicate that they need you to be contacted immediately.

It is the Institute's policy that no therapist's phone number will be given to clients under any circumstances by the Institute. Individual therapists can give clients their home telephone numbers at their discretion. Trainees should only do so if they have first consulted with their group supervisor or triadic supervisor.

AdvancedMD - Electronic Medical Records System

On-campus trainees will maintain their clinical records in AdvancedMD in a timely fashion for each clinical case in accordance with good clinical practice. The record should provide a means to document treatment planning and the course of treatment and to facilitate continuity and evaluation of treatment. It should protect the legal rights of the client, facility, and staff and provide a historical reference for subsequent transmittal of information to appropriate and approved persons and agencies. All trainees and supervisors will receive comprehensive training on the Advanced MD System prior to being assigned and seeing clients.

Use of Computers, Printers, and Fax Machines

On-campus students at TFI have a wide range of office equipment, including desktop computers, office copiers and printers, scanners, and fax machines. Clinic rooms are equipped with desktop computers with the programs and software necessary to complete all necessary clinical documentation. While they may not be used for personal business, they are available for clinical and academic use as needed. Please be mindful of time spent on computers in the student lounge, the printer/copier in the student lounge should not be used to print lengthy term papers or articles, there are numerous student computer labs on campus as well as Quartet Copies located at 825 Clark Street in which you should use for your larger printing needs.

Student Lounge

On-campus students and visiting online students have access to the student lounge located in the lower level (LL) of The Family Institute building. This is a shared space with students from the Counseling Program. Please keep the room tidy, clean up after yourself, refrain from leaving dishes in the sink, do not leave valuables unattended, and be mindful of others. When students from the online MFT@NU branch are on campus for in-person programmatic events (i.e., immersion and graduation), they are welcome and encouraged to use the student lounge.

The lounge on the 3rd floor is intended for use of faculty and staff; students may use it to grab coffee and water, but please refrain from congregating in or around it.

Coffee Makers and Microwaves

Coffee makers in the student lounge are for your use. Coffee and tea are supplied by TFI; however, you are welcome to bring your own supplies for sharing if you choose. Please be considerate and mindful when using the coffee makers, cleaning and wiping up spills, rinsing out pots, turning machines off when not in use, etc.

Refrigerators

The refrigerator in the student lounge is for your use. With two large academic programs, please be considerate of what you store in it. Please mark your items, do not store more than you need for the day, remove your items at the end of the day, and wipe up any spills.

DATA AND RESEARCH

TFI Data Policies and Procedures

Adapted from: http://www.it.northwestern.edu/policies/dataaccess.html

Audience:

- All Family Institute (TFI) faculty, staff and students
- All non-TFI researchers interested in conducting research at TFI
- All non-TFI researchers entrusted with information maintained in TFI’s data system

Definition:

Protecting information assets is driven by a variety of considerations including legal, academic, financial and other business requirements. The Family Institute at Northwestern University (TFI) is committed to nurturing the open, information-sharing requirements of its academic culture, while preserving the confidentiality, integrity and availability of its information resources.

The policy contained in this document will support and promote greater understanding of and appropriate use of data, and heightened awareness of the sensitive nature of data based on various risk factors. It is expected that this policy will improve the ability of the TFI community to properly manage access to TFI data in compliance with Federal and State laws and regulations, and other TFI and Northwestern University policy requirements. Specifically, it is incumbent upon all researchers conducting research at TFI to assure all necessary regulatory (e.g., HIPAA) compliance in terms of training, data management and security, and client/participant contact. Overall, the policy will improve data quality and the transparency of institutional security and trust policies.

As reiterated below, all human subjects research must be approved by Northwestern University's Institutional Review Board (IRB) and hence is subject to all the policies and procedures that guide human subject research at NU. Additional training may be imposed by TFI such as additional annual HIPAA training.

Scope:
These policies apply to all organizational uses of data/information that are created, collected, maintained, and utilized by TFI for carrying out the institutional mission of clinical work, research, teaching, *and* data used in the execution of required business functions. They also apply to any data that is to be collected at TFI, with TFI clients or employees, or with students enrolled in any of our training programs.

Data Policies:
The ethical and fair use of TFI data will be discussed as it affects three issues: (a) data access; (b) data security and (c) data sharing.

<u>Data Access</u>

- Access to all data described in Scope will be determined by the Data Governance Committee (DGC) within TFI. The DGC will be comprised of the Director of the Center, the Director of Research, the Chief Clinical Officer, the Chief Financial Officer (CFO), Director of Clinical Operations and one other member appointed for a limited 3-year term. The Director of the Program Management Office will also be a member of the board in order to ensure compliance with all TFI policies.
- Access to data will be allowed consistent with the data being requested, the roles and responsibilities of the user and the level of training of the user.

Procedures:
The following procedures apply to all data that is being requested from TFI, whether or not that data exists already (archival) or is to be collected. The procedures are also applicable for any type of information from above *except* for Public Information, which includes any information that is accessible by the public on the TFI website or through printed materials.

<u>Research Specific Procedures:</u>

All researchers must complete the <u>Research Proposal Application</u> which is used to ascertain the following information:

a. Proof of understanding of our ethical and regulatory requirements.
b. A complete description of the study.
c. An explanation of the impact of the study on The Family Institute including on its resources, space and personnel.
d. An explanation of how the research being proposed is consistent with the mission of The Family Institute.
e. An explanation of the oversight responsibilities of both the researcher and the sponsor (if the researcher is outside of TFI) for the project.
f. If the DGC approves the research project, then the researcher **must get IRB approval from Northwestern University.**
g. After IRB approval is ascertained, **the Research Proposal Application must be signed by the Director of the Center for Applied Psychological and Family Studies *before* the research is conducted**.

- <u>For those researchers *within* TFI</u>
    1. A formal request via the Research Proposal Application to access data or collect new data must be submitted to the DGC.
    2. The DGC will meet once a month and proposals must be submitted at least two weeks prior to the meeting date. Any proposal submitted after the deadline will be reviewed for the following month's

DGC meeting.

3. One member of the DGC will review the request form to make sure that it is complete and within the scope of requests that are considered.
4. The researcher making the request will be informed of the next DGC meeting. The DGC may request that the researcher attend the meeting in order to answer any questions that might raise.
5. The DGC will either
    - *a.* Approve the request in writing *or*
    - *b.* Deny the request *or*
    - *c.* Request more information in order to make a decision.
6. All research conducted within TFI must be registered through the NU IRB (https://irb.northwestern.edu/) and all instructions followed including approval of all measures and a participant consent form that is approved by both NU-IRB and the research board of TFI.

- For those researchers *outside* of TFI (including those within the NU system)
    1. The researcher(s) must find a sponsor within TFI who can be responsible for TFI procedures and for shepherding the research through the appropriate process.
    2. Any publication rights or other rights to these data, regardless of if these data exist within TFI already or are to be collected by the researcher(s) and sponsor, must be determined ahead of time between the researcher(s) and the TFI sponsor. If new opportunities for the data arise, a new Research Proposal Application must be filed.
    3. These agreements must be in writing and approved by the DGC
    4. Authorship order for any publications or presentations should be decided before the research is conducted and modified throughout as appropriate.
    5. The rest of the process is as written above for researchers within TFI.

