



MS in Marriage and Family Therapy Program Learner Handbook

School of Social and Behavioral Sciences
Spring 2024

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The MS in Marriage and Family Therapy program at Capella University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), coa@aamft.org.

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Welcome

Welcome to the Marriage and Family Therapy program at Capella University. We are pleased to have you join our community of faculty and learners who are committed to the experience of high-quality, COAMFTE-accredited, clinical online education. The MS in MFT degree program provides learners with the opportunity to gain a systemic theoretical base and hands-on experience that supports clinical skill development.

This handbook serves as a central reference for program information and includes an overview of coursework, residencies, and site-based learning. In addition to the learner responsibilities summarized in this handbook, learners are expected to abide by the university standards and policies outlined in the university catalog. Because program requirements are subject to change, all prospective and current learners should consult the [Capella University Catalog](#), current [University Policies](#), and their enrollment counselor and/or academic advisor for information available through [Campus](#), the university's virtual campus, for additional information about all program requirements. You may also reach out to your faculty advisor with any questions or concerns through the Faculty Advising Forum.

Please know that you may also contact us at our emails listed below or Dr. Jody Neuman-Aamlie, Associate Dean of the School of Social and Behavioral Sciences at Jody.Neuman-Aamlie@Capella.edu.

Sincerely,

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Mission and Guiding Principles

Mission of the School of Social and Behavioral Sciences

The School of Social and Behavioral Sciences provides innovative, learner-centered education that is competency-based, rigorous, relevant, and transformative. Our programs prepare graduates to be agents of systemic change in a diverse, complex, and ever-evolving society.

Mission of the Marriage and Family Therapy Program

The mission of the COAMFTE-accredited Marriage and Family Therapy program is to prepare master's level clinicians to work effectively with a diverse population of clients across various therapeutic settings and situations as couple and family therapists. Learners receive academic preparation and systemic clinical training designed to prepare them for work with sensitivity to the complex mental health needs of individuals and families within a multicultural society. The program curriculum, aligned with the COAMFTE standards, supports the high standards and rigor of professional practice based upon established ethical standards for therapists.

Learning Outcomes Model

The Marriage and Family Therapy program is committed to a learning outcomes model of competency-based education that includes Knowledge Acquisition, Behavioral Competence, and Inclusive Attitudes. Learners acquire knowledge in online courses and develop skills and attitudes in practice to master competencies and demonstrate the expected learning outcomes upon completion of their program. Residencies and clinical placements provide opportunities to apply knowledge and to demonstrate behavioral competencies related to systemic marriage and family therapy as well as academic competencies such as critical thinking, scholarly communication, and information and technology literacy, all of which help support consistent progress toward degree completion. It is the expectation that all learners in the Marriage and Family Therapy program embody an attitude of inclusiveness toward other learners, clients, and the faculty and staff of Capella University. This academic community value—of diversity and inclusion—is infused throughout the mission and goals of the school and its degree offerings.

COAMFTE Accreditation

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) is a specialized accrediting body that accredits master's, doctoral, and post-graduate degree clinical training programs in marriage and family therapy throughout the United States and Canada. The Council for Higher Education Accreditation (CHEA) officially recognizes the COAMFTE accreditation. The Marriage and Family Therapy program is accredited by COAMFTE through May 1, 2025.

Commitment to Diversity, Equity, and Inclusion

University Diversity, Equity, and Inclusion Statement

Capella University believes that a diverse learning community is vital to achieving its mission of extending access to higher education. Capella values human potential and is committed to being

an inclusive institution that fosters cultural humility within its community. Attracting, engaging, and supporting diverse learners, faculty, and staff strengthens the institution. Capella strives to promote equity within and beyond its community through intentional actions and the transformative exchange of ideas. (University Policy [1.01.09 Diversity, Equity, and Inclusion](#))

Marriage and Family Therapy Program Diversity, Equity, and Inclusion Statement

The School of Social and Behavioral Sciences and associated clinical programs, including Marriage and Family Therapy, are committed to advancing the university's mission on diversity and inclusion. The Marriage and Family Therapy program endorses COAMFTE's definition of diversity, which includes "race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation and national origin" (COAMFTE, 2021). Administration and faculty are dedicated to training culturally competent therapists who are prepared to address the complex issues facing individuals, couples, families, social, community and political systems in a diverse and changing world.

Program Description, Student Learning Outcomes, and Goals

MS in Marriage and Family Therapy

The Marriage and Family Therapy (MFT) program has specific student learning outcomes (SLOs) and program goals. These outcomes and goals are informed by the accreditation standards of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), and state licensure regulations.

MFT Student Learning Outcomes (SLO)

MFT learners are expected to demonstrate competency in the areas below. The program measures SLOs through its assessment of learner performance in coursework, site-based learning, and residency; and through its assessment of alumni accomplishments, including licensure and employment status. The SLOs are in alignment with the COAMFTE Developmental Competency Components included in the version 12.5 standards.

The SLOs of the MS in Marriage and Family Therapy program are:

- **SLO 1. Knowledge and Research:** Effectively integrate and apply research and theories in the practice of marriage and family therapy, including individual and systemic theories.
- **SLO 2. Diversity and Multicultural Competence:** Demonstrate knowledge of culturally and ethnically sensitive matters in a variety of settings while integrating concepts of social justice.
- **SLO 3. Clinical Practice:** Demonstrate a systemic perspective in the application of clinical services in the field of marriage and family therapy.
- **SLO 4. Ethics:** Comprehend and apply the American Association for Marriage and Family Therapy Code of Ethics.

- **SLO 5. Professional Identity and Social Responsibility:** Identify as a marriage and family therapist and align with systemic clinical practice in accordance with state and national standards.

MFT Program Goals

The following program goals have been developed to ensure that MFT learners and faculty have the resources and support they need to attain SLOs, and to ensure the continued success of the MFT program in training professionals for the marriage and family therapy profession.

Program goals are measured through assessment of aggregated learner performance across the curriculum and in alignment with the program SLOs, and the COAMFTE Developmental Competency Components (v.12.5).

The MFT program goals of the MFT program are:

- **Program Goal 1. Knowledge and Research:** Prepare graduates to think critically and integrate research in systemic clinical and theoretical conceptualization.
- **Program Goal 2. Diversity and Multicultural Competence:** Prepare graduates to develop and support a culturally and ethnically sensitive academic and community environment which encourages active and challenging learning experiences.
- **Program Goal 3. Clinical Practice:** Prepare graduates with clinical knowledge and skills to competently and ethically apply systemic family therapy and therapy services with families, couples, and individuals.
- **Program Goal 4. Ethics, Professional Identity, and Social Responsibility:** Prepare graduates to hold a professional MFT identity and demonstrate an ethical and social responsibility through community service, membership in relationally focused professional organizations and scholarly activities.

Admission to the Program

To matriculate, Capella learners must meet all admission requirements, submit all admission documents, and officially accept their admission offer. Specific admission requirements for all Capella programs are listed in the [Capella University Catalog](#) and in University Policy [2.01.01 Admission](#), which are available on the Capella website. New applicants to the Marriage and Family Therapy program are required to have earned an undergraduate degree with a GPA of 2.7 or higher and submit a Capella University Graduate Application, a resume, and two Letters of Recommendation. Applicants who have earned a graduate degree in a related field, or who are current graduate learners (either within Capella or intending to transfer from another institution's graduate program) are required to submit this full application packet and have a GPA of 3.0 or higher.

Members of the faculty admission team review application documents and evaluate each applicant's fitness for the profession using an evaluative rubric. The rubric assesses GPA from all prior institutions and the applicant's Extended Goal Statement(s). In addition, the evaluative rubric provides the opportunity for the faculty to assess the applicant's writing ability and evaluate the

two recommendations that provide information about the applicant's readiness and fitness for the profession. Admission decision recommendations include consideration of each applicant's:

- career goals and their relevance to the program;
- aptitude for graduate-level study;
- potential success in forming effective clinical relationships; and
- respect for cultural differences.

Professional Expectations & Standards

The faculty in the MFT program in the School of Social and Behavioral Sciences, and Capella University, hold learners to the highest ethical and professional standards for the learning and practice associated with the field of marriage and family therapy. The faculty place considerable importance on creating a learning environment in the courserooms, residencies, and clinical practice experiences that are academically stimulating, flexible to accommodate the needs of individual learners, and consistent with current knowledge in the field.

Marriage and Family Therapy Expectations

In all activities as a *marriage and family therapy program learner*, the learner must:

1. Meet the behavioral requirements, attitudinal standards, and code of conduct of the American Association for Marriage and Family Therapy (AAMFT 2015, www.aamft.org).
2. Demonstrate the capacity to receive supervisory feedback in an accepting and open manner.
3. Demonstrate the ability to self-monitor, including recognizing where one's performance may need improvement and identifying reasonable ways to remedy the recognized deficiency in consultation with program faculty and advisors.
4. Adhere to university policies as outlined in the university catalog, Marriage and Family Therapy Program Handbook and other available policy information, found on Campus.

Professional Preparation Standards

Capella University takes the professional development of learners in the program seriously. As marriage and family therapy educators, the faculty are obligated to uphold the professional preparation standards for therapists-in-training. In accordance with the standards of COAMFTE and AAMFT, the MFT program is assigned the responsibility of monitoring the academic and professional growth of learners in the program. All learners and faculty are expected to follow the [AAMFT code of ethics](#).

Developmental assessment of MFT learners may include, but is not limited to academic readiness, academic integrity, learner preparedness, learner competence, ethical compliance, professional behavior, and fitness for professional practice as a therapist. It should be noted that at any point in the MFT program, any faculty member may express concerns about a learner's

performance to the family therapy program director. In accordance with COAMFTE standards, program faculty conduct a systematic developmental assessment of learners as they move through the program.

Experiences in courses, faculty advising forums, residencies, and site-based learning are closely monitored to ensure learners are demonstrating appropriate professional behavior and integration of ethical practice and multicultural competence. Learners are evaluated on the key professional dispositions in Figure 1 throughout their program.

Figure 1. MFT Professional Dispositions

MFT Professional Disposition	Learner Characteristics
Ethical Conduct	Exhibits a strict code of honesty related to all academic work. Exhibits sound ethical decision-making processes and professional behaviors.
Cultural Inclusivity	Interacts appropriately and positively with others. Treats others with courtesy, respect, and open-mindedness. Displays the ability to work with diverse individuals, couples, and families.
Self-Awareness	Displays maturity and independence by following appropriate protocol when seeking solutions to problems. Accepts and uses constructive criticism (feedback). Demonstrates enthusiasm, confidence, and initiative. Demonstrates appropriate self-monitoring and control of emotions and behavior. Demonstrates acceptable professional appearance.
Academic Readiness	Prepares thoroughly and consistently. Meets deadlines. Maintains GPA of 3.0 to enter clinical practice program component.

