

Master of Arts in Marriage and Family Therapy

Student Program Guide

**Associated Canadian Theological Schools
Trinity Western University**

**2017-2018
Version 13.2
April 2017**

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Please note: This guide is intended to help students with particular policies and requirements of the MAMFT program. Students can find additional information, and are accountable to the general requirements contained in, the ACTS Catalogue and *MAMFT Supervised Practice Handbook*.

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1: Mission and Goals of the MAMFT Program

1.1 Introduction

Welcome to the Student Program Guide for the Masters of Marriage and Family Therapy (MAMFT). Our intent is to help you to have a clearer idea of program expectations and acquaint you with the resources available to you while studying at ACTS.

- This student program guide is not intended to overrule the ACTS catalogue or the *MFT Supervised Practice Handbook*, but rather to reiterate and clarify specific points pertinent to the MAMFT student.
- In addition, there is supplemental information about specific MAMFT program requirements and policies which will help the student be aware of expectations in graduate level study in counselling in a seminary context.

1.2 Mission and Goals of the MAMFT program

The mission of the Counselling program is to produce graduates with effective counselling skills in Marriage and Family therapy, committed to responding to spiritual and emotional needs by developing a biblically oriented, theoretical and practical understanding of human nature and the helping process. It is the perspective of the program that counselling as a vocational calling is grounded in the compassion of Jesus for those in need, and the teaching of the New Testament that offers healing for the whole person in Christ. The goals of the program are:

1. To strengthen the body of Christ in Canada and around the world through the profession of counselling.
2. To integrate biblical and theological perspectives into counselling theory and practice.
3. To help students obtain the necessary knowledge base and skill competencies to practice as professional Marriage and Family therapists.
4. To provide students with a holistic understanding of human functioning from a systemic perspective, utilizing stances of respect, curiosity and openness while being aware of gender, culture and power issues.
5. MAMFT Faculty is invested in the personal and professional growth of students, and developing an understanding and appreciation for diversity is an important element of this growth. Diversity includes, but is not limited to, academic and professional background, race, color, religion, spiritual values, gender, sexual orientation, learning disabilities, physical limitations, age, and belief systems. Respect for diversity is embedded in the nature of the MAMFT Program.
6. To prepare individuals for provincial accreditation as Registered Clinical Counsellors and national accreditation as a Registered Marriage and Family Therapist.

1.3 Statement on the Integration of Psychology and Theology

The MAMFT program is deliberate in its attempt to integrate professional counsellor training with an emphasis on Christian spirituality. Briefly stated, the assumption of the program is that when properly understood, there should be no contradiction between general and special revelation, because God is the author of all truth. This integration project is viewed as multifaceted and ongoing for each student personally and

professionally. Within the program theological integration exists on a variety of levels and dimensions:

- In the professional counselling courses (48 sem. hrs.), spirituality as an aspect of human diversity will usually be included as course topic.
- In their Biblical/Theological course work (20 sem. hrs.), MAMFT students are encouraged to choose paper topics in these courses that will help them relate theological reflection to their counselling practice where appropriate. Some courses will provide opportunity for students to intentionally write parts of their Comprehensive Exam.
- During the program, students are challenged to develop a spiritually integrated and theoretically sound statement of their personal theory of Marriage and Family counselling. The final version of this integrated Graduation Essay is turned in during internship 4. Details of the Graduate Essay are given in 4.3
- Students will be expected to explore integration themes relating to their values, family of origin issues and spirituality as part of their personal growth as therapists.
- MAMFT faculty will seek to model theological and professional integration in the classroom.

1.4 Ethical and Competency Expectations of Students in the Program

The MAMFT Program provides academic and clinical training in marriage and family therapy. Its emphasis is on training therapists to challenge themselves through fostering relationships with others who hold various and diverse worldviews. By working towards the creation of an environment of respect, honesty, and integrity, the programs serve to increase cultural sensitivity, heighten students' awareness of self in relation to others, and generate an understanding of the role played by context in issues presented in therapy.

Counseling as a profession requires an ability to connect and empathize with others, an understanding of basic domains of knowledge, and specific skill sets. In addition, all of these elements must be informed by an understanding of the ethical responsibilities inherent in the role of therapist or therapist in training. As such:

- All MAMFT students are required to take a course on professional ethics.
- Ethical training is infused throughout the curriculum, and ethical reflection is a part of weekly supervision in supervised practice.
- Students are required to join the AAMFT as student members and maintain their membership for the length of the MAMFT program. As part of this requirement, students must read the AAMFT ethics code and sign a statement committing themselves to abide by it for the length of their program.
- Students are strongly encouraged to participate in, and show proof of, personal self-care practices. The MAMFT program deems self care to be both an ethical and professional responsibility of individuals in many careers. Therefore, the MAMFT program strongly emphasizes the importance of self-care to its students. Thus, self-care is a part of the MAMFT program's ethical training.

As therapist's in training occupy a position of public trust and have the potential to harm as well as help clients, the MAMFT faculty have a responsibility to exercise a gate-keeping function. As such, MAMFT faculty must ensure that the program's students are – at the very least - meeting both the ethical and basic competency requirements of the MAMFT program and counseling profession itself. To identify students who are unsuitable for the profession due to, for example, overwhelming personal problems,

ethical misconduct, or significant competency concerns is a unique and imperative responsibility of MAMFT faculty. In the event of serious ethical/competency violations during a practicum or any level of internship, the MAMFT program committee will review the suitability of the student for continuation in the program. (Please see the practicum and internship sections of this Program Guide for more information.) Student suitability is assessed throughout the entirety of the program, and more specifically in courses such as Advanced Skills, Practicum, Internships, and officially at the point in the program when students apply for Candidacy.

Re: practicing as a counselor while a student in the MAMFT program: MAMFT students without a previous degree in counseling cannot see clients in private practice for the length of their studies. Students with a previous degree in counseling must follow British Columbia's regulations regarding registration and purchase, at their own expense, practice liability insurance. ACTS insurance covers the students for training purposes only (under clinical supervision).

1.5 Expectations of Students in the program

The MAMFT program prepares students to be masters level professional therapists'.

As a counseling professional, students will be learning flexibility and resiliency while being able to establish firm boundaries. Personal growth will be ongoing, as students learn new aspects of themselves and how these aspects hinder/enhance the therapeutic process. It is expected that students embrace this process of learning, as one cannot take a client where one is not willing to go.

Professionalism is built into all of the courses. This is the reason that classroom parameters are honored and met, (deadlines, class time, pre-reading) as they honor the contract, enhance learning, and have an impact on classmates. Therefore, students are expected to budget their time and anticipate due dates for assignments. Extenuating circumstances will/do happen in academic and professional life. Please learn time management skills, create margin in your life, and plan for these extenuating circumstances.

Professionalism also means that you discuss with your faculty supervisor any changes to your Internship status, paperwork deadlines, and on-site supervisory relationships. Late paperwork, without prior consultation with your faculty supervisor, will not be accepted.

Professionalism also means that you are required to know what is expected. Students must read *MFT Supervised Practice Handbook* and the *MAMFT Student Program Guide*. They will need to hand in a signed sheet attesting to the fact that they have done so.

2: Graduate Study in the MAMFT Program

2.1 How graduate study differs from undergraduate study

Graduate study differs from undergraduate study in several significant ways. Some examples:

- The work load is considerably heavier: readings are more technical and extensive.
- *Greater emphasis on critical analysis of material*, both in writing and in discussion, as opposed to rote recall of information. Graduate students are expected to examine evidence in research literature and methodology, weigh arguments and make genuine contributions to the understanding of their field.
- *Discussion of readings and student papers are the major focus of classes.* Lectures are not the norm in graduate classes.
- The majority of the work takes place in researching, reading and writing outside of class.
- Topics covered are fewer, but demand more in-depth research and analysis.
 - E.g., Literature reviews are to be thorough and well focused, and to exhibit critical thinking skills.
- Spending time in library research is a key expectation, especially centering on specialized academic journals and books. You will need to learn how to access the holdings of TWU in psychology and family therapy, and need to familiarize yourself with the resources at the UBC and SFU libraries.
 - **Note:** For this reason, it is important to take RES500 in your first semester of study.
- Encompasses a large experiential skill training component as part of learning. Inherent difficulties arise because of the nature of the experiential exercises (see 2.4 below)

2.2 Full-time versus Part-time study

Full time study is strongly recommended by the MAMFT faculty (9+ hours per semester). *At a minimum, students should make every effort to enroll full-time for at least one year of their program.*

A Rationale for Full-time Study

The advantages of full-time study:

- full-time study allows the student to be immersed in a particular field of study. This produces a synergistic effect, where the material in one course reinforces learning in another.
- It enables the student to keep material fresh, and more easily recalled and related to later courses.
- It promotes timely completion of the degree.
- It promotes personal commitment to the program and connection with peers.

Part-time study has several benefits as well:

- It allows students to pace themselves if their course load is overwhelming.
- More time can be devoted to a given course.
- It allows more time for other important activities such as work and family responsibilities.

The drawbacks of part-time study:

- It slows completion of the program.

- It can create problems with the taking of foundational courses in sequence, which are prerequisites for advanced courses (i.e. some courses are only offered every other year).
- If a plan of study is too prolonged, the retention of material fades from one course to another.
- It reduces personal commitment to the program and promotes isolation from one's peers.
- It impacts the student's ability to get educational loans.

In light of the above rationale, students are strongly encouraged to attend school full-time. Having stated our recommendation, it is recognized that there are times when other important priorities (such as health, family relationships or emergencies) may not make full-time study realistic in a given semester. The advantages weigh heavily in the direction of full-time study. Additional note: The MAMFT degree must be completed within five years.

2.3 English Language Competence Required

All students in the MAMFT program must demonstrate a high level of competency with written and spoken English, before entering into graduate studies in counselling. In particular, the student's ability to both understand and speak verbal English at an advanced level is critical.

- ◆ Due to the importance of verbal expression in counselling, students for whom English is a second language must have a TOEFL score of 600P/250C, and may be evaluated for conversational comprehension at the student's expense.
- ◆ Students with slightly lower TOEFL and conversational scores, or who are deemed to have inadequate conversational and/or comprehension skills may be required to take ESL classes prior to beginning or continuing their studies

Rationale

It is acknowledged that students who come to ACTS from non-English speaking cultures often have special needs for support and encouragement. Having acknowledged that, the need for support must be balanced by the realities of quality graduate training in counselling. The MAMFT faculty have an ethical and professional obligation to the field of counselling and the public at large to insure that graduates of our program can function as competent professionals in an English speaking milieu. Therefore, students who have English as a second language must demonstrate the ability to communicate in English at a high level, due to following factors:

- The MAMFT program is an English based degree program located in English speaking North America.
- The critical importance of verbal communication in the counselling process, necessitates *advanced* facility in English, not minimum skills.
- Students must conduct their practicums in English.
- Placement of students in non-English internships is difficult.
- Evaluation of a student's counselling abilities in all internships and skill acquisition courses depends on his/her ability to counsel in English.

- It is unethical to provide English-speaking clients an MAMFT intern or graduate who cannot understand or speak English well.

Students whose spoken English is judged to be inadequate for the purposes of counselling course work may be required by the MAMFT program committee to withdraw from counselling studies and improve their English skills to a satisfactory level before being permitted to proceed. During this time they may be permitted to take some of the Bible and Theology components of the degree for a semester or two, encouraged to register for continued ESL courses, and to immerse themselves in English speaking culture in order to bring their ability to an advanced level. If a formal evaluation of a student's English is required, this will be at the student's expense.

2.4 Person of the Therapist (POTT) Training and Growth of Students

2.4.1 Belief Regarding & Description of POTT Training

It is the desire of the MAMFT program to engender an intensive learning environment that challenges students to academic and professional excellence. It is also the desire of the MAMFT program that students would be encouraged towards personal growth and spiritual maturity; it is the belief of the MAMFT program that to be able to achieve personal mastery in the therapeutic context student therapists need to be aware of personal challenges – psychological, cultural and spiritual – and the impacts of these challenges on their lives.

Therefore, training the person of the therapist (POTT) is an important component of the MAMFT program. This POTT component actively works to challenge students academically, professionally, personally, and spiritually by focusing on students' culture, values, and spirituality as these are formative in the development of one's perspective on life and its challenges. POTT training encourages students to observe, have access to, and exercise judgment about the feelings, thoughts, and behaviors that stem from their own signature themes so as to be able to both identify with and differentiate from their clients (Aponte & Kissil, 2016). In this way, the MAMFT program recognizes the need to foster greater self-awareness, self-understanding, honesty and growth specifically around personal issues that may affect a student's ability to competently practice counseling. Students can expect the process of this program to actively encourage their personal growth in this way.

While it is in Practicum and all four Internship courses where POTT training is most concentrated, the MAMFT program is intentionally consistent in ensuring that POTT training is incorporated throughout. MFT courses incorporate crucial aspects of the development of the person of the therapist.

2.4.2 Rationale for POTT Training

The MAMFT program strongly believes that this personal growth contributes to professional growth and competency because:

- competent therapists seek to be aware of their own issues, strive to be open to feedback concerning them, and demonstrate a commitment to work towards wholeness and holiness in their personal and professional lives.
- it engenders deeper empathy for future clients, identifies potential counter-transference issues, gives students a chance to personally apply models, and promotes the modeling of personal growth and authenticity to future clients. Students cannot take people places where they are unable or unwilling to go themselves.

2.4.3 Personal & Professional Tensions

MAMFT program faculty recognize that there is a natural tension between the need of therapists in training to explore personal issues that may impact their ability to function as therapists on one hand (E.g. identify points of counter-transference) and the limitations of an evaluative academic setting on the other. In short, the MAMFT program recognizes the limitations of an academic context as a therapeutic environment. The MAMFT program and its faculty are aware that graduate school, due to its evaluative nature, is not intended to be therapy. Yet, students will be engaging in "therapy-like" activities during their training where they seek to understand theory or acquire skills via personal applications/practice. In doing this some ambiguity/anxiety will arise for students concerning both how transparent one should be in classroom discussions, as well as with regards to the dual role of faculty as both supportive mentors and academic evaluators of student performance. Moreover, it is important for students to recognize the "gate keeping" responsibility MAMFT faculty has to the profession so as to maintain high standards for the field. This tension in faculty roles is well recognized in the literature on counselor training. Therefore, students are expected to use discretion concerning their level of disclosure about personal traumas or long-term serious personal problems in classroom settings. The identification of issues and preliminary discussion of these issues may occur in the program, and is appropriate. *Working through these issues in depth more properly belongs in a non-academic therapy setting, outside the program.* To encourage working through personal issues students are required, as a part of MFT 553: Advanced Skills, to attend eight (8) personal therapy sessions at their own expense.

Aponte, H.J., Kissil, K. (2016). *The Person of the Therapist Training Model: Mastering the Use of Self*. Routledge, New York. NY.

2.4.4 POTT & Self-Care

The MAMFT program recognizes that graduate study can be intense, demanding, and at times, all consuming enterprise. This is the nature of advanced work in a specialized field, and is a natural part of the graduate school experience. As such, The MAMFT program acknowledges self-care as both an imperative aspect of POTT training and growth, as well as a crucial trait of what it means to function well professionally. Encouraging students to create and consistently follow a self-care plan will be a part of the MAMFT program's POTT training. Students are also encouraged to monitor their stress levels and to be proactive in initiating taking care of themselves accordingly.

2.4.5 Supporting POTT Growth

The MAMFT program seeks to support the personal growth, spiritual maturity, and active self-care of students in a number of ways. Some examples include:

- Personal application assignments in classes, (e.g. genograms, lifestyle assessments) which ask students to apply theory and concepts to their own lives and family of origin issues.
- Skill development and supervised practice courses which require students to work with peers and faculty on building awareness of personal issues which may affect their work with clients.
- Integrating biblical/theological perspectives, assignments, and coursework so as to stimulate personal reflection and spiritual growth, reflecting the holistic Christian spirituality approach of the MAMFT program.
- Emphasizing academic excellence and the acquisition of the fundamental knowledge base necessary for competent professional practice in the field of counseling.
- Requiring all incoming MAMFT students to receive personal counselling during their training, as part of the course MFT 553: Advanced Skills.
 - Qualifications of the Therapist include: a Master's or Ph.D. level therapist with the equivalent to a minimum of 2 years full time experience, who is not in any other (dual) relationship with the student. Students are encouraged to consider working with a personal therapist periodically throughout their training as needed. Continued personal therapy may be deemed appropriate/helpful for some students, and thus may be explicitly encouraged/required by MAMFT faculty, as a part of a student's self-care regime.
- Encouraging students to actively seek support among their peers throughout this program. (i.e. triads, group counseling, practicum.) Learning how to rely on peers and be transparent with self and others is a significant aspect of POTT growth and self-care.
- Encouraging students to utilize on-campus resources. For example, the graduate collegium, coffee shop, gym, counseling center, and student life offices.
- Requiring students take PTH 510: Spiritual Formation I and PTH 511: Spiritual Formation II early in their studies in order to help them build community, develop spiritual disciplines and provide peer support during the challenges of graduate studies.
- Encouraging students to attend the ACTS chapel services, and to consider participating in the weekly ACTS student prayer meeting at Fosmark, usually organized in the first weeks of the Fall semester.
- Strongly advising students to become involved in a local Church while in school for support, encouragement, and ministry.
- Encouraging students to become a part of their seminary community (i.e. seminary specific lunches, etc.)

3: ADVISING INFORMATION

3.1 Key Tools for Advising

- A. *The student's acceptance letter* describes the basis on which the student was admitted to the MAMFT program, and therefore should be consulted to confirm what prerequisites remain or probationary status if applicable.
 2. *Please note that all program pre-requisites (i.e. RES 500, THS 540, BIB 500, Foundational Skills, etc.) are required to apply for candidacy. Candidacy application forms can be found in both the Supervised Practice Handbook and the MAMFT Student Program Guide.*
- B. *The MAMFT Program Inventory* is a checklist of course requirements that aids the student in charting their progress. Please make sure that your program inventory is for the year you were admitted, e.g. 2016-2017, and keep it updated each semester. Find it online here:
<http://www.actsseminaries.com/programs/master-of-arts-in-marriage-and-family-therapy/>
- C. *The ACTS Catalogue* for the year of admission is your guide for graduation requirements, and only available online. Please download or print a hard copy for your records.
- D. *An unofficial transcript of your TWU/ACTS studies.* Students can obtain this from the Mattson Centre, their advisor, or online via the Student Portal.
- E. ***Meeting with MAMFT faculty is crucial and required*** before registering for courses each semester. Students must pursue meeting with the MAMFT Program Director, who will then delegate which member of the MFT faculty the student should contact re: advising/before registering for courses. The MAMFT faculty can outline a personal plan of study based on your preferred time of graduation and when courses are offered. Because courses are not offered each semester or, for some courses, not offered every year, because some key courses are required for candidacy, and because in some cases there are courses that are “preferred” and any delineation from these “preferred” courses require special permission, it is **extremely** important to meet with MAMFT faculty and to fill out a ‘MAMFT Program Course Planner’ excel document with your advisor.
- F. *Checking your TWU email account.* All students are given a TWU email account upon enrollment. This email account will be the main avenue of communication between the administration and the student during your studies. The student is responsible to regularly check for messages or have the messages forwarded to another email account of your choice. Students are responsible for the information relayed in the email messages, whether or not you access this account.

3.2 Undergraduate Prerequisites

Psychology Prerequisites

A minimum of 18 semester hours of undergraduate psychology credits with a B- grade in each of the following courses. These prerequisites must have been completed within the 10 years prior to applying to the program:

Intro to Statistics	3	**passing grade
Abnormal Psychology	3	
Developmental Psychology	3	
Personality Theory	3	
Foundational Skills in Counselling	3	Should be taken in the summer before one begins advanced skills and theories.
Brain & Behavior or Cog. Process.	3	
Research Strategies (RES 500)* at ACTS	1	*Should be taken within first year of study and in conjunction with another course that requires a research paper

Bible/Theology Prerequisites

A minimum of 6 undergraduate semester hours (or 4 graduate semester hours) in bible and theology. Applicants lacking these or equivalent will complete BIE 500 (Intro to the Bible) and THS 540 (Intro to Theology) prior to taking other biblical or theological courses in the program.

Intro to the Bible	2
Intro to Theology	2

3.3 Completion of Prerequisites a Priority

Students are expected to place the highest priority on the completion of prerequisites, as they will not be allowed take selected required core courses without them, potentially halting their progress in the program.

3.4 Minimum Grade Point in Counselling Courses

- In all MFT courses (designated MFT), no grade lower than a B- will be accepted for graduation. (ACTS graduate academic committee, Nov. 12, 1997).

Students in the MAMFT program are expected to maintain a high standard of excellence in their graduate major. Therefore, students who receive a final grade of C+ or lower in any MFT course will be required to retake the class at their own expense. Students not complying will not be approved for graduation. This policy does not apply for non-counselling courses.

3.5 Information about Course Offerings

The following general principles should be noted about the availability of courses in the MAMFT program:

1. The majority of counselling core courses are offered 1x/ year, a few are offered alternate years.
2. Courses are usually offered the same semester every year.
3. The only courses that are offered every semester are internships (MFT 691-694).

4. Counselling electives will vary from year to year. The program intends that two electives be available each year. Others are offered every other year, and some depend on enrollment. Electives are posted below (in section 3.8)
5. A four year cycle of course offerings is available through the ACTS website at <http://www.actsseminaries.com>. From the 'academics' drop down menu click on 'course schedules by semester'. Scroll down to find 'course rotation plans'. While changes in the offering of courses do occur, this can be a helpful guide for planning one's courses.

3.6 Normal Sequence of Courses in the Program

The acquisition of counselling skills and knowledge base in the MAMFT program follows an organized plan of study. Students should be aware, therefore, that certain courses must be taken in sequence as prerequisites for more advanced courses. Failure to take prerequisites will exclude the student from some required courses, and slow their progress.

<u>Undergraduate Prerequisite</u>	<u>Required for graduate MAMFT course</u>
Statistics	MFT 582: Statistics or, for thesis students, CPSY 502: Research Design & 517: Advanced Data Analysis
Abnormal Psychology	MFT 580: Psychopathology
Theories of Personality	MFT 552: M&FT Theories
Developmental Psychology	MFT 682/683: Child & Adoles/Adult Dev.
Foundational Skills	MFT 553: Advanced Skills in MFT
Intro to Bible	BIB 505: Biblical Hermeneutics
Intro to Theology	THS 671 or 631
RES 500: Research Strategies	First semester ACTS requirement
<u>MAMFT prerequisite(s)</u>	<u>Required for MAMFT upper level</u>
<u>Course(s)</u>	
BIB 505: Hermeneutics	BNT/BOT. Preferred courses include: 611 (Psalms), 733 (Ephesians) 735 (Phillipians), or other. students MUST seek advising re: which BOT/BNT course they are allowed to take!
THS 671: God Who Creates, Sustains and Redeems	THS 631: Theology of Suffering and THS xxx: Christianity and Culture.
PTH 510/511 Spiritual Formation	PTH 660: Spiritual Resources
MFT 552: MFT Theories And MFT 553: Advanced Skills	MFT 660: Marriage & Family I and MFT 590: Practicum
MFT 661: Group and	

MFT 660: Marriage and Family I

MFT 691-4: Internship I

MFT 660: Marriage and Family I

MFT 670: Marriage and Family II, Satir, Gottman, EFT, Trauma, Addictions, Play Therapy, etc.

THESIS STUDENTS:

CPSY 502: Research Design

CPSY 517: Advanced Data Analysis

3.7 The Plan of Study

1. The MAMFT program is an intensive 68 semester hour degree.
 - a. *Please note that MAMFT students can take courses, especially elective courses, through Trinity Western University's CPSY (Counseling Psychology) program.*
2. The workload of a graduate degree is significantly heavier than an undergraduate degree, and most ACTS MAMFT students usually choose to work part-time during some portion of their program. While there is the option to complete the MAMFT degree in two (2) years, past students have found this to be unrealistic. Moreover, with the program's dedication to students completing the entirety of their practicum hours before moving onto internship, a two (2) year degree completion goal is not guaranteed by the program. Therefore a more typical pattern would be for students to complete their degree in 3 years, including summer semesters.
3. For students who are interested in doing a graduate thesis, a thesis option is available in the MAMFT program. An advanced course in Statistics or additional course in Research in your undergraduate is recommended. **Students must find a Faculty Supervisor before beginning the Thesis option.** For students interested in this option, talk to the Program Director. (Please note that students pursuing a thesis will *not* be able to complete the program in two (2) years.)

****Please see 6: Degree Completion Plans (Tentative - 2, 3, & 4 year) for tentative outlines on how students can pursue completing their MAMFT degree in two (2), three (3), or four (4) years.****

3.7.1 Leave of Absence

If a student, for unanticipated and uncontrollable reasons (i.e. illness) needs to take a leave of absence from their studies in the MAMFT program, TWU's Registrar needs notice of this change. Notification of a leave of absence needs to be provided to TWU's Registrar by the Director of the MAMFT program.

3.7.2 Incomplete Grade Contract

If a student, for unanticipated and uncontrollable reasons (i.e. illness) needs to apply for an Incomplete Grade Contract, the MAMFT program and TWU's Registrar needs notice of this.

3.8 Graduation – Important Notes & Step by Step Process

- i. Apply to graduate via the Student Portal.
 - a. The application deadline for April 2016 graduation was October 31, 2015; please ensure you apply to graduate by the deadline to avoid being charged a late application fee.
 - i. **Please Note:** while the graduation ceremony occurs each April, conferral of degrees happen either May 31 or December 31 of each year (see “4. Degree Conferral” below.)
 1. *Some MFT students will find themselves completing all program courses, course work, and internship hours at the end of a Summer semester (August). Trinity Western University’s (TWU) conferral dates (May 31 & December 31) do not align with the August completion. Students who plan on completing the MFT program at the end of a summer semester (August) must be aware that they will not be able to apply for conferral until the following December. To avoid needing to wait for conferral, students can plan to complete their degree in April or December, so as to align with TWU’s conferral dates.*
 - b. MAMFT students who will have five or fewer semester hours remaining in the program after April of each year are allowed to apply to graduate and attend the graduation ceremony (“walk the stage”) in April. Please note that these students will only officially graduate (i.e. receive a conferred degree) the following December, as students cannot apply for conferral with outstanding semester hours; *all* internship hours and course work must be completed before a student can even apply for degree conferral.
 - i. **Please Note:** Students who opt to attend the graduation ceremony with five or fewer semester hours remaining in the program must have completed all course work outside of the five or fewer semester hours in full by the last day of the Spring semester.
- ii. Finish writing Comprehensive Exam.
 - a. Students must be prepared to submit their Comprehensive Exam to MAMFT Faculty at least 2 weeks before the presentation date. (Specific submission faculty, due dates, and the presentation date will be decided each April/December.)
- iii. Present your Comprehensive Exam.
 - a. Be sure to register for the (free) course “MFT 697: Comprehensive Exam” via the Student Portal in the semester that you are planning to present.
 - b. Comprehensive Exams *only* take place in April and December. (So, you will only register for “MFT 697: Comprehensive Exam” in either a Fall or Spring semester.)
 - c. After the Comprehensive Exam presentations, in the afternoon, students are asked to invite close family and friends to a potluck at ACTS. At this potluck students give a presentation that highlights their transformational journey in the MAMFT program.

- iv. Degree Conferral.
 - a. Trinity Western University's conferral dates are **May 31 and December 31** of each year. A conferred degree is what the British Columbia Association of Clinical Counselors (BCACC) requires when one is applying for their RCC. ****SEE CONFERRAL NOTE ABOVE****
 - i. To apply for your degree conferral, click here: <https://www.twu.ca/academics/office-of-the-registrar/graduation/acts/>
 - 1. Please note that **ALL** grades/hours etc. **MUST** be officially completed and submitted before TWU will grant students their degree.
- v. Apply for RCC.
 - a. Please go to <http://bc-counsellors.org/member-info/apply-now/> for information on what is required/how to apply for your RCC via BCACC.
 - i. Clinical Reference Forms should be submitted to the MFT Clinical Coordinator for completion and submission to BCACC
 - b. **As of October 2015, the BCACC website states:** "applications are reviewed on a rolling intake by the Office of the Registrar. However, complex applications may need to be reviewed by the BCACC Registration Committee that meets four times a year". While MAMFT applications do not meet criteria to be deemed "complex", it is good to know the four dates a year where applications are for sure reviewed: Dec 1, Feb 15, May 1, Sept 1.

3.9 Electives Offered

MFT: 616-A: Marriage Enrichment (3 sem. hrs.)

This graduate course is designed to train students in the theory and skills necessary to conduct a marital enrichment program in Church or community. Marriage enrichment will be examined within a theological framework, with an emphasis on research backgrounds as well as specific skills and strategies. The course will combine significant experiential learning, lectures, readings and discussion. Students will learn a specific model of marriage enrichment (PREP: The Prevention and Relationship Enhancement Program) developed at the University of Denver as a framework, as well as integrating enrichment principles from the Gottman model and Emotionally Focused Therapy. For information on PREP see www.prepinc.com.

MFT 662 Career and Lifestyle Development (3 sem. hrs.)

The course provides an overview of career development theories, assessment techniques and counseling strategies. It emphasizes basic tools relevant to career planning and decision making, including exploration of individual differences and the role of spiritual and cultural values in career development. The course is open only to counseling program students and is offered through the MACP program.

MFT 671 Addictions Counselling (3 sem. hrs.)

This graduate family systems therapy course will present a synthesis of research based, family systems/cognitive-behavioural interventions for substance abuse treatment,

primarily alcoholism. Two key assumptions of the course are that addictions are bio-psycho-social-spiritual disorders and that treatment is most successful when it occurs in a relational/systemic context. Major emphasis will be on learning assessment tools, acquiring motivational interviewing skills, and familiarizing oneself with the Community Reinforcement Approach (CRA), the Community Reinforcement Approach Family Training (CRAFT), and Volpicelli's et al's (2001) BRENDA models. The role of spirituality and needs of diverse populations will also be covered. *Please note: Class includes 48+ hours of instructor contact for all students.* This course will change somewhat and is also offered through the MACP program at TWU.

MFT 674: Emotionally Focused Therapy for Couples (2/3 sem. hrs.)

The course will familiarize the student with Emotionally Focused Therapy for Couples (EFT), an empirically-validated approach to working with couples who are experiencing marital distress, developed by Drs. Susan Johnson and Leslie Greenberg. EFT offers a comprehensive theory of adult love and attachment, as well as a process of healing distressed relationships. Through a series of nine steps, this experiential-systemic therapy focuses on helping partners restructure the emotional responses that maintain their negative interaction patterns. Because of the advanced nature of this course, it is only recommended for students in their last year of study. This course is offered through The Vancouver Family and Couple Institute. Prerequisites: CLG 660: Marriage and Family Therapy I and CLG 670 Marriage and Family Therapy II. Contact iceeft.com or <http://vcfi.ca/> for course information. Contact Dr. Verseveldt for the syllabus.

**** Register early to receive the discounted student rate.**

Special Procedures:

1. Register with ACTS for graduate credit **prior to** beginning the training. Cost: to cover ACTS administrative/supervision costs the student pays a course fee dependent on the number of credits.
2. This course (**Externship in Emotionally Focussed Therapy**) is offered through the Vancouver Couples and Family Institute. Register with the Vancouver Couples and Family Institute – a limited amount of student rates are available so long as you will be considered a full-time student at the time of the training.
 - a. To register, go to: <https://vcfi.ca/index.php>.
 - i. *Fees for the actual training are strictly between the student and VCFI.* The training typically fills up well in advance, so plan ahead at least 4 months, or sooner especially if pursuing the student rate.
 - ii. Generally the VCFI offers their Externship training over a 4-day intensive in the summer months in Vancouver. There are also generally options to take this course in Seattle, Calgary, and Las Vegas. See the VCFI website for details.

MFT 675: Satir Family Therapy (2/3 sem. hrs.)

The course will explore the family systems model of counselling developed by Virginia Satir known as the Human Validation Process Approach. The course will cover Satir's treatment of family dysfunction and balance, concepts of individual growth and

development, family roles and rules, the 4 communication styles, and assessment and intervention techniques such as genograms, family life chronology, family sculpting, and family reconstruction. This course is an in-depth look at an influential theory of family counselling with the major emphasis on individual work and therapy skill development. The course involves over 70 hours of classroom instruction, 12-15 hours of additional small group work, plus approximately 40 additional hours of reading and writing. This course is offered through Satir Institute of the Pacific; check their web page for offerings at <http://www.satirpacific.org/> Prerequisites: CLG 660: Marriage and Family Therapy and CLG 670 Marriage and Family Therapy II. Contact Dr. Auxier for the syllabus.

****Satir is now offering bursaries when an application for subsidy (up to 50%) is submitted by the early bird deadline.**

Special Procedures:

1. Register with ACTS for graduate credit **prior to** beginning the training. Cost: to cover ACTS administrative/supervision costs the student pays a course fee dependent on the number of credits sought.
2. This course (**Satir Level I**) is offered through the Satir Institute of the Pacific. Register with the Satir Institute of the Pacific as a regular attendee.
 - b. To register, go to: <http://www.satirpacific.org/>.
 - i. *Fees for the actual training are strictly between the student and the Institute.* The training typically fills up well in advance, so plan ahead at least 4 months.
 - ii. Generally the Satir Institute offers Level 1 training over a 10 day intensive in the summer months, or over the course of five (5) separate weekends from approximately September – February each year.
 - iii. Students can expect that this course will *not* be located at TWU – please plan accordingly. See the Satir website for details.

MFT 676: Gottman Method Couples Therapy (1/2 sem. hrs.)

Gottman Method Couples Therapy (GMCT) is a research-based approach to therapy based on Dr. John Gottman's 30 years of researching marital intimacy and conflict. This course presents an approach to couple therapy that is consistent with family systems principles and practices.

Emphasizing application, all learning components of this course are designed to have immediate relevance to the practice of couple's therapy. Course participants will be introduced to Gottman's research as a foundation for GMCT. Gottman Institute assessment tools and other relevant marital self-report measurements will be learned. Participants will be required, and assisted to, utilize these measurement tools outside the classroom. Research-based interventions directed at enhancing couples' friendship and intervening in couples conflict will be taught and demonstrated. Using semi-structured group exercises, participants will be required to practice GMCT interventions in class; observe and evaluate fellow participants. The learning experience is capsulated by designing a GMCT treatment plan. This course is recognized as the equivalency of Dr.

John Gottman's professional workshop Level I: Bridging the Couple Chasm: Gottman Couples Therapy: A NEW Research-Based Approach. Course participants partially fulfil the Gottman Institute's prerequisites for application to their *Advanced Clinical Training Seminar* and the subsequent *Certification Training Practicum*

Purchased separately through the Gottman Institute (\$99 USD) is a 550+ page manual Clinical Level I: Bridging the Couple Chasm: Gottman Couples Therapy: A NEW Research-Based Approach. The manual, required for this course, includes all materials used in Dr. Gottman's methods, such as couples assessment tools, exercises, and other related tools for couples therapy (price sold separately: \$175 USD)

The course is open to graduate level students, professional counselors or by special permission from the instructors. Prerequisites include courses in Advanced Skills, Practicum, and Marriage and Family Therapy or their equivalent. This course will be offered each semester that students are able to form triads for the exercises. Contact Dr Verseveldt for the syllabus.

MFT 677: Specialized Topics in MFT - Using Play Therapy in Working with Child & Adolescents (2/3 sem. hrs.)

This course provides an opportunity for those students who wish to specialize in working with children and/or adolescents. Students can choose child, adolescence or both to focus their study in the course. Students are provided with a reading list of theories, therapy modalities, developmental issues and disorders of children and adolescents. The course will be taught from a systemic perspective while taking into account the special needs of the individual child. This course offers an innovative approach to exploring current theoretical trends and therapeutic strategies when working with children, adolescents and their families.

CPSY 634 and Sexual Abuse Counselling (3 sem. hrs.)

A survey of recently developed assessments and treatments for psychological trauma & dissociation, especially sequelae of domestic violence, sexual abuse and sexual assault. Trauma-related disorders include: PTSD, complex PTSD, dissociative disorders, somatoform disorders, eating disorders, substance abuse disorders, the neuroscience of psychological trauma, along with relational, cultural, and sociological influences, is also discussed. **NB:** Preference given to 2nd-year CPSY students. Not offered every year. Usually offered in the summer semester.

3.10 Student Academic Supports

3.10.1 Library Resources: The ACTS library provides rich resources for psychology and counselling. With about 5000 books and 250 journal subscriptions specifically on psychology and counselling (within a larger collection of 225,000 books and 14,000 journals) the library's holdings for counselling are on par with many seminaries larger than ACTS. Our journal databases include PsycINFO (the largest psychology database in

the world), PsycARTICLES, Psychology: A Sage Full Text Collection, Academic Search Premier, ERIC, and ATLA Religion Database. Resources not available through our collection are readily accessible through interlibrary loan.

In addition, ACTS library subscribes to PsycBOOKS, an extensive collection of peer-reviewed books that provides students, researchers, and educators access to high-quality publications in psychology and related fields. PsycBOOKS includes the newest scholarly and professional books published by APA including reference works from the *APA Handbooks in Psychology*[®] Series that delve deep into specific subfields within psychology.

In the library's psychology/counselling research guide at <http://libguides.twu.ca/PsychologyCounselling/> there is a tab for direct login access to APA Handbooks, and PsycBooks is linked under the Journals/Articles tab.

The library's four reference librarians are also happy to provide research assistance in person, by e-mail, by instant messaging and by telephone. TWU is also a partner in the province-wide research assistance online program, AskAway.

3.10.2 Term Paper Tutorial – ENGL 095; time and location TBA at Student Orientation. Usually held at the Orientation room on the upper level of the Library. Students who would benefit from this class would include:

- Students not familiar with North American academic expectations
- Students who may have completed their undergraduate degree more than 10 years ago
- Students who may have completed their undergraduate degree in the sciences (Math, Chemistry, Biology or Physics) with little exposure to writing term papers
- Students who just want to 'brush up' on their awareness of term paper formatting and other writing skills

The cost is only \$35; Register at the enrolment services office

3.10.3 Rapid Reading Workshop: Cost TBA. Schedule will be announced at Student Orientation. Register at the ACTS Reception.

3.10.4 Student Writing Centre: Students are encouraged to make an appointment with the Student Writing Centre for help on written papers. The Writing Centre is located upper floor Douglas. Make an appointment by dropping by and writing your name on the appointment schedule located on the door.

3.10.5 Paper Formatting: Counselling students are required to format their papers according to APA standards. Students are encouraged to use EndNote basic/web. Endnote is a free bibliographic manager that allows users to generate bibliographies easily. To start using EndNote, go to <http://libguides.twu.ca/EndNote/> or find a link on the Norma Marion Alloway (TWU's library) home page. There are a number of tutorials available from that page to guide you in the use of this tool. For further help with EndNote, e-mail badke@twu.ca. Students can also go to

<https://owl.english.purdue.edu/owl/resource/560/01/> for help with referencing, citing, and writing in APA style/format.

You may or may not know that the recently released 6th edition of APA format first printing was filled with problems, errors/typos and extremely confusing instructions, and omissions. APA has posted a list of corrections online. Recently APA has come out with a corrected edition. For those of you using the 6th edition, first printing, two areas of concern are significant:

- The new manual gives no example for citing a website.
- When citing an electronic journal article, the 6th edition calls for you to include the DOI (Digital Object Identifier), a unique number that identifies an article (much like a barcode on a book, though in a different format). You can find an article's DOI by opening up the full record for an article and finding the DOI listed there. Some journals, however, do not use the DOI system. In that case, the instruction is to Google the name of the journal (e.g. Journal of Clinical Psychology) and supply, for the citation, the home URL of the journal. No one seems to know what you should include if a journal has neither a DOI system nor an Internet home page.

More information concerning the APA Publication Manual can be found at the following website: <http://www.apastyle.org/pubmanual.html>

3.11 Practicum and Internship Information

The ACTS MAMFT has developed a reputation for excellence in clinical training in the lower mainland. This is in large part due to the high quality of our practicum and internship supervision.

1. **The MAMFT Supervised Practice Handbook.** All MAMFT students must become familiar with the MAMFT Supervised Practice Handbook. It is available on line. It contains helpful forms and information about the practicum and internship experience. Please read this manual thoroughly as most answers to questions will be contained in this document.
2. **ACTS Practicum Centres** All MAMFT students are required to do their practicums at one of three approved ACTS Counselling Centres, under the direct supervision of a faculty member. As of this writing, we are privileged to be in partnership with Burnaby Counselling Group in Burnaby, Peace Portal in WhiteRock and CARES Centre in Abbotsford for this purpose.
3. **The timing of MFT 590: Practicum** The ACTS practicum experience includes a total of 140 clock hours of counselling, supervision and agency work. The practicum occurs in intense 8-10 hour blocks, one day per week, approximately from January until May (the practicum may be extended if students are unable to obtain sufficient hours). Each practicum is limited to six students per site. Students will be eligible to move into the practicum in his or her second semester of study, provided he/she meets all requirements and pre-requisites.

3.12 Admission to Candidacy in the MAMFT Program

1. Acceptance into the MAMFT program indicates only that a student has met minimal requirements for beginning professional counselling training. Admission to candidacy in the MAMFT program signifies that the student has demonstrated the interpersonal abilities/skills, ethical character and academic qualifications suitable for the profession of counselling.
2. Candidacy is reviewed each May following a student's completion of the Practicum. The MAMFT Candidacy Application is found below and must be completed by May 15th of the year the student completes their practicum. Students who do not apply for candidacy risk being able to enroll in further courses. Candidacy requirements include:
 - a. Satisfaction of all undergraduate prerequisites or other conditions of admission.
 - b. A grade of B- or better in all counselling courses.
 - c. Evidence from the student's performance in skill based courses and interactions with peers and faculty that indicate that he/she has the basic interpersonal skills and psychological/spiritual maturity required for a successful career in counselling.
 - d. Satisfactory completion of a minimum of 16 semester hours of specific course work:
 - i. MFT 552: Marriage and Family Therapy Theories (3) Fall
 - ii. MFT 553: Advanced Skills in MFT (3) Fall
 - iii. MFT 661: Group (3) Spring
 - iv. MFT 590: Practicum (3) Spring
 - v. MFT 660: Marriage & Family Counselling. (3) Spring
3. Students may receive a letter indicating concerns about their eligibility for candidacy in the MAMFT program. Such a letter may indicate that a student be de-enrolled from MAMFT program, may be requested to complete additional studies before being reconsidered for candidacy, or may be encouraged to consider another vocational track or degree program at ACTS. Students who are declined admission to candidacy may appeal such a decision to the Dean of the seminary in which they are enrolled at ACTS. *Candidacy application forms can be found in both the Supervised Practice Handbook and the MAMFT Student Program Guide.*

- **Directions:** xerox a copy of sections A **and** B of the candidacy application, and fill out section A. Attach copies of all required documentation as indicated and submit to the MAMFT program chairperson. Deadline for applications: May 31st, immediately after the completion of MFT 590: Practicum.

3.12.1 – Candidacy Form A - MAMFT Candidacy Application

Do not apply for candidacy unless you have completed all requirements/or are in the final weeks of successfully completing required courses for candidacy.

SECTION A (To be filled out by student)

Student Name: _____ Academic Year of Admission: _____ - _____

Advisor: _____ ACTS Seminary of enrollment: _____

1. Attach a copy of your letter of acceptance to the MAMFT program, which describes any conditions or prerequisites you were lacking at time of admission.
2. Attach a copy of your Student Program Agreement Contract.
3. Attach a copy of your MAMFT Student Commitment to Ethical Practice form.
4. Undergraduate Prerequisite Documentation.
 - If you were lacking any undergraduate prerequisites at time of admission, attach a copy of the transcripts documenting satisfactory completion of these deficiencies. (Completed = final grades have been received by the TWU registrar).
 - **NO STUDENT WILL BE ADMITTED TO CANDIDACY WITHOUT TRANSCRIPT VERIFICATION OF ALL PREREQUISITES.**
5. MAMFT academic and course requirements for candidacy.
 - The MAMFT program committee will obtain a copy of the student's TWU transcript. The student does not need to attach their transcript to their application.
6. In the event that your application for candidacy is not approved, you may appeal the decision to the dean of the seminary in which you are enrolled.

"I hereby request a formal evaluation of my provisional acceptance in the Master of Arts in Marriage and Family Therapy program and apply for full candidacy status."

_____ signature

_____ date

3.12.2 – Candidacy Form B - MAMFT Candidacy Application

SECTION B (To be filled out by the candidacy reviewers)

Student Name: _____

Date reviewed: _____

1. Letter of acceptance attached: ____ **Academic Year admitted to the program:** ____ - ____

2. Undergraduate Prerequisites Satisfied at B level (if applicable)

- | | |
|---------------------------|-------------------------|
| A. Psychology | B. Bible/Theology |
| Intro to Statistics _____ | Bible Survey _____ |
| Abnormal Psych _____ | Intro to Theology _____ |
| Developmental Psych _____ | |
| Personality Theory _____ | |
| Foundational Skills _____ | |
| B&B/Cognition _____ | |

3. Student Program Agreement Contract completed

4. MAMFT Student Commitment to Ethical Practice form completed

7. MAMFT graduate transcript evaluation

- A. Graduate course grade level maintained at B- or better in all MFT courses: _____
- B. Minimum required courses for candidacy:
- ____ MFT 552: Theories of Counselling (3)
 - ____ MFT 553: Advanced Skills (3)
 - ____ MFT 661: Group (3)
 - ____ MFT 590: Practicum (3)
 - ____ MFT 660: MFT I (3)

8. Faculty evaluation of student's interpersonal skills and abilities.

9. Faculty evaluation of student's spiritual/ethical development.

Conclusion:

Admitted to Candidacy: _____ Not admitted to Candidacy: _____

Recommendations or Comments:

Candidacy Reviewers:

Name

Name

Name

3.13 Thesis Option

After completion of two semesters of (full-time) study or its equivalent in part-time study, each student interested in writing a thesis will consult with their program advisor and work towards selecting a faculty member who will eventually serve as the chair of that student's thesis committee. The thesis committee will be comprised of the chair person and at least two other members. One of the committee members should be a qualified scholar from outside of the program faculty.

The committee chair person is responsible for overseeing the development of the research proposal; for advising throughout the research program, the analysis, and the composition of the thesis; and for the scheduling and the agenda of the oral thesis defence. He/she is also responsible to oversee any revisions necessary until the final copies required by the Trinity Western University School of Graduate Studies are received.

The thesis committee is responsible for approving the thesis proposal and for conducting and approving the oral defense. The oral defense includes a brief presentation of the thesis by the candidate that includes a statement as to why the study is important. Members of the committee then question the candidate concerning different aspects of the thesis. This might include aspects of the thesis that they want more clarification on or find questionable or perhaps troubling. It can also include discussion of aspects of the thesis that they find interesting or for which they want to suggest further avenues worthy of future research. Following the question and discussion period, the candidate will leave the room and the committee will discuss the quality of the thesis and the candidate's oral defense. The candidate will then be called back in and informed of the committee's conclusions. The oral defense will be at least one hour in length but not more than two hours.

3.13.1 Thesis Option Courses

CPSY 502 Research Design (3 sem. hours) – FALL YEAR 2

The course provides a cross-section of quantitative and qualitative research methods available for the conduct of research in counselling psychology. It prepares students for their thesis and equips them to define and evaluate research problems and to develop skills in library research, critically evaluating research articles, and professional writing. It also examines ethical and cultural considerations in research.

Prerequisite(s): undergraduate course in statistics.

CPSY 517 Advanced Data Analysis (3 sem. hours) – SPRING YEAR 2

The course covers advanced quantitative and qualitative data analysis strategies, such as: multiple regression, different models of analysis of variance, factor analysis, content analysis and coding across several qualitative methods (e.g., grounded theory, phenomenology, ECIT, etc.). An additional focus of the course will be on integrating quantitative and qualitative data analysis methods (mixed methods research).

Prerequisite(s): CPSY 502, plus undergraduate course in statistics.

MFT 751 Thesis I (3 sem. hours)

The student, in consultation with his/her advisor, proposes a thesis topic and works toward completion of the thesis. The student will defend the thesis orally before an examining committee. There are no formal classes. Prerequisite(s): CLG 584; 585. (New numbers)

MFT 752 Thesis II (3 sem. hours)

Thesis Continuing Status maintains the student's enrolment in the program and is taken only when all required courses are complete and only as a continuation of an incomplete thesis or graduating essay. Enrolment in Continuing Education is automatic, and although no credit is given for it, a fee is charged for each semester of enrolment. (New number)

MFT 753 Thesis Continuing Studies (3 sem. hours)

Please see 6: Degree Completion Plans for a general idea re: what the thesis track in the MAMFT program entails.

4: MAMFT Paper Writing Guidelines

4.1 Introduction

It is assumed that students entering into graduate study have learned to write at an acceptable level. *The discipline of professional technical writing is important for communication within the academic culture as well as for professional survival.*

Students who have need for improvement in this area should plan on signing up for English 095: Term Paper Tutorial through ACTS. (see 3.9 Student Academic Supports)

1. *Plagiarism* has become a serious issue for many educational institutions in the last decade. The MAMFT program practices a low tolerance policy regarding plagiarism. Turning in a paper with one's name on it that is substantially the work of another is a fraudulent, unethical, and un-Christian. Plagiarism involves the use of extensive quotations or paraphrasing of sources that are not properly attributed. Students are to make careful attribution of all ideas which are not their own, in keeping with the high standards of scholarship which ACTS is known for.
2. *Internet Sources*: Students will be using the internet for research paper information. It is increasingly clear, however, that internet sources are sometimes unreliable and may even be fraudulent, leading students to accept as "fact" unfounded speculation. Reliable journals are "refereed" or "juried" publications. In order for an article to be published it must have been reviewed by a "jury" of experts who determined if the article was sound in its methodology, logical, etc. This evaluation process is called "peer review". By way of contrast, persons can publish on their personal or organizational website on the internet without peer review. This means that there are no checks on the accuracy of the information. Therefore, be cautious when using material from the net, and rely on recognized peer reviewed journals and scholarly books. **STUDENTS SHOULD GENERALLY USE REFEREED JOURNAL ARTICLES FOR THEIR PAPERS.**
 - a. Note: Taking RES 500 will greatly train students be skilled, proficient, and professional consumers of internet sources.
3. *APA standards for counselling papers*. Students will conform to APA standards of writing style. All students in the program are expected to purchase and use a copy of The Publication Manual of the American Psychological Association as their basic guide.
 - a. When taking courses outside of the counselling curriculum (i.e. bible or theology courses) students will need to clarify what writing standards instructors are using. In biblical and theological courses Turabian is the standard. However, MAMFT students are usually permitted to use APA style as an alternative. For a condensed/summary option of APA formatting style, students can reference <https://owl.english.purdue.edu/owl/resource/560/01/>.

4.2 Writing Tips:

- Buy and use the current APA manual as a guide. See section below for some ACTS variations.

- Make use of RefWords, available to all ACTS/TWU students.
- Unless otherwise specifically requested (e.g. Personal journal entries), **AVOID USING FIRST AND SECOND PERSON IN ALL PAPERS.** Instead, use third person impersonal pronouns in all writing assignments.
- Don't use: I, we, you, our, us, etc.
- Do use: he, she, they, one who, etc.
- Gender inclusive language: Current practice in graduate schools across North America calls for eliminating unnecessary gender based language. Therefore, it is recommended that students follow these guidelines:
 - Use terms such as "human", "humankind", "human being", or "humanity" "persons" participants, or "people", instead of "man" and "mankind", when referring to the human race as a whole.
 - When referring to a person whose gender is not meant to be gender specific, please use language which reflects this. For example, "he/she", "his or her" "s/he", etc, instead of the traditional "he". Example: "The typical cognitive-behavioral therapist needs to have concern for his/her client's welfare."

4.3 Personal Theory of Counselling Comprehensive Exam Format

COMPREHENSIVE EXAM OUTLINE

I. INTRODUCTION (6 pages)

1. parameters of paper
2. **Define following terms *in context* of your discussion:**
 - a. Psychology & family systems theory
 - b. Theology, religion, spirituality
 - i. E.g., Define “spirituality” as used in psychology and make a brief evidenced based argument for including it as an important dimension of human experience in therapy.
3. **Epistemology – How do we know?**
 - a. Define epistemology, modernism and post modernism.
 - b. Briefly explain how epistemology relates to a. counselling and b. Christian faith.
 - c. Give your answer to two questions about epistemology:
 - i. Is there and objective reality?
 - ii. To what degree can we accurately connect with it?
4. **Description of selected family therapy theory**
 - a. Name(s) of leading figures associated with theory
 - b. Historical context & key elements
 - c. Reasons for your choice
5. **Particular theological assumptions and key beliefs**
 - a. What is your faith tradition, and what are key Biblical themes or doctrines that inform your counseling approach?

II. INTEGRATION DOMAIN (20 pages)

1. **What is the relationship between Faith and Science?**
 - a. Explain the concepts of General and Special Revelation and how this informs your understanding of the relationship between Christianity and Psychology
2. **What is your Model of Relating Christianity and Psychology?**
 - a. Using Johnson's *Psychology & Christianity: Five Views* (2010) as a guide, select one and explain the key features, how it relates to your above theological assumptions, and beliefs about the relationship between science and faith, and what its strength and weaknesses are.
3. **Anthropology – Who are we?**
 - a. Who are human beings? What determines human character and actions? What is the role of environment vs. learning? What is the relationship between affect, cognition and behaviour?
 - i. Christian worldview perspective
 - ii. Chosen theoretical model perspective
 - iii. Similarities
 - iv. Differences/limitations (and what will you do with that?)
4. **Health and Well-being – What is wholeness in theological and therapeutic terms?**
 - a. What does a well functioning person look like? What general goals do you have for clients given your view of human nature and wholeness?
 - i. Christian worldview perspective
 - ii. Chosen theoretical model perspective
 - iii. Similarities
 - iv. Differences/limitations (and what will you do with that?)
5. **Pathology/Sin – What goes wrong?**
 - a. What are the processes and pitfalls that work against human wholeness?
 - i. Christian worldview perspective
 - ii. Chosen theoretical model perspective
 - iii. Similarities
 - iv. Differences/limitations (and what will you do with that?)
6. **Change Process/Redemption – How does it work?**
 - a. Given the above assumptions about human beings, how does change occur? What is the interplay between affect, behaviour and cognition in effecting change? What techniques or methods will you use? Will you focus on the past, present or future with clients?
 - i. Christian worldview perspective
 - ii. Chosen theoretical model perspective
 - iii. Similarities
 - iv. Differences/limitations (and what will you do with that?)
7. **Therapeutic Response – What does it look like?**
 - a. What is your role? Who are your clients? To what degree will you work with individuals vs. families?
 - i. Christian worldview perspective
 - ii. Chosen theoretical model perspective
 - iii. Similarities

- iv. Differences/limitations (and what will you do with that?)

III. CONCLUSION (3-4 pages)

1. Summarize your integrated approach
2. Strengths & weaknesses?
 - a. Flaws of its focus?
 - b. Why it works & how it doesn't
3. Questions remaining?
4. Personal Conclusions
 - a. How do the strengths outweigh the weaknesses?

<h2>5: AAMFT Curriculum Requirements</h2>

Straight type has been taken from the AAMFT website

Curriculum Requirements: Eleven required courses in five basic areas for a total of 33 semester credits. The equivalent of one course is defined as 3 semester credits. *The following courses, although not a guarantee of future success, have been accepted in the past.*

Marriage and Family Studies (a minimum of three courses required)

Courses in this area should present a fundamental introduction to systems theory. The student should learn to think in systems terms across a wide variety of family structures and a diverse range of presenting issues (i.e. gender, culture, and substance abuse). Topic areas may include: systems theory, family development, subsystems, blended families, gender issues in families, cultural issues in families, etc.

Courses Accepted:

- *MFT 552: Marriage and Family Therapy Theories,*
- *MFT 630: Counselling Diverse Populations*
- *MFT 660: Marriage and Family Therapy I*

Marriage and Family Therapy (a minimum of three courses required)

Courses in this area should have a major focus on advanced family systems theories and systemic therapeutic interventions. This area is intended to provide a substantive understanding of the major theories of systems change and the applied practices evolving from each theoretical orientation. Major Theoretical approaches might include: strategic, structural, object relations family therapy, behavioral family therapy, communications family therapy, intergenerational family therapy, and systemic sex therapy.

Courses Accepted:

- *MFT 670: Marriage and Family Therapy II,*
- *MFT 674: Satir*
- *MFT 675: Emotionally Focused Couples Therapy,*
- *MFT 676: Gottman Method Couples Therapy*

Human Development (a minimum of three courses required)

Courses in this area should provide knowledge of individual personality development and its normal and abnormal manifestations. The student should have relevant coursework in human development across the life span, which includes special issues that effect an individual's development (i.e. culture, gender, and human sexuality). This material should be integrated with systems concepts. Topic areas may include: human development, child/adolescent development, psychopathology, personality theory, human sexuality, etc. Test and measurement courses are not accepted toward this area.

Courses Accepted:

- *MFT 580: Psychopathology;*
- *MFT 682: Human Life Cycle and Child and Adolescent Therapy*
- *MFT 683: Human Life Cycle and Adult Human Development;*

Professional Ethics (a minimum of one course required)

Courses in this area are intended to contribute to the professional development of the therapist. Areas of study should include the therapist's legal responsibilities and liabilities, professional ethics as a marriage and family therapist, professional socialization, and the role of the professional organization, licensure or certification legislation, independent practice and interprofessional cooperation. Religious ethics courses and moral theology courses are not accepted toward this area.

Courses Accepted:

- *MFT 664: Ethics and Professional Issues*

Research (a minimum of one course required)

Courses in this area should assist students in understanding and performing research. Topic areas may include: research methodology, quantitative methods and statistics.

Courses Accepted:

- *MFT 582: Statistics and Research Evaluation*

Research – Thesis Students (a minimum of the following two courses are required)

Courses in this area should assist students in understanding and performing research.

Courses Accepted:

- *CPSY 502: Research Design*
- *CPSY 517: Advanced Data Analysis*

Practicum Requirement: Minimum one (1) year, supervised Clinical Fellow practicum, with 300 hours of direct client contact with individuals, couples, and families. This requirement may be completed during master's or doctorate degree. Applicants who did not complete a Clinical Fellow practicum may document this requirement with their first 300 post-graduate client contact hours, supervised by an AAMFT Approved Supervisor, supervisor candidate or by an alternate supervisor accepted by the AAMFT specifically for you.

Courses Accepted:

- *MFT 590: Practicum*
- *MFT 691-4: Internship I,II,III,IV*

**6: Degree Completion Plans (Tentative 2, 3, & 4 year) & Course
Planning Notes**

TENTATIVE 2-YEAR DEGREE COMPLETION PLAN

- ****please note:**
 - *the thesis track cannot be completed in 2 years.*
 - *reasonably, the MAMFT program takes 3 years. However, there are 2, 3, and 4 year options. Considering our commitment to having students acquire all of their practicum hours before moving onto internship, as well as our not being able to guarantee that a student will receive all of their internship hours within the span of four (4) semesters, the two-year option is not a guaranteed possibility.*
 - *Students are **REQUIRED** to seek the guidance of an advisor before registering for courses each new semester.*

Fall 20 (Year 1 Semester 1)	Spring 20 (Year 1 Semester 2)	Summer 20 (Year 1 Semester 3)
+ *MFT 552 Theories in MFT (3)	+ * MFT 660 MFT I (3)	MFT 682/3 Family Life Cycle: Child & Adolescent (3)/Adult Human Development (3)
+ *MFT 553 Advanced Skills in MFT (3)	+ * MFT 590 Practicum (3)	+ MFT 691 Counselling Internship I (2)
+ PTH 510 Spiritual Formation I (1)	* MFT 661 Group Counselling (3)	+ BIB 505 Intro to Biblical Hermeneutics (3)
+ MFT 664 Ethics and Professional Issues (3)	MFT 580 Psychopathology (3)	+ MFT xxx Elective (2/3):e.g. Satir, play therapy
*RES 500 Research Strategies (1)	+ PTH 511 Spiritual Formation II (1)	THS 631 Theology of Suffering (3)
(11)	(13)	(13-14)
Fall 20 (Year 2 Semester 1)	Spring 20 (Year 2 Semester 2)	Summer 20 (Year 2 Semester 3)
MFT 582 Statistics & Research Evaluation (3)	+ MFT 670 MFT II (3)	+ MFT 694 Counselling Internship IV (2)
+ MFT 692 Counselling Internship II (2)	+ MFT 693 Counselling Internship III (2)	MFT 682/3 Family Life Cycle: Child & Adolescent (3)/Adult Human Development (3)
MFT 630 Counselling Diverse Populations (2)	THS 648 Theological Issues in Counselling (3)	+ BNT/BOT, i.e. 733/735 Ephesians/Philippians (2)
+ MFT xxx Elective (2/3): eg Satir,	+ BIB 611 Exposition of the Psalms (2)	+ PTH 660 Spiritual Resources (2)
THS 671 God Who Creates (3)	*** MFT 697 Comprehensive Exam (0)	
(12/13)	(10)	(9)
Fall 20	Spring 20	
	<i>Optional participation in ACTS's annual Graduation Ceremony</i>	
Undergraduate Pre-requisites: 18 units minimum	4 units minimum in Bible/Theology including:	^Electives Include:
*Introduction to Statistics (passing grade) (3)	*Intro to Bible	MFT 616 Marriage Enrichment (2/3)
*Abnormal Psychology (3)	*Into to Theology	CPSY 634 Trauma & Sexual Abuse Counselling (3)
*Developmental Psychology (3)		MFT 671 Addictions (3)
*Personality Theory (3)	Other: 1 unit *Research Strategies	MFT 674 Emotionally Focused Therapy (2/3)
*Foundational Skills in Counselling (3)		MFT 675 Satir (2/3)
*Brain and Behaviour/Learning/Cognition (3)		MFT 676 Gottman Method Couples Therapy (2/3)
		MFT 677 Play Therapy (2/3)
		MFT 662 Career & Lifestyle Development 3
		MFT/CPSY 6XX – i.e. Issues in Couple and Family Therapy; Trauma & Sexual Abuse; Play Therapy

LEGEND

- *Core courses required for candidacy
- + Needs **or** meets prerequisites for other courses.
- *** this is a free course that you register for ONLY in the semester in which you plan to present your Comprehensive Exam.
- ^MFT/CPSY Electives (pick 2 courses = 2X3+2 sem. hrs): one elective must include be either: 674 or 675

Please note this is a **tentative** plan. Actual course availability may be affected by academic planning, (e.g. summers will alternate) enrolment or curriculum revisions. Please note that electives can be taken through Trinity Western's CPSY program.

TENTATIVE 3-YEAR DEGREE COMPLETION PLAN

****This is the recommended Degree Completion Plan****

*Please note: there is the possibility for some courses to be taken out of the recommended sequence. However, students **MUST** speak with their student advisor before pursuing a sequence that does not closely align with the degree completion plan. Some courses must be taken in the sequence recommended below. If they are not, the student risks problems in subsequent semesters, potentially extending their time in the program.*

Fall 20 (Year 1 Semester 1)	Spring 20 (Year 1 Semester 2)	Summer 20 (Year 1 Semester 3)
MFT 582 Statistics & Research Evaluation (3) <i>(except thesis students – thesis students can choose to take a different course in place of MFT 582 this semester, as their statistics and research courses will be taken in Year 2 of their degree)</i>	THS 648 Theological Issues in Counselling (3)	+ *MFT 525 Foundational Skills in Counselling (if needed – if not, can replace with a different course) (3)
+ PTH 510 Spiritual Formation I (1)	+ PTH 511 Spiritual Formation II (1)	THS 631 Theology of Suffering (3)
+ MFT 664 Ethics and Professional Issues (3)	MFT 580 Psychopathology (3)	MFT 682/3 Family Life Cycle: Child & Adolescent (3)/Adult Human Development (3)
		*RES 500 Research Strategies (1)
(7)	(7)	(7-10)
Fall 20 (Year 2 Semester 1)	Spring 20 (Year 2 Semester 2)	Summer 20 (Year 2 Semester 3)
+ **CPSY 502 Research Design (3) <i>(Thesis students only!)</i>	**CPSY 517 Advanced Data Analysis (3) <i>(Thesis students only!)</i>	+ PTH 660 Spiritual Resources (2)
+ *MFT 552 Theories in MFT (3)	+ * MFT 660 MFT I (3)	+ MFT 691 Counselling Internship I (2)
+ *MFT 553 Advanced Skills in MFT (3)	+ * MFT 590 Practicum (3)	THS 671 God Who Creates (3)
+ BIB 505 Intro to Biblical Hermeneutics (3)	* MFT 661 Group Counselling (3)	MFT 682/3 Family Life Cycle: Child & Adolescent (3)/Adult Human Development (3)
(9-12)	(9-12)	(10)
Fall 20 (Year 3 Semester 1)	Spring 20 (Year 3 Semester 2)	Summer 20 (Year 3 Semester 3)
+ MFT 692 Counselling Internship II (2)	+ BIB 611 Exposition of the Psalms (2)	+ MFT 694 Counselling Internship IV (2)
+ MFT xxx Elective (2/3): eg Satir	+ MFT 693 Counselling Internship III (2)	+ MFT xxx Elective (2/3): eg EFT, Satir, Play Therapy
	+ MFT 670 MFT II (3)	
MFT 630 Counselling Divers Populations (2)	*** MFT 697 Comprehensive Exam (0)	
+ BNT/BOT, i.e. 733/735 Ephesians/Philippians (2)	<i>Optional participation in ACTS's annual Graduation Ceremony</i>	
(8/9)	(7)	(4/5)
Undergraduate Pre-requisites: 18 units minimum	4 units minimum in Bible/Theology including:	^Electives Include:
*Introduction to Statistics (passing grade) (3)	*Intro to Bible	MFT 616 Marriage Enrichment (2/3)
*Abnormal Psychology (3)	*Intro to Theology	CPSY 634 Trauma & Sexual Abuse Counselling (3)
*Developmental Psychology (3)		MFT 671 Addictions (3)
*Personality Theory (3)	Other: 1 unit *Research Strategies	MFT 674 Emotionally Focused Therapy (2/3)
*Foundational Skills in Counselling (3)		MFT 675 Satir (2/3)
*Brain and Behaviour/Learning/Cognition (3)		MFT 676 Gottman Method Couples Therapy (2/3)
		MFT 677 Play Therapy (2/3)
		MFT 662 Career & Lifestyle Development 3
		MFT/CPSY 6XX – i.e. Issues in Couple and Family Therapy; Trauma & Sexual Abuse; Play Therapy

LEGEND

- *Core courses required for candidacy
- + Needs or meets prerequisites for other courses.
- **Thesis requirement: CPSY 502 & 517
- *** this is a free course that you register for ONLY in the semester in which you plan to present your Comprehensive Exam
- ^MFT/CPSY Electives (pick 2 courses = 2X3+2 sem. hrs): one elective must include be either: 674 or 675

Please note this is a tentative plan. Actual course availability may be affected by academic planning, (e.g. summers will alternate) enrolment or curriculum revisions. Please note that electives can be taken through Trinity Western's CPSY program.

TENTATIVE 4-YEAR DEGREE COMPLETION PLAN

Please note:

- *Students are **REQUIRED** to seek the guidance of an advisor before registering for courses each new semester.*
- *The following is a tentative plan. Actual course availability may be affected by academic planning, (e.g. summers will alternate) enrolment or curriculum revisions. Please note that electives can be taken through Trinity Western's CPSY program.*

****4 year degree completion plan begins on the next page****

Fall 20 (Year 1 Semester 1)	Spring 20 (Year 1 Semester 2)	Summer 20 (Year 1 Semester 3)
Pre-requisite: XXX	Pre-requisite: XXX	+ *MFT 525 Foundational Skills in Counselling (if needed – if not, can replace with a different course) (3)
+ PTH 510 Spiritual Formation I (1)	+ PTH 511 Spiritual Formation II (1)	+ BIB 505 Intro to Biblical Hermeneutics (3)
+ MFT 664 Ethics and Professional Issues (3)	MFT 580 Psychopathology (3)	
(4-7)		(6)
	(4-7)	
Fall 20 (Year 2 Semester 1)	Spring 20 (Year 2 Semester 2)	Summer 20 (Year 2 Semester 3)
+ *MFT 552 Theories in MFT (3)	+ * MFT 660 MFT I (3)	THS 631 Theology of Suffering (3)
+ *MFT 553 Advanced Skills in MFT (3)	+ * MFT 590 Practicum (3)	+ MFT 691 Counselling Internship I (2)
+ **CPSY 502 Research Design (3) <i>(Thesis students only!)</i>	**CPSY 517 Advanced Data Analysis (3) <i>(Thesis students only!)</i>	+ PTH 660 Spiritual Resources (2)
	* MFT 661 Group Counselling (3)	
(6/9)	(9/12)	(7)
Fall 20 (Year 3 Semester 1)	Spring 20 (Year 3 Semester 2)	Summer 20 (Year 3 Semester 3)
+ MFT 692 Counselling Internship II (2)	THS 648 Theological Issues in Counselling (3)	MFT 682/3 Family Life Cycle: Child & Adolescent (3)/Adult Human Development (3)
+ MFT xxx Elective (2/3): eg Satir	+ MFT 670 MFT II (3)	+ MFT 693 Counselling Internship III (2)
MFT 630 Counselling Divers Populations (2)		
(6-7)	(9)	(5)
Fall 20 (Year 4 Semester 1)	Spring 20 (Year 4 Semester 2)	Summer 20 (Year 4 Semester 3)
MFT 582 Statistics & Research Evaluation (3) <i>(except thesis students – thesis students can choose to take a different course in place of MFT 582 this semester, as their statistics and research courses will be taken in Year 2 of their degree)</i>	+ MFT 694 Counselling Internship IV (2)	MFT 682/3 Family Life Cycle: Child & Adolescent (3)/Adult Human Development (3)
THS 671 God Who Creates (3)	+ BIB 611 Exposition of the Psalms (2)	+ BNT/BOT, i.e. 733/735 Ephesians/Philippians (2)
		+ MFT xxx Elective (2/3): eg EFT, Satir
	*** MFT 697 Comprehensive Exam (0)	
	<i>Optional participation in ACTS's annual Graduation Ceremony</i>	
(6)	(4)	(7/8)
Undergraduate Pre-requisites: 18 units minimum	4 units minimum in Bible/Theology including:	^Electives Include:
*Introduction to Statistics (passing grade) (3)	*Intro to Bible	MFT 616 Marriage Enrichment (2/3)
*Abnormal Psychology (3)	*Intro to Theology	CPSY 634 Trauma & Sexual Abuse Counselling (3)
*Developmental Psychology (3)		MFT 671 Addictions (3)
*Personality Theory (3)	Other: 1 unit *Research Strategies	MFT 674 Emotionally Focused Therapy (2/3)
*Foundational Skills in Counselling (3)		MFT 675 Satir (2/3)
*Brain and Behaviour/Learning/Cognition (3)		MFT 676 Gottman Method Couples Therapy (2/3)
		MFT 677 Play Therapy (2/3)
		MFT 662 Career & Lifestyle Development 3
		MFT/CPSY 6XX – i.e. Issues in Couple and Family Therapy; Trauma & Sexual Abuse; Play Therapy

LEGEND

- *Core courses required for candidacy
- + Needs **or** meets prerequisites for other courses.
- **Thesis requirement: CPSY 502 & 517
- *** this is a free course that you register for ONLY in the semester in which you plan to present your Comprehensive Exam
- ^MFT/CPSY Electives (pick 2 courses = 2X3+2 sem. hrs): one elective must include be either: 674 or 675

Important Notes Re: Course Planning

The most important note re: Course Planning is to always see your advisor before registering each semester. Seeking the guidance of your advisor is a requirement of MAMFT students.

Re: BOT/BNT Courses

- MFT students need to complete a total of 4 credits from BOT (Bible Old Testament) and BNT (Bible New Testament) courses taken together.
 - You cannot take one BNT course for 3 credits and another BNT course for 1 credit; you need to have taken both a BNT **and** BOT course to graduate. Available credit options can include “1”, “2”, or “3”. This means your options are to:
 - Take one BOT course for 2 credits, and one BNT course for 2 credits, OR
 - take one BOT course for 3 credits, and one BNT course for 1 credit, OR
 - take one BNT course for 3 credits, and one BOT course for 1 credit, OR
 - take two BNT courses for 1 credit each, and two BOT courses for 1 credit each.
 - In an amongst the BOT/BNT courses that you will see offered on the Student Portal, there are some that are *preferred/recommended/required* for MFT students. **These include: Psalms, Ephesians, Philippians, Genesis, Romans, & other wisdom literature.** The intent in these being *preferred/recommended/required* is that they are the bible courses deemed most applicable/helpful when considering your final integration paper. With this said, there is *some* flexibility should a MFT student be nearing the end of their degree and be short a couple bible credits. In this case, you would have to receive special permission from Dr. Verseveldt **prior to** taking a BOT/BNT course that is not on the *preferred/recommended/required* list for it to count towards your degree.
 - Judges/Ruth are NOT preferred/recommended/required for MFT students.

Re: CLG 525 Foundational Skills in Counselling

- This course (or it's equivalent) must be taken before students can take MFT 552/553. You can take this elsewhere (i.e. Athabasca), however there is a huge advantage to taking it at ACTS. It is geared towards the program, and you can build really great relationships with the people you will actually be doing the program with.

Re: BIE 500 Introduction to the Bible

- Can be taken once admitted to the program, pre-requisite for all bible courses.

Re: THS 540 Introduction to Theology

- Can be taken once admitted to the program, pre-requisite for all theology courses.

Re: RES 500 Research Strategies

- Helpful if completed concurrently with an MAMFT course where you need to write a research paper.

Re: MFT 697 Comprehensive Exam

- This is a free course to be registered for in the semester that students plan to present their Comprehensive Exam (final paper). Paper presentations take place each year in April, and sometimes in December, so graduating students would register for this course in either a Spring or Fall semester. This course is NOT available in the summer. Students registering for this course ideally have no more than 5 outstanding credits at the time of their paper presentation.

Re: MFT 674 & MFT 675

- Please see section “3.9 Electives Offered” in this handbook

Re: Auditing Courses

- Students who are auditing courses need to:
 - Register for the course
 - Contact the Office of the Registrar to request their status be changed to “audit”
 - Request that the MAMFT Director and professor of the course the student is auditing contact the Office of the Registrar, providing the Office of the Registrar with official permission for the student to audit

Re: Degree Conferral

- Some MFT students will find themselves completing all program courses, course work, and internship hours at the end of a Summer semester (August). Trinity Western University’s (TWU) conferral dates (May 31 & December 31) do not align with the August completion. Students who plan on completing the MFT program at the end of a summer semester (August) must be aware that they will not be able to apply for conferral until the following December. To avoid needing to wait for conferral, students can plan – with the help of their advisor – to complete their degree in April or December, so as to align with TWU’s conferral dates.