- Non-research Specific Procedures:

A formal request to access data, or collect new data must be submitted to the DGC and include the following:

1. A complete description of the purpose of the data request and it's intended use;
2. An explanation of the impact of the request on The Family Institute including on its resources, space and personnel.

- The DGC will meet once a month and proposals must be submitted at least two weeks prior to the meeting date. Any proposal submitted after the deadline will be reviewed for the following month's DGC meeting.
- One member of the DGC will review the request form to make sure that it is complete and within the scope of requests that are considered.
- The employee making the request will be informed of the next DGC meeting. The DGC may request that the requester attend the meeting in order to answer any questions that might raise.
- The DGC will either
    1. Approve the request in writing *or*
    2. Deny the request *or*
    3. Request more information in order to make a decision.

Data Security

TFI data must be consistently protected throughout its life cycle in a manner commensurate with its sensitivity and criticality. All data collected within TFI or that uses TFI clients, staff or student information is ultimately owned by TFI and must be kept on the TFI network and/or on the premises at all times. That is, no data, neither archival nor collected, can be stored on a personal desktop or laptop computer, regardless of where that computer is located nor stored in any offsite location if the data is not electronic. Anything less than full compliance with this requirement will be considered an ethical breach.

Data Sharing

Permission to share ANY data from TFI with outside entities, including non-TFI Northwestern University employees, must have prior permission from the DGC, **in writing**. Note that federal funding and Northwestern University requires that data that are collected *with federal funds* must be made available for public access. Northwestern is able to assist with compliance of this regulation. More information about these services can be found, via NUCATS at: https://nucats.northwestern.edu/resources-services/data-informatics-services.

Policies Concerning Data Access When a Researcher's PI Leaves TFI:

When individuals other than the PI involved in research projects at TFI leave and he/she is interested in taking data with them, then as part of the exit process they must send a formal request to the DGC. If the DGC grants that request, then they may take copies of research data for projects on which they have worked, subject to relevant confidentiality restrictions. Original data, however, MUST be retained at TFI.

If the PI leaves TFI and wishes to continue the project at another academic/research institution, a formal request must be made to the DGC before ownership of the original data may be transferred from TFI to the PI's new institution. If permission is granted, the PI must ascertain a written agreement from the PI's new institution that guarantees (1) its acceptance of ongoing custodial responsibilities for the data and (2) TFI having access to the original data, should such access become necessary for any reason; and (3) relevant confidentiality restrictions, where appropriate.

<u>Data Governance Committee Details</u>

Vision:

Information is a valued asset that enables operational excellence, evidenced-based care for clients, and enables us to make data-driven organizational decisions.

Mission:

To establish the leadership structures, policies, processes, and technologies to ensure that client and other enterprise information sustains and extends the organization's missions and goals, delivers value, complies with laws and regulations, and reflects stewardship practices that minimize risk to stakeholders and advances the public good.

Responsibilities of the Data Governance Committee

1. Create effective lines of accountability, responsibility, and authority for information lifecycle governance functions.
2. Formalize ownership and stewardship responsibilities as organizational policy.
3. Establish effective communication channels with functional leaders, information owners, and stewards to ensure that stakeholders are fully informed of current policies and practices and facilitate exchange of ideas that build continuous improvement in information governance and management across the organization.
4. Set priories for strategically aligned initiatives to improve and assure the value for information assets in terms of quality, efficiency, usability, interpretation, and compliance.
5. Approve policies, procedures, guidelines, and data standards for Clinical Services, Academics, Research, External Relations, and Operations.
6. Ensure comprehensive audit practices to identify opportunities to strengthen research and programs to achieve full compliance with regulations and standards.

7. Develop measures and metrics reflecting desired goals for information management.
8. Oversee business associate and other agreements for access and sharing information beyond the organization.

Research Proposal Application

Investigators who wish to conduct research at The Family Institute at Northwestern University must submit an application of no more than **five** pages, using the following guidelines. An internal review committee will consider each application, and, in consultation with The Family Institute's administrative personnel, determine whether permission to conduct the research will be granted. Projects requesting the participation of clinical staff or students must also be approved by The Family Institute's Steering Committee. Northwestern Institutional Review Board (IRB) approval is required before the project begins. All proposals will be reviewed by TFI's Data Governance Committee (DGC) consisting of the Director of the Center, Director of Research, the Chief Clinical Officer, the Chief Financial Officer (CFO), the Director of the Program Management Office, and the Director of Clinical Operations. The DGC will meet monthly or as needed, whichever is less. All proposals must be received 1 week prior to each scheduled meeting.

A. Description of the Research Plan

Describe the research plan, including the following:

- Purpose of the research and justification for it within the literature
- Major hypotheses
- Number and type of participants involved
- Type of data collection or assessment instruments used

B. Human Subjects Protection

Describe the research project's protection of human subjects.

- Attach all relevant Northwestern University IRB application materials.
- Attach documentation that you have also completed TFI's HIPAA on-line course.
- If the DGC approves the application, the researcher must get Northwestern University IRB approval and that approval letter needs to be submitted and the application must be signed again by the Director of the Center for Applied Psychological and Family Studies (CAPFS).

C. Estimated Research Costs

Provide information about the costs of the research and relevant sources of funding.

D. Mission Statement - General

What is the impact that this research will have on couples, families and individuals? The Family Institute wants to assure that all research is consistent with its strategic plan. Please describe the relevance of the research to the mission of The Family Institute. The Mission Statement can be found at https://family-institute.org/about-us/mission-values

i. Impact on The Family Institute

Indicate how the research will affect the *functioning* of The Family Institute. Describe what resources are being requested from The Family Institute to support this research project (if any), including the following:

Family Institute facilities (therapy or meeting rooms, research lab)
Therapists
Supervisors
Intake Personal
Other Family Institute Resources or personnel (describe)
Sustainability
What will happen to the procedures once the research element of the project is complete?

ii. Research Oversight

Sponsor

Each research project must have an internal sponsor, or a Family Institute staff member who agrees to oversee the project. Please provide a letter of support from the internal sponsor. All researchers must provide the DGC with annual updates as well as provide the DGC with a project results summary at the conclusion of the project. Furthermore, all researchers must notify the DGC if there are any changes in the protocol. If the project is university-based, please also provide a letter of support from the Department Chair indicating their support for the project.

Researcher Contribution

Given the impact on The Family Institute described in section D, describe what contribution (in terms of time, resources, or personnel, oversight) the researcher will make to this research program.

iii. Authorship agreement

- Please provide the names of all study personnel that have been identified to date. Include the principal investigators, any students and any other staff, with their affiliations.
- Please provide the expected authorship order for the primary paper or presentation that is expected to come from this work. It is understood that other authorship arrangements are possible with subsequent papers or if there is a major shift in the responsibilities on the team.