Professional Identity

Professional Organizations

Exposure to the marriage and family therapy profession is an important step in becoming a therapist. Learners are strongly encouraged to join at least one professional marriage and family therapy organization. By joining a professional organization, learners can enjoy benefits such as subscriptions to professional journals and other publications, access to member resources, and student discounts on professional conference registrations. Some organizations may also offer

student liability insurance discounts with membership. Organizations learners might consider joining are:

- American Association of Marriage and Family Therapists (AAMFT: www.aamft.org)
- International Family Therapy Association (IFTA: www.ifta-familytherapy.org)
- American Family Therapy Academic (AFTA: www.afta.org)
- National Council on Family Relations (NCFR: www.ncfr.org/)

To ensure learners are prepared to assume a professional identity during site-based learning, the MFT program requires a program GPA of 3.0 or higher and successful completion of the two residency experiences prior to the learner entering site-based learning. Learners must also demonstrate their readiness for practice through consistent and appropriate professional conduct and attitude to begin and continue in the site-based learning process.

Delta Kappa International Marriage and Family Therapy Academic Honor Society

Delta Kappa International was founded in 1997; in 2016, the Pi Chapter was established at Capella University. Chapter activities include webinars, service projects, newsletters, and learner governance opportunities. Enrolled learners in COAMFTE-accredited marriage and family therapy programs who have completed at least 12 graduate credit hours with a grade point average of 3.75 or higher are eligible for membership. Inductions occur each quarter and qualified learners receive invitations for membership during the quarter they are registered for the track 1 and track 2 residencies. More information can be found at www.CapellaDeltaKappa.org.

Professional Competence and Ethics

Remediation and Retention Policies

The MFT program follows the institutional due process policies, below, for learner retention, remediation, and dismissal. Related procedures and university policies are available on Campus and www.capella.edu. Relevant university policies are the following:

- [2.02.10 Separation from the University](#)
- [3.01.01 Academic Integrity and Honesty](#)
- [3.01.04 Academic Standing](#)
- [3.04.07 Grading](#)
- [3.04.09 Appealing a Grade](#)
- [4.02.01 Learner Disability Accommodations](#)
- [4.02.02 Learner Code of Conduct](#)

Informal Learner Concerns

If a learner has a concern, they are encouraged to consult with their faculty and/or one of the program directors. If the concern is regarding their faculty instructor, the program director will typically either advise the learner on how to have a conversation with their faculty regarding the areas of concern or attempt to meet with both the learner and faculty to try and address the

concerns. The program director will support and advocate for the learner as appropriate. If the concern is related to grades, discrimination, or harassment, the faculty or program director will help the learner complete the appropriate steps to file their concern as these are considered formal complaints. If a learner is not satisfied with the actions of the program director or faculty instructor, they may refer to University Policy [4.02.03 Learner Grievance](#). Please see the Site-Based Learning Section of this manual for how to resolve learner concerns with a site.

Formal Learner Complaint and Appeal Processes

The learner complaint process is outlined in University Policy [4.02.03 Learner Grievance](#). The grade appeal process is outlined in University Policy [3.04.09 Appealing a Grade](#).

Professional Standards Committee

The MFT program holds learners accountable to the MFT profession's ethical codes and standards of practice via the School of Behavioral and Social Sciences Professional Standards Committee (PSC). The PSC is comprised of faculty across the School of Social and Behavioral Sciences with representatives from each program. Evaluation of a learner's readiness for continued progress through coursework and residencies, approval for starting the clinical practice experience, and progress through internship are conducted by faculty, staff, or other professionals throughout the program. Any concerns are brought forward to the PSC for investigation and action.

Should concerns be raised within the context of applying for or engaging in site-based learning activities, the MFT clinical training coordinator in conjunction with the MFT program director may also determine a learner's readiness for clinical practice. The PSC will evaluate each concern regarding learners' professional readiness and fitness for the marriage and family therapy profession and make determination regarding remediation to support learner growth and, if warranted, delay the site-based learning experience. In the case of gross ethical and/or professional misconduct and/or policy violation by the learner, the PSC may recommend that the learner be administratively withdrawn from their program.

PSC Appeal Process

According to University Policy [3.01.04 Academic Standing](#), learners have the right to appeal an administrative withdrawal within 10 calendar days of being sent notification of the decision. Should they decide to pursue this option, they email their intent to appeal to the Office of Academic and Community Standards (OACS), OACS@capella.edu. The request to appeal must be made in writing within the 10-calendar-day period.

The OACS may decline consideration of an appeal if the appeal was not filed in a timely manner, or a review of the evidence and record of the hearing demonstrates no viable grounds upon which to base an appeal. Viable grounds include a dispute of facts, severity of a sanction, or irregularity in university or due process procedures. All decisions by OACS are considered final.

Learner Support and Personal Well-Being

Capella University contracts with TELUS Health, a referral program for learners who need personal therapy services provided by professionals outside of the university. TELUS Health offers resources to help busy learners manage life's full plate. Learners may visit <https://one.telushealth.com> (username: **capella**; password: **university**) for an overview of the services provided, which include wellbeing, financial guidance, relationship and family issues, workplace challenges, addictions, child and elder care resources, and legal advice. A TELUS Health representative can also be reached by calling **877.234.5151**. Learners will only need to identify themselves as a Capella learner and are not required to provide a policy number or other assigned form of identification. TELUS Health assistance is available 24 hours a day, 7 days a week.

Technology Requirements

Computer hardware, software, and an internet connection are the primary means of participating in courses and thus are significant contributors to academic success. Capella provides learners with the opportunity to purchase Microsoft® Office products at a significant discount (see Software Discounts from the Bookstore for exact pricing). These requirements are subject to change. Learners can use the [Computer Check-Up tool](#) to assist with checking their compatibility with Capella.

Capella's IT help desk offers support to learners 24/7 (1-888-227-3552 or 1-612-977-5000). Technical support and resources available on Campus include courseroom help, [Capella Mobile](#), information about Capella email, Capella systems tutorials and troubleshooting tips. Learners can access more resources on the Campus [Technical Support home page](#).

Marriage and Family Therapy Curriculum

The curriculum for the MFT program emphasizes theoretically and empirically derived knowledge, clinical skills, and supervised clinical practice placements (site-based learning). The curriculum is divided into didactic, residency, site-based learning (SBL) courses, with a capstone exam as part of the third SBL course.

Didactic: Core Curriculum Areas

MFT courses and curriculum are designed to adhere to COAMFTE program-specific standards. Learners take courses that provide foundational knowledge, skills, and experiences in MFT education. The 10 MS-level Foundational Curriculum areas of COAMFTE are:

1. Foundations of Relational/Systemic Practice, Theories and Models
2. Clinical Treatment with Individuals, Couples and Families
3. Diverse, Multicultural and Underserved Communities
4. Research and Evaluation
5. Professional Identity, Law, Ethics and Social Responsibility
6. Biopsychosocial Health and Development Across the Life Span
7. Systemic/Relational Assessment and Mental Health Diagnosis and Treatment

8. Contemporary Issues
9. Community Intersections and Collaboration
10. Preparing for Teletherapy Practice

The MFT program is COAMFTE accredited and requires 72 quarter credits. Some states require more than 72 quarter credits for state licensure; learners may add electives from the MFT curriculum and add courses from other programs to meet the required credits. Learners are responsible for understanding and complying with state licensure requirements. Learners should review their state's professional licensure requirements on Capella's [Marriage and Family Therapy Licensure Resource page](#). The MFT program courses are listed in Figure 2 below in the suggested sequence; please note that the SBL courses cannot be taken concurrently (MFT6231, MFT6232, MFT6233, MFT6234).

Figure 2. MFT Course Sequence

Course	Course description
MFT5008 Foundations of Couple and Family Therapy (4 quarter credits)	This course introduces the profession of marriage and family therapy and its underlying systemic theoretical framework. Learners evaluate systems theories from a historical perspective and distinguish them from those of other individual-based mental health disciplines. Learners also analyze the history, philosophy, and clinical practice theories of marital and family therapy and examine the fundamental therapeutic concepts and skills needed to work with couples and families. Must be taken during the first quarter by learners who have been admitted to the MS in Marriage and Family Therapy degree program and the Systemic Couple and Family Therapy graduate certificate. Cannot be fulfilled by transfer.
MFT5222 Professional Ethics in Marriage and Family Therapy (4 quarter credits)	Learners in this course examine the ethical and legal responsibilities framing marriage and family therapy and apply the criteria for state licensure. Learners also analyze the impact of a therapist's values, culture, and ethnicity on clinical practice; identify approaches to protecting clients from one's own potential biases; and assess the role of advocacy in marriage and family therapy.
MFT5270 Systemic Family Theory and Practice 1 (4 quarter credits)	This course is a comparative study of the prominent schools of thought within the field of marriage and family therapy. Learners demonstrate knowledge of the tenets, therapeutic strategies, and techniques used within the field. Learners also evaluate therapy and counseling approaches to structural, strategic, transgenerational, behavioral, communication, and analytical models in working with couples and families.

Course	Course description
MFT5271 Working with Families Across the Life Span (4 quarter credits)	In this course, learners build an understanding of families as systems, in particular family development, transitions, assessment, and intervention across the lifespan. Learners also integrate diversity and sociocultural factors in the application of systemic assessment and intervention strategies.
MFT5820 Systemic Family Theory and Practice 2 (4 quarter credits)	In this course, learners gain marriage and family therapy skills necessary for clinical practice. Learners explore building and maintaining therapeutic relationships, conceptualizing cases from a systemic perspective, applying marriage and family therapy theoretical models, and applying ethical and legal standards of practice, including telehealth, when working with couples and families from diverse backgrounds. <i>Prerequisites: MFT5008, MFT5222 and MFT5270. Cannot be fulfilled by transfer.</i>
MFT5336 Diversity and Social Justice in Systemic Family Therapy (4 quarter credits)	This course introduces theory, research, and models that inform ethical, culturally competent clinical work, and social justice advocacy in a variety of settings. Learners use strategies to address the influence of heritage, attitudes, beliefs, and acculturative experiences on the therapeutic process. In addition, learners gain knowledge of effective systemic therapy and advocacy strategies with diverse individuals, couples, families, and groups and determine ways to advocate and promote social justice at multiple levels. <i>Prerequisites: MFT5008 and MFT5222.</i>
MFT-R5821 Advanced Marriage and Family Therapy Theory and Pre- Clinical Practice: Residency Track 1 (4 quarter credits)	The first residency includes an online courseroom and a residency. Learners engage in online courseroom activities to prepare themselves for the face-to-face residency experience, which provides them with the opportunity to practically apply knowledge gained in prior coursework. During the course, learners apply the foundational systemic theories of marriage and family therapy and the application of clinical skills, including building therapeutic relationships, conceptualizing cases from a systemic perspective, conducting couple and family sessions. Learners also demonstrate knowledge of assessment, crisis intervention, professional clinical disposition and identity, diversity, and ethics. In the face-to-face residency experience, learners integrate marriage and family therapy theory with clinical practice. For MS in Marriage and Family Therapy learners only. This course requires travel. <i>Prerequisite(s): MFT5008, MFT5222, MFT5270, and MFT5820. Cannot be fulfilled by transfer.</i>
MFT5107	Learners in this course apply psychopathology principles and current issues associated with assessing mental disorders within a systemic,

Course	Course description
Psychopathology: Diagnosis and Treatment of Behavior Disorders (4 quarter credits)	relational context. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families. Learners also assess psychopharmacological considerations and examine the current DSM classifications and diagnostic issues associated with multicultural populations. <i>Prerequisite: MFT-R5821</i>
MFT5273 Couple and Marital Therapy (4 quarter credits)	In this course, learners investigate systemic couples therapy theories, methods, and practices in terms of assessment, treatment planning, and intervention. Learners analyze issues related to diversity and ethical considerations pertaining to systemic couples therapy. Learners also examine contemporary issues in couples therapy as they apply to clinical practice. <i>Prerequisite: MFT5270</i>
MFT5106 Assessment, Tests, and Measures for MFT practice (4 quarter credits)	Learners in this course examine the assessment process and how to use tests and measures in systemic clinical practice. Learners also analyze the development of assessment methods, testing strategies and interpretation, and fundamental measurement constructs.
MFT5275 Utilizing Systemic Approaches: Infancy Through Adolescence (4 quarter credits)	This course is a comprehensive overview of systemic approaches used to diagnose, assess, and treat children and adolescents experiencing a variety of symptoms. Learners demonstrate an understanding of standard and systemic best practices, design interventions based on relevant research, and apply an ethical framework that is developmentally informed and culturally sensitive. <i>Prerequisite: MFT-R5823</i>
MFT-R5823 Advanced Marriage and Family Therapy Theory and Pre- Clinical Practice: Residency Track 2 (4 quarter credits)	The second residency includes an online courseroom and residency experience. Learners engage in online courseroom activities to prepare for residency and assess and reflect on knowledge gained during previous coursework. Throughout the course, learners practice developing advanced clinical marriage and family therapy skills, including building, and maintaining a therapeutic systemic relationship, and assessing ethical principles used when working with individuals, couples, and families. Learners then engage in a face-to-face residency experience that guides them as they integrate systemic marriage and family therapy theories and methods with clinical practice. For MS in Marriage and Family Therapy learners only. This course requires travel. <i>Prerequisite(s): MFT-R5821. Cannot be fulfilled by transfer.</i>

Course	Course description
MFT6231 Marriage and Family Therapy Clinical Internship 1 (2 quarter credits) <i>Learners may take MFT6131 Clinical Internship 1 in Marriage and Family Therapy (4 quarter credits) due to licensure requirements in their state.</i>	The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. <i>Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): MFT-R5823 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.</i>
MFT5822 Systemic and Group Interventions for Grief, Loss, and Trauma (4 quarter credits)	In this course, learners continue to develop therapy skills using group and systemic interventions as they apply to grief, loss, and trauma. Learners assess group dynamics, group process, and multicultural issues in relationship to grief, loss, and trauma. <i>Prerequisites: MFT-R5821, MFT5107, MFT5271 and MFT5273. Cannot be fulfilled by transfer.</i>
MFT5232 Systemic Approaches to Gender and Sexuality (4 quarter credits)	This course presents historical and contemporary perspectives of gender and sexuality and their cultural influences. Learners develop a systemic view of gender and sexuality and apply it to the assessment and intervention process with individuals, couples, and families. Learners also examine and challenge their personal beliefs, attitudes, and values associated with gender and sexuality and the ways they may impact the therapeutic process. <i>Prerequisite: MFT-R5821</i>
MFT6232 Marriage and Family Therapy Clinical Internship 2 (2 quarter credits) <i>Learners may take MFT 6132 Clinical Internship 2 in Marriage and Family Therapy (4 quarter credits) due to</i>	The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and intermediate clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners in this course continue to use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. <i>Grading for this course is S/NS. It is the learner's responsibility to research and</i>

Course	Course description
<i>licensure requirements in their state.</i>	<i>comply with the specific clinical experience requirements of their states. Prerequisite(s): MFT6231 or MFT6131 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.</i>
MFT5108 Impact of Addiction and Addictive Behavior on Family Systems (4 quarter credits)	This course provides learners with fundamental knowledge of addiction from its historical roots through contemporary issues. Learners examine and apply systemic theory and research that guides treatment for substance use disorders and related addictive behaviors, including the diagnosis and treatment of co-occurring mental health issues. In addition, learners analyze empirically supported interventions for individuals, families, groups, and diverse populations from systemic perspectives and assess emerging issues in the field based upon current research. <i>Prerequisite: MFT-R 5821</i>
MFT6233 Marriage and Family Therapy Clinical Internship 3 (2 quarter credits) <i>Learners may take MFT 6133 Clinical Internship 3 in Marriage and Family Therapy (4 quarter credits) due to licensure requirements in their state.</i>	<i>MFT6233 Marriage and Family Therapy Clinical Internship 3 (2 quarter credits)</i> The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to build their knowledge and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. <i>Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): MFT6232 or MFT 6132 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.</i>
MFT5876 Research Methods in Marriage and Family Therapy (4 quarter credits)	Learners in this course evaluate the measurement of family variables and the complexities of family research design, data collection, and analysis. Learners demonstrate an understanding of scales of measurement, validity and reliability, experimental and nonexperimental designs, and approaches to integrating clinical research with practice.
MFT6234 Marriage and Family Therapy Clinical Internship 4 (2 quarter credits)	The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to apply the knowledge

Course	Course description
<i>Learners may take MFT 6134 Clinical Internship 4, in Marriage and Family Therapy (4 quarter credits) due to licensure requirements in their state.</i>	gained in the previous internships and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. <i>Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience licensure requirements of their states. Prerequisite(s): MFT6233 or MFT6133 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.</i>
MFT6235 Marriage and Family Therapy Clinical Internship 5 (2 quarter credits) Elective	The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to apply the knowledge gained in the previous internships and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. <i>Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience licensure requirements of their states. Prerequisite(s): MFT6234 or MFT 6134 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.</i>
MFT5226 Sexual Issues in Couple and Family Therapy (1 quarter credit) Elective	In this course, learners apply a systemic family therapy model used when working with couples' and families' sexual functioning, attitudes toward sexuality, and sexual orientation. Learners assess effective therapeutic techniques used when working with diverse clients.
MFT5600 Special Topics in Marriage and Family Therapy (1 quarter credit) Elective	Learners in this course investigate a specific topic in clinical practice to enhance their understanding of theory, application, and research in the profession of marriage and family therapy.

Course	Course description
MFT5604 Family Law and Ethics (1 quarter credit) Elective	In this course, learners analyze divorce; arbitration and mitigation; blended families; children's issues, including neglect, abuse, truancy, foster care, and adoption; emancipation of minors; and the juvenile justice system. Learners examine the ethical codes of the American Association for Marriage and Family Therapy (AAMFT) and complete a final project that demonstrates competence in the areas of family law and ethics.

Residency and Site-Based Learning

The residency requirement for the MS in MFT degree program is satisfied by the completion of two online courses each with on-ground face-to-face experiences that require travel (MFT-R5821 and MFT-R5823). Learners must complete the residency requirement prior to starting their internship courses. Each pre-clinical residency experience requires learners to receive training and practice in the areas of systemic family therapy theory and intervention, assessment, multicultural issues, legal and ethical issues. Through the pre-clinical residency, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of marriage and family therapy. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional practice.

During site-based learning (SBL), learners are enrolled in an online course and participate in supervised clinical activities at approved placement sites in their communities. During the online course component, learners attend a weekly Zoom group supervision meeting with their program clinical faculty supervisor and peers. Learners in the SBL courses also have unlimited access to the Family Solutions eStudy website which supports their preparation for the capstone exam in their third SBL course which prepares them for the AMFTRB national licensing exam taken after graduation.

The overall goal of SBL is to provide learners with a supervised environment to develop clinical therapy skills. The weekly COAMFTE-required, AAMFT-approved supervision is provided by the program clinical faculty supervisor during the weekly group supervision sessions.

Capstone Project: Practice Licensure Exam

Learners will have the opportunity to utilize a virtual workshop to take practice licensure exams through the Family Solutions Institute's eStudy Program during each SBL course. Learners can take the practice exams as many times as they wish and get personalized feedback. Each time they take the exam, they will receive a personal profile showing the percentage of correct scores and the areas in need of improvement. Learners can also access detailed discussions on right and wrong answers to prepare for the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) national licensure exam.

The capstone project for the program is a 200-question practice exam on the Family Solutions Institute eStudy website. Learners must pass this practice exam with a score of 70% or higher by the Friday of Week 10 to pass the MFT6233/MFT6133 Internship course. If a learner does not

receive a passing grade of 70% or higher before the end of the quarter, they will be required to retake the course.

Learners may begin taking the exam the first day the course is open and are encouraged to begin the process early and to test regularly. Once, they achieve the required score of 70% or higher, they can submit the assignment in the courseroom. A copy of the learner verification of a passing score on the capstone should be uploaded in the Capella Academic Portal (CAP) under “Field Encounters.”

Learners’ use of the eStudy Program across all site-based learning courses supports their successful completion of this capstone exam and prepares them for the national licensing exam, which is taken after graduation from the program.

Graduation Requirements

When learners complete their final requirements or course(s) and grades are processed, their academic record will automatically be sent to the degree conferral team. Once the degree review team receives the academic record there is a 25-business day processing window. Learners can find additional information on Campus: <https://campus.capella.edu/graduation/overview>.

Graduation Date

Learners’ graduation dates will be the last day of the month in which all requirements are completed. An application is not required to confer the degree; however, an application is required to participate in a commencement ceremony.

Graduation with Distinction

Capella University recognizes the superior accomplishments of our graduate learners. Learners may be eligible to graduate with distinction based on attaining a GPA of 3.850 or better. This distinction will be noted on their transcript and diploma if a learner qualifies. Only academic work completed at Capella will be considered. To qualify for this honor, these additional requirements must be met:

- No grades lower than a B
- No course may be repeated

Endorsement

Capella University will provide verification of program completion in support of state and national credentialing and employment for learners and alumni upon request. For more information, please visit the [Licensure](#) Resources page on Campus.

Site-Based Learning in the MFT Program

Welcome from the MFT Clinical Training Coordinators

Hello and welcome to the site-based learning portion of your Marriage and Family Therapy program!

The following portion of the handbook offers a thorough overview of the policies and procedures of the site-based learning experience and will offer answers to an array of questions you may have. Please read this handbook carefully and keep it as a reference for the future as specific questions come up for you.

The Site-Based Learning section of Campus offers many resources to support you in locating an internship site, best practices for interviewing with sites, and training resources on how to complete and submit your application within the identified deadlines.

Weekly office hours are offered on Zoom. Please feel free to drop in at any point if you have questions or email us at InternshipMFT@capella.edu. We look forward to partnering with you toward your success!

Kind regards,



Dr. McIntire

Cindy McIntire, PhD, LMFT
Clinical Training Coordinator
Marriage and Family Therapy Program
School of Social and Behavioral Sciences



Dr. Workman-Jesness

Todd Workman-Jesness, PhD, LMFT
Assistant Clinical Training Coordinator,
Marriage and Family Therapy Program
School of Social and Behavioral Sciences

MFT Clinical Training Coordinator(s) and Reviewers

The MFT Clinical Training Coordinators (CTC) are faculty members in the Marriage and Family Therapy program who support learners during the site application process. The CTC is responsible for overseeing the SBL processes in the MFT program. The CTC, Assistant CTC and SBL Reviewers are responsible for evaluating and approving sites and site supervisors to ensure both meet the standards of Capella University's MFT program and COAMFTE.

Preparing for Site-Based Learning

Prerequisites for SBL

Prerequisites must be completed before beginning SBL. Learners should consult with their academic coach for information about these prerequisites several quarters before starting SBL to plan the timeline for their completion. Generally, learners are eligible to begin the SBL experience once they complete their MFT Residency: Track 2 course (MFT-R5823).

In addition to completing the required prerequisites, learners need to demonstrate a cumulative GPA of 3.0 or higher to begin SBL. Learners whose GPAs are below 3.0 as they approach their SBL experience should contact Academic Advising to discuss their plans to raise their GPA before applying for SBL.

Affiliation Agreements and Memorandums of Understanding

As a part of the application process Capella requires all sites to complete a standard affiliation agreement. An affiliation agreement is an agreement between the university and the site that outlines roles and responsibilities for the placement of learners by both parties. While Capella has a standard agreement, some sites may require a separate or formal agreement that they provide the university.

It is very important to determine if a potential site requires the use of their own affiliation agreement or other contract for the placement of students. Developing an affiliation agreement can take weeks, and in many cases, several months. Some sites will not permit the supervisors to fill out their sections of the SBL application until the affiliation agreement or memorandum of understanding (MOU) has been completed, which may delay submitting the application to Capella past the deadline. (For more information, please see the section Completing the Application under Requirements/Affiliation Agreement.)

Compliance

Depending on the potential site or state of residency, some learners will need to complete site and/or state-specific compliance items. These items can include background checks, vaccinations, health screenings, and/or special training requirements. Learners may also be required to pay additional fees to verify that they have completed these requirements. Capella has no control over what sites and states may require for placement. In addition to the learners' insurance, Capella provides a general limited insurance coverage; a copy of this certificate can be requested from the CMFT-CTC if the site requires the policy.

Capella does not collect protected health information from learners. Instead, Capella contracts with a third-party vendor (CastleBranch) that complies with current health privacy standards and charges a fee directly to the learner to complete the requirements. If it is discovered that a state or site requires certain compliance items as a condition of a learner's SBL experience, please notify the MFT-CTC.

Background Checks

Learners may be required to pass fingerprint and/or background checks by a potential site. Some sites require disclosures about prior convictions and completion of background checks before receiving final approval to start placement. Learners will not complete the program's requirements if the SBL courses cannot be completed due to a failed background check.

Some incidents that learners list on disclosure forms or that emerge during background checks may make the learner ineligible for working in certain agencies/institutions or as a therapist/therapist trainee in certain states. The results of background checks may also prohibit a learner from obtaining licensure.

In some cases, a positive background check may result in remediation and/or academic sanctions, including administrative removal from the program. Additionally, fingerprint and/or background checks are required for most professional licenses and many professions.

Learners are responsible for understanding how any personal and criminal background may impact their ability to complete the degree program, earn a professional license, or secure employment. Capella encourages learners to contact future state licensing boards to determine if these limitations apply. (See also [University Policy 2.02.11 Background Checks](#).)

Safety Issues

It is crucial that learners feel safe at their sites and are not asked to participate in any activities where they feel at risk or uncomfortable. Learners are never allowed to transport any clients in their own vehicles or be transported in a vehicle by a client.

If a learner is required to do home visits as part of their SBL experience, the learner should not be sent alone to any client's home that the learner or another therapist has felt unsafe. If a learner is conducting a home visit alone, the site supervisor must be available to the learner during the entire home visit by phone in the event consultation is required.

State Licensure Requirements

Learners bear the responsibility to handle their pursuit of licensure, and to be fully informed regarding the licensure requirements in their state. Learners who anticipate applying for state licensure are responsible for reviewing their state's guidelines that outline pre-degree SBL experience requirements. These requirements include settings and activities, supervisor credentials, types of supervision (both individual and group), hours and types of direct clinical services required for state licensure, and number of quarters of SBL required. Learners should download the actual application submitted to apply for licensure or certification and review it carefully long before they begin to identify potential sites.

State laws and regulations change, so it is important to regularly review all current licensure/certification regulations and requirements published on the websites of state licensure and regulatory authorities.

Questions about licensure regulations and requirements should be directed to the state licensure board. Please note that although state boards can provide clarification about licensure requirements pertaining to SBL, state licensure boards do not provide pre-approval of specific sites or site supervisors for the program. The Capella MFT-CTC approves sites and site supervisors to meet university program requirements. If the state licensure requirements are less stringent than the program requirements, learners must meet the program requirements.

Learners should review information located on the [Licensure Tool](#) located on Campus.

Locating a Site

It is recommended that learners begin at least 1 year in advance to prepare for SBL. It is the learner's responsibility to locate a site that meets both their state and the Capella program requirements. Three essential first steps are: 1) connecting with one's faculty advisor in the Faculty Advising Forum (FAF); 2) becoming a student member of the American Association of Marriage and Family Therapy (AAMFT); and 3) using the [Practicum and Internship Site Tool](#) on Campus.

1. The FAF courseroom provides resources and assistance to support the SBL preparation process. FAF Faculty Advisors can provide valuable information and resources about preparing for clinical training and meet with learners to discuss the best strategies for reaching out to potential sites in their communities.
2. State and local divisions of AAMFT provide excellent opportunities for networking with local MFTs who can provide information about possible sites and/or site supervisors. They also frequently schedule local meetings, workshops, and other opportunities for building professional relationships in the community.
3. On Campus learners can find two tools to assist in locating a site.
 - a. The [Practicum and Internship Site Tool](#) allows learners to search for past sites that have been utilized in their state/city.
 - b. The [Practicum and Internship Preparation Tracker](#) allows learners to enter in their anticipated start date for site-based learning and provides step-by-step guidance to help them successfully complete their initial application for site-based learning.

The following are suggested kinds of sites for conducting clinical training, but others may be appropriate:

- Mental health clinics and community therapy centers
- Hospital-based mental health treatment facilities (inpatient or outpatient)
- Substance abuse treatment facilities
- Hospice
- College therapy centers
- Domestic violence shelters and children's shelters

- Organizations such as United Way, YMCA/YWCA, Boys/Girls Clubs
- Correctional facilities or halfway houses
- School-based counseling programs which include family contact
- VA centers or military base therapy centers

All sites must allow for audio/video recording of therapy sessions with clients.

Site Outreach

Once a list of potential sites has been compiled, learners should develop a strong cover letter describing the type of clinical training activities and supervision they seek, potential internship dates, and the skills and knowledge they will be bringing to site placement. A current resume can include experience gained in paid and volunteer positions, graduate coursework taken, in-person master's residency attendance, and other relevant information. Sending these materials to potential sites via email or U.S. Mail, and then following up with a phone call to a specific person at the site is an important strategy for finding possible placements.

The [Capella Career Development Center](#) offers a wealth of information and resources to assist learners in locating an internship site. Click on the "Job Search Tools" link to locate resources about resumes, cover letters, locating sites, creating portfolios, and preparing for interviews.

Requirements for Site Supervisors

Site supervisors for learners in the MFT program must meet the following requirements:

- Hold a master's degree and be licensed to practice psychotherapy independently providing mental health services in the appropriate state.
- A minimum of 2 years of experience providing relational therapy/counseling services to couples and/or families.
- Some training, experience, or education in master's level clinical supervision (via work experience, graduate course, workshop, continuing education class, seminar, etc.)

Site supervisors must not have any dual relationships (e.g., family member or friend; employer; current or past therapist) with learners or any conflicts of interest that may arise when supervising an intern. If learners or potential supervisors have any questions about this, please reach out to the MFT-CTC.

Site and Learner Expectations

The potential site supervisor must review all SBL requirements in advance. Sites must provide a sufficient number of clients each quarter, as learners should not be expected to find their own clients. When additional clients are needed to meet hour requirements, the site supervisor should consider the type of publicity or advertising that the site can develop to inform the public about opportunities for marriage and family therapy services at the agency. Materials must include a clear statement about the learner's status as a student under supervision and include the site supervisor's name. Additionally, learners should consult their state regulations that pertain to advertising of marriage and family therapy services performed by pre-degree and pre-licensed individuals.

When presenting themselves to the public as someone who is providing therapy services, learners must never use the word “professional” (as in “pre-licensed professional”). They should always include the word “student” to describe themselves and check with their state regulations for other appropriate wording to be used during the SBL experience (e.g., “trainee” vs. “intern”).

If a learner in SBL develops any material that the public will view about their availability for therapy services, that material must be submitted to the program clinical faculty supervisor for review before it is distributed.

It is expected that the site will allow the learner to record therapy sessions with clients as well as provide adequate space for learners to meet with clients. Learners must not make their own arrangements for offices or other spaces outside the agency to meet with clients directly. If telehealth services are being performed, the learner may use their own space but must ensure it meets all confidentiality requirements. If any therapy activities are to be held outside of the agency’s own space, appropriate plans must be made for providing adequate monitoring and supervision of the learner while working with clients outside of the agency; the program clinical faculty supervisor must be consulted about these arrangements in advance.

Completing and Submitting the SBL Application

All required application materials completed by the learner and the prospective site supervisor must be submitted via the [Capella Academic Portal](#) (CAP) documentation system. Instructions for completing the online application can be found in the following locations:

- CAP [Learner and Site Supervisor Application Instructions](#)
- The CAP home page contains instructional guides and videos. They can be located when scrolling down to the bottom of the home page.

Deadlines

The [deadlines](#) for the application submission process are as follows:

Step 1: Entering Site Supervisor Submission in the CAP – Due by Monday of Week 2 of the quarter before enrollment in SBL.

Steps 2 & 3: Entering all Requirements and the Ready to Submit form – Due by Monday of Week 5 of the quarter before enrollment.

Requirements

Learner Requirements:

- Telehealth Acknowledgment Forms and Training
- Unofficial Transcript
- Proof of Liability Insurance

Learners need to provide proof of professional liability insurance coverage with their SBL application materials and maintain a current policy throughout the SBL experience.

Learners should become a student member of the American Association of Marriage and Family Therapists as part of their professional identity development; AAMFT student membership includes coverage as part of the membership. Learners need to verify that the coverage provided by their professional organization meets the limits required by their site. Learners who are doing their SBL overseas (e. g., on a military base or Department of Defense school) will need to ensure that they can acquire their liability coverage and that this coverage will be acceptable to the overseas site.

- Marriage and Family Therapy – Site-Based Learning Acknowledgments
- Practicum and Internship Application Form
- Ready to Submit Form
- Request to Receive Payment (if applicable)

Site Supervisor Requirements:

- Copy of Resume/CV
- Copy of Active License to Practice
- Supervisor Application/Demographics Form
- MFT Supervision/Placement Agreement
- Site-Based Learning Affiliation Agreement
- Supervisor Training Documentation (if applicable)

Adding/Changing Additional Sites or Supervisors

Learners may need to change a site or supervisor during the SBL experience. There are also some occasions when learners may need to add a second site and supervisor. For example, adding a second site may be appropriate when the primary site does not offer the opportunity to work with couples and families or if the learner is not receiving enough hours at this site to meet their program requirements.

If a new or additional site or supervisor is needed, learners should consult with their program clinical faculty supervisor to discuss this process. Prior to collecting hours, all new sites and supervisors must be approved by the MFT-CTC.

When considering a secondary site, learners should be aware of the following:

- Learners are expected to participate in supervision with their approved site supervisor every week they are working at each site.
- Learners will submit hours for each site for approval in CAP under the approved site supervisor who worked with the learner that week.
- The learner is responsible for ensuring that the site supervisor at each site has completed and submitted the Site Supervisor Evaluation of Learner in CAP at the end of the quarter unless other arrangements have been made in advance with the program clinical faculty supervisor and the site supervisors.

To initiate the process for getting a new site and/or supervisor approved, learners must submit the information about their proposed new site or supervisor to CAP via the “Site Supervisor” “Submit New Site Supervisor.” After this information has been reviewed, the prospective

supervisor will be sent the link and login to CAP to complete all required documents. Learners will also need to submit an additional SBL application via CAP for the new site/supervisor. Learners will complete the application plus the additional Site/Supervisor Ready to Submit form. Learners should also confirm that their liability insurance in CAP is current.

Deadlines for Submitting a New/Additional Site

Unlike initial applications, applications to add/change a site or supervisor do not require the learner to apply a quarter in advance. For review within the same quarter, applications must be submitted using the “Ready to Submit form” prior to Week 8 of the current quarter. Initial submissions for an additional site and/or supervisor submitted after Monday of Week 8 will be denied and the learner will be requested to enter a new site prospector request for the next quarter. Additionally, applications submitted after Week 8 may not be reviewed until the start of the next quarter.

Application Review Process

When all required forms have been submitted in the CAP, and the learner has submitted the “Ready to Submit Application” form notifying that all documents are complete, the materials will be initially reviewed for completeness. This usually takes 1-2 business days. If the application is found to be incomplete, the learner will receive a denial letter outlining what requirements are missing and will have 5 business days to resubmit the application materials.

If the application is complete, it will be assigned to an MFT program reviewer. The reviewer may take up to 10 business days to fully review the application and issue a determination letter to the learner. Upon completion, both the learner and the supervisor will receive a formal email notification from the reviewer. Should the reviewer not approve the application, the learner will receive an email outlining any next steps required to finalize the review and a time frame for completion. Learners should be in communication with the MFT-CTC if they have any questions about the review process. Learners must receive formal written approval of the site/supervisor prior to collecting any hours on CAP.

Course Assignment/Registration

Upon formal written approval from the application reviewer to begin the SBL experience, the learner will be placed on an enrollment list. The SBL academic associates will then enroll learners into the appropriate course. Program clinical faculty supervisors are then assigned to courses. Learners do not register for course sections, and requests for specific program clinical faculty supervisors are not accepted. If there is an immediate concern with the assigned program clinical faculty supervisor, learners may contact the MFT-CTC to discuss their concerns before the quarter begins.

SBL Courseroom

The site-based learning experience includes the learner’s participation in a 10-week online course each quarter and attendance in 2 hours of group supervision weekly. The MFT program clinical faculty supervisor has primary responsibility for monitoring learners’ progress in

developing proficiencies in program-specific learning outcomes, practice management skills, and marriage and family therapy knowledge. The program clinical faculty supervisor provides online course instruction and weekly Zoom group supervision meetings with learners, regularly evaluates each learner's progress, contacts site supervisors, provides documentation of these contacts, and determines final SBL course grades. The program clinical faculty supervisor works collaboratively with the Capella-approved site supervisor to gather and provide feedback about the learner's progress and growth.

The Capella program clinical faculty supervisor gives a final grade for the SBL experience based on courseroom activities and assignments, participation in weekly group supervision meetings, evaluations submitted by the site supervisor, and the completion of all required on-site clinical hours documented through the site supervisor's approval in CAP. The learner is informed of all requirements in the course syllabus and the "Faculty Expectations" section of the courseroom.

Supervision Experiences

Group Supervision Assignments

Before the quarter begins, the assigned program clinical faculty supervisor will contact their course section to inform them about the group supervision meeting times that will be offered. Learners should check their email accounts frequently to be sure they are receiving all the needed information. As a reminder, it is expected that learners will attend the scheduled group supervision meetings at their selected times each week of the quarter. Learners who have a conflict with their instructor's proposed supervision times should first discuss that conflict with the program clinical faculty supervisor. If an extenuating circumstance prevents the learner from attending supervision, the program clinical faculty supervisor can email the MFT-CTC to discuss a potential change of cohorts. Please note, these are only granted in extenuating circumstances and when there is availability in another section. Learners may not request a change in course sections due to group supervision times. Only program clinical faculty supervisors may make this request on behalf of the learner.

Quarterly Group Supervision Attendance

Learners must attend group supervision meetings each week during Weeks 1–10 of the quarter. Learners need to accumulate a minimum of 20 hours of group supervision during the quarter to receive a passing grade in the course.

During group supervision, learners need to be in a quiet location without distractions that maintain the confidentiality of the presented material so it cannot be overheard or seen on the computer screen. Operating a moving vehicle while attending group supervision is not allowed. Learners are expected to show recordings of sessions during group supervision. Confidential client data should be managed by learners in a manner that adheres to the 2015 AAMFT Code of Ethics Standards. They must participate actively in a professional manner throughout the entire meeting. If these conditions are not met, the learner's presence in supervision will not be counted.

If an unexpected issue in a learner's life necessitates missing a group supervision meeting (e.g., family emergency, illness), the learner should contact the program clinical faculty supervisor immediately to request making up the missed meeting and determine how and when the missed meeting will be made up.

A learner will only be able to make up two missed group supervision meetings during the quarter. One session may be made up by attending the extra supervision labs or another SBL instructor's supervision session. If two sessions are missed, the second session must be made up with the assigned program clinical faculty supervisor, as 18 of the required 20 hours must be completed with the learner's assigned program clinical faculty supervisor to pass the course. Any missed group supervision must be made up during the 10-week quarter. If a learner cannot make up the missed group supervision hours during the term, the learner may not pass the course and may need to repeat it. All hours of group supervision for weeks 1 – 10 must be documented by Monday of Week 11 for grading purposes.

*** See pp. 38–39 for information on Group Supervision During the Quarter Break.*

AAMFT Approved Supervision

Learners enrolled in the MFT program must have 100 hours of supervision from an AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate, which can be conducted virtually in a group format. The program clinical faculty supervisor provides this supervision. Some state licensure boards allow pre-master's direct client contact hours to be used for post-master's licensure when there is supervision by AAMFT Approved Supervisors. Learners in these states should verify if the AAMFT Approved Supervision can be virtual and ensure they meet the state-required number of hours.

Site Supervision

The site supervisor is an integral member of the SBL experience who performs a key role in facilitating a successful field placement experience. The site supervisor provides a valuable service to Capella learners, the community, and the profession. Site supervisors are formally approved based upon a review of their qualifications and other information they have provided as part of the SBL application process to assess their ability to meet program requirements and provide the experiences that will support the activities required in the learner's program.

Site supervisors do not receive any stipend or remuneration from Capella University to supervise learners at their sites. Site supervisors are responsible for the following:

- Ensure learners review and are familiar with the site's policy and procedure manuals, including all processes for dealing with emergencies and safety procedures.
- Provide orientation materials and experiences that familiarize learners with the placement's mission, objectives, and client/student population.
- Provide live supervision of learners' therapy sessions and/or review learners' recordings of therapy sessions during each quarter of the SBL experience.
- Provide training and direct experience in therapy with individuals, couples, families and/or groups.

- Arrange for learner involvement in appropriate staffing, administrative, planning, and information/training meetings held at the site.
- Provide suitable office and clerical assistance to facilitate the completion of documentation and secure storage of case notes, files, and other confidential materials.
- Communicate regularly with the Capella program clinical faculty supervisor regarding learner progress, concerns, and/or suggestions for enhancing the field placement experience.
- Provide sufficient clients to meet required direct contact hours.
- Serve as a professional role model for the learner.
- Provide the learner with weekly supervision, which can be individual or group. If a learner is placed at more than one site during a quarter, the learner must obtain supervision at each site every week.
- Review and approve the learner's weekly hours.
- Provide input into the learner's final course grade by completing the Site Supervisor Learner Evaluation by the end of Week 9 each quarter.

Learner Responsibilities at the Site

Learners are representatives of Capella University during SBL and should conduct all activities professionally and ethically. SBL learners must adhere to Capella University, AAMFT, and the site's rules, policies, regulations, requirements, expectations, and standards. Learners are expected to be familiar with and follow the ethical standards of AAMFT. Learners whose behavior does not meet these standards at the site, in the SBL courseroom, and/or during group supervision meetings may be referred to the Professional Standards Committee.

While at the site, it is the learner's responsibility to:

- Actively participate in the learning process to become increasingly skillful in delivering therapy services.
- Perform all activities in consonance with the profession's values and ethics.
- Demonstrate responsibility and professionalism by completing all agreed-upon tasks.
- Collaborate with the site supervisor in formulating learning activities to meet the clinical proficiencies during the time spent at the site.
- Systematically pursue each learning objective and meet deadlines in all activities and tasks assigned by the site supervisor.
- Develop professional self-reflective skills through the review of SBL experiences with the site supervisor.
- Review recordings of therapy sessions or have site supervisors provide live observation of therapy sessions each quarter of SBL.
- Attend weekly individual or group supervision with the site supervisor and program clinical faculty supervisor.
- Complete all documentation and evaluation requirements within the SBL courseroom and CAP and submit them in a correct and timely manner.

Site Attendance

Learners must be present at their internship sites throughout the quarter and through the last week of class, even if they have completed all required hours unless written permission for an exception has been granted by the MFT program clinical program clinical faculty supervisor and approved by the MFT-CTC or program director in advance. Learners who need to be away from their site for more than 1 week during any quarter (e.g., due to illness or other unanticipated and urgent situations) must notify the site supervisor in advance and inform the program clinical faculty supervisor. Absences from the site for more than 2 weeks in any quarter will result in the learner not receiving a passing grade for the quarter.

If an extreme and unanticipated situation results in a learner being absent from the site for more than 2 weeks in a quarter (e.g., severe storms that shut down the site itself for several weeks), the learner should reach out to their program clinical faculty supervisor to discuss the situation and how it should be addressed. The program clinical faculty supervisor will consult with the site supervisor and one of the program directors about the situation. Exceptions should be discussed in advance with the program clinical faculty supervisor.

Supervisor Absences

If the approved site supervisor is unavailable to provide supervision due to illness or another unanticipated situation, the site may designate an appropriate person to supervise the learner's work and be responsible for their work at the site during that week. The learner must notify the program clinical faculty supervisor of this situation immediately and provide contact information for the designated supervisor. It is expected that the delegated supervisor will communicate with the approved site supervisor about the learner's work during this time and will also communicate with the program clinical faculty supervisor as needed.

If a site supervisor becomes unavailable to continue providing supervision for more than 2 weeks during any quarter, the learner will need to locate a new supervisor for whom the MFT-CTC must provide written approval before any additional hours beyond the 2 weeks can be accumulated. All new supervisors must be approved via the application process; please consult the Learner Capella Academic Portal Guide to the Application for all steps. Since this process takes time, it is vital to start it as soon as possible to avoid not being able to collect hours at the site. Any questions about this should be directed to the MFT-CTC.

Site-Based Learning Hours

Clinical Hour Definitions

Non-Direct Hours

The Marriage and Family Therapy Program at Capella does not require learners to obtain non-direct hours, except for supervision and observable data, which are required by COAMFTE accreditation standards. While there is no requirement to obtain non-direct hours, learners are expected to participate in all aspects of the practice of marriage and family therapy. This includes participating in relevant training, note-taking, treatment planning and other tasks that might be

relevant to the practice of being a marriage and family therapist. If a learner believes the site is asking for more than a reasonable amount of non-direct time; they should consult with their program clinical faculty supervisor. While non-direct hours are not required beyond observable data and supervision, there is a column for learners to log those hours for state-licensure boards.

Direct Client Contact

Direct client contact hours are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage in the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

Definitions of Hours at Capella

The following definitions are for Capella University SBL purposes to provide systemic, relational, and clinically focused learning experiences for learners in the MFT program.

Co-Therapy (Direct Client Contact)

This is therapy with individuals, couples, families, or groups with the learner and another therapist present. Both therapists must be engaged with the client and contributing to the therapeutic conversation with the client(s) during the session. Silent observation of a therapy session while in the same location or mediated by technology with the client(s) is not considered co-therapy.

Group Therapy (Direct Client Contact)

Group Therapy hours are direct client contact hours acquired when working with more than one client in a room and the client subsystem does not meet the definition for relational hours.

Group Relational Therapy (Direct Client Contact)

Group therapy can be counted as relational hours if those in the group have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours.

Relational Hours (Direct Client Contact)

Relational Hours are a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, residential, treatment, or situationally connected subsystems.

Families are a social unit of two or more individuals, related by blood or non-blood, characterized by emotional engagement and/or commitment, and self-defined as family.

Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.)

Teletherapy

Teletherapy is the process of delivering synchronous therapeutic services using a secure video platform according to the relevant state, federal, and provincial regulatory requirements, or guidelines. The online therapeutic interaction is consistent with state or provincial regulations for the location in which the clinical student therapist and participant(s) are physically located.

To provide teletherapy, learners must complete the following requirements on Capella Academic Portal

The Telehealth Acknowledgement Forms

The Telehealth Orientation and Upload Completion Certificate

Teletherapy services may only be provided under the Version 12.5 COAMFTE accreditation standards. Learners not enrolled under the 12.5 accreditation standards may not provide teletherapy services.

Observable Data (Not Direct Client Hours) *

Observable data hours are acquired within the AAMFT approved supervision process and can include participating in reflecting teams, providing co-therapy, conducting live observations, viewing recorded sessions (audio or video), using a one-way mirror, or having live observation of one's work. Case consultations within group supervision in which audio and/or video recordings are shown can be used for observable data as well. **Observable data hours are calculated in conjunction with AAMFT supervision hours. Ex: I attended supervision for one hour. During that meeting, my AAMFT Approved Supervisor watched one of my recorded sessions and discussed the case with me for that hour. I would record 1 hour of AAMFT Approved Supervision and observable data hour.*

Group Supervision (Not Direct Client Contact Hours)

Group MFT relational/systemic supervision consists of one supervisor and eight or fewer students. Regardless of the number of program clinical supervisors present, a group cannot exceed eight students to qualify for group relational/systemic supervision. For example, ten students and two program clinical supervisors are not appropriate because the number of students exceeds eight.

Documenting Hours

Learners submit hours to Capella Academic Portal each week, showing the time spent in direct client contact, observation, or supervision. The approved Site Supervisor or Program clinical faculty supervisor will be notified that entries have been made and need confirmation.

Hours should be documented in quarter hour increments, with a minimum of .25 hours (15 minutes). One-hour sessions may be broken up into different contact hours (individual or relational) depending upon the length of time the client(s) are involved. For example, if one is working with a teenager individually and the parent attends part of the session, the session can count as relational hours for the time that included the teen and the parent.

Submission of accurate hours to Capella Academic Portal weekly is considered part of the learner's professional behavior; the learner is responsible for working with their site supervisor to ensure the supervisor in Capella Academic Portal confirms all submitted hours. If the learner does not submit correct and complete hours on time through the quarter, they risk receiving a failing grade in the course and will be referred to the professional standards committee.

SBL Hours Requirements

Disclaimer: The hours requirements listed below are specific to Capella's MFT program. Learners are responsible for understanding and complying with state licensure requirements. Please check the Capella [Licensure Tool](#) from the Campus Licensure Resource page.

COAMFTE - Version 11 - Learners Enrolled Prior to 1/1/2017

For learners enrolled before 1/1/2017 under the Version 11 COAMFTE standards, the SBL experience requires completion of:

- A total of 400 direct client contact hours at the site(s), including a minimum of 200 relational hours.
- MFT6131, MFT6132, MFT6133.

Please note learners under the Version 11 standards may not provide telehealth services. For specific questions regarding the Version 11 standards, learners should reach out to the Clinical Training Coordinator or their Academic Coach.

COAMFTE - Version 12.5 - Learners Enrolled After 1/1/2017

For learners enrolled after 1/1/2017 under the Version 12.5 COAMFTE standards, the SBL experience is summarized in Figure 3.

Figure 3. COAMFTE 12.5 Program Requirements

COAMFTE 12.5 Program Requirements	
Total Direct Client Contact Hours (Individual, Relational and Group)	300 total direct client contact hours
Required Relational Hours (*100 is the minimum required; learners may obtain more than the minimum)	100 of the 300 total direct hours must be relational

COAMFTE
12.5 Program Requirements

Group Therapy	No group therapy hours are required to graduate. However, learners may only apply 50 hours of group therapy towards their required 300 direct client contact hours.
AAMFT Supervision Hours	100 total AAMFT supervision hours
Site Supervision Hours	40 total Site Supervision Hours
Observable Data	50 total observable data hours (must occur within AAMFT Approved Supervision)
Telehealth Allowed	Yes
4 courses are required over a year Learners must take courses consecutively	Internship 1, Internship 2, Internship 3, and Internship 4

**Please note some exceptions may occur due to state licensing requirements/catalog date.*

Required Minimum Direct Client Contact Hours Per Quarter

Learners are required to obtain a certain number of direct client contact hours per quarter to pass the course. The requirements are not meant to be reflective of the program requirements for graduation, but rather to ensure adequate progression towards completion of the site-based learning clinical requirements. Additionally, the hours requirements vary by course sequence to reflect the progression of building a caseload and terminating a caseload in anticipation of graduation (See Figure 4). The hours requirements are cumulative of all direct client contact hours earned in a quarter. There are no specific requirements for a certain number of relational vs. individual hours.

Figure 4. Internship Hours Required

SBL Course	Minimum Direct Client Contact Hours Required Per Quarter (Weeks 1-10)**
Internship 1	40 Direct Hours
Internship 2	60 Direct Hours
Internship 3	60 Direct Hours
Internship 4	40 Direct Hours
Additional Courses	40 Direct Hours

Additional courses include any SBL courses the learner takes beyond the required four courses to meet program or state requirements for graduation.

AAMFT Approved Supervision Hours

Learners are required to obtain 100 hours of AAMFT approved supervision. All Capella site-based learning faculty are AAMFT Approved Supervisors. Learners will obtain 93 AAMFT approved supervision hours by attending the required:

- weekly 2-hour group supervision sessions
- 1-hour orientation
- 2-hour supervision during week 11 of the break, and
- an additional 1 hour of faculty supervision during the final quarter of Internship.

Opportunities will be provided during each quarter to obtain the remaining 7 hours of AAMFT approved supervision. See Figure 5 below for a breakdown of the supervisory hours offered each quarter as well as the requirement to pass each quarter.

Figure 5. AAMFT Supervision Hours Required

SBL Course	AAMFT Faculty Supervision Hours Offered Per Quarter (Weeks 1–11)	AAMFT Supervision Hours Required Weeks 1–10	Observable Data within AAMFT Approved Faculty Supervision
Internship 1	23	20 Faculty Supervision hours, 18 of which must be with the assigned program clinical faculty supervisor	Each quarter learners must show at least 1 audio/video recording of a client session
Internship 2	23		
Internship 3	23		
Internship 4	24		
Total	93*		
Additional SBL Courses	23		

*To obtain the remaining 7 hours of AAMFT approved supervision learners can attend extra supervision sessions with their program clinical faculty supervisor, pending space; or attend the Supervision Labs offered by some of our program clinical faculty supervisors each quarter. If the approved site supervisor is also an AAMFT approved supervisor, then the site supervision hours may count towards the remaining 7 hours needed.

Note: Learners may attend no more than two site-based supervision labs per quarter. Learners who do not have an AAMFT Approved Site Supervisor should plan to attend at least one lab each quarter to obtain the necessary requirements for graduation. AAMFT Approved Supervisors must furnish documentation of their approved supervisor status from AAMFT or if in candidacy a copy of their mentoring agreement. Site supervisors are designated as AAMFT Approved Supervisors or Candidates on the CAP profile. If you are uncertain if your supervisor is AAMFT Approved, please discuss with your program clinical faculty supervisor and/or reach out to the MFT-CTC for support.

** For grading purposes, the direct client contact hours required per quarter must be completed prior to the last day of the course, Friday of Week 10.

Appropriate Activities for MFT SBL Learners at Clinical Practice Sites

Many sites would be appropriate for gaining the types of experiences relevant to the profession of marriage and family therapy. Learners will need to work with clients in the role of a family therapist during in-person face-to-face therapy sessions for a specific number of hours every quarter to develop and demonstrate the required competencies for SBL. Although learners can count their experience as a co-therapist (working with another therapist during a therapy session), during SBL, it is expected that they will have sufficient opportunities to gain experience working alone with clients, particularly once they have reached their second SBL course.

Learners will also need to do more than single-session or intake appointments; they need to follow some clients over several sessions to demonstrate skills in assessment, problem identification, goal setting, and delivery of specific therapeutic interventions to assist clients in the movement toward their goals. Learners also need to see couples and families to meet the requirements for the relational hours.

Activities Not Allowed

MFT SBL learners are not allowed to participate in the following activities as part of the SBL experience:

- Distribution of medication
- Urinalysis collection
- Searching clients physically or searching their possessions
- Restraining clients
- Administering assessment instruments without training
- Transporting clients

Recording of Sessions/Live Supervision

Learners must record some of their therapy sessions as part of the learning process for review during supervision meetings at the site and in group supervision online with their program clinical faculty supervisor. Learners in the MFT program are required to have audio- or video-recorded sessions for use in faculty group supervision sessions to meet the observable data requirement, and all sites must allow for video/audio recording of live therapy sessions.

Learners are required to abide by Capella's guidelines when recording, storing, transporting, and destroying any client materials. All recorded materials must be saved on a secure device when not used for recording or listening to the recorded sessions.

Recordings of client sessions must be done using HIPAA-compliant technology. All client materials, whether written or recorded, must protect client confidentiality and privacy and must be handled according to Capella policy noted in the Confidentiality Statements that learners sign and submit to the SBL courseroom each quarter. Learners are expected to manage confidential client data in a manner that adheres to the 2015 AAMFT Code of Ethics standards. Learners are

responsible for notifying their Capella program clinical faculty supervisor if the site is not providing opportunities for recording each quarter.

SBL End-of-Course Evaluations

Site Supervisor Evaluation

The learner is evaluated by the approved site supervisor on their progress toward mastery of the skills and practice standards as assessed in the MFT Site Supervisor Internship Evaluation of Learner. The learner should review the site supervisor evaluation on CAP early in the quarter to discuss the activities they will engage in to practice and demonstrate each of the required competencies. The site supervisor must evaluate all competencies; the supervisor cannot enter “did not observe” or “not applicable” on the form. Learners should ensure that they will have opportunities to demonstrate each skill during the quarter with their site supervisors.

The learner is responsible for ensuring that the site supervisor has completed and submitted the Site Supervisor Evaluation of Learner to the CAP before the end of Week 9. The submitted Site Supervisor Evaluation is required for passing the course, and the learner will not receive a passing grade in the course if this document is not submitted on time. It is recommended that the learner and site supervisor set up a specific time prior to Week 9 of the quarter to discuss the evaluation and ensure the supervisor can access the correct form for the learner’s specific SBL course within the CAP.

Program Clinical Faculty Supervisor Evaluation

The learner is evaluated by the program clinical faculty supervisor on their progress toward mastery of the skills and practice standards as assessed in the Faculty Evaluation of Learner. The learner should review the program clinical faculty supervisor evaluation in the courseroom early in the quarter to understand the competencies they will need to demonstrate during the group supervision sessions. The program clinical faculty supervisor must evaluate all competencies; the program clinical faculty supervisor cannot enter “did not observe” or “not applicable” on the form. Learners should ensure that they will have opportunities to demonstrate each skill during the quarter with their program clinical faculty supervisors.

Learner Evaluation of SBL Experience

Learners complete an online MFT Learner Quarterly Evaluation survey about their SBL experience at the end of each quarter. The survey is available within CAP. Site supervisors do not have access to the completed surveys; however, the program clinical faculty supervisors can review the survey and use the information to support the learner’s experience at the clinical practice site. The survey must be completed by the end of the quarter.

Learners also evaluate their program clinical faculty supervisor quarterly using the end-of-course evaluation (EOCE). The survey results are provided in an aggregate, anonymous format to faculty to support their pedagogy and supervisory practice and to program leadership to support learner experiences.

Completion Documentation

Upon completion of all hours for the degree at the end of the internship experience, learners will fill out the program completion documentation. There are two forms: (1) the MFT Site Information form and (2) the MFT Total Hours form. These forms will serve as the official record of the learner's internship. Learners will complete the completion documentation on Capella Academic Portal under the Field Encounters tab.

The MFT Site Information form must be completed for each site supervisor a learner was placed with during the SBL experience. The MFT Total Hours form should be completed once and is reflective of all hours acquired during the SBL experience. Detailed instructions for completing the forms can be located under the form titles in the "Field Encounters" section and program clinical faculty supervisors will also post additional instructions on how to complete the forms towards the end of each quarter.

All SBL course grades will remain "IP" until the learner has satisfactorily met course requirements, completed their onsite clinical hours, and their submitted completion documentation is approved by the MFT academic program director or designee. If a learner completes their degree hours during the quarter break, the hours and the completion documentation form will be reviewed during the first week of the upcoming academic quarter.

Quarter Breaks

Group Supervision during the Quarter Break

MFT program learners can continue to work with clients and collect SBL hours during the quarter breaks between all SBL courses. The quarter breaks are three weeks in duration and referenced as Week 11, Week 12, and Week 13. During the first week, Week 11, of the quarter break, the learner's program clinical faculty supervisor will provide group supervision. Learners are required to attend the Week 11 supervision session with their program clinical faculty supervisor. An exception may be made in the learner's final course providing all clinical hours have been met to include the 100 hours of AAMFT approved supervision.

To collect hours over the remaining two weeks (Weeks 12 and 13) of the quarter break, learners must continue to meet with their site supervisor for 1 hour every week. Capella will provide consultation services during these two weeks for any learners needing additional supervision or case consultation. This information will be provided to learners by the program clinical faculty supervisor prior to the start of the quarter break.

Hours completed during the quarter break will be denied and removed from the hours tracking record if the learner does not document group supervision with their program clinical faculty supervisor during Week 11 and supervision with the site supervisor during Weeks 12 and 13.

Documenting Break Supervision Hours

During the quarter break, learners may continue to document their hours under either their site supervisor or their program clinical faculty supervisor. Learners may document the hours under the current quarter or the following quarter. While learners can continue to collect hours over

the break, the hours will not count towards the minimum hours required to pass the course. All course requirements must be completed during Weeks 1–10 of the course. If during the final SBL course learners have met the minimum hours required to pass the course, but have not met all hours needed to graduate, they may complete their hours requirements over the break. In the event they are not able to meet the hours necessary to graduate prior to the end of the quarter break, they will be enrolled in an additional section of Internship the following quarter.

Grading Process for SBL Courses

SBL courses use Satisfactory/Not Satisfactory (S/NS) grading. An S grade reflects work completed at a B (80%) or better. Learners receive an In Progress (IP) grade at the end of each quarter to indicate that they are moving forward successfully in the SBL process.

Learners receive an IP grade at the end of each SBL course if they have met the following criteria:

- Completed all graded courseroom requirements with a final total score of 80% or higher.
- Attended group supervision meetings with their program clinical faculty supervisor during weeks 1–10 of the quarter to accumulate the 20 required hours.
- Participated at the site through the entire 10-week quarter and completed a minimum number of hours required by the course (see above) and weekly supervision with the approved onsite supervisor.

When learners meet these criteria, the instructor assigns an IP grade; learners move forward in SBL and register for the next SBL course in the sequence. If learners have not completed all required direct contact hours by the end of the Internship courses required for their program plan, they may continue to take additional internship course(s).

Failing an SBL Course

When a learner receives a failing or non-satisfactory grade in an SBL course, they will be allowed to retain hours unless they have been deemed to be falsified. Failing an SBL course may result in a referral to the Professional Standards Committee (PSC). The learner will also automatically be placed in the course again for the following term by our site-based learning team unless a referral to the PSC has been initiated.

Resolving Conflicts with Sites

Learner Concerns with Site

Part of the process of becoming a professional is learning to deal appropriately with disagreements and grievances. Most concerns can be effectively addressed and resolved between the learner and their site supervisor. Engaging in a respectful interchange of ideas and concerns with supervisors is an important part of a learner's professional development. Learning to address concerns in a professional manner is an important graduate-level skill.

If a learner experiences a concern, either clinical or administrative (e.g., policy or procedures, ethical concerns), they should consult with their program clinical faculty supervisor. The program

clinical faculty supervisor will typically either advise the learner on how to have a conversation with their supervisor regarding the areas of concern or attempt to meet with both the learner and site supervisor to try and address the concerns. The faculty site supervisor will support and advocate for the learner as appropriate. If the concern is related to harassment and/or discrimination, the program clinical faculty supervisor will request the learner document their concerns in writing. The program clinical faculty supervisor would then meet with the site supervisor/administrator regarding the learner's concerns. Concurrently, the program clinical faculty supervisor will report the learner's concerns related to discrimination, harassment, and/or assault to the Office of Academic and Community Standards (OACS). The learner would be invited to be present in all meetings with the site supervisor if appropriate. If the concern is of an ethical/legal nature, the faculty site supervisor will assist the learner in taking the appropriate steps to file a report with the state licensing board addressing the ethical/legal concerns or violation of rules/statutes within the state. If an appropriate resolution cannot be reached, the program clinical faculty supervisor will assist the learner in developing an appropriate termination plan with the site. The removal of a learner from a site for safety, ethical/legal violations will result in the site being removed from the approved site list. If a learner is not satisfied with the actions of the program clinical faculty supervisor, they may reach out to either the MFT-CTC or MFT program director to further discuss any concerns. In these instances, University Policy [4.02.03 Learner Grievance](#) procedures will be followed.

Site Concerns with Learner

When a site expresses a concern about a learner to the MFT-CTC or program clinical faculty supervisor, the program clinical faculty supervisor will meet privately with the learner to discuss those concerns. If the learner disagrees with the site concerns, the program clinical faculty supervisor will assist in setting up a meeting between the learner and supervisor to try and help reach a resolution or develop a plan of action. If the learner acknowledges the concerns, the program clinical faculty supervisor will request a copy of any remediation plan or agreement that has been developed to address the concerns expressed by the site. The program clinical faculty supervisor will follow up with both the site supervisor and learner to track the progress and outcomes of the remediation plan or agreement. When warranted, based upon the site's expressed concerns, the program clinical faculty supervisor may initiate a referral to the Professional Standards Review Committee (PSC). Please see the Site Termination section below for more information on the PSC.

Site Termination

Learners Leaving a Site Early

Whenever learners must leave sites before the stated end date on their formal Placement Agreement due to an unexpected situation, they must do so in a professional manner. Learners should consult with their program clinical faculty supervisor about informing the site and site supervisor about their plans to leave early so the site has time to make any adjustments necessary (e.g., transfer of clients to other therapists, having adequate coverage at the site).

Learners who leave their sites before the last week of the quarter without receiving permission in advance from the site supervisor, program clinical faculty supervisor, and faculty chair will not receive a passing grade in the course and will be referred to the Professional Standards Committee (PSC) for review before being permitted to retake the course.

Learners Who Are Asked to Leave a Site

When a learner is asked to leave a site for any reason, the learner's program clinical faculty supervisor will notify the MFT-CTC or program director within two business days to discuss the circumstances under which the learner was dismissed from the site. The program clinical faculty supervisor will gather information regarding the dismissal from the learner, the site supervisor, and as necessary other parties of interest (e.g., agency director) to present to the program director and the MFT-CTC.

Upon reviewing the documentation presented, the program director, MFT-CTC and the program clinical faculty supervisor will determine if the situation results in a failing grade (or withdrawal from the SBL course, depending upon the time in the quarter) as well as a referral to the PSC.

If a PSC referral is made, the program clinical faculty supervisor will submit the referral to initiate the PSC process. The learner will then be notified that a PSC referral has been submitted and will receive information about the review process. In most cases, learners referred to the PSC cannot progress in SBL until the review process has been completed. When the PSC has formally notified the learner that they have been cleared to progress with SBL, the learner must check with the MFT-CTC to verify the timeline for submitting SBL application documents for the quarter in which they plan to return to SBL courses.

Graduating or Completing the SBL Experience

Finalizing All Internship Requirements for Graduation

The program clinical faculty supervisor will review and approve the completion of all hour requirements to meet COAMFTE standards. (*See Hours Requirements for more details on COAMFTE Standards.) The program clinical faculty supervisor will also determine that learners have submitted all required documents and received a final score of 80% or higher in the course.

Once the program clinical faculty supervisor has confirmed all requirements and the grading window is closed, the university will initiate the conferral process. All IP grades for each SBL course will be changed to S grades, signifying satisfactory completion of the program SBL requirements.

The S grades will be reflected for each SBL course taken on the final Capella University transcript, and the transcript will state that an S grade reflects a grade of B or better.

For specific questions on degree conferral, learners should review University Policy [3.01.09 Degree and Certificate Conferral](#) or contact their academic coach.

Licensure Verification Requests

Capella University will provide verification of program completion in support of state credentialing and employment for graduates upon request. The Request for Academic Verification for Licensure/Certification form to request this verification is on Campus: <https://campus.capella.edu/form/academic-verification-request>. Learners may also email the license verification officer at LicensureVerification@capella.edu.

Special Situations

Learners Who Do Not Obtain a Site

All learners who have difficulty finding a site are strongly encouraged to meet with their FAF advisor and academic coach to discuss next steps. The academic coach can work with learners on adjusting their academic plan. The FAF advisor can offer additional tips, support, resources, and ideas to assist in the site search process.

Learner Is Without a Site for More than 2 Weeks

Learners may be without a site for 2 weeks and still remain in a SBL course. If a learner goes beyond the 2-week window, the following policies will apply:

- If a learner was terminated by the site/supervisor, and the learner has not been able to locate a new site, the learner will fail the course and need to repeat the following quarter.
- If a learner was terminated by the site/supervisor but the learner does locate a new site/supervisor within the 2-week window, an expedited faculty review of the secondary application may be completed to support the learner in remaining in the course.
- If a learner was terminated by site/supervisor, and the learner does locate a new site/supervisor within the 2-week window, but there is a referral to the PSC, an expedited application review cannot occur. In this case, the learner would fail the course for being without a site for 2 weeks and would not be able to register for the next quarter, as application review of the new site/supervisor cannot occur until the resolution of the complaint by the PSC.
- In each instance, learners should speak to their academic coach to provide an update on their SBL status and seek coaching on the best course of action to address their current SBL course and to discuss timeline of future SBL courses.
- In most instances, the hours accrued during the course for all the above situations will be allowed to count toward the learner's total client hours.

Taking a Break During the SBL Experience

If a learner anticipates taking a quarter or more off from SBL, the learner is required to:

- Inform their current program clinical faculty supervisor and the MFT-CTC in writing about the leave of absence before the end of the current quarter.

- Inform their current site in those cases where the absence was not anticipated; if the learner intends to return to the site upon return, these arrangements must be made with the site.

Process for Learners Returning to SBL After Taking a Break

Returning to the Same Site and Supervisor

Learners returning to a site and supervisor who have been away from SBL for one or more quarters must notify the MFT-CTC by Monday of Week 5, the quarter before returning to SBL. This process also applies to learners who may have been approved for a site but did not move forward with an approved placement at that time.

Learners must take the following steps to return to the same site and/or supervisor:

- 1) Email the MFT-CTC with the following information:
 - a) The last SBL course completed and quarter in which it was completed
 - b) The intended start date of the return to SBL
 - c) The name of the site and supervisor where the learner will complete the SBL experience.
- 2) On Capella Academic Portal, enter a site prospector request with the site/supervisor's name and the current quarter/rotation date.

Returning to a New Site

Learners returning to begin at a new site after their leave of absence who have been away from SBL for one or more quarters must notify the MFT-CTC by Monday of Week 2 the quarter before returning to SBL.

Learners must submit the required information on their new site and supervisor within the CAP site prospector tab by the application deadlines. See section on Completing the SBL application for further details and information on submitting a new site.

Learners who do not notify the MFT-CTC by Week 2 of the previous quarter, and who do not submit required documents to the CAP by the stated deadlines are not guaranteed a spot in an SBL course the next quarter and may need to delay their return to SBL.

Extended Absences from SBL or Delay of SBL Start After Track 2 Residency

A learner should notify the MFT-CTC if they have not been registered in an SBL course for three or more quarters or have not started the SBL experience within three or more quarters of completing the Track 2 residency. The MFT CTC will notify the Program Director at the time of the learner's request to return to SBL. Depending on the length of time the learner was not active in SBL and the specific circumstances involved with the period of inactivity, additional steps may be required before the approval to enroll in SBL courses can be granted.

Completing SBL Outside of the United States

The School of Social and Behavioral Sciences does not support international site-based learning placements. The school cannot guarantee to prospective or current learners that their international site-based learning will be approved.

Counseling & Family Therapy Programs

- The school expects individuals seeking admission to these programs to be eligible to work in the United States or one of its territories pursuant to [University Policy 2.01.01](#) (Item IV, p. 7) at the time of admission.
- To ensure availability, appropriate supervision, and an equivalent experience in site-based learning, all individuals admitted to the School of Nursing and Health Sciences, and the School of Social and Behavioral Sciences with any required, elective, or optional site-based learning must be eligible to work within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands at the time of the experience, and must agree that this experience will be completed within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands. Military installations abroad are also considered to be U.S. based.

Completing SBL at Place of Employment/Receiving Payment for SBL Experience

The Capella University School of Social and Behavioral Sciences requires learners who wish to receive payment from their placement sites for any direct or non-direct therapy services performed at the site while working in the role of an internship student to request approval in advance. No payment should be accepted until approval is obtained. The form to request to receive payment for services is located on Capella Academic Portal under Requirements.

When completing the Request to Receive Payment form, the learner will need to verify they have researched their state laws, regulations, and licensing requirements to ensure they are not prohibited from receiving payment for therapy services performed during graduate training. Additionally, learners will need to document how they are avoiding dual relationships if the employment and site supervisor are the same. If the site is the learner's place of employment, the learner will need to describe the steps they have taken to avoid dual relationships with their clients. (Examples of dual relationships may include being employed as case manager seeing clients are on their caseload or a teacher providing clinical services to their own students.)

The MFT-CTC will review payment requests on Capella Academic Portal. Accepted requests will be noted in Capella Academic Portal. Approval must be in place before any payment can be made; payment cannot be received for any activities completed before the date of approval.

Site Supervisor Refuses to Complete Evaluation

If a learner has another site and the learner was not at their previous site/supervisor for more than 5 weeks, a refusal will be allowed and noted in CAP for the Final Program Documentation that the supervisor did not have adequate information to submit the evaluation.

If this was the learner's only site supervisor and there is not another supervisor that can submit an evaluation, the program clinical faculty supervisor will attempt to call the site supervisor and

request them to reconsider submitting the evaluation. Noting their feedback is valuable, its written documentation of any concerns about a learner; and that it is acceptable to mark non-performance in some areas as well. The program clinical faculty supervisor will document this call and the site supervisor response on the Contact Log.

If the supervisor still refuses to complete the evaluation and the learner will not be passing the course, the program clinical faculty supervisor can exempt the grade in the gradebook. Documentation of this should be noted in CAP. The program clinical faculty supervisor will assign the grade of NS and the learner will repeat the course. If the program clinical faculty supervisor attempts to reach out and the site supervisor still refuses, but the learner is on track to pass the course, the program clinical faculty supervisor will consult with a program director on next steps.

Off-Site SBL Supervisors

An off-site supervisor may be considered if a site cannot provide someone who meets all the Capella and program requirements to become an approved site supervisor. A written agreement must be established between the site and the off-site therapy supervisor that authorizes the off-site person to receive confidential/protected client information and supervise the agency's clients. The agreement format may vary from site to site; it is the site's responsibility to develop the agreement in the format and language required. If the site does not have a specific format, learners may request a template from the MFT CTC.

The agreement should include the following information:

- Clarification about the off-site supervisor's role and responsibilities, including processes for addressing client emergencies and urgent situations that arise with the learner's clients at the site (during work hours and after-hours/weekends).
- The off-site supervisor must maintain sufficient contact with the site to determine if the learner is behaving professionally and fulfilling all their responsibilities at the site and have sufficient knowledge about the learner's demonstration of all required competencies to complete the quarterly Site Supervisor Evaluