# Table of Contents

INTRODUCTION .................................................................................................................. 1
ACCREDITATION ................................................................................................................ 1
   REGIONAL ACCREDITATION ...................................................................................... 1
   SPECIALITY ACCREDITATION ............................................................................... 1
GOVERNANCE .................................................................................................................. 1
   History of the University .......................................................................................... 2
   History of Online Degree Programs ........................................................................ 2
   Mission ..................................................................................................................... 2
   Institutional Goals .................................................................................................... 3
   Institutional Learning Outcomes (ILOs) .................................................................... 3
   MFT Program Mission ............................................................................................... 3
   MFT Program Goals ................................................................................................. 3
COAMFTE Standards ...................................................................................................... 4
   COAMFTE Student Learning Outcomes linked to Program Goals .................................. 4
BENEFITS OF A TUW COAMFTE ACCREDITED MFT PROGRAM .................................... 4
HOW TO USE MFT HANDBOOK & OTHER TUW PERTINENT PUBLICATIONS ................... 5
LEGAL NOTIFICATION ................................................................................................. 6
TUW CENTRAL ADMINISTRATION LEADERSHIP .......................................................... 7
   MFT Program Leadership and Roles ......................................................................... 7
   Admission to MFT Program ..................................................................................... 11
   Student Recruitment ............................................................................................... 12
   Diversity Policy ....................................................................................................... 12
Policy on Anti-Discrimination ....................................................................................... 12
   DISCRIMINATION ON THE BASIS OF GENDER .................................................. 13
   DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN .................. 13
   DISCRIMINATION ON THE BASIS OF AGE .......................................................... 13
   DISCRIMINATION ON THE BASIS OF DISABILITY ............................................. 13
   DISCRIMINATION ON THE BASIS OF MARITAL STATUS, RELIGION, OR SEXUAL ORIENTATION 13
   DISCRIMINATION ON THE SOCIO-ECONOMIC STATUS ..................................... 13
Retention ...................................................................................................................... 14
Graduation Requirements ............................................................................................. 14
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Touch Interaction</td>
<td>14</td>
</tr>
<tr>
<td>Portability of Degree</td>
<td>15</td>
</tr>
<tr>
<td>Technology and Training</td>
<td>15</td>
</tr>
<tr>
<td>DEGREE COMPLETION REQUIREMENTS FOR THE MFT DEGREE</td>
<td>17</td>
</tr>
<tr>
<td>MFT Tracks</td>
<td>18</td>
</tr>
<tr>
<td>Sample Course Progression with Designated Primary Foundational Curriculum Areas (Clinical Track)</td>
<td>19</td>
</tr>
<tr>
<td>SPECIFIC TRACK REQUIREMENTS—CLINICAL TRACKS (MFT &amp; LPCC)</td>
<td>20</td>
</tr>
<tr>
<td>Track 1: MFT Clinical Track Required Courses &amp; Curriculum</td>
<td>21</td>
</tr>
<tr>
<td>Track 2: LPCC Track Required Courses &amp; Curriculum</td>
<td>22</td>
</tr>
<tr>
<td>Clinical Practicum Courses and Requirements for both MFT and LPCC CLINICAL Tracks</td>
<td>23</td>
</tr>
<tr>
<td>Overview of the Process of Practicum</td>
<td>23</td>
</tr>
<tr>
<td>TUW Legal Responsibility</td>
<td>24</td>
</tr>
<tr>
<td>Legal Definition of Practicum</td>
<td>25</td>
</tr>
<tr>
<td>Training in Diversity Encouraged by BBS</td>
<td>25</td>
</tr>
<tr>
<td>What is Practicum at TUW?</td>
<td>25</td>
</tr>
<tr>
<td>Practicum course goals</td>
<td>26</td>
</tr>
<tr>
<td>Requirements for Practicum Course Credit: Supervision Interaction</td>
<td>27</td>
</tr>
<tr>
<td>Requirements for Practicum Course Credit: Grading</td>
<td>28</td>
</tr>
<tr>
<td>When to Take Practicum</td>
<td>29</td>
</tr>
<tr>
<td>Academic Policy for Practicum</td>
<td>30</td>
</tr>
<tr>
<td>Practicum Site Resources</td>
<td>30</td>
</tr>
<tr>
<td>Out-Of-State Sites</td>
<td>30</td>
</tr>
<tr>
<td>How to Use the Written Agreement</td>
<td>30</td>
</tr>
<tr>
<td>How to Locate an Appropriate Practicum Site</td>
<td>31</td>
</tr>
<tr>
<td>Approval of Site</td>
<td>31</td>
</tr>
<tr>
<td>Private Practice for Trainees in Practicum</td>
<td>31</td>
</tr>
<tr>
<td>The process to obtain licensure as an LMFT</td>
<td>34</td>
</tr>
<tr>
<td>Track 3: MFT Non-Clinical Track Required Courses &amp; Curriculum</td>
<td>35</td>
</tr>
<tr>
<td>Continuous Enrollment and Leave of Absence (LOA)</td>
<td>36</td>
</tr>
<tr>
<td>Behavioral Standards</td>
<td>36</td>
</tr>
<tr>
<td>Grading and Assessment</td>
<td>37</td>
</tr>
<tr>
<td>REMEDIATION AND DISMISSAL POLICY</td>
<td>37</td>
</tr>
<tr>
<td>CODE OF CONDUCT</td>
<td>38</td>
</tr>
<tr>
<td>Plagiarism Policy</td>
<td>38</td>
</tr>
</tbody>
</table>
INTRODUCTION

Touro University Worldwide is a non-profit institution of higher learning. Touro University Worldwide is an Equal Opportunity Institution. Touro College and University System was chartered by the Board of Regents of the state of New York in June of 1970.

ACCREDITATION

REGIONAL ACCREDITATION

The University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC): 985 Atlantic Ave, Suite 100, Alameda, CA 94501.
WSCSC Senior College and University Commission: http://www.wasc.senior.org/
Touro University Worldwide on WASC website: https://www.wscuc.org/institutions/touro-university-worldwide

SPECIALITY ACCREDITATION

The Marriage & Family Therapy graduate degree program at Touro University Worldwide is approved by the California Board of Behavior Sciences (BBS), and is designed so that graduates are eligible for MFT Licensure in the State of California (and most other states) without requiring any additional coursework.
California BBS: https://www.bbs.ca.gov/

The MFT program at Touro University Worldwide (TUW) is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Touro University Worldwide was officially granted initial accreditation from COAMFTE, which started May 2020 and goes through May 2026.

GOVERNANCE

TUW University Worldwide is part of the Touro College University System (TCUS) which has a full governing board with Board of Trustees (BOT). The BOT has given the TUW Chief Executive Officer the authority and autonomy on all academic, administrative, and financial matters pertaining to TUW. In addition, the MFT program falls under the Edith Neumann School of Health and Human Services, where Lyzette Blanco, PhD. serves as the School Director, Darren Moore, PhD serves as MFT Program Director, and Masha Godkin, Psy.D serves as Assistant Program Director.

The University has a variety of mechanisms that are used to aid in faculty and student governance. In addition to the university administration, the university utilizes Academic Council meetings, School and director Meetings, as well as program specific meetings. The MFT program meets formally, 1-2 times per term, and the Program Director and/or Assistant Program Director also schedules individual meetings with faculty on an as-needed basis regarding the overall MFT program and faculty performance, as well as formally on an annual basis. Likewise, Core faculty serve as leaders to Non-Clinical Faculty, as they provide leadership regarding course development, curriculum, and clinical supervision. In addition, TUW has the following committees that faculty may be involved:
Admissions Review Committee, Code of Conduct Committee, Doctoral Admission Committee, Educational Effectiveness Review Committee, Faculty Orientation and Engagement Committee, Faculty Rank and Promotion Committee, Faculty Search Committee, Institutional Review Board Committee, MFT Advisory Committee, Policy Review Committee, Program Review and Assessment Committee, Social Work Advisory Team and University Curriculum Committee
The MFT program also hosts meetings with students formally once each term, and students may meet regularly with advisors, Assistant Program Director, and Program Director. TUW views feedback from students to be critical to program evaluation. Therefore, there are two students that serve as leaders for the MFT program that assist in providing feedback to the MFT program. Likewise, all students have access to student support services as well as have the ability to provide formal and informal feedback to the program. Please see MFT Program Leadership sections located further in the handbook for additional information.

Click here for Governance Information

History of the University

Touro University Worldwide is part of the Touro College and University System. The Touro College and University System was established in New York City in 1970 by Bernard Lander, PhD, LHD, as a Jewish-sponsored independent, non-profit institution of higher and professional education primarily to enrich the Jewish heritage, and serve the larger American and worldwide community. More than 23,000 students are currently enrolled in its various campuses schools and divisions.

Touro University Worldwide, in keeping with the system’s founding mission and principles, prides itself on its Judaic foundation and the values that it represents. Those values involve a commitment to social justice, intellectual pursuit, and service to society and the underserved.

History of Online Degree Programs

Touro College and University System has had a long track record in offering high quality online degree programs in professional fields at the Bachelor, Master, and Doctorate levels. Touro University International (TUI) was founded in 1998 by Dr. Yoram Neumann and Dr. Edith Neumann and was the first university in the world to offer a regionally accredited PhD program online with no residency requirements.

Drs. Neumann, the founders, led TUI for 11 years (1998-2009). At that time, TUI had graduated 14,000 proud alumni. From no courses in 1998, TUI offered more than 50,000 courses in 2009. In 2007, TUI was sold to a private equity group. Touro University Worldwide (TUW) was founded in 2008 by Dr. Bernard Luskin to replace the void that the sale of TUI had created. Drs. Neumann, the founders of TUI, returned to Touro in July 2012 and assumed the leadership of Touro University Worldwide. The mission of online education at Touro University Worldwide is to offer professional degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice).

Mission

The mission of Touro University Worldwide (TUW) is to offer online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice). TUW is committed to offering doctoral, graduate, bachelor and associate degree programs to support this mission. The mission is also shared through the campus-based undergraduate education programs at Touro College Los Angeles Division which serves a specific student body. Together, the campus based and online - programs contribute to the achievement of the overall Touro core values driving this mission to provide opportunities for those who are underserved, provide service to society and achievement of the overall Touro University Worldwide student success.
Institutional Goals

- To respond to the professional and career advancement need of adult learners
- To respond to the need of the underserved
- To respond to the career advancement need of professionals
- To attain program learning outcomes by using problem-based, project-based and interactive practitioner-scholar learning model and assessment
- To recruit and retain high quality faculty with proven track record in the practitioner-scholar learning model
- To develop and implement a learner-centered environment resulting in high retention rates and high graduation rates
- To demonstrate that program’s graduates are satisfied with their quality of learning experience
- To continuously improve the quality of the programs and support services

Institutional Learning Outcomes (ILOs)

Students who complete the program of study at TUW will be able to:

1. Demonstrate the ability to communicate effectively through listening, speaking, reading, writing and use of technology and media.
2. Display mastery of knowledge and skills in the discipline of study.
3. Demonstrate cultural awareness to be a responsible citizen in a global society and world.
4. Demonstrate the ability to exercise problem-solving skills, such as problem identification and analysis, and solution formulation, implementation, and assessment- using an integrated approach.
5. Exhibit the ability to think critically and utilize research and critical thinking to solve real life problems.
6. Use collaboration and group processes to achieve a common goal.
7. Demonstrate professional ethics and practice academic integrity.
8. Demonstrate commitment to lifelong learning and Information Literacy.

MFT Program Mission

TUW’s mission is to provide academic and professional clinical training to students to become competent, ethical, culturally sensitive, and systems-oriented marriage and family therapists who can effectively assess, diagnose, and treat a diverse population of individuals, couples and families. The program is conceptually grounded by the scientist-practitioner model, preparing students who will be capable of making unique contributions to the field of marriage and family therapy.

MFT Program Goals

1. To graduate students that are able to deliver MFT clinical services competently.
2. To graduate students that possess a working knowledge of the AAMFT Code of Ethics and other applicable regulatory requirements, and the ability to apply ethical and regulatory standards in clinical practice.
3. To graduate students that are culturally aware and prepared to work with diverse populations.
4. To graduate students that are prepared to utilize systemic orientation when working with clients.
5. To graduate students that are prepared to utilize a scientist practitioner perspective, in that they understand research and implications for clinical treatment.
In 2018, Touro University Worldwide’s MFT program decided to pursue specialty accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). COAMFTE is the accrediting body for graduate programs in the field of Marriage and Family Therapy. COAMFTE provides guidelines for the standardization of MFT training and education across the nation and has been regarded as the gold standard in the field, in terms of best practices. Likewise, COAMFTE aligns well with most state licensing boards in terms of stipulating minimal guidelines for educational requirements needed to become an MFT. Touro University Worldwide was officially granted initial accreditation from COAMFTE, which started May 2020 and goes through May 2026. This accreditation, ensures that students on the clinical tracks receive training that will prepare them for their career as an MFT. It also provides an educational framework that is comprehensive and that is focused on established linkages between a MFT program’s mission, goals, and student learning outcomes.

COAMFTE Student Learning Outcomes linked to Program Goals
1. MFT students comprehend and demonstrate MFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills.
2. MFT students comprehend the AAMFT Code of Ethics and other applicable regulatory requirements, and are able to apply them in clinical practice.
3. MFT students are aware of and understand cultural diversity and implications for clinical work.
4. MFT students possess a systemic orientation and are prepared to use this framework when engaging in clinical work.
5. MFT students possess the skills to analyze and apply scientific research relevant to the field of MFT.

BENEFITS OF A TUW COAMFTE ACCREDITED MFT PROGRAM
Embedded within the Touro University Worldwide (TUW) Edith Neumann School of Health and Human Services, the Master of Arts in Marriage and Family Therapy (MFT) degree program has been in existence since 2012, and is approved by the California Board of Behavioral Sciences. The MFT Program achieved accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in May of 2020. In this professional program, you will have an opportunity to learn Marriage and Family Therapy and counseling.

MFT Clinical Track: With a Master’s Degree in MFT (Clinical Tracks), followed by supervised clinical experience, you will be eligible to sit for the license exam to practice independently as a Licensed Marriage and Family Therapist (LMFT) in California, and most other states in the United States, based on where you complete your clinical hours and where you plan to pursue your state license. The added benefit of completing a degree at an academic institution that is accredited by COAMFTE is that students will have a degree that is streamlined with standards that are similar to most states, thus making degree portability easier. However, students are still required to ensure that the coursework and practicum experience at TUW meets the educational requirements for their respective state, see section in handbook about portability.

LPCC Track: At TUW, we also have the option for students to pursue the Licensed Professional Clinical Counselor (LPCC) Track in addition to the MFT Clinical Track. This is for students who may plan to pursue the LPCC License in California, in addition to the MFT License or instead of the MFT License. A graduate, who completes this track, completes the standard MFT Clinical Track along with additional courses for the LPCC designation. Students outside the state of California can also pursue the LPCC track at TUW, but they will need to first check their state board requirements, as each state has various rules and regulations regarding the educational and clinical requirements for LPCC. Some states may not have a LPCC option, and some
states may have what may be referred to as the LPC (Licensed Professional Counselor) or LMHC (Licensed Mental Health Counselor) designation, which may or may not be congruent with TUW’s LPCC track. Further, some states may allow the practicum series of courses that you take as a MFT student to apply for both the MFT and LPCC designation (such as what is currently offered in California) but some states will not accept the same practicum and may, in fact, require a separate practicum beyond what is completed in the standard MFT program. In addition, some states may require a different set of credentials for the person that completes the supervision at the internship site. All of this must be considered before selecting the LPCC track (see section within this handbook about portability).

Please note: The TUW MFT program is approved by the California Board of Behavioral Sciences (BBS) for our students to seek licensure as a Marriage and Family Therapist (MFT) and/or Licensed Professional Clinical Counselor (LPCC) in California. The MFT Clinical and LPCC tracks are also approved by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Students applying for a clinical license in MFT, LPCC, (or any other mental health related field) outside of California must confirm that the coursework and practicum experiences at TUW will fulfill requirements for that respective state. The MFT team is here to support students with this process and help guide students, but it is ultimately the responsibility of the student. In some cases, there may be additional courses or practicum requirements that may be needed either before or after graduation (see section within this handbook about portability).

Marriage and Family Therapists are mental health practitioners who are specifically trained to help individuals, couples, and families improve and maintain healthy relationships. With the LMFT license, you can help children, adolescents, and adults with a variety of problems. You can treat individuals, couples, families, groups, and larger systems; work in private practice by yourself or with a group; work in community clinics, residential treatment centers and hospitals or you can consult, develop and manage programs based on the licensing laws of the state that governs clinical practice. As an LMFT, you will be a psychotherapist by law and may be paid for your services directly or by Insurance as appropriate.

**HOW TO USE MFT HANDBOOK & OTHER TUW PERTINENT PUBLICATIONS**

This MFT Handbook contains the policies and procedures for the Master’s Degree program in MFT and is a contract for your performance in the program. It will also guide you through the academic and experiential requirements for the MFT license and will address questions you may have about the exam process. **READ THIS HANDBOOK CAREFULLY** and become familiar with its contents, consult it every time you have any questions.

In addition, please read these publications that contain useful information for your success in the graduate program:

1. The TUW Catalog for your year of entry to the MFT Program (available at [http://www.tuw.edu/students/universityATALOG/](http://www.tuw.edu/students/university-catalog/)).
2. Please read and participate in TUW’s online Orientation.
3. Laws and Regulations Relating to the Licensure Process of the Marriage and Family Therapy, published by the Board of Behavioral Sciences (see BBS: [https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf](https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf)).
4. Non-California students should reference the rules and regulations for your intended state of licensure by visiting your state board (see AMFTRB, [https://amftrb.org/state-board-members/](https://amftrb.org/state-board-members/)).
5. MFT Training and program accreditation (see COAMFTE: [http://www.coamfte.org/iMIS15/coamfte/](http://www.coamfte.org/iMIS15/coamfte/)).
6. General information regarding the field of MFT (see AAMFT: [www.aamft.org](http://www.aamft.org))
LEGAL NOTIFICATION

Applicants seeking the MFT license must graduate with a qualifying degree that has been approved by the BBS for the state of California. At TUW, that program is the M.A. in MFT degree. We are required by law to notify you that:

The Master of Arts in Marriage and Family Therapy (MFT) degree is designed to meet the education requirements of Sections 4980.36 of the Business and Professions Code of the State of California, leading to licensure as a Licensed Marriage and Family Therapist. In addition, the MFT degree is designed to meet the education requirements of Sections 4999.33, 34, 36 of the Business and Professions Code of the State of California for licensure as a Licensed Professional. Additional States are substantially similar and most states accept the BBS of California requirements. TUW MFT Program is approved by the BBS of California.

The TUW MFT Program is also approved by The State Education Department / The University of the State of New York / Albany, NY 12234 - Division of Professional Education - Professional Education Program Review - Education Building - 89 Washington Avenue, 2nd Floor, West Wing - Albany, NY 12234 - Tel. (518) 486-2967 - Fax (518) 473-0114.
TUW CENTRAL ADMINISTRATION LEADERSHIP
Roy Finaly, ABD Management, MBA
Interim Chief Executive Officer and Chief Operating Officer

Sheila Lewis, PhD
Provost
PhD in Business Administration

Aldwin Domingo, PhD
Associate Provost
Director, School of Psychology
Professor of Psychology

Lyzette Blanco, PhD
Director, School of Health and Human Services
Professor of Health Sciences

MFT Program Leadership and Roles

The MFT Program Leadership consists of four entities which include 1) Program Leadership, 2) Teaching and Clinical Leadership, 3) Advising Leadership, and 4) Student Leadership. A description of each role follows below:

MFT Program Leadership: Program Director Role

Darren D. Moore, PhD, LMFT, AAMFT Approved Supervisor
Director, Master of Arts in Marriage and Family Therapy
Professor of MFT

Job Description/Responsibilities/Role: The Marriage and Family Therapy Program Director role is a 12-month administrative position with primary responsibility of providing oversight of the entire MFT program (academic and clinical aspects). This is a full-time role that reports directly to the Provost, which is responsible for the following key tasks:

- Overseeing the academic requirements of the program to ensure consistency and full compliance with accrediting bodies (e.g., California BBS, COAMFTE andWSCUC).
- Responsible for the administrative functioning of the Program, which includes planning, organizing, directing and controlling the Program.
- Lead Program Evaluation and Curriculum Development.
- Supervising all activities associated with the MFT program Staff including but not limited to the following: Assistant Program Director and Lead Academic Advisor.
- Supervising and providing mentorship to all MFT Faculty including but not limited to the following: Core Faculty and Non-Clinical Faculty.
- Interface with all University Personnel when needed to include but not limited to CEO, Admissions, Financial Aid, etc.
- Attend AAMFT and LPCC meetings as applicable.
Motivate students to achieve learning outcomes in interactive class discussions.
Interact with an academically and culturally diverse student population.
Maintain current and relevant scholarship and participate in community service associated with the MFT field.
Assist with Recruitment and Retention of program staff and faculty.
Acts as the Primary Contact for the Program, maintaining all required records, logs, and systems in compliance with regulatory agencies.
Work on duties as assigned by the Provost.
The person in this role has (at a minimum) the following credentials:
- A Doctoral/Terminal Degree (from a COAMFTE accredited university/college)
- One to two years teaching experience in MFT or closely related field
- A License as a Marriage and Family Therapist
- Currently an AAMFT Clinical Fellow
- Currently an AAMFT Approved Supervisor
- Strong Professional communication skills; including oral and written, computer, and basic math skills.

**MFT Program Leadership: Assistant Program Director Role**

**Masha Godkin, Psy.D., LMFT**
Assistant Director, Master of Arts in Marriage and Family Therapy

**Job Description/Responsibilities/Role:** The Assistant Program Director role is a 12-month administrative position with primary responsibility of providing oversight over the practicum component of the program, under direction of the MFT Program Director. This is a part-time role that reports directly to the MFT Program Director, who is responsible for the following key tasks:
- Oversee students’ clinical placements.
- Supervise the Practicum Instructors under direction of the Program Director.
- Maintain placement sites in the regional area for students each year.
- Works directly with the MFT Director on a wide range of administrative tasks.
- Establishes and maintains confidential records and filing system for the MFT Program, both hard-copies and digital files.
- Conducts research as needed for Program of Marriage and Family Therapy, mostly in relation to Practicum sites, and Clinical Placements.
- Assists Program Director with updating and maintaining spreadsheet of practicum information and student database for Marriage & Family Therapy program.
- Establish new and maintain present contracts between practicum sites and TUW together with the coordinator of the practicum.
- Maintain student files with appropriate BBS and COAMFTE documentation.
- Conduct site visits as applicable.
- Maintain contact between site supervisors.
- Work on duties as assigned by the CAO/Provost, and the MFT Program Director.
- Meet with students each year to provide practicum orientation and to determine appropriate placement via WebEx or other means of communication.
- The person in this role has (at a minimum) the following credentials:
  - Masters/Terminal Degree
  - One to two years teaching experience in MFT or closely related field
- Licensed as a Marriage and Family Therapist
- Currently an AAMFT Clinical Fellow or in progress
- Currently AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or in progress
- Strong Professional communication skills; including oral and written, computer, and basic math skills

**MFT Program Leadership: Faculty Roles**

**Teaching and Clinical Leadership**

**Core Faculty Responsibilities/Role:** The majority of TUW’s core faculty members professionally identify primarily as Marriage and Family Therapists. This identity includes adopting the AAMFT Code of Ethics as a guide for professional conduct. Core faculty are LMFTs, Clinical members of AAMFT, AAMFT Supervisors, or AAMFT Supervisors in training. Core faculty demonstrate proficiency in areas such as: teaching, supervision, and course evaluation, under the direction of the MFT Program Director. A core faculty provides oversight for development and/or revisions of foundation courses and serves as the Supervisor at Touro for MFT students in practicum (in addition to the supervision that students receive at their internship sites, by AAMFT approved supervisors or equivalents). Core faculty also assist in mentoring non-core faculty in efforts to increase knowledge, skill set, proficiency and experience specific to COAMFTE. Consistent with TUW’s philosophy that all faculty members are highly engaged in teaching and learning, it is the program’s aim that all faculty become core faculty. Core faculty are involved in scholarship, as they engage in scholarly research, writing for lay audience, and course design. Likewise, they are engaged in service to both the university and to the profession, which is in alignment with TUW University Institutional and Program mission.

**Supervisors Responsibilities/Role**

At TUW students participate in clinical work under the supervision of both **Primary Supervisors** and **Secondary Supervisors**. **Primary Supervisors:** Also referred to as Site Supervisors, are licensed mental health professionals that are also State Approved to provide clinical supervision to Marriage and Family Therapy interns. The majority of the Primary Supervisors professionally identify mostly as Marriage and Family Therapists. This identity includes being licensed as an MFT, having obtained state board approval to provide supervision to MFT interns, and having a history of supervising MFT interns. Primary Supervisors demonstrate proficiency in areas of clinical supervision and work in collaboration with TUW Students, TUW Supervisors, The MFT Assistant Program Director, and The MFT Program Director. Primary Supervisors generally work at the clinical site where students interact with clients and provide both group and individual supervision, which may include live supervision, case report, as well as reviewing audio/and video footage of clinical work. Primary Supervisors work with the Assistant Program Director to insure students develop their clinical skills and achieve MFT student outcomes. Primary Supervisors provide feedback to the MFT program and complete formal evaluations of students. Primary Supervisors reside in geographic locations where students live. With our offices being in California, and the Touro College University System housed in New York, most of our Primary Supervisors and Students reside in these two states. However, TUW is expanding and new students and thus Primary Supervisors from other states are continuously being added. **Secondary Supervisors:** Also referred to as TUW Supervisors are Core faculty. As stated previously in the Teaching and Clinical Leadership Core Faculty Responsibilities/Role Section of this handbook, All Core faculty function as Secondary Supervisors. Likewise, they professionally identify
primarily as Marriage and Family Therapists. This identity includes adopting the AAMFT Code of Ethics as a guide for professional conduct. Secondary Supervisors are LMFTs, Clinical members of AAMFT, AAMFT Approved Supervisors, or AAMFT Approved Supervisors in training. Secondary Supervisors demonstrate proficiency in clinical supervision and work in collaboration with TUW Students, Site Supervisors, The Assistant Program Director, and the Program Director. Secondary Supervisors work at TUW and provide group supervision, which may include case report, as well as reviewing audio/and video footage of clinical work utilizing our HIPPA Compliant system. Secondary Supervisors work with the Assistant Program Director, the Program Director, and the student’s site to insure students develop their clinical skills and achieve MFT student outcomes. Secondary Supervisors provide feedback to the MFT program, complete formal evaluations of students, and ultimately grade students in the practicum course. Similar to our Primary Supervisors, Secondary Supervisors are located in various locations. To view additional information about our Supervisor Demographics, please see below.

Supervisor Demographics
[Click here.]

MFT Program Leadership: Advising Leadership Role

Nicole Laurel, MS
Academic Advisor/Community Placement Liaison, Master of Arts in Marriage and Family Therapy

Job Description: The Community Placement Liaison, under the direction of the MFT Program Director and the MFT Assistant Program Director and in cooperation the Associate Provost, is responsible for assisting with the placement process of MFT students in compliance and alignment with COAMFTE accreditation standards. This advisor will have experience working in community mental health settings, familiarity of COAMFTE standards or significant desire to learn, experience in mental health licensing boards, and have excellent interpersonal skills. The advisor will be dedicated to providing high quality service to all constituencies of TUW. S/he will exhibit the highest professional standards and ethical principles and will be committed to the tenets of TUW.

DUTIES AND RESPONSIBILITIES:
- Assist with COAMFTE accreditation requirements, especially those for field experience and supervision
- Familiar with AAMFT requirements for membership and approved supervisor status and/or express a significant desire and willingness to learn about accreditation policies, best practices, and procedures
- Familiar with Board of Behavioral Sciences and Board of Psychology requirements for licensure
- Express a significant desire to learn about state and national professional organizations
- Adhere and apply to TUW Training standards, policies, and procedures
- Assist with approving and maintaining community placement sites
- Assist practicum sites to understand and conform to University standards and requirements
- Assist TUW MFT students with all aspects of clinical training placement
- Review student, site and practicum instructor documentation to insure compliance with program mandates
- Share the degree plan preparation and academic advising workload with TUW’s Lead Academic Advisor
Additional Leadership

Core Faculty in Training Responsibilities/Role: Core Faculty in training, also referred to as “Non-Clinical Faculty” are esteemed faculty members that identify professionally primarily as Marriage and Family Therapists or Psychologists. This identity includes adopting the AAMFT Code of Ethics as a guide for professional conduct. Core faculty in training are LMFTs or Psychologists who have identified proficiency in areas such as teaching but that are working towards proficiency in supervision, course evaluation, and experience specific to COAMFTE through mentorship received by Core Faculty and MFT Program Leadership. Consistent with TUW’s philosophy that all faculty members are highly engaged in teaching and learning, it is the program’s aim that all faculty become core faculty.

MFT Program Leadership: Student Leadership Role

Student Leadership Responsibilities/Role: TUW values the input and perspective of students in our program. Therefore, the MFT program has two student representatives that assist with providing feedback to program leadership regarding the MFT program and specifically the experiences and perspectives of students. Two students will serve as student leaders, one representative that is in their first year of the academic program, and one student that is in their second year of the program. Further TUW recruits students from across the United States and internationally, and consistent with TUW’s mission, we emphasize diversity among our students.

Click here for Student Demographics

Admission to MFT Program

Prospective MFT students seeking master’s level admissions through a degree or individual master’s courses through TUW must meet one of the following criteria to be considered for enrollment:

1. Have earned a Baccalaureate degree from an accredited institution with a minimum overall GPA of 2.5.
2. Be a graduate transfer student from another college or university in good academic standing with a minimum GPA of 2.75 on a 4.0 scale.

Students who meet one of the above criteria will be required to complete the following steps in order to be admitted and enrolled at TUW:

1. Submit an application to the University.
2. As a non-profit organization committed to serving the underserved, Touro University Worldwide has waived the $60 application fee for all prospective students.
3. *Submit official transcripts from all institutions attended. Transcripts must come directly from the issuing institutions. Students who completed college coursework outside the United States must have their transcripts translated and evaluated. (See Foreign Credit for additional information).

To review academic calendar and tuition & Fees, please see links below:

Click here for Academic Calendar

Click here for Tuition & Fees
Student Recruitment
The MFT program at Touro University Worldwide utilizes social media and other forms of advertisement and recruiting to identify potential students who would desire to pursue an MFT program via a distance education format. The recruitment of students is focused upon identifying those students who would likely be successful in a distance education context, who have also completed an undergraduate degree that would qualify them to be eligible for admission to Touro University Worldwide.

Diversity Policy
As forged by its mission and vision and Touro University Worldwide’s unique and distinctive character to serve the Jewish and underserved community in California and the nation, Touro University Worldwide ensures an uncompromising commitment to offering access to affordable higher education to all individuals who meet the criteria for admission regardless of age, gender, culture, ethnicity, socio-economic status and disability. At all times, Touro University Worldwide shall strive to ensure equitable representation of all diverse groups in its student body. Touro University Worldwide's diverse administration, faculty and staff shall be equally dedicated to the success of all students. The diversity of Touro University Worldwide’s administration and faculty shall help enrich curricula, while a diverse staff shall serve students with sensitivity to special needs.

TUW is fully committed to diversity in all aspects of University life, and we are always looking for ways to make TUW a better place for everyone to work and study.

TUW takes pride in its tradition of maintaining civility and mutual respect toward all members of the University community. These are intrinsic to the establishment of excellence in teaching and learning and the Learner Centered approach. They also contribute to the maintenance of a productive workplace and an overall positive campus climate. The University also takes pride in the diversity of its students and employees and affirms that this diversity enriches the work and learning environment.

TUW affirms that members of the University community have the right to work and learn in an environment free of discrimination. The University affirms the equal human worth of every individual and of distinctive groups of people and fosters fair and equal treatment and access for all members of the University community. The University will not tolerate discrimination on the basis of race, religion, age, color, creed, gender, disability, sexual orientation, medical condition, national or ethnic origin, veteran status, or any other basis not directly related to qualifications, unless specified by law. These principles are applicable in the administration of its educational policies, admissions policies, employment policies, and in participation in university programs and activities or any other programs administered by the University.

In addition to meeting fully its obligation of nondiscrimination under federal and state law, TUW is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs.

Policy on Anti-Discrimination
The MFT program abides by the TUW University Worldwide Policy as found in the most current catalog. TUW has developed a Policy on Anti-discrimination that affirms applicable state and federal laws but also supports TUW’s mission, which is to offer online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice). Touro University Worldwide treats all employees, students, staff, and applicants without unlawful consideration or discrimination as to race, creed, color, religion, national origin, sex, age, disability, marital status, genetic
predisposition, sexual orientation, citizenship status, and socio-economic status, or any other protected
course in all decisions, including but not limited to recruitment, the administration of its educational
programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading,
demotion, downgrading, transfer, lay-off, suspension, expulsion and termination, and all other terms and
conditions of admission, matriculation and employment. Further, consistent with the MFT programs
mission, which is to provide academic and professional clinical training to students to become competent,
ethical, culturally sensitive, and systems-oriented marriage and family therapists who can effectively
assess, diagnose, and treat a diverse population of individuals, couples and families, faculty,
administrators, and staff, are committed to exploring diversity in the classroom throughout the MFT
program, as the MFT program believes that diversity must be a part of student’s growth and development.
For more discussion about TUW’s perspective on Diversity, please see the “Diversity Policy” section above.

**DISCRIMINATION ON THE BASIS OF GENDER**
Touro University Worldwide does not discriminate on the basis of gender in its programs or activities. Title
IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there
under prohibit discrimination on the basis of gender in education programs and activities. Such programs
include the admission and employment of students. Touro University Worldwide is committed to providing
equal opportunities to male and female students in all programs.

**DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN**
Touro University Worldwide complies with the requirements of Title VI of the Civil Rights Act of 1964 and
the regulations adopted hereunder. No person shall, on the grounds of race, color, or national origin be
excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination
under any program of the University.

**DISCRIMINATION ON THE BASIS OF AGE**
Touro University Worldwide complies with the provisions of the Age Discrimination Act of 1975 and the
regulations developed under the law. The Act states that no person in the United States shall, on the basis
of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under
any program or activity receiving federal financial assistance.

**DISCRIMINATION ON THE BASIS OF DISABILITY**
Touro University Worldwide does not discriminate on the basis of disability in admission or access to, or
treatment or employment in, its programs and activities. The Americans with Disabilities Act, as well as
Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted there under
prohibit such discrimination.

**DISCRIMINATION ON THE BASIS OF MARITAL STATUS, RELIGION, OR SEXUAL ORIENTATION**
The University does not discriminate on the basis of marital status, religion, or sexual orientation. Students
are urged to refer any complaint of any type of harassment to the Office of the Provost.

**DISCRIMINATION ON THE SOCIO-ECONOMIC STATUS**
Touro University Worldwide does not discriminate on the basis of socio-economic status in its programs or
activities. Further, Touro has a mission that is focused on serving the underserved.

Click here for Policy on Anti-discrimination
Retention
The Touro University Worldwide MFT program promotes retention within the program through utilizing its student support services, faculty training, and through abiding by the university’s and program’s mission and anti-discrimination policy in student retention decisions.

Click here for Policy on Retention

Graduation Requirements
The Touro University Worldwide MFT program policy on graduation is that students who successfully meet all of the University requirements as well as program specific requirements, (published in the MFT handbook) are eligible for graduation. Students may request for graduation audit during their last term of enrollment at TUW by submitting the request form to the Office of the Registrar. The staff in the Office of the Registrar will review students’ record to ensure:

- All required documentations are on file.
- All course requirements are completed with a 3.0 GPA or higher.
- All financial obligations are fulfilled.

Each request will be signed off by the School Director and the registrar for accuracy and completion before diploma will be released.

Students who are within one academic semester of completing all graduation requirements may participate in the annual graduation ceremony. Students must be in good academic standing and have received a grade in all courses completed. Degree completion date will be posted at the end of the term in which the student completes all program requirements.

The University holds one graduation ceremony each academic year. All graduates for that academic year are invited to participate in the ceremony. Graduates may expect to receive their diplomas within 12 weeks after graduation date.

For information regarding some of our graduation data please see link below.

Click here for Student/Graduate Achievement

High Touch Interaction
TUW utilizes a pedagogy that supports what we refer to as “High Touch.” High Touch is rooted in the idea that students perform better, achieve better outcomes, and have better overall experiences, when they are engaged in continuous interaction with staff, faculty, and administrators. Therefore, there are a variety of “touch points” that faculty, staff, and administrators have with students to assist them as they matriculate through the MFT program. Students interact with advisors regularly via phone, email, and have access to student support services, Assistant Program Director, Program Director, and other administrators. Upon admission, students are provided with an advisor that develops a degree completion plan. The plan outlines all program requirements. The plan is reviewed with students prior to registration in the foundation courses, prior to enrollment in practicum, and at other times requested by the student.
Students are aware of if they are making “Satisfactory Academic Progress” through their passing grades, as well as movement from Foundational Courses, to core courses, and when they are allowed to start practicum. At the end of the third term, students complete a self-evaluation where they discuss their readiness to start practicum. In addition, in MFT 630 and MFT 626, students are assessed by faculty regarding basic counseling skills, which is reviewed by the Assistant Program Director. For additional information, click here for Clinical Readiness and click here for Practicum Remediation.

Additional touch points include formal evaluations completed by Supervisors once students enter practicum (Primary and Secondary). Students know they are achieving satisfactory academic progress based on their completion of various requirements as stipulated on their degree competition plan, obtain grades that are a grade “B” or higher, and maintaining a 3.0 grade point average. Likewise, a student knows that they are not making satisfactory progress if they are failing courses, do not perform well in practicum courses as evidenced by practicum grade and evaluations, and have been identified by program staff (advisors, Staff, Faculty, Administrators, Supervisors) regarding failing grades, lack of clinical readiness, or their recommendation for remediation.

Portability of Degree
It is important that applicants are aware of the licensure requirements in their state, province, or other location in which they wish to practice. Some state regulatory boards do not accept degrees earned online as meeting the educational requirements for licensure. Other states, provinces, or other locations worldwide may have requirements for specialized accreditations or other unique course/credit requirements above and beyond the standard degree plan that would prevent clinical practice as a student and/or successful application for licensure. Although licensure laws are governed by individual states and can change frequently, the MFT program administration works to identify these states and notify students and potential students in those states with any known limitations.

It is the responsibility of students and applicants to contact applicable licensure boards in the states and territories of the United States and Canada which have licensure, and other regulatory bodies in other parts of the world and Canadian provinces without licensure to clarify if the TUW degree qualifies for licensure or the ability to practice in the jurisdiction(s) in which they want to practice. This is an ongoing process in which students are responsible for regularly staying informed about changes in the regulatory requirement of the jurisdiction(s) in which they want to practice.

Additionally, students in the U.S. are required to review the information about licensure through the licensure board directory on the AMFTRB website at www.amftrb.org. Each new student in the program will acknowledge that he or she has reviewed their state licensure requirements or other regulatory requirements in provinces or other jurisdictions in which they want to practice. This will occur at admission and during practicum orientation.

Click here for Portability of Degree

Technology and Training
Technology Requirements: All TUW degree programs are 100% online and students must have technological resources to succeed in their studies. Please visit the following link to review minimum technical requirements: http://www.tuw.edu/admissions/technical-requirements/.
**Technical training for students, faculty, and supervisors:** TUW selected and developed innovative and easy to use technology. TUW is using several key applications in the MFT program.

1. Integrated Campus Learning Management System (LMS).
2. Video Conferencing system.
3. Practicum Time tracking system.

TUW created robust training for students, faculty and supervisors for all of the above applications. All training is required to ensure success in the program.

**Student Training:** Students in the MFT program at TUW are required to use the Integrated Campus Learning Management System. They are trained upon admission as well as prior to starting practicum on how to utilize the system. They are also trained in utilizing video conferencing as well as the practicum tracking system.

1. **Integrated Campus (IC) Learning Management System (LMS):**
   a. All new students to TUW are required to participate in TUW new student Orientation. The student orientation is a set of videos that provide training for students on IC LMS, library, course navigation, and how to use the portal, include communications, and much more.
   b. To view the student orientation, students login to the IC portal and click on Orientation. The Orientation is available for students online.
   c. In addition, the IC LMS provides help documents with easy to follow step-by-step instructions.
   d. In case students need additional help, the TUW helpdesk is available to assist students with any questions. Students receive one-on-one assistance with questions and/or all required applications.

2. **Video Conferencing system:**
   a. TUW is using ZOOM which is HIPAA compliant for its video conferencing solution, and students will use this system to meet with supervisors in their Practicum courses.
   b. ZOOM has created robust training that was made available for TUW students and supervisors. Students and supervisors can access the training materials online by logging in to IC portal and click on help and select ZOOM Training.
   c. In addition, the TUW helpdesk is available to work with students to learn how to use the ZOOM.

3. **Practicum Time Tracking System:**
   a. The Practicum Time Tracking System is a built-in module within IC LMS that is available when the student registers into the Practicum courses.
   b. TUW created an easy to follow step-by-step instruction video and help documents, to assist students in with the time tracker module.
   c. In cases where students need additional training and help, students can contact the helpdesk, their supervisors and faculty.

**Supervisor Training:** Supervisors at TUW are required to use the Practicum Time Tracking Module within IC LMS. The Director and/or Assistant Program Director of the MFT program conducts an orientation conference at the start of every session, and provides training through the system for all local supervisors. The orientation is mandatory for all MFT supervisors. In addition, TUW created a video and help documents to assist supervisors to learn the easy to use system.
Faculty Training: Faculty training is a continuous process within TUW and includes a variety of means to include university wide faculty meetings, colloquiums, etc. During the faculty hiring process, a one-on-one training session is conducted with each new faculty, which includes orientation to the LMS, grading, university policies and much more.

1. **IC LMS:** New faculty are required to attend 1-2 hours of in-depth training on TUW’S IC LMS. The training is not limited to and includes: how to use the system, review of all modules, communication with students, grading and overall university policies.

2. **Video Conferencing:** Faculty will be trained on how to use ZOOM. In addition, TUW recommends faculty to review the video conferencing system video training to familiarize themselves with the system and its operations.

All University Orientation, videos and help documents are available at all times within the IC Portal for students, faculty and supervisors.

**DEGREE COMPLETION REQUIREMENTS FOR THE MFT DEGREE**

The MFT program has three tracks, which include 1) M.A. in Marriage and Family Therapy -Clinical Track, 2) M.A. in Marriage and Family Therapy Licensed Professional Clinical Counseling (LPCC) Track, and 3) M.A. in Marriage and Family Therapy -- Non-Clinical Track.

<table>
<thead>
<tr>
<th>The MFT Program (three tracks)</th>
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</thead>
<tbody>
<tr>
<td>Track</td>
</tr>
<tr>
<td>1: MFT Clinical Track</td>
</tr>
<tr>
<td>2: LPCC Track</td>
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<tr>
<td>3: MFT Non-clinical</td>
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</tbody>
</table>

When students complete all academic and clinical requirements, they must meet with their advisor to review and audit their degree plan to verify completion and petition to graduate. After the student advisor reviews the degree plan, it is approved by the advisor, and sent to the Assistant Program Director to ensure all clinical requirements are met (direct client contact hours, supervision hours, required audio/video hours). After review and audit at the program level, the form is signed by both the Assistant Program Director and Program Director and then sent to the Bursar’s Office to ensure financial clearance. Once the degree plan is approved by the Bursar’s office, it is sent to the registrar to finalize the issuing of the diploma.

In particular, MFT students are required to complete the following:

1. Gain admission to the Touro University Worldwide and be accepted into the MFT Clinical or LPCC Track, providing all required application materials including but not limited to transcripts, test scores, etc.

2. Complete all academic and clinical coursework in the MFT Clinical or LPCC Track with a B average GPA (3.0 or higher) as described below.

3. Meet with their advisor and petition to graduate.

4. If approved by advisor, program level, and university (Bursar) student is issued their diploma. Students are also encouraged to participate in commencement, and eventually become a part of the TUW MFT program and TUW alumni network.

5. MFT non-clinical students are expected to complete all graduation requirements listed below, with the exception of the clinical requirements. They must follow the same procedures for petitioning for graduation. Their specific degree plan requirements are listed below.

Click here for [Degree Completion Requirements](#)
MFT Tracks

The MFT licensure consists of three options/tracks. They are as follows:

(1) M.A. in Marriage and Family Therapy Clinical Track
- Minimum: 18 courses (54 credits)
- Minimum: 6 practicum courses, (18 credits)
- Total Minimum for the entire program 72 credit hours
- 500 Total Practicum Client Contact Hours

(2) M.A. in Marriage and Family Therapy -- Licensed Professional Clinical Counseling (LPCC) Track
- Minimum: 18 courses (54 credits)
- Minimum: 4 courses of LPCC, (10 credits)
- Minimum: 6 practicum courses, (18 credits)
- Total Minimum for the entire program 82 credit hours
- 500 Total Practicum Client Contact Hours

(3) M.A. in Marriage and Family Therapy -- Non-Clinical Track
- Minimum: 18 courses (54 credits)
- No practicum course requirement
- No clinical hour requirement

Degree Completion Timelines: The MFT program is designed for full-time students to be completed in two years for the MFT licensure track, two and a half years for the LPCC clinical track, and the non-clinical track can be completed in as little as 18 months. The maximum amount of years that students can take to complete the program is 5 years, regardless of if they attend on a full-time or part-time basis. For additional information that may impact time to degree completion, please see leave of absence section in handbook.

Click here for Degree Completion Timelines
## Sample Course Progression with Designated Primary Foundational Curriculum Areas (Clinical Track)

### Sample Course Order-1 Course
- MFT 610 Contemporary Issues in MFT
- MFT 611 Foundations of Psychopathology
- MFT 612 Couples Counseling
- MFT 613 Child Focused Family Therapy
- MFT 614 Development within the Family Lifecycle
- MFT 615 Psychopharmacology
- MFT 616 Society, Culture and Gender: A Multicultural Perspective
- MFT 630 Ethics and Law for Marriage and Family Therapy
- MFT 617 Research Methodology
- MFT 618 Group Counseling
- MFT 619 Assessment and Testing for the Marriage and Family Therapist
- MFT 626 Substance Abuse and Recovery
- MFT 620 Human Sexuality
- MFT 627 Studies in Human Communications
- MFT 628 Adolescent Focused Family Therapy
- MFT 629 Aging, Illness and Long Term Care Concerns
- MFT 635 Treatment of Trauma in Families
- MFT 640A Clinical Practicum I
- MFT 640B Clinical Practicum II
- MFT 640C Clinical Practicum III
- MFT 640D Clinical Practicum IV
- MFT 640E Clinical Practicum V
- MFT 640F Clinical Practicum VI
- MFT 690 Capstone

### Sample Course Order-2 Courses
- MFT 610 Contemporary Issues in MFT, FCA1
- MFT 611 Foundations of Psychopathology
- MFT 612 Couples Counseling, FCA1
- MFT 613 Child Focused Family Therapy, FCA2
- MFT 614 Development within the Family Lifecycle, FCA6
- MFT 615 Psychopharmacology
- MFT 616 Society, Culture and Gender: A Multicultural Perspective, FCA3
- MFT 630 Ethics and Law for Marriage and Family Therapy, FCA5
- MFT 617 Research Methodology, FCA4
- MFT 618 Group Counseling
- MFT 619 Assessment and Testing for the Marriage and Family Therapist, FCA7
- MFT 626 Substance Abuse and Recovery
- MFT 620 Human Sexuality FCA8
- MFT 627 Studies in Human Communications
- MFT 640B Clinical Practicum II
- MFT 628 Adolescent Focused Family Therapy, FCA2
- MFT 640C Clinical Practicum III
- MFT 640D Clinical Practicum IV
- MFT 629 Aging, Illness and Long Term Care Concerns FCA9
- MFT 635 Treatment of Trauma in Families
- MFT 640F Clinical Practicum VI
- MFT 690 Capstone
SPECIFIC TRACK REQUIREMENTS--CLINICAL TRACKS (MFT & LPCC)

**Phase 1:** Obtain a Master’s Degree in Marriage and Family Therapy (MFT). The MFT curriculum is composed of 18 required courses with an additional 4 courses (LPCC track) and 6 consecutive credits of clinical practicum, for a total of 72 semester credits (MFT Track) or 82 credits (LPCC track). Each Practicum Course is 3 semester credits and requires students to complete clinical and supervision hours. In order to meet COAMFTE and TUW graduation requirements, a minimum of 500 direct client contact hours and 100 supervision hours are required by the end of practicum (for both MFT and LPCC tracks). The practicum hours are acceptable and counted ONLY if you are registered and you have begun the Practicum course, whereby you have engaged in clinical work at an approved site and have received the appropriate amount and form of supervision at your site and by your TUW supervisor.*

**Phase 2:** Obtain a temporary license (i.e., MFT Associate or Intern) from the state that you are planning to seek Licensure from and continue accruing hours required by your state.

**Phase 3:** Obtain a License from your State following post-master’s Internship by passing the Licensure Exam(s) in the state you are planning to practice psychotherapy.

**Phase 1: Obtain your Master’s Degree from Touro University Worldwide (TUW)**
This is the first step towards the path of becoming a Licensed MFT (LMFT) or Licensed Professional Counselor (LPCC). The degree requires 54-82 semester credits depending on the track which includes practicum credit hours. The courses that TUW offers for the degree are aligned with 1) COAMFTE (national), 2) BBS (State of California), and the educational components for pursuit of the MFT Licensure (Track 1) and/or Licensed Professional Counselor (Track 2), in California and most other States.

**Evaluation of Student’s Suitability to Become Therapists**
The BBS has given the educational institutions the responsibility to ensure that their graduates demonstrate personal characteristics and interpersonal skills appropriate to the practice of psychotherapy. This process starts during admissions. TUW has trained admissions staff in basic interviewing skills that are utilized when engaged in initial contact with prospective students. During this process and as part of the on-boarding procedures, students are asked questions about their interests, background, work experience, and level of comfort regarding interacting with others regarding mental health issues. These questions include assessing students comfort regarding sensitive topics and span individuals, couples, groups, and families from diverse backgrounds and experiences.

Based on their answers, students may be recommended for admission to one of the three tracks, (MFT, LPCC, or Non-clinical track). Likewise, during the end of the third term, students will be required to complete the TUW MFT Student self-evaluation form where they will assess their clinical readiness to begin practicum, which will be reviewed by the Coordinator of Practicum Training. After review of the student’s form the student will be approved to start the next phase of the practicum process.

Please note that Supervisors, agency directors and the BBS strongly request that the schools screen their students for obvious psychopathology, severe emotional immaturity or questionable ethics and they not send these students on to clinical sites. Therefore, on an ongoing basis or by request of the MFT Program Director, faculty who teach MFT students are asked to communicate with the MFT Program Director and Coordinator of Practicum Training about any student whose behavior in or around class or practicum sites may lead them to question the student’s suitability to work with the public as a psychotherapist. Program
and staff personnel are also asked to provide their impressions of students based on their interactions with them.

**Track 1: MFT Clinical Track Required Courses & Curriculum**

The MFT curriculum is composed of 18 courses and 6 practicum courses for a total of 72 semester credits and 500 direct contact hours. *(Each course is 3 semester credits).*

**MFT Required Core Courses** (72 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>MFT 610</td>
<td>Contemporary Issues in Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 611</td>
<td>Foundations of Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>MFT 612</td>
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<tr>
<td>MFT 614</td>
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<tr>
<td>MFT 616</td>
<td>Society, Culture and Gender: A Multi-Cultural Perspective</td>
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<tr>
<td>MFT 617</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>MFT 618</td>
<td>Group Counseling</td>
<td>3</td>
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<tr>
<td>MFT 619</td>
<td>Assessment &amp; Testing for the Marriage &amp; Family Therapist</td>
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<tr>
<td>MFT 620</td>
<td>Human Sexuality</td>
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<td>Substance Abuse &amp; Recovery</td>
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<tr>
<td>MFT 629</td>
<td>Aging, Illness &amp; Long-Term Care Concerns</td>
<td>3</td>
</tr>
<tr>
<td>MFT 630</td>
<td>Ethics &amp; Law for Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 635</td>
<td>Treatment of Trauma in Families</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640A</td>
<td>Clinical Practicum Part I</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640B</td>
<td>Clinical Practicum Part II</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640C</td>
<td>Clinical Practicum III</td>
<td>3</td>
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<td>MFT 640D</td>
<td>Clinical Practicum IV</td>
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<tr>
<td>MFT 640E</td>
<td>Clinical Practicum V</td>
<td>3</td>
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<tr>
<td>MFT 640F</td>
<td>Clinical Practicum VI</td>
<td>3</td>
</tr>
<tr>
<td>MFT 690</td>
<td>Capstone</td>
<td>3</td>
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</tbody>
</table>

*Students that did not complete all 500 hours during the 6 Clinical Practicum course will need to enroll in Clinical Practicum Part I-Continuation I (As needed) until all hours are completed.*

**Elective Courses** (Taken only if the student’s state requires these specific courses)

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>MFT 650</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>MFT 651</td>
<td>Advanced Counseling Theories and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MFT 653</td>
<td>Lifestyle and Career Development Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MFT 698</td>
<td>Spousal/Partner Abuse Detection and Intervention</td>
<td>1</td>
</tr>
</tbody>
</table>
The program requires 500 hours of direct client contact, 200 of which must be relational or with couples or families. Students receive 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation, videotape, or audiotape, and at least 25 of the 50 based only on live observation or videotape. This supervision mainly comes from your placement site but may be supplemented by the supervision that students receive in their practicum course. Students must be enrolled in practicum until all hourly requirements are complete and the practicum course must be taken a minimum of 6 times (12 consecutive months) for a minimum total of 18 credits. This applies to COAMFTE requirements.

Please note: The TUW MFT program is approved by the California Board of Behavioral Sciences (BBS) for our students to seek licensure as a Marriage and Family Therapist (MFT) and/or Licensed Professional Clinical Counselor (LPCC) in California. The MFT Clinical and LPCC tracks are also approved by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Students applying for a clinical license in MFT, LPCC, (or any other mental health related field) outside of California must confirm that the coursework and practicum experiences at TUW will full requirements for that respective state. The MFT team is here to support students with this process and help guide students, but it is ultimately the responsibility of the student. In some cases, there may be additional courses or practicum requirements that may be needed either before or after graduation, (see section within this handbook about portability).

**Track 2: LPCC Track Required Courses & Curriculum**

The MFT LPCC curriculum is composed of 18 courses, plus an additional 4 courses, in addition to the 6 practicum courses, for a total of 82 semester credits and 500 direct contact hours. *(Each course is 3 semester credits).

**LPCC TRACK REQUIRED COURSES** *(82 semester credit hours)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 610</td>
<td>Contemporary Issues in Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
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<td>MFT 619</td>
<td>Assessment &amp; Testing for the Marriage &amp; Family Therapist</td>
<td>3</td>
</tr>
<tr>
<td>MFT 620</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>MFT 626</td>
<td>Substance Abuse &amp; Recovery</td>
<td>3</td>
</tr>
<tr>
<td>MFT 627</td>
<td>Studies in Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>MFT 628</td>
<td>Adolescent-Focused Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 629</td>
<td>Aging, Illness &amp; Long-Term Care Concerns</td>
<td>3</td>
</tr>
<tr>
<td>MFT 630</td>
<td>Ethics &amp; Law for Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 635</td>
<td>Treatment of Trauma in Families</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640A</td>
<td>Clinical Practicum Part I</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640B</td>
<td>Clinical Practicum Part II</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640C</td>
<td>Clinical Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640D</td>
<td>Clinical Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Semester Credit Hours</td>
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<tr>
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<tr>
<td>MFT 640E</td>
<td>Clinical Practicum V</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640F</td>
<td>Clinical Practicum VI</td>
<td>3</td>
</tr>
<tr>
<td>MFT 650</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>MFT 651</td>
<td>Advanced Counseling Theories and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MFT 653</td>
<td>Lifestyle and Career Development Counseling</td>
<td>3</td>
</tr>
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<td>Spousal/Partner Abuse Detection and Intervention</td>
<td>1</td>
</tr>
<tr>
<td>MFT 690</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students that did not complete all 500 hours during the 6 Clinical Practicum course will need to enroll in Clinical Practicum Part 1-Continuation I (As needed) until all hours are completed.

* The program requires 500 hours of direct client contact, 200 of which must be relational or with couples or families. Students receive 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation, videotape, or audiotape, and at least 25 of the 50 based only on live observation or videotape. This supervision mainly comes from your placement site but may be supplemented by the supervision that students receive in their practicum course. Students must be enrolled in practicum until all hourly requirements are complete and the practicum course must be taken a minimum of 6 times (12 consecutive months) for a minimum total of 18 credits. This applies to COAMFTE requirements.

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Clinical Practicum Courses and Requirements for both MFT and LPCC CLINICAL Tracks
In addition to earning a qualifying master’s degree, applicants for the MFT AND LPCC CLINICAL TRACKS emphasis must have field experience and learn how to do therapy. This training occurs when pre-licensed individuals that are called trainees see clients and receive supervision on therapy performed with those clients. For MFTs in California, a complete list of requirements may be found in BPC Section 4980.36.

*Students are required to check the requirements for the specific state that they want to get licensed in, as each state may be different.

Overview of the Process of Practicum
You enroll to your first practicum course following an approved Practicum site and Practicum supervisor by TUW Coordinator of Practicum Training/Assistant Program Director, Professor Masha Godkin.

Please see forms: Health and Human Services Degrees | Online Accredited Programs | TUW

LEGAL NOTICE:

Be aware that if TUW, in good faith, has approved you to earn clinical hours at a site in which hours counted by the Trainee and signed by the supervisor are subsequently denied by the Board due to misrepresentation of qualifications on the part of the supervisor and/or agency director, or the trainee, TUW cannot be held liable for loss of hours or income or for expenses incurred by the student or in any other way held liable. This makes it especially important that you consult with your Practicum Coordinator and/or the Provost Office staff if you have any questions about your site, your supervision, or issues regarding the earning of hours.
*Please note: TUW is not responsible to find the Practicum site and/or agency for students. The student is responsible to identify the practicum site and connect the Program Director or Coordinator of the Practicum with the site to arrange for an MOA and a formal interview for the student.

**TUW Legal Responsibility**

Students are often curious about how soon they can begin to earn clinical hours towards licensure. For clinical hours to count, the MFT student must have TUW's *formal approval* of the supervised experience, as follows:

—Section 4980.42 of Business and Professions Code

(a) Trainees performing services in any work setting specified in subdivision (e) of Section 4980.43 may perform those activities and services as a trainee, provided that the activities and services constitute part of the trainee’s supervised course of study and that the person is designated by the title “trainee.”

(b) Trainees subject to Section 4980.37 may gain hours of experience and counsel clients outside of the required practicum. This subdivision shall apply to hours of experience gained and client counseling provided on and after January 1, 2012.

(c) Trainees subject to Section 4980.36 may gain hours of experience outside of the required practicum but must be enrolled in a practicum course to counsel clients. Trainees subject to Section 4980.36 may counsel clients while not enrolled in a practicum course if the period of lapsed enrollment is less than 90 calendar days, and if that period is immediately preceded by enrollment in a practicum course and immediately followed by enrollment in a practicum course or completion of the degree program.

(d) All hours of experience gained pursuant to subdivisions (b) and (c) shall be subject to the other requirements of this chapter.

(e) All hours of experience gained as a trainee shall be coordinated between the school and the site where the hours are being accrued. The school shall approve each site and shall have a written agreement with each site that details each party’s responsibilities, including the methods by which supervision shall be provided. The agreement shall provide for regular progress reports and evaluations of the student’s performance at the site. If an applicant has gained hours of experience while enrolled in an institution other than the one that confers the qualifying degree, it shall be the applicant’s responsibility to provide to the board satisfactory evidence that those hours of trainee experience were gained in compliance with this section.

(Amended by Stats. 2015, Ch. 262, Sec. 2. (SB 620) Effective January 1, 2016.)

Specifically for California

- A clinical trainee shall receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting. For purposes of this subdivision, "one hour of direct supervisor contact" means one hour of face-to-face contact on an individual basis or two hours of face-to-face contact in a group of not more than eight persons in segments lasting no less than one continuous hour.

4999.40.

(a) Each educational institution preparing applicants to qualify for licensure shall notify each of its students by means of its public documents or otherwise in writing that its degree program is designed to meet the requirements of Section 4999.32 or 4999.33 and shall certify to the board
that it has so notified its students.

(b) An applicant for registration or licensure shall submit to the board a certification by the applicant’s educational institution that the institution’s required curriculum for graduation and any associated coursework completed by the applicant does one of the following:

(1) Meets all of the requirements set forth in Section 4999.32.

(2) Meets all of the requirements set forth in Section 4999.33.

(c) An applicant trained at an educational institution outside the United States shall demonstrate to the satisfaction of the board that he or she possesses a qualifying degree that is equivalent to a degree earned from an institution of higher education that is accredited or approved. These applicants shall provide the board with a comprehensive evaluation of the degree performed by a foreign credential evaluation service that is a member of the National Association of Credential Evaluation Services and shall provide any other documentation the board deems necessary.

(Amended by Stats. 2016, Ch. 489, Sec. 42. (SB 1478) Effective January 1, 2017.)

Legal Definition of Practicum
The scope of clinical experience sanctioned by the BBS for MFT pre-graduation is quite broad. According to Section 4980.37(c) of the BPC, the master’s degree must contain “not less than six semester credit units...of supervised practicum...in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, couple, family, and child relationships, including dysfunctions, healthy functioning, health promotion, and illness prevention, in a supervised clinical placement that provides supervised fieldwork experience within the scope of practice of a marriage and family therapist.”

Training in Diversity Encouraged by BBS
As you can see, the law permits Trainees to learn, under supervision, a wide variety of skills with a wide variety of client populations and issues. MFT students are to become familiar with the “wide range of racial and ethnic backgrounds common among California’s population.” Educational institutions are required by the BBS to design practica that will “include marriage and family therapy experience in low-income and multicultural mental health settings.” Practicum provides an ideal opportunity for students to appreciate, first-hand, how factors of diversity such as age, gender, culture, ethnicity, racial background, religion, sexual orientation, SES and other similar factors contribute to an individual’s uniqueness and identity.

What is Practicum at TUW?
First and foremost, Practicum is a COURSE. In the MFT program, students take MFT 640 A-F Practicum (worth 3 credits each) and practicum continuation (as needed, worth 0 credits, if they do not complete all of their required clinical and supervision hours during the required 6 courses). The practicum sequence has credit unit value (3 credits per course taken over six terms), an instructor, required attendance, requirements for number of hours worked at the practicum site under supervision, in-class activities and homework assignments. Students may have assigned and/or recommended readings and present their work in the Integrated Campus course site. Students are evaluated both by their supervisors and their practicum instructors.

The Practicum courses count for 18 of the total credits needed for the graduation for both the MFT and LPCC tracks). For post master’s LMFT licensure, the hours earned in sites may count toward post graduate hours needed for the license depending on the state. Consistent attendance and participation are keys in receiving a credit in each section of practicum.
The Practicum consists of 6 courses (Practicum 640A, 640B, 640C, 640D, 640E, 640F as described above in the program of study). By the end of the year-long practicum, students will have completed 500 total hours. Students must register for the 6 practicum courses consecutively (back-to-back terms) in order for the practicum to be considered as completed hours.

**Please note:** *Not all students will complete their Clinical hours during the 6 courses, and may need to enroll in an additional Clinical Practicum Continuation Courses until all 500 hours are completed. The cost is $1500 per continuation course, and it is a non-credit course.*

Before a student can start the practicum process, they will participate in a practicum orientation where they will review program policies, rules, guidelines, best practices, as well as complete the on-boarding process. **Likewise, before students can begin practicum and obtaining hours, they have to have an approved site, which is discussed below under the Site Approval Process.**

*MFT student Trainees can fulfill practicum requirements for training at sites only after TUW Coordinator of the Practicum/Assistant Program Director has approved the site and signed an MOA Agreement with the site. Please note: criminal background checks are required by certain internship sites. Further, having a criminal background may create an additional barrier for students in securing an internship site and pursuing licensure. The student is expected to discuss any potential issues with program staff upon admission to ensure appropriate planning for the student.*

**Practicum course goals**

The primary goals of the Practicum course are twofold: (1) to help students learn to integrate theory and practice, and (2) to develop interpersonal skills that are associated with effective therapy. At the clinical practicum sites, student trainees provide therapeutic services under supervision. In the Practicum class, students present and discuss cases, show video footage, complete the self-reflection assignments, and discuss overall clinical experience. Students are encouraged to reflect upon their preferred therapeutic models and modalities and the rationale for their use, and to develop the skills of critical thinking.

Practicum is a class and students will have a series of tasks to complete which will include but not be limited to participating in live group supervision each week with TUW supervisor, completing homework assignments, and submitting hours for approval. Likewise, students and their supervisors will be required to complete evaluations. If a student is having a problem at their site, the instructor, coordinator of practicum/Assistant Program Director, or the Program Director will get involved. This may be done informally or formally depending on the nature of the issue.

The Board of Behavioral Sciences [B & P Code, Section 4980.37(4)] expects degree programs to “encourage students to develop those personal qualities that are intimately related to the counseling situation such as integrity, sensitivity, flexibility, insight, compassion, and personal presence.” The Practicum course sequence at TUW gives us the opportunity to assist students in the development of these personal qualities through feedback from fieldwork supervisors and practicum faculty.

**Requirements for Practicum Course Credit: Overview of Required Clinical and Supervision Hours**

TUW MFT Program requires minimum of **500 total hours** (including 200 of which must be relational or with couples or families). Students receive 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation, videotape, or audiotape, and at least 25 of the 50 based
only on live observation or videotape) to fulfill the master’s degree requirements. This requirement is not only in alignment with requirements of the BBS in California but has also been structured to be in alignment with COAMFTE standards. This phase is called supervised practicum.

Requirements for Practicum Course Credit: Direct Clinical Interaction
You, the supervisee, must meet ALL of the following criteria:

- Weeks of clinical work: The minimum number of weeks of clinical work is 8 weeks per session.
- You will obtain direct client contact hours at approved site.
- During the Practicum courses you must plan to be in the practicum site minimum of 16 hours per week (two days of 8 hours or any other configuration as the agency for your practicum determines).
- You may count no more than 20 hours of direct client contact for any week. This includes categories: individual, couple, group, family hours.
- You are not to get paid for practicum but students are expected to check their state requirements.
- Personal psychotherapy may be counted for hours in some states but is not counted for TUW’s 500 hour direct contact hours requirement.
- You must enroll in and begin one of the practicum courses or practicum continuation courses in order for your practicum hours to count.
- If you have completed all the hours required by TUW and wish to collect additional hours at the practicum site, you must enroll in a practicum course. If you do not wish to pay for the additional practicum course, you must wait until after graduation to collect additional hours.
- During Practicum, you will have to upload the forms and weekly clinical hours signed by your site supervisor to the Integrated Campus system.
- Students should retain copies of all completed experience forms and any required documentation for your state’s licensing board to aid in the post-degree application process to obtain your MFT Associate or Intern number (temporary license).
- Students should maintain their own BBS (in California) (or state board, if pursuing licensure in another state) forms, including their Weekly Logs, MFT Experience Verifications and original Supervisor Responsibility Statements.
- Also, it is a good idea to make a copy of your “Supervisor’s Evaluation of the Student”.
- **TUW is not required by the BBS to hold onto MFT/Practicum student forms post-graduation. You are responsible for the safe-keeping of all your BBS forms!**

Requirements for Practicum Course Credit: Supervision Interaction
You, the supervisee, must meet ALL of the following criteria:

- Weeks of Supervision: The minimum number of weeks of supervision is 8 weeks per session.
- Student will participate in weekly individual/group supervision with primary supervisor (affiliated with clinical site) for 3 hours (individual, group, or a combination).
- Student will participate in weekly group supervision with secondary supervisor (TUW faculty) for 2 hours (Group).
- For any week in which you wish to count experience, you must have the required amount of supervision hours.
- No supervision during a particular week? No hours may be counted for that week!
- You must obtain a 1:5 ratio for supervision hours or higher. This means that for every five (5) hours of direct client contact you gain as a trainee in Practicum, you need at least one hour of supervision.
- No more than eight (8) supervisees may attend group supervision.
- 1 hour of supervision must be 60 minutes of supervision.
• No more than 5 total clock hours of supervision may be counted in any one week (Be sure to record all supervision hours on your logs for ratio purposes).
• Your supervisor at the clinical practicum site decides whether or not workshops, seminars and other training may be counted on the weekly logs.
• Please note some states have additional ways that they calculate supervisions and it is the student’s responsibility to know how hours are counted in the state the student plans to get licensed in.
• For example, for Students intending to get licensed in California, for every five (5) hours of direct client contact you gain as a trainee in Practicum, you need at least one hour of individual supervision or 2 hours of group supervision, but you still are required to follow the TUW guidelines for clinical and supervision hours.
• During Practicum, you will have to upload the forms and weekly supervision hours signed by your clinical site supervisor to the Integrated Campus system.
• Students should maintain their own BBS (in California) (or state board, if pursuing licensure in another state) forms, including their Weekly Logs, MFT Experience Verifications and original Supervisor Responsibility Statements.
• Also, it is a good idea to make a copy of your “Supervisor’s Evaluation of the Student”.
• TUW is not required by the BBS to hold onto MFT/Practicum student forms post-graduation.

You are responsible for the safe-keeping of all your BBS forms!

Requirements for Practicum Course Credit: Grading
Practicum is graded on a “A/F” basis. “Credit” is given if ALL of the following criteria are met.
The student:
• attended class regularly (posted weekly activity as required). Click here for Live Group Attendance Policy.
• received the minimum number of weeks of supervision for the term (8 weeks),
• received a satisfactory evaluation from the clinical supervisor,
• received a satisfactory evaluation from the Practicum Coordinator
• demonstrated competence as a training therapist
• did not show any signs of behavioral or emotional issues that would affect his or her clinical judgment and performance,
• showed understanding of and compliance with legal and ethical issues, and
• was directly observed (“live”-supervision or video or audio-tape) by Clinical Supervisor at Site AND by TUW Supervisor.
• Complete all assignments, including case assignment, signature, discussions, and self-reflection assignments.

A grade of “F” may be given if ANY of the following conditions occur.
The student:
• did not file an approved “MOA” with the Coordinator of the Practicum.
• failed to comply with the terms of the “MOA.”
• attended training sporadically with unexplained or unexcused absences.
• performed poorly or did not meet MFT trainee standards for adequate performance.
• saw no clients.
• received an unsatisfactory evaluation from the site clinical supervisor.
• received an unsatisfactory evaluation from the TUW Supervisor.
• demonstrated gross incompetence as a training therapist.
• showed behavioral or emotional issues that raised questions about his or her clinical judgment and performance and/or violated ethical principles or legal standards in work with clients.
• was dismissed from the practicum site.
• failed to complete requirements of a previous semester’s number of hours.

*Again, as a reminder, you must be enrolled in a practicum course to count your clinical hours!
*Reminder: you will need to enroll in Practicum continuation courses if you have not completed the minimum clinical hour requirements for graduation.

When to Take Practicum

Students who wait until the last year of their program to take Practicum may be better prepared academically. Given these considerations, we recommend that students take practicum after completing 12 courses or 36 credits. Securing a practicum site is important and can take at least 6 months to a year prior to starting the practicum.

As a reminder, the MFT requirement for pre-degree practicum hours is a minimum of 500 direct contact hours and 100 supervision hours. Students are expected to complete three terms before being allowed to enter the practicum portal on integrated campus and are expected to complete the following courses prior to starting practicum based on their specific course plan as approved or encouraged by the student advisor.

Before taking Practicum, students must have completed the following courses:

<table>
<thead>
<tr>
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</table>

The above courses considered to be the basis for preparation for the Practicum courses.

** For Students who will be conducting their Practicum at a Drug and Substance Abuse Treatment site, MFT 626 Substance Abuse & Recovery is very highly recommended prior to beginning the Practicum.
**Academic Policy for Practicum**

The MFT program is a professional program that leads to Licensure in the profession. The program consists of several steps in order to complete the curriculum approved by the BBS and other states.

The number of courses is totaling 18 and 6 practicum courses. Each course is 3 credits and this includes the practicum credits and hours required to be completed, for a total of 72 credits. Students must complete a minimum of 36 credits (required courses outlined in the MFT handbook) in order to be eligible to register for the first practicum course, MFT 640 Clinical Practicum I.

If a student completed 45 credits he/she MUST register for practicum MFT 640. If a student is not able to obtain a practicum site and enroll in MFT 640 by the third session after reaching 45 units, the student must choose between the M.A. in Marriage and Family (non-clinical track) or exit TUW’s MFT program.

Prior to registering to the Practicum course it is imperative that the student contacts the MFT program to ensure that the pre-practicum process is completed as well as the student propose sites in their area of residence.

A student who is not able start the practicum while registered in the MFT 640 must drop the course within two weeks and register for another course. TUW allows three (3) attempts to start the practicum and drop MFT 640. After the third attempt the student will have a choice to continue the program without practicum, and complete the master’s degree without licensure, or exit the university.

**Practicum Site Resources**

Students are eligible for Practicum credit and TUW approval of hours when they are conducting their practicum in sites that have been evaluated and approved by the Coordinator of the Practicum Training.

**Out-Of-State Sites**

Out of state sites need to be approved by the university, each state has its procedures for approval. In the past the students that conducted their practicum out of state had to apply for the licensure in the state that they conducted their practicum. Recently the BBS has cleared the way for students to gain their practicum experience outside of California, but challenges remain. The BBS will evaluate hours earned out of state, just as other states will do when students attend school out of state where they plan to obtain their license.

**How to Use the Written Agreement**

The written agreement between TUW and the site is a document called the MOA. This form will be provided to students once they get approved to enter the practicum portal on integrated campus and they complete the practicum orientation. Additional forms are in TUW website as well for approval of the student’s clinical experience are described and those responsible for the student’s training sign the agreement to indicate their willingness to meet the provisions therein. Those signing are:

1. The Site Supervisor(s),
2. The representative of the clinical site (frequently the Agency Director),
3. TUW Coordinator of Practicum Training/Assistant Program Director

Because we want to be sure that your clinical experience meets state specifications, the MOA must signed before your hours will count.
How to Locate an Appropriate Practicum Site

TUW will provide assistance in finding the practicum site, but **TUW cannot guarantee a practicum site to the student.** It is part of the professional growth and development of graduate students to try to obtain a practicum site (similar to finding employment in the MFT field after graduation).

Although the prospect of locating a practicum site may seem intimidating, in actuality the steps to follow are relatively straight-forward. They are as follows:

**STEP 1: Learn about the process**

Begin your search for a site *before* enrolling in MFT 640-Clinical Practicum I, by researching possible practicum sites on the internet in the area of your residence, seeking volunteer experience, or training. Review your state requirement for supervised practicum. What is good supervision, what documentation - if lacking - will cause the BBS or your state’s board to reject your hours, what kinds of clinical experiences to seek, and other essential information, including sites that have current openings for MFT Trainees. Contact TUW Practicum Coordinator/Assistant Program Director. **Students must have secured an MFT practicum site and have an MOA Agreement signed and submitted to the school prior to the first week of their practicum class.**

**Approval of Site**

The practicum site must be approved by the coordinator of practicum/Assistant Program Director. Students will complete and submit a request for an internship site through the IC portal. This request will include background information about the site and about the Clinical Supervisor at the site. Once it is submitted, it will be approved or rejected based on the site, type of clinical work available (including relational hours) as well as the credentials of the supervisor at the site. In particular, the site will need to have a clinical supervisor that meets TUW’s definition of equivalent Supervisor. The Assistant Program director can work with students to detail specific requirements related to both the site and the supervisor credentials. The student can interview for a site before it is approved, but the student is encouraged to inquire about the likelihood of approval before completing step 2 of the process.

To continue your search for a practicum site you will need the name of the contact person and the telephone number of the agency. You will find that the initial steps for almost all of the sites are to telephone the contact person, send a résumé, and arrange an interview. It also helps expedite the possible approval of a new setting when the student facilitates the paperwork process with the coordinator of practicum/Assistant Program Director and the prospective site.

**CAUTION:** If you are interested in a particular site but do not know if we know about it, do not assume that we do not know about it and go for an interview! **Before contacting a site that is not recommended by TUW Coordinator of the Practicum/Assistant Program Director, please consult the Coordinator of the Practicum first!** Please note: criminal background checks are required by certain internship sites. Further having a criminal background may create an additional barrier for students in securing an internship site and pursuing licensure. The student is expected to discuss any potential issues with program staff upon admission to ensure appropriate planning for the student.

**Private Practice for Trainees in Practicum**

The regulations that restrict MFT Trainees from working in private practice were adopted to protect Trainees. It is believed that a private practice is vulnerable to economic and other pressures that a public, non-profit agency is not. Although it is an obvious generalization, private practitioners are responsible only
to themselves and have the freedom to move about more or less at will. The Board is concerned that a Trainee in private practice could be left “high and dry” if the supervisor were to suddenly abandon his or her office. *Only under special circumstances can a student be approved to complete their internship with a private practice and there is a formal approval process that is required.*

In addition, the Board (BBS) is concerned that the economic pressures upon a private, for-profit venture might be placed upon the Trainee, who would then be required to perform duties beyond those, appropriate for his or her level of education and ability.

**STEP 2: Prepare a résumé that is personalized for each site**
A résumé is a summary of your professional and educational history. A cover letter is a summary of your background experience, qualifications, as well as where you detail your level of interest for the position. Your resume and cover letter will be submitted to integrated portal as part of the practicum onboarding process. If you need assistance with your resume or cover letter you may refer to resources provided by TUW as well as may contact the Coordinator of the Practicum/Assistant Program Director.

**STEP 3: Create a cover letter**
Taking the time to craft a cover letter now will definitely pay off. A cover letter shows the agency directors and employers that you have the skills and characteristics they are looking for. The cover letter should have the same heading as the résumé and reference page and should be about 3/4 of a page long.

Guidelines in creating a cover letter follow:

- In the first paragraph, you should let the director of the agency know specifically for which traineeship you are applying (Supervised practicum as part of the MFT program). Also, it is helpful to the employer if you reveal how you heard about this traineeship. You need to provide information about Touro University Worldwide. Also attach the letter of introduction from the Coordinator of the Practicum.
- In the second paragraph, you should detail your skills, qualifications and responsibilities that are directly related to the MFT practicum traineeship you are seeking.
- In the third paragraph, respectfully and cautiously show your appreciation for the opportunity to interview and let the employer know that you are flexible in your schedule and are available to meet him or her at his or her convenience. Also, include your phone number before closing.
- It helps the prospective employer if your résumé, cover letter and reference match in color, style and heading. Remember to use a clear printing font that is easily transmittable by facsimile transfer (FAX), in case you need to send your résumé package by FAX.

**REMEMBER TO EDIT YOUR WORK! CHECK FOR MISTAKES IN SPELLING, TYPING AND GRAMMAR! GIVE YOUR WORK A PROFESSIONAL APPEARANCE! NEATNESS IS PARAMOUNT!**

**STEP 4: Arrange for an interview.**
Telephone the contact person listed on the site information form and arrange for an interview. Ask this person what you should bring to the interview and follow her or his instructions *exactly*. Be aware that some agencies conduct the initial interview over the phone. FAX or email your résumé to the contact person, if requested.

**STEP 5: Follow-up with your contacts.**
Be diligent and follow through after your first contact. After sending your résumé, call sites back and make and keep your appointment for an interview, as needed.
STEP 6: Go to your interview.
During the interview, the agency contact person will attempt to assess your potential as a trainee therapist and to determine the match between your interests and abilities and those needed by the agency. Some agencies need Trainees with some prior clinical experience; others are quite satisfied to use therapists who are just starting out. In addition to seeing clients, some sites want Trainees to work the desk and help with clinic management. Others want Trainees to have had personal therapy; still others require Trainees to pay for supervision (Please note it is not allowed by the BBS to pay for supervision!!). Look at the agency websites to find out what an agency requires and/or prefers in terms of Trainee skills, availability and requirements. Whenever possible, demonstrate your interest in a particular site by showing your knowledge of its requirements for Trainees, its clinical orientations, populations served, and so forth. Be prepared to describe a therapeutic approach you would use in a clinical setting. Feel free to ask the Coordinator of the Practicum/Assistant Program Director about agency interviews. After each interview, follow up with a “Thank You” note.

Questions to Ask During Your Interview:
- Inquire about PROFESSIONAL LIABILITY INSURANCE. Insurance companies who underwrite professional liability coverage to mental health agencies usually sell an umbrella policy that covers both licensed and unlicensed personnel. Ask your potential supervisor or the director of the agency about its coverage of trainees.
- In addition to agency coverage, students in practicum are required to obtain their own professional liability policies. An application for such coverage can be obtained online. Note that the professional liability carriers only cover students who are required to complete practicum hours as part of their university programs. This refers only to MFT students who are formally enrolled in the practicum course. The coverage requires membership in either AAMFT or CAMFT and costs as low as $63.00 a year for a one-million-dollar policy.
- Inquire about your supervisor’s experience and approach to supervision. Good clinical supervision is of the utmost importance for your clinical training experience. We ask that you meet with your clinical supervisor prior to accepting a Traineeship. (Please review the requirements from the supervisor and forms to be filled out at the BBS site (California) and/or the license board website for the state you plan to pursue licensure in.
- Excellent articles on clinical supervision can be found on our professional associations’ websites: [www.aamft.org](http://www.aamft.org) and [www.camft.org](http://www.camft.org).
- Inquire about your supervisor’s completion of mandated training in supervision.
- Inquire about matching your personal weekly schedule with their weekly training schedule in the best interest of the agency and their clientele.

STEP 7. You did it-Good job!
As soon as you have secured an appropriate practicum site, take all completed documents (Acknowledgement Statement, MOA signed Agreement and Supervisor Responsibility Statement) and upload them to the IC system. Practicum hours towards graduation do not begin accruing until the start of practicum class and your registration.

*Please note: Students are eligible for Practicum credit and TUW approval of hours when they are working in sites that have been evaluated and approved by the university Coordinator of the Practicum/Assistant Program Director.
The process to obtain licensure as an LMFT

Applicants to their respective states must fulfill specific educational and experiential requirements. In general, applicants must have completed an appropriate graduate degree, which includes at least 500 hours of clinical work and 100 hours of supervision. Upon graduation, students will collect all of their documentation regarding degree completion, evidence of clinical/supervision hours, and any required application materials, and will submit them to their state licensing board. This is generally required to obtain approval to engage in post-degree clinical work and qualify to take the licensure exam, depending on the state. In addition to this process, individuals are required to complete a set amount of post-degree clinical hours, which may be combined with some or all of the clinical hours obtained while a student registered in practicum, for a total amount of hours required for licensure. Students are required to check the licensing requirements for their state to ensure they become registered as an intern or associate and gain approval to start collecting post-degree hours. (Please see additional details below).

In California

Individuals need 3,000 hours of experience under the direct supervision of qualified supervisors. This part is called supervised Internship. After Graduation you need to become an MFT Associate instead of a Trainee. You will request from the BBS the temporary license to do your Internship.

- Applicants are eligible to take the written exams when all academic and experiential requirements have been completed.
- You may earn up to 1,300 supervised hours before graduation (depends on specific states), or after graduation during the waiting period for temporary licensure.
- After graduation you must gain at least 1,700 hours (depends on specific states).
- To earn ANY hours in private practice, one must have already graduated and registered with the BBS or your State as an MFT Associate and have received an Associate Registration Number from the State Board.
- While working on intern hours, you must renew your registration with the BBS or other states annually. Five renewals are allowed, for a total of six years in which to gain hours as an Intern.
- You must furnish your new supervisor with your previous supervisor’s name and address, if your supervisor changed.
- **Important: Should you register as an Associate if you don’t want to gain hours immediately?** Don’t start your intern clock until you are ready. If, after graduation, you plan to step temporarily away from your career path for whatever reason, we suggest that you delay your Intern registration until you can be reasonably sure that you can earn the required number of hours within six years.
- To count hours gained after you finish your degree, you must register with the board in your state and follow their requirements. Specifically in California, The Board requests that you allow up to 60 days for your application to be processed. (Instructions for completing the LiveScan fingerprinting will be included in the MFT Intern Registration Packet found on the BBS website). You may count hours worked during the time period between graduation and receiving your Intern Registration number as long as you:
  - Apply for an Associate Registration number within 90 days the date the degree was posted on transcript, and
  - Work in a setting defined by law for Trainees. To work in private practice, even as a volunteer, you must have your Associate Number in hand.

NOTE: If you miss the 90-day window, don’t panic. The only result is that you won’t be able to count post-MA hours until you receive your Associate Registration number. However, there may be different procedures in other states and students are expected to check the licensing requirements for their specific state.
Other States
Requirements for licensure in other states varies. Some states allow the student to sit for the licensure exam upon graduation after submitting required application and gaining approval to start post degree clinical hours, while others may not. Some allow clinical hours obtained while a registered student in practicum to count towards the total amount of hours needed for licensure, while others may not.

- Before or at the start of practicum, the student will be required to review requirements for licensure in their state or state they plan to pursue licensure in, to ensure they are aware of the requirements that will be applicable to them.
- Generally, after graduation students must submit an application to their licensure board, which may include a plan and contract to complete post graduate clinical hours and supervision hours.
- Likewise, the licensing board will determine when individuals are qualified to sit for the MFT or LPCC exam. Most states require anywhere from 2,500 to 3,000 clinical hours for Licensure, but students must check with their respective states.

Track 3: MFT Non-Clinical Track Required Courses & Curriculum
The MFT curriculum is composed of 18 courses without any practicum courses for a total of 54 semester credits. Please note: The non-clinical track is for students not interested in pursuing licensure as a MFT or LPCC. Students who complete the non-clinical track, may decide to pursue a career where they work with and/or on behalf of individuals, couples, and families in a way that does not require a clinical license. Graduates may decide to work in a variety of settings, including but not limited to the broader human services field, social services industry, among others. The non-clinical degree does not lead to a clinical license or credential. Further, the non-clinical track is not a part of the COAMFTE track, as this track does not include the clinical component required for COAMFTE. *(Each course is 3 semester credits).

REOUIRED CORE COURSES (54 semester credit hours*)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 610</td>
<td>Contemporary Issues in Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 611</td>
<td>Foundations of Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>MFT 612</td>
<td>Couples Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MFT 613</td>
<td>Child-Focused Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 614</td>
<td>Development Within the Family Life Cycle</td>
<td>3</td>
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<tr>
<td>MFT 615</td>
<td>Psychopharmacology</td>
<td>3</td>
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<tr>
<td>MFT 616</td>
<td>Society, Culture and Gender: A Multi-Cultural Perspective</td>
<td>3</td>
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<tr>
<td>MFT 617</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>MFT 618</td>
<td>Group Counseling</td>
<td>3</td>
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<tr>
<td>MFT 619</td>
<td>Assessment &amp; Testing for the Marriage &amp; Family Therapist</td>
<td>3</td>
</tr>
<tr>
<td>MFT 620</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>MFT 626</td>
<td>Substance Abuse &amp; Recovery</td>
<td>3</td>
</tr>
<tr>
<td>MFT 627</td>
<td>Studies in Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>MFT 628</td>
<td>Adolescent-Focused Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 629</td>
<td>Aging, Illness &amp; Long-Term Care Concerns</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Number | Course Title                                      | Semester Credit Hours |
-------------|--------------------------------------------------|-----------------------|
MFT 630      | Ethics & Law for Marriage & Family Therapy       | 3                     |
MFT 635      | Treatment of Trauma in Families                 | 3                     |
MFT 699      | Capstone                                         | 3                     |

*The non-clinical track for the MFT program is available for 1) students who do not intend to engage in direct clinical practice after graduation, 2) students who reside in a country or state that does not regulate MFT, or 3) students that intend to engage in direct clinical practice, but plan to pursue licensure in a state that does not require practicum prior to graduation. The Non-clinical Track follows the same curriculum distribution as the clinical track, excluding the Practicum classes. Students understand that in the absence of the clinical track with the required practicum component, TUW cannot sign off on any practicum hours toward a specific state's licensure requirements. Students who are interested in this track will submit a signed form requesting to move to the non-clinical track. The form should be signed by the student and the MFT Program Director and submitted to the registrar. Students understand that they will receive their Masters degree in Marriage and Family and that Non-Clinical track will be noted on their transcript and diploma.

**Continuous Enrollment and Leave of Absence (LOA)**

Students who temporarily drop out of school may find that degree requirements have changed during their absence. To keep curricular modifications to a minimum, it is a good idea to remain continuously enrolled until you graduate. This means that you must enroll in at least one course during each of the Fall and Spring and Summer terms (e.g., 1 course in Fall 1 and 1 Course in Fall 2, etc.). Students who are absent for two or more years must reapply to the program and comply with admissions and program requirements in effect at the time.

*Note: During the time of LOA or temporary drop out, student cannot continue with practicum. If not enrolled in a practicum course, student’s practicum hours will not count.*

**Behavioral Standards**

The TUW Catalog addresses nonacademic matters, thus in addition to meeting academic standards for graduation, students are expected to meet generally accepted behavioral criteria for a mental health professional. Relevant areas include the following:

- appropriate ethical-legal standards,
- demonstrating reasonable maturity in professional interpersonal contacts, and
- remaining relatively free of personal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served.

In accordance with the TUW Code of Conduct as stipulated in the catalog, if warranted (as determined by faculty, staff, MFT Program Administration, and University administration,) an issue can be brought to the TUW student conduct committee. At this point, due process will ensue and based on the outcome of this process, recommendations for remedial interventions will be provided where deemed necessary. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program as detailed in the Evaluation of Student’s Suitability to Become Therapists section and the Remediation and Dismissal Policy sections in this handbook.
Grading and Assessment
Grading and assessment aligns with the TUW catalog policy that states grades are determined by faculty in a number of ways. That is, faculty choose the criteria by which to determine their students’ grades, which may include the quality of work, promptness in completing assignments, attendance and participation. Criteria for grading is located in the course syllabi that students access on the first day of the course. TUW policy holds that the University will provide guidance to new faculty regarding grading criteria. It is the policy of the TUW MFT program to follow the university policy in that MFT faculty members will establish their policies for grading and assessment in accordance with the university’s policy on grading/assessment.

PERSONAL THERAPY
The California BBS encourages those who apply for an LMFT to undergo their own personal therapy. Currently, for California, you may accrue psychotherapy hours towards licensure, but your therapist must be a qualified, licensed therapist. Hours of therapy received either as a student trainee and/or registered intern in California are currently triple-counted, up to a 300-hour maximum at the time of licensure application. You can receive individual, couple, family and/or group therapy. Personal psychotherapy hours cannot be counted towards your 500 required practicum hours.

TUW does not require its MFT students to undergo personal therapy, but we solidly recommend it. The MFT faculty and administration recommend personal therapy for all students training to be LMFT since it is believed that personal therapy is a vital component of the training and growth of the person, and that it is the professional responsibility of every therapist to identify, address and work through personal and relational issues which may have an impact on clinical interactions with future clients.

Personal therapy may increase your chances of securing a practicum site when it comes time to find a site for practicum and/or your post-degree internship.

WHEN TO RECEIVE THERAPY
Some states allow you to count personal therapy hours towards your required MFT hours. It is the student’s responsibility to check the licensing requirements for their state. Also, personal therapy hours will not count towards the required 500 total practicum hours.

In California, all hours that you wish the board to evaluate for license requirements must have been earned within the six (6) years preceding the date you apply for the exam. However, the Board will evaluate up to 500 hours gained during practicum (excluding personal therapy), even if they were earned more than six years before filing for the exam. Once again, students are expected to check the licensing requirements for their specific state.

REMEDICATION AND DISMISSAL POLICY
Because it is the goal of the Program faculty and staff to maintain the integrity of the program, aspire to ensure the well-being of mental health consumers receiving services from their students and facilitate students’ successful completion of the program, evaluations of student conduct and academic performance are taken very seriously. The MFT Program Director, in concert with faculty and appropriate staff, may require discussions with a student who has presented significant behavioral or academic concerns to the faculty and staff. These discussions may result in requirements of student remediation to include faculty or peer-mentoring and specific evidence of remediation in order for the student to continue in the program. There may also be requirements for ongoing monitoring of the student’s remediation to
ensure the successful resolution of the problems. TUW will document such requirements which will be provided to the student. The student may choose to concur with these requirements or decide that they do not agree with the decisions. If there is no consensus between the Program Director, staff and faculty and the student, the student may proceed according to the policy in the TUW catalog.

**CODE OF CONDUCT**

TUW MFT students must follow and acquaint themselves with the TUW Student Plagiarism policy and TUW Code of Conduct found in the university catalog, and the AAMFT Code of Ethics. Likewise, The TUW MFT program requires students to follow applicable codes of ethics, licensure board statutes and regulations/rules, applicable federal law, state law, and agency codes of conduct in their clinical placement sites. Please review the following summary of the Plagiarism policy, university Code of Conduct, and AAMFT Code of Ethics in the following sections.

**Plagiarism Policy**

Academic Integrity violations will not be tolerated within the program. All students must review the Academic Integrity video during the student orientation where the video places emphasis on Plagiarism.

In addition, each syllabus contains a statement about academic integrity that includes plagiarism. Confirmed cases of suspected plagiarism within the program will follow the university’s plagiarism policy. Touro University Worldwide is using Copyleaks

Plagiarism system within TUW’s LMS. The system randomly selects about 30% of all paper submissions and scans students’ papers for Plagiarism. Instructors receive a detailed report of the scan results. Instructors can use Copyleaks to assess the authenticity of students’ work and may submit any assignment suspected of being plagiarized to the Copyleaks system.

Plagiarism also includes improperly citing sources which is also an Academic Integrity Policy Violation. As a result of academic integrity violation, the faculty member may assign an unsatisfactory grade that can lead to failure in the course and Academic probation (see TUW’s plagiarism and Code of Conduct policies).

**TUW Code of Conduct:**

The following procedures consonant with the due process have been approved by the Board of Trustees. Any student on campus may be placed on probation, suspended, expelled, or given a lesser sanction for one or more of the following:

- Cheating or plagiarism in connection with any academic program;
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information;
- Misrepresentation of oneself or of an organization to be an agent of the University;
- Obstruction or disruption, on or off campus property, of the educational process, administrative process or other function;
- Physical abuse of the University, family members, or the threat of physical abuse;
- Theft of, or non-accidental damage to, University property, or property in the possession of, or owned by, members of the University;
- Unauthorized entry into, unauthorized use of, or misuse of University property;
- On University property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statues, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis;
• Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function;
• Engaging in lewd, indecent or obscene behavior on campus property or at a campus function;
• Abusive behavior, directed toward, or hazing of, a member of the University campus;
• Violation of any order of the Touro University Worldwide CEO, notice of which had been given prior to when such violation occurs; either by publication in the campus Catalog, or by posting notice on the official website designated for this purpose, and which order is consistent with any of the other provisions of this section;
• Sharing electronic message other than the individual the message intended for and named in the message;
• Deliver, distribute or copy this message and do not disclose its contents or take any action in reliance on the information it contains as it constitutes the violation of the university code of conduct; and
• Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation.

Click here for [Codes of Conduct](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx):


**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._

**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._

**STANDARD III**
**PROFESSIONAL COMPETENCE AND INTEGRITY**  
_Marriage and family therapists maintain high standards of professional competence and integrity._

**STANDARD IV**
**RESPONSIBILITY TO STUDENTS AND SUPERVISEES**  
_Marriage and family therapists do not exploit the trust and dependency of students and 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._

**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.

**STANDARD VII**

**PROFESSIONAL EVALUATIONS**

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

**STANDARD VIII**

**FINANCIAL ARRANGEMENTS**

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

**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.

*For a complete list of each standard, please refer to [https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx).

**STUDENT GRIEVANCE POLICY**

The Marriage and Family Therapy Grievance policy aligns with the established TUW policy. Grievance procedures in academic matters are appropriate only in those cases in which there is reason to believe there has been bias or wrongdoing on the part of the faculty. It is important to understand that grievances are not the same as disagreements. One cannot grieve an assigned grade, for example, merely because one disagrees with the grade. The purpose of the following procedures is to allow for the resolution of MFT student grievances in academic matters that result in injury to students.

**Informal Procedures:** A student who believes that the University or any administrative subdivision or employee thereof has discriminated against her/him and that such action has resulted in injury, the student is encouraged to attempt to resolve the matter informally with either the party alleged to have committed the violation (e.g., course instructor), with the head of the Program or School in which the alleged violation occurred, or both. An informal resolution of the grievance can occur at any time.

**Formal Procedures:** In the event that informal resolution is unsuccessful, the student may launch a formal grievance as follows:

- Within 10 days of the time in which the student could be reasonably expected to have knowledge of the alleged violation, or when the violation occurs, the student may request the Director of the Program to file a grievance and request a review.

- The student will provide the Provost or designated representative with a written statement within ten (10) working days after the student has informed that s/he wishes a review. This statement will include the specific nature of the grievance, all pertinent supporting data, and the nature of the action requested by the student to redress the grievance.
• Upon receiving written request for a review from the student, the Provost or designated representative, within ten (10) working days, will request written materials from the employee involved. The Provost or designated representative will promptly provide the employee with the student’s written materials.

• The employee’s materials will include responses to all points raised in the student’s material and other pertinent data. The employee will provide the Provost or designated representative with a written statement within ten (14) working days after receipt of the student’s materials.

• Upon receipt of the employee’s statement, the Provost or designated representative will promptly provide a summary or copy of this to the student.

• The Provost or designated representative will meet by teleconference with the student and employee involved within ten (10) working days after receipt of material from the employee and attempt to resolve the alleged grievance.

• In the event that the grievance is still unsuccessfully resolved after the above steps, the student may request, within ten (10) working days after the meeting, that the Provost or designated representative convene an ad hoc Grievance Committee, the Chairperson of which is an Academic Affairs Council member. The ad hoc Committee will meet with the student and employee for a formal hearing as soon as reasonable, but no later than ten (10) working days after being constituted as a committee.

• The committee will inform the student and the Provost in writing the summary of the resolution. The resolution of the Grievance Committee will be final. The student may escalate the grievance to the Provost who will review the entire file, and will provide a final report to the student within 3 weeks.

**STUDENT COMPLAINTS**

The MFT Student Complaint process aligns with the TUW established process to resolve complaints internally. We believe that the vast majority of the issues can be internally resolved when students have the opportunity to calmly communicate their concerns. To submit a complaint please go to the student portal and click on "Student Voice".

Complaints associated with accreditation standards may be filed with the Western Association of Schools and Colleges (WASC), at www.wascsenior.org/comments.

California - An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 Website address: http://www.bppe.ca.gov/enforcement/complaint.shtml. Tel: 916-431-6959 F: 916-263-1897. All other complaints may be filed with the appropriate state agency in your state of residence.

Hawaii - A student also can file an external complaint with The Hawaii Post-secondary Education Authorization Program (HPEAP) http://cca.hawaii.gov/hpeap/. The HPEAP may investigate complaints based on possible violations of this chapter or rules. HPEAP cannot consider complaints that infringe on the academic or religious freedom of or question the curriculum content of an educational institution. You must use all administrative remedies available at the institution first. Hawaii Postsecondary Education Authorization Program (HPEAP) PO Box 541, Honolulu, Hawaii 96809hpeap@dcca.hawaii.gov, http://cca.hawaii.gov/hpeap/student-complaint-process/.
All other complaints may be filed with the appropriate state agency in your state of residence. Students may access specific contact information for the various states using the Student Complaint Process by State at: https://nc-sara.org/guide/state-authorization-guide

Students who receive military tuition assistance or veterans benefits may submit complaints to the Postsecondary Education Complaint System, the VA hot line, or the Principle of Excellence Complaint Intake Questionnaire.

**University Student Voice System Policy & Protocol**

Consistent with our mission and goal of a student-centered university, our student service model aims to develop policies that ensure student success with a holistic approach. We have designed a high-engagement support network for students addressing individual needs as progress is made towards the completion of all degrees at TUW to include the MFT degree.

Our latest effort to capture the voice of our students is the new University Student Voice System (USVS). This process establishes a central place where students can submit compliments, complaints, or general comments. We believe the USVS will direct our steps to address student concerns in a fair, efficient and collegial manner. The compliment, complaint, or general comment system allows students to submit feedback toward any department or individual within the institution. All data such as the resolution and response from the students is stored in the Student Voice system and available for reporting purposes.

The USVS is open to all students. Submissions will be accepted via the student portal any of the following:

1. Compliments
2. Complaints
3. Comments

The following protocol shall serve as a guide for addressing student compliments:

1. Upon receipt of compliments, an email will be sent to the student acknowledging receipt of the compliments and copied to the person or department for which the compliment is addressed towards.
2. On occasion, the student may be asked to post their testimonials on our website, marketing materials, or any other TUW materials.

The following protocol shall serve as a guide for addressing student complaints:

1. Upon receipt of the complaint, the Academic Advisor or designated representative shall forward to the appropriate unit head for resolution with a copy to the Provost and Chief Academic Officer (if the complaint is regarding academic issues) and/or the Advisor or designated representative will record in USVS directly.
2. Within 24 hours, unit head shall email the student confirming receipt with either a resolution, proposal for resolution or request for additional information. This email will be copied to the Academic Advisor to be recorded in the USVS and/or the designated representative will record in USVS directly.
3. If the complaint is resolved immediately, the Academic Advisor will note in Integrated Campus (IC) and/or designated representative will follow-up with the student.
4. If the complaint is not resolved immediately, it shall be the responsibility of the unit head to take appropriate steps to resolve the complaint or address the complaint to the extent possible.
consistent with university policies. An email confirming actions shall be sent to the Academic Advisor and/or designated representative to be recorded in UCSV.

5. If additional information is required, it shall be the responsibility of the unit head to follow-up with the student with regular emails for a period of two weeks or until the complaint is resolved, whichever comes first.

6. Upon the student’s failure to reply or provide requested information, the matter will be noted as “closed” by the unit head and confirmation emailed to the Academic Advisor and/or designated representative.

7. Unit heads shall maintain the confidentiality of the student to the extent possible during the complaint resolution process.

8. Concerns or issues may be directed to the Provost Office for guidance.

The following protocol shall serve as a guide for addressing student comments:
1. Upon receipt general comments through USVS, an email will be sent to the student acknowledging receipt of the comments.
2. The comments will be sent to the appropriate department accordingly to review for consideration.