___________________________________ _______________
Initial Approval by Director of CAPFS Date

___________________________________ _______________
Final Approval ***once*** NU IRB Approval Date
Director of CAPFS

The Family Institute at Northwestern University
Master of Science in Marriage and Family Therapy Course Descriptions

Note: The quarters included after the title of each course denote the term in which on-campus students take that course (e.g., FALL 1 = the fall quarter of their 1st year)
Note: Online students should consult with their Student Success Advisor for their course sequence based on their declared track (Full-Time, CA Full-Time, or Part-Time)
Note: the "-0" course designation refers to courses in the on-campus branch (e.g. MS_FT 401-0); the "-6" designation refers to courses in the online MFT@NU branch (e.g. MS_FT 401-6)

MS_FT 400-0/6: Professional Identity Seminar (0) – SPRING 1, FALL 2, WINTER 2, SPRING 2

This seminar is designed to introduce students to the personal and professional issues in becoming and developing marriage and family therapist, both during graduate training and beyond. This will include a focus on the development of self-awareness to define and differentiate themselves and their practice effectively. An optional research seminar is geared towards those interested in pursuing a PhD. The focus is on finding the right PhD program how to make yourself competitive for PhD work.

MS_FT 401-0/6: Basic Concepts (1) – FALL 1

This course is an introduction to the central theoretical underpinnings of systemic family therapy, providing a basic framework for assessment of and intervention in the problems clients bring to therapy. Particular attention is paid to the assumptions, concepts, frameworks, and clinical guidelines of the Integrative Systemic Therapy (IST) perspective. The course provides a set of constructs for planning and conducting therapy, a structure for organizing bodies of knowledge associated with the field of marriage and family therapy, and a foundation for lifelong, professional learning and growth.

MS_FT 402-0/6: Methods in Systems Therapy (1) – WINTER 1

This course introduces students to a range of methods used in systems therapy. The methods will be drawn from the integrative traditions emphasized in the Integrative Systemic Therapy perspective and will prepare students to engage, work with and terminate cases.

MS_FT 403-0/6: Self and Other Systems (1) – SPRING 1

This course's purpose is to deepen students' understanding of self and systems. Particular emphasis will be given to aspects of self-development and the therapist's understanding of self when working with systems.

MS_FT 410-0/6: Human Development (1) – WINTER 1

This course utilizes the development metaframework to understand individual, relational and family development across the life span and the dynamic interactions within families. Physical, cognitive, emotional, and social development will be presented at each age level, including issues regarding culture, gender and sexual orientation. Commonly presented problems and therapeutic interventions will be discussed for each age group.

MS_FT 411-0/6: Intimate Relations I (1) – SPRING 1
This course will elaborate on the Integrative Systemic Therapy (IST) approach for working with couples, which involves a focus on sequences of interaction, affective intensity and subtlety of communication. The most common problems that couples present, including communication issues, intense conflict, trust and attachment, sexual difficulties, and lifespan changes, will be addressed. Theoretical models, case conceptualization, and intervention will be taught from a cultural perspective, considering the social positioning of both the client(s) and the therapist.
MS_FT 412-0/6: Special Problems & Populations (1) – SPRING 2
The purpose of this course is to provide the concepts and develop the skills necessary for working with particular client-lived experiences and problems. The course will address unique considerations presented in working with populations such as BIPOC community; chosen, divorced and blended families; LGBTQIA clients/families; client and families living with severe mental and/or physical disorders; and more. This course raises awareness of issues related to the systemic treatment of families navigating complex constraints. Participants will be challenged to integrate knowledge of these topics with the Integrative Systemic Therapy (IST) approach and with their own clinical experiences to develop an understanding of how to work systemically with these problems and populations.
MS_FT 413-0/6: Intimate Relations II (1) – FALL 2
In this second course on intimate relations, students will increase their skill set for working with couples in therapy, building on what they have learned throughout first year courses, and most particularly in Intimate Relations I (MS_FT 411-0). This advanced course will provide the techniques and skill building derived from evidence-based models of couples therapy and focus on some of the more challenging kinds of couple problems including sexual issues, infidelity, individual problems, and cultural issues impacting therapy.
MS_FT 421-0/6: Systemic Assessment (1) – FALL 1
Students will learn how to define the parameters of systemic assessment and how it differs from, and can be integrated with, individual assessment. Students will learn how systemic assessment operates within the current legal and medical context. Students will learn the DSM-5-TR diagnostic system and how to apply it systematically. Students will learn specific biopsychosocial systemic assessment guidelines, treatment planning that draws from their assessment, and the means to navigate, utilize and critique the research available to address diagnostic criterion.
MS_FT 422-0/6: Family Research (1) – FALL 2
Students completing the course will develop skills to understand common MFT research methods, how research methods are applied, and how to critique research in the field of marriage and family therapy and mental health. Students will also be introduced to empirically-based practices in MFT.
MS_FT 424-0/6: Group Therapy Internship (1) – SUMMER 1
In this course, trainees learn the theoretical basis of group therapy and develop a framework for group work. The course includes didactic, experiential, and clinical elements. Students will learn the fundamentals of group dynamics through lectures/readings, by participation as a member of a group, and by co-facilitating a group. The course also addresses the business aspects of setting up and marketing a group.

MS_FT 427-0/6: Family of Origin (1) – WINTER 2

This course offers an in-depth understanding of transgenerational models including a systemic perspective on the development of intrapsychic structure and function. Students will learn the utilization and application of each model with cases and apply the transgenerational framework to strengthen their conceptualization of the self-of-the-therapist.

MS_FT 428-0/6: Legal, Ethical, and Professional Issues (1) – FALL 1

This course will explore legal issues and areas of family law in the practice of Marriage and Family Therapy (MFT). The course objectives include the demonstration of competence in handling legal issues such as confidentiality, duty to protect, malpractice, and expert testimony, and the understanding of the AAMFT Code of Ethics and state requirements regarding ethical practice. Additionally, students will learn how personal values and the "self of the therapist" impact clinical work, and will develop a professional identity as an MFT, and understand how to keep it current. Lastly, the course will pay special attention to underrepresented groups, and how this links to the topics of social justice, diversity, equity, and inclusion in MFT practice.

MS_FT 429-: Sex Therapy (1) – SPRING 2

A multidimensional, biophysical approach to the diagnosis and treatment of sexual difficulty in individuals and couples. Sexual problems discussed include disorders of desire, aversion, arousal, orgasm, and pain.

MS_FT 430-0/6: Power, Privilege, & Difference (1) – WINTER 1

The purpose of this course is to sensitize students to the influence of race, class, culture, ethnicity, gender, gender identity, sexual orientation, religion, nationality, and ability on lived experience (generally) and on the practice of marriage and family therapy (specifically). This course will provide students with a theoretical knowledge base and an experiential learning experience to increase cultural humility, develop awareness of personal and institutional bias, and gain insight into the assumptions, values, and beliefs about both themselves and others as a means of working more effectively with diverse populations in the therapeutic process.

MS_FT 436-0/6: Family Therapy Treatment Models (1) – SPRING 1

This course is an examination of the major treatment models that have emerged through the development and history of systemic therapy, including the respective philosophies, theories, assessments, and interventions nested within them. This course is designed to provide an overview of the major models of systemic therapy that have been developed and critiqued over time. Course content focuses on discussions of traditional and contemporary systemic therapy models, including these models' respective theoretical underpinnings, assumptions of systemic health versus pathology, goals, role of the therapist, and means of intervention. In addition, the course will explore how to use models to navigate the matrix of IST.

MS_FT 437-0/6: Family Therapy with Children and Adolescents (1) – SUMMER 1

This course will provide the theoretical background and practical skills for working with families that present with children and adolescents. A systemic framework will be employed as the basis for understanding and intervening with families, children, and adolescents. Special consideration will be given to intersections of the development and sociocultural systems, with a focus on assessment and intervention.

MS_FT 440-0/6 Systemic Perspective in the Treatment of Substance Use/Misuse & Addiction (1 Unit) – WINTER 2
This course reviews distinctions of disease model vs. systemic views of addiction and treatment, discusses the markers of abuse and dependence, illuminates various therapeutic approaches, and explores the efficacy of family therapy approaches. Students develop working theoretical and clinical knowledge of addiction treatment. Issues of substance use, and addiction will be explored through a social justice lens, integrating knowledge of broad cultural systems that impact the prevalence, nature, and treatment of substance use.
MS_FT 480-0/6 Pre-Practicum in Marriage and Family Therapy (1 Unit) – FALL 1
The purpose of this course is to introduce the basic administrative and clinical aspects of conducting systemic therapy, using the Integrative Systemic Therapy (IST) perspective. The course presumes no background as a therapist and aims to provide students with the essential skills needed to conduct the first phone call and the initial sessions with individuals, couples and families. In addition, the course will focus on the role of personal values, beliefs, and interpersonal style in the work of psychotherapy. Students will be encouraged to examine the ways in which their own culture and family background has shaped their perspective, and how to make use of personal experience as a professional marriage and family therapist through the ongoing reflection and development of the self of the therapist.
MS_FT 481-0/6 Internship in Marriage and Family Therapy (1) WINTER 1, SPRING 1, SUMMER 1
Students begin the clinical internship in the winter quarter of the first year in the program. They do 10-15 hours/week under the supervision of clinical supervising faculty. Clinical faculty provide group and individual supervision on a weekly basis through case discussion as well as direct observation and videotape/audiotape recordings of students' therapy sessions. University regulations require that all students doing an internship be registered. Students earn a total of three (3) units of credit for this series
MS_FT 482-0/6 Advanced Internship in Marriage and Family Therapy (1) FALL 2, WINTER 2, SPRING 2
In their second year, students continue their supervised clinical training in the Advanced Internship with a deeper emphasis on the model in couple and family work, as well as developmental self-of-the-therapist issues. Newly assigned clinical faculty provide group and individual supervision on a weekly basis. Focus remains on clinical cases, direct observation, and videotape/audiotape recordings of students' therapy sessions. University regulations require that all students doing an internship be registered. Students earn a total of three (3) units of credit for this series of Advanced Internship in MFT. Additional units may be required to meet the program's clinical requirements and to comply with clinical competency standards
MS_FT 495-0/6 Master of Science in Marriage and Family Therapy Capstone Project (1 Unit) - SPRING 2
The program's Capstone Project satisfies a key requirement the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE), as completion of it demonstrates that students have integrated and consolidated their learning in a manner consistent with the program's mission, goals and outcomes. The program's Capstone Project consists of three components: the completion of a case study process that culminates in a paper, a formal case presentation, and the submission of six video segments of therapy session(s) conducted by the student. The project demonstrates the student's ability to accomplish systemic integration with the IST perspective in their practice and, thereby, their readiness to continue their professional growth through the continual integration of new learnings.

Faculty Biographies

Core Faculty

Mudita Rastogi, PhD, LMFT, Approved Supervisor, Department Chair and MSFT Program Director

Mudita Rastogi, PhD, LMFT, is the Department Chair and Program Director of the Master's Program in Marriage and Family Therapy, a Clinical Professor of Psychology at Northwestern University's Psychology Department and holds the McCormick Tribune Foundation Chair in Marriage and Family Therapy. Dr. Rastogi obtained her PhD in Marriage and Family Therapy from Texas Tech University, her master's degree in Psychology from University of Bombay, and her BA (Honors) in Psychology from University of Delhi.

As Department Chair, Dr. Rastogi oversees all aspects of graduate studies in the program, including academic and training design and implementation. An educator for over two decades, she has taught, supervised and mentored graduate students in psychology and couple and family therapy. Her areas of focus within the field of systemic family therapy include diversity, cross-cultural and gender issues, South Asian families, parenting, childfree couples, and global mental health. Dr. Rastogi edited the books *Multicultural Couple Therapy* (2009) and *Voices of Color* (2005) and served as Associate Editor for the *Handbook of Systemic Family Therapy* (In press, Wiley), and *Encyclopedia of Couple and Family Therapy* (2018). She was Department Chair for the SAMHSA funded Minority Fellowship Program at the American Association for Marriage and Family Therapy from 2011-2015. Previously, Dr. Rastogi also served as Associate Editor for the *Journal of Marital and Family Therapy* (2005-2011) and has been a member of the Board and reviewer for several professional journals. She is a Clinical Fellow and AAMFT Approved Supervisor with over twenty years of clinical experience in both India and the United States. As a Licensed Marriage and Family Therapist, certified executive and career coach, trainer, Dr. Rastogi has worked with individuals, couples, families and organizations reflecting all manner of diversity. She served as co-Investigator for a multi-year NIH- funded grant at Northwestern University, and frequently presents workshops nationally and internationally. Additionally, Dr. Rastogi maintains an interest in partnering with grassroots, not-for-profit organizations.

Samuel Allen, PhD, Core Faculty, AAMFT Approved Supervisor

Dr. Samuel Allen (he/him) is a clinical assistant professor and core faculty member in the MSMFT Program at Northwestern University. He completed his M.S. in Couple and Family Therapy and his Ph.D. in Family Science at the University of Maryland-College Park, from which he also received a graduate teaching certificate. Dr. Allen's research, teaching, and clinical work are all grounded in an unwavering commitment to social justice. His scholarly expertise centers on the study of gender and sexuality in families—especially among LGBTQ populations—with a particular emphasis on intersectionality and how intersectional minority experiences influence mental and physical health outcomes. Dr. Allen's clinical work is client-centered, emotionally focused, and integrative. He treats couples, non-romantic relationship dyads (e.g., sibling-sibling, parent-child, friend-friend) and individuals, and has a particular expertise working with sexual and gender minorities, racial minorities, non-monogamous couples, and couples with partners who are of different faiths, races and/or cultures. ***Online/On-Campus***

Connor Callahan, MS, LMFT, Core Faculty, AAMFT Supervisor Candidate

Connor Callahan (he/him) is a doctoral candidate at the University of Minnesota in the Department of Family Studies specializing in Marriage and Family Therapy. His research interest focuses on how LGBTQ young people develop their identity and how family and school environments can serve as supports or barriers to this development. Connor completed his master's degree in Marriage and Family Therapy at The Family Institute at Northwestern University. He has worked in academic, agency, and group practice settings, including completing the postgraduate fellowship in treating adolescent depression and anxiety at TFI. ***On-Campus***

Connor practices Integrative Systemic Therapy in his work with individuals, couples, and families. Within the IST framework, Connor utilizes interventions from several therapy models including Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), and Internal Family Systems Therapy (IFS). ***On-Campus***

Laura Golojuch, PhD, LMFT, Core Faculty, AAMFT Approved Supervisor

Laura Golojuch, Ph.D., LMFT is a core faculty member in the Master of Science in Marriage and Family Therapy (MFT) program at Northwestern University. She received her M.S. in Couple and Family Therapy and her Ph.D. in Family Science from the University of Maryland.

Dr. Golojuch considers herself to be a clinician-scholar-advocate and holds each of these identities as central to her professional identity. She has been practicing therapy for a decade and is licensed in Washington DC, Virginia, and Maryland. Dr. Golojuch has taught a variety of courses at both the undergraduate and graduate level and has provided clinical training to student and resident therapists throughout the past several years. Dr. Golojuch has collaborated on research projects that explore the experience of marginalization through various lenses. Her current program of research focuses on the promotion of social justice and equity within the field of Couple and Family Therapy. Dr. Golojuch previously served on the board of MetroMFT, a local advocacy and networking group for MFTs. She is currently a clinical fellow of AAMFT and an AAMFT Approved Supervisor. ***Online***

Racine Henry, PhD, LMFT, Core Faculty, AAMFT Approved Supervisor

Dr. Racine R. Henry, PhD, LMFT, is a core faculty member in the Master of Science in Marriage and Family Therapy (MFT) program at Northwestern University. She received her Master's in MFT at Valdosta State and her PhD in couple and family therapy from Drexel University, where she participated in the American Association of Marriage and Family Therapy (AAMFT) Minority Fellowship program and later returned as a visiting assistant clinical professor.

Dr. Henry has been practicing psychotherapy since 2008 and currently holds MFT licenses in New York and New Jersey. Dr. Henry has given academic presentations at national and international conferences for several professional organizations along with publications in peer-reviewed journals, textbooks, and popular media literature. In addition to extensive work with couples, she is experienced in group therapy, family therapy, anger management training, and treating various mental health diagnoses including depression, infidelity, Post-Traumatic Stress Disorder, and adjustment issues. Dr. Henry specializes in treating Black women, Black couples, interracial couples and non-monogamous couples. She has taught at several universities and worked in a variety of clinical settings including public schools, the Department of Defense, community agencies, and private sector companies. Dr. Henry is the founder of Sankofa Marriage and Family Therapy and the creator of Integrative Culinary Therapy. She is a clinical fellow of the AAMFT and an AAMFT-approved supervisor. ***Online***

Darren Moore, PhD, LMFT, MAEd, Core Faculty, AAMFT Approved Supervisor

Dr. Moore is the associate director of clinical training and supervision at The Family Institute at Northwestern University. He previously served as an associate professor and program director in another marriage and family therapy program and has administrative experience in both in-person, hybrid and distance-based programs. He has held key institutional leadership roles in academia, such as community placement liaison, site program director and program director. He has also served on the editorial review boards of various journals, has led presentations at national and international conferences, and has served in leadership roles within national professional organizations in MFT and in other areas.

Dr. Moore has been involved in a variety of leadership roles within MFT and within other organizations related to mental health, health and education at both the state and national level. He recently served on the AAMFT Board of Directors. Additionally, he will soon serve as a COAMFTE commissioner. ***Online***

Lisa Reynolds, PhD, LMFT, Core Faculty

Dr. Lisa René Reynolds has Master of Science and PhD degrees in Marriage and Family Therapy. She is a licensed MFT in New York and Connecticut with a fully certified telehealth practice, and is a former associate professor and program director at a COAMFTE-accredited program near New York City. She also served as chair on the AAMFT Ethics Committee and has enjoyed attending and presenting at several AAMFT conferences.

Her academic focuses are on integrative and postmodern theories, intimate relationships, sexual health and wellness, the intersectionality of ethics and self-of-the therapist, and the impact of divorce on children and families. She was the co-creator of the Focus on Kids high-conflict divorce parenting program for the state of Connecticut and has written several self-help books and mainstream articles on this topic. Additionally, her frontline involvement in the Sandy Hook Elementary School shootings in 2012 led her to much research and work with communities impacted by such traumatic experiences. She most frequently teaches Introductory MFT courses, Ethics, Family Therapy with Children and Adolescents, Parenting, Intimate Relationships, Human Lifespan Development, and Sexuality/Sex Therapy courses. Dr. Reynolds is a longtime AAMFT clinical member and approved supervisor.

In her free time, she enjoys spending time with family and friends, traveling, reading, writing, and cooking. Dr. Reynolds is thrilled to be part of the Family Institute at Northwestern University's MS in MFT online program. ***Online***

William P. Russell, MSW, LCSW, LMFT, BCD, Core Faculty, Director of Faculty, AAMFT Approved Supervisor

William P. Russell is a Clinical Professor of Psychology and the Director of Faculty of the Master of Science in Marriage and Family Therapy program at Northwestern University. He is also a Senior Staff Therapist at the Family Institute at Northwestern University. Professor Russell is a Licensed Clinical Social Worker and a Licensed Marriage and Family Therapist. He is a Clinical Fellow and an Approved Supervisor of the American Association for Marriage and Family Therapy, a member of the American Family Therapy Academy, and a Board-Certified Diplomate in Clinical Social Work.

Over the course of his 40-plus year career, Professor Russell has practiced systemic psychotherapy, developed and administered community-based mental health services, and trained and supervised therapists. He has worked in academic institutions, community agencies, private practice, a therapeutic school, and the Veterans Administration. He has taught and supervised systemic, integrative psychotherapy in several contexts, with past faculty appointments at The School of Education and Social Policy at Northwestern University, the Family Systems Program of the Institute for Juvenile Research, and the Department of Psychiatry at the University of Illinois at Chicago.

Professor Russell has given many presentations on his clinical and academic interests, including talks at national and state-wide professional conferences on the training of marriage and family therapists, the treatment of veterans and their families, and Integrative Systemic Therapy (IST). He has authored journal articles and book chapters on IST as well as other topics related to the practice of couple and family therapy. Professor Russell is lead author of the 2023 book, Integrative Systemic Therapy in Practice: A Clinician's Handbook and co-author of the 2018 volume, Integrative Systemic Therapy: Metaframeworks for Problem Solving with Individuals, Couples, and Families. He is an editor of the Routledge Family Institute Book Series and an Advisory Editor of Family Process Journal. ***On-Campus***

Allen Sabey, PhD, LMFT, Core Faculty AAMFT Approved Supervisor

Dr. Allen Sabey is a Clinical Assistant Professor of Psychology, Core Faculty member in the MSMFT program at the Family Institute at Northwestern University, and AAMFT Approved Supervisor. He is a group supervisor in the Master of Science in Marriage and Family Therapy (MSMFT) program and mentors candidates seeking to become approved supervisors. He completed his MS degree in Marriage and Family Therapy and his PhD in Human Development and Family Studies at Auburn University. He currently serves as the Research Coordinator for the on-ground branch of the MSMFT Program.

Dr. Sabey has provided therapeutic services in a wide variety of clinical settings for individuals, couples and families as a licensed marriage and family therapist. Dr. Sabey's clinical training and expertise focus on relationship issues across the lifespan. He helps couples and families deal with relationship issues such as parenting, couple communication, infidelity, divorce, and premarital counseling. He primarily applies the empirically validated approach of Emotionally Focused Therapy with his clients. He also maintains an active program of research that is aimed at understanding how and why family members provide care and support for one another, especially in times of distress. ***On-Campus***

Jennifer White VanBoxel, PhD, LMFT, Core Fare Faculty, AAMFT Supervisor Candidate

Dr. White VanBoxel is a clinical lecturer of Psychology, Core Faculty member in the MSMFT program at the Family Institute at Northwestern University, and AAMFT Supervisor Candidate. Dr. White VanBoxel is both an individual and group supervisor in the Master of Science in Marriage and Family Therapy (MSMFT) program. She obtained her doctoral degree from Michigan State University in Couple and Family Therapy. Dr. White VanBoxel brings over a decade of experience in leadership, clinical intervention, research, and teaching in the MFT field. Her career has focused heavily on advancing therapeutic intervention for interpersonal trauma populations in systemic family therapy. As follows, Dr. White VanBoxel's scholarly research focuses on testing, integrating, and adapting systemic interventions for Complex Post Traumatic Stress Disorder (C-PTSD) for couples, families, and individuals. She has advanced training in systemic intervention models including Emotionally Focused Couples Therapy, Internal Family Systems, and Eye Movement Desensitization and Reprocessing trauma therapy. In supervision, Dr. White VanBoxel draws from

diversity, intersectionality, and inclusion frameworks in addition to a strong focus on the Aponte person of the therapist training model. Dr. White VanBoxel has several forthcoming publications in press, which include a clinical handbook for treating Couples in the context of C-PTSD and several empirical studies on systemic family therapy interventions. ***On-Campus***

Neil Venketramen, MSMFT, LMFT, AAMFT Approved Supervisor

Professor Venketramen is a Clinical Lecturer of Psychology, Core Faculty member and group supervisor for the Marriage and Family Therapy Program, and a licensed marriage and family therapist at the Family Institute at Northwestern University. Group Supervisor in the Master of Science in Marriage and Family Therapy Program at The Family Institute. Neil earned his Bachelor of Commerce degrees in Accounting, Finance and Taxation at the University of Durban Westville, South Africa as well as a masters and honors in Accounting. After a few years post graduating Neil emigrated to Chicago. After two decades in finance and consulting, he came to the Family Institute at Northwestern and completed the Marriage and Family Therapy Master’s Program. Neil spent a few years in private practice and returned to the Family Institute as a staff therapist. Neil’s areas of clinical interest include couple therapy, divorce and post-divorce issues, intergenerational conflict, life stage transitions, multicultural and immigration issues, and working with families. Neil’s area of focus is integrative systemic therapy. ***On-Campus***

Consulting Faculty

Douglas C. Breunlin, MSSA, LCSW, LMFT, is a clinical professor of Psychology at Northwestern University, senior clinician and Coordinator of IST Development at The Family Institute at Northwestern University. Mr. Breunlin received his master's in social work from Case Western Reserve University. His undergraduate degrees from the University of Notre Dame are in arts and letters and aeronautical engineering.

Mr. Breunlin was the Director of the Marriage and Family Therapy Program at The Family Institute at Northwestern where he taught multiple courses, provided clinical supervision and administration (2009-2020). He lectures in "Basic Concepts of Systems Theory." Mr. Breunlin is co-author (with Schwartz and MacKune-Karrer) of Metaframeworks: Transcending the Models of Family Therapy; editor of Stages: Patterns of Change Over Time; co-editor of the Handbook of Family Therapy Training and Supervision (with co-editors Liddle and Schwartz). He has recently published a new book with several co-authors titled: Integrative Systemic Therapy (IST). This book addresses the perspective being taught in the Program. He is also an Editor-in- Chief (with Jay Lebow and Anthony Chambers) of the Encyclopedia of Couple and Family Therapy. workshops nationally and abroad.

Mr. Breunlin is licensed both as a clinical social worker and a marriage and family therapist and is a certified mediator. His clinical interests include family business issues; couples; siblings; male development; mediation and conflict resolution; intimacy and sexual problems; marital conflict; long-term marriages; school problems.

Nancy Burgoyne, PhD, LCP is the Chief Clinical Officer of The Family Institute and a licensed clinical psychologist and a marriage and family therapist. She is a staff therapist at The Family Institute at Northwestern University and a Clinical Lecturer in the Department of Psychology at Northwestern University. Dr. Burgoyne received her bachelor's degree in Human Development from Boston College, and her Master's and Doctoral degrees in clinical- community psychology from DePaul University, where she was an Arthur J. Schmidt Academic Fellow. Dr. Burgoyne did her internship and post graduate work in The Family Systems Program at the Institute for Juvenile Research, University of Illinois. Dr. Burgoyne is a member of The American Psychological Association, Division 43, Family Psychology.

She treats families, school age and adolescent children, and adults. Clinical Interests: Life stage transitions (including adolescent adjustment, emerging adults, adult children and parent relationship issues; personal/existential/ identity exploration & growth; cultural transition). Systemically focused family of origin work. Families with chronically mentally ill members. Divorce recovery; post-divorce co-parenting, Loss and Grief, Culturally sensitive, LGBTQ ally.

Anthony Chambers, PhD, LCP is the Chief Clinical Academic Officer of The Family Institute at Northwestern University, an Assistant Clinical Professor in the Department of Psychology at Northwestern and is a Staff Licensed Clinical Psychologist at The Family Institute at Northwestern University. Prof. Chambers received his Bachelor of Arts degree from Hampton University where he majored in Psychology (with departmental honors) and minored in Chemistry and Mathematics. He completed his M.A. & Ph.D. in Clinical Psychology from the University of Virginia (Department of Psychology). He completed his internship and post-doctoral clinical residency at Harvard Medical School & Massachusetts General Hospital, specializing in the treatment of couples.

Prof. Chambers also completed the Dr. John J.B. Morgan Postdoctoral Clinical Research Fellowship specializing in couples' therapy and psychotherapy research at The Family Institute at Northwestern University. His professional activities have included being appointed to the American Psychological Association's Minority Fellowship Program's Initial Grant Review Committee, being appointed to the American Psychological Foundation's Randy Gerson Family Systems Grant Review Committee, reviewing articles for several journals including the Journal of Marriage and Family, and is currently on the Board of Directors for the American Psychological Association's Society for Family Psychology. Prof. Chambers has frequent requests for guest appearances on radio and television programs and has been interviewed for several national magazines. His media appearances revolve around various issues pertinent to healthy relationship functioning.

Jay Lebow, PhD, LCP, ABPP, LMFT is a Clinical Professor of Psychology in Northwestern University's Master of Science in Marriage and Family Therapy Program and leads a practicum group for the doctoral clinical psychology program at Northwestern University. He is also a licensed clinical psychologist, licensed marital and family therapist and research consultant at The Family Institute at Northwestern University. Dr. Lebow received his undergraduate and graduate degrees from Northwestern University and is also a graduate of The Family Institute's training program. He has maintained a large clinical practice in individual, couple and family therapy for more than thirty years. Dr. Lebow is also involved in ongoing treatment research at The Family Institute concerned with assessing progress in psychotherapy and the development of the Systemic Therapy Inventory of Change.

Dr. Lebow is board certified in Family Psychology, a Fellow of the American Psychological Association and its Divisions of Clinical and Family Psychology, a clinical member and an approved supervisor of the American Association of Marriage and Family Therapy, treasurer of the American Family Therapy Academy, past president of The American Psychological Association's Division of Family Psychology, a former member of the Board of Directors of the American Board of Family Psychology, a fellow of the Academy of Family Psychology and a former member of the Board of the Illinois Association of Marriage and Family Therapists. He is a contributing editor and writes a regular column on the relation of research to practice for the Family Therapy Networker and is on the editorial board of the Journal of Marriage and Family Therapy and Family Process.

David E. Taussig, MSW, LCSW, LMFT, AAMFT Approved Supervisor

Professor Taussig received his B.A. in Anthropology from the University of Illinois in 1972. He received his master's degree in clinical social work from Smith College School of Social Work. A 1992 graduate of The Family Institute's Postgraduate Training Program in Marriage and Family Therapy, he also completed its two-year Supervision Program in 1995. He is a Licensed Clinical Social Worker, a Licensed Marriage and Family Therapist, an Approved Supervisor with the American Association of Marriage and Family Therapy, and a Board-Certified Diplomat in Clinical Social Work. Mr. Taussig is a Clinical Lecturer in the Department of Psychology at Northwestern University.

Professor Taussig was a Core Faculty member in the MSMFT program from 2005-2024 administering and leading the programs supervision and training. He is also a therapist at The Family Institute since 1998 and practices family, couple and individual psychotherapy. Prior to joining The Family Institute staff, Mr. Taussig was the Director of Family and Social Services at the Rock Creek Center, a psychiatric hospital in Lemont, Illinois. Mr. Taussig's supervision philosophy is grounded in The Family Institute Perspective. His areas of special interest are couples, divorce and post-divorce issues, families with adolescent/adult children, families with severe/chronic mental illness, and men's separation/divorce issues.

THE FAMILY INSTITUTE INFORMATION

The Family Institute Mission

The mission of The Family Institute is to strengthen and heal families from all walks of life through clinical service, education and research.

Core Values and Beliefs

The family is the singular most significant factor influencing human identity. Family-based therapy is a powerful model for change, one that not only helps people cope with major life issues, but that can ultimately transform how we lead our lives, resulting in healthier communities and societies. Quality mental health care should be available to all who need it, regardless of their financial resources. The definition of “family” takes many forms and is not limited by the boundaries of biology and marriage. These beliefs are as relevant today as they were when The Family Institute was founded in 1968. They guide us as we extend our capacity to help greater numbers of people and an enormous diversity of families.

The Family Institute puts its mission and values into practice every day by:

1. Providing the highest quality mental health services to those who suffer, including those who cannot pay.
2. Reaching out to help underserved populations, including racial ethnic minorities and lesbian, gay, bisexual and transgender families.
3. Training and mentoring the mental health innovators and leaders of tomorrow.
4. Investigating how psychotherapy works and developing new breakthroughs in treatment.
5. Building the preeminent care, teaching and research center, a model for excellence and an internationally recognized leader in the field of marriage and family therapy.

History

The Science and Practice of Family Therapy

The Family Institute helped pioneer the field of family therapy, based on the idea that people's psychological problems could not be understood or treated in isolation from their families. This was a fundamental departure from the traditional practice of treating individuals in isolation and it gave rise to entirely new models for therapeutic care.

Founded in 1968, The Family Institute is the Midwest's oldest and largest organization devoted to marriage and family therapy, education and research. Much like a teaching hospital in the medical arena, The Family Institute is a center for direct care, for academic learning and for new discovery.

The Institute provides counseling and psychotherapy throughout the Chicago metropolitan area including community-based mental health services for low-income, at risk families. It now helps more than 4,000 people annually.

The Family Institute also operates graduate programs in marriage and family therapy and counseling psychology at Northwestern University and conducts important research projects that lead to better understanding of mental health issues. The distinguished professional staff and faculty include internationally recognized experts who combine the roles of therapist/teacher/scientist.

This integration of treatment, education and scientific investigation creates a critical mass for making new discoveries, forging creative solutions and developing innovative approaches to therapy. No other institution brings together such a concentration of knowledge, expertise and academic credentials in marriage and family therapy.

The Northwestern University Affiliation

Integrating clinical, educational and research areas create a critical mass for developing innovative approaches and forging creative solutions. Through a unique affiliation, The Family Institute is integrally linked with one of the nation's most prestigious institutions of higher learning, Northwestern University. This relationship permits The Family Institute to remain an independent, not-for-profit organization – with its own governance, programmatic and funding autonomy – while benefiting from the academic richness of a major university.

The Center for Applied Psychological and Family Studies

Under the partnership, The Family Institute operates the University's Center for Applied Psychological and Family Studies in cooperation with Northwestern University's Graduate School and Office of Research.

Graduate Degree Programs

Academic and research activities at The Institute are conducted under the auspices of the Center. They include two graduate degree programs: Master of Science in Marriage and Family Therapy and Master of Arts in Counseling Psychology. Degrees for both programs are conferred by The Graduate School. While students in these programs receive most of their classroom work and much of their clinical training at The Family Institute, they enjoy the full benefits of a Northwestern University graduate education, including access to university libraries and other Northwestern assets. Qualified faculty hold a clinical appointment through Northwestern University's Department of Psychology.

Research

The Northwestern University partnership is also evident in The Institute's research programs. Two endowed positions at The Institute – the Patricia M. Nielsen Research Chair and the Kovler Research Scholar – are currently occupied by Northwestern University faculty from the Department of Psychology. The relationship with the university is expected to continue to grow in the coming years, as research becomes an increasingly important part of The Family Institute's operations.

Northwestern University Directory		
Office	**Address**	**Phone Number**
AccessibleNU	2122 Sheridan Road, Suite 130	(847) 467 - 5530
Bursar's Office	619 Clark Street	(847) 491 - 5343
The Family Institute	618 Library Place	(847) 733 - 4300
Financial Aid Office	Rebecca Crown Center 633 Clark Street	(847) 491 - 8950
Fitness and Recreation Facilities	2379 N. Campus Drive	(847) 491 - 4300
General Information - Evanston Campus		(847) 491 - 3741
General Information - Chicago Campus		(312) 503 - 8649
The Graduate School	Rebecca Crown Center 633 Clark Street	(847) 491 - 5279
Bianca West, Student Services Assistant	bianca.west@northwestern.edu	(847) 491 - 7332
Kristine Emrich, Assistant Director of Student Services	kristine.emrich@northwestern.edu	(847) 491 - 8469
Kate Veraldi, Senior Director of Student Services	k-veraldi@northwestern.edu	(847) 467 - 4108
Health Services	633 Emerson Street	(847) 491 - 8100
Norris University Center	1999 S. Campus Drive	(847) 491 - 2300
Norris University Book Store	1999 S. Campus Drive	(847) 491 - 3990
Off Campus Housing	Engelhart Hall, 1915 Maple Street	(847) 491 - 3015
On Campus Housing	Engelhart Hall, 1915 Maple Street	(847) 491 - 5127
Parking Office	1841 Sheridan Road	(847) 491 - 3319
Registrar	Rebecca Crown Center 633 Clark Street	(847) 491 - 5234
Student Accounts	555 Clark Street	(847) 491 - 5224
Technology Support Services (NUIT)	1859 Sheridan	(847) 491 - 4357
University Library	1970 Campus Drive	(847) 491 - 7658
University Police	1201 Davis Street	(847) 491 - 3254 (information) (847) 491 - 3456 (emergency)

Code of Ethics

American Association for Marriage and Family Therapy

PREAMBLE

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

Honoring Public Trust

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

Commitment to Service, Advocacy and Public Participation

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

Seeking Consultation

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

Ethical Decision-Making

Both law and ethics govern the practice of marriage and family therapy. When making decisions regarding professional behavior,

marriage and family therapists must consider the AAMFT Code of Ethics and applicable laws and regulations. If the AAMFT Code of Ethics prescribes a standard higher than that required by law, marriage and family therapists must meet the higher standard of the AAMFT Code of Ethics. Marriage and family therapists comply with the mandates of law, but make known their commitment to the AAMFT Code of Ethics and take steps to resolve the conflict in a responsible manner. The AAMFT supports legal mandates for reporting of alleged unethical conduct.
Marriage and family therapists remain accountable to the AAMFT Code of Ethics when acting as members or employees of organizations. If the mandates of an organization with which a marriage and family therapist is affiliated, through employment, contract or otherwise, conflict with the AAMFT Code of Ethics, marriage and family therapists make known to the organization their commitment to the AAMFT Code of Ethics and take reasonable steps to resolve the conflict in a way that allows the fullest adherence to the Code of Ethics.

Binding Expectations

The AAMFT Code of Ethics is binding on members of AAMFT in all membership categories, all AAMFT Approved Supervisors and all applicants for membership or the Approved Supervisor designation. AAMFT members have an obligation to be familiar with the AAMFT Code of Ethics and its application to their professional services. Lack of awareness or misunderstanding of an ethical standard is not a defense to a charge of unethical conduct.

Resolving Complaints

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

Aspirational Core Values

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

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

Ethical Standards

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

STANDARD I

RESPONSIBILITY TO CLIENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD II

CONFIDENTIALITY

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

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

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

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

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

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

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

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

STANDARD III

PROFESSIONAL COMPETENCE AND INTEGRITY

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

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

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

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

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

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

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

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

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

3.9 Gifts. Marriage and family therapists attend to cultural norms when considering whether to accept gifts from or give gifts to clients. Marriage and family therapists consider the potential effects that receiving or giving gifts may have on clients and on the integrity and efficacy of the therapeutic relationship.
3.10 Scope of Competence. Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.
3.11 Public Statements. Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.
3.12 Professional Misconduct. Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

STANDARD IV

RESPONSIBILITY TO STUDENTS AND SUPERVISEES

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

4.1 Exploitation. Marriage and family therapists who are in a supervisory role are aware of their influential positions with respect to students and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships that could impair professional objectivity or increase the risk of exploitation. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.
4.2 Therapy with Students or Supervisees. Marriage and family therapists do not provide therapy to current students or supervisees.
4.3 Sexual Intimacy with Students or Supervisees. Marriage and family therapists do not engage in sexual intimacy with students or supervisees during the evaluative or training relationship between the therapist and student or supervisee.
4.4 Oversight of Supervisee Competence. Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.
4.5 Oversight of Supervisee Professionalism. Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.
4.6 Existing Relationship with Students or Supervisees. Marriage and family therapists are aware of their influential positions with respect to supervisees, and they avoid exploiting the trust and dependency of such persons. Supervisors, therefore, make every effort to avoid conditions and multiple relationships with supervisees that could impair professional judgment or increase the risk of exploitation. Examples of such relationships include, but are not limited to, business or close personal relationships with supervisees or the supervisee's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, supervisors document the appropriate precautions taken.
4.7 Confidentiality with Supervisees. Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.
4.8 Payment for Supervision. Marriage and family therapists providing clinical supervision shall not enter into financial arrangements with supervisees through deceptive or exploitative practices, nor shall marriage and family therapists providing clinical supervision exert undue influence over supervisees when establishing supervision fees. Marriage and family therapists shall also not engage in other exploitative practices of supervisees.

STANDARD V

RESEARCH AND PUBLICATION

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

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

5. 2 Protection of Research Participants. Marriage and family therapists are responsible for making careful examinations of ethical acceptability in planning research. To the extent that services to research participants may be compromised by participation in research, marriage and family therapists seek the ethical advice of qualified professionals not directly involved in the investigation and observe safeguards to protect the rights of research participants.

5. 3 Informed Consent to Research. Marriage and family therapists inform participants about the purpose of the research, expected length, and research procedures. They also inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate such as potential risks, discomforts, or adverse effects. Marriage and family therapists are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, or have impairments which limit understanding and/or communication, or when participants are children. Marriage and family therapists inform participants about any potential research benefits, the limits of confidentiality, and whom to contact concerning questions about the research and their rights as research participants.

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

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

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

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

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

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

STANDARD VI

TECHNOLOGY-ASSISTED PROFESSIONAL SERVICES

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

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

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

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

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

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

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

STANDARD VII

PROFESSIONAL EVALUATIONS

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

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

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

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

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

7.5 Avoiding Conflicts. Clear distinctions are made between therapy and evaluations. Marriage and family therapists avoid conflict in roles in legal proceedings wherever possible and disclose potential conflicts. As therapy begins, marriage and family therapists clarify roles and the extent of confidentiality when legal systems are involved.

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

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

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

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

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

STANDARD VIII

FINANCIAL ARRANGEMENTS

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

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

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

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

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

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

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

STANDARD IX

ADVERTISING

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

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

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

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

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

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

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

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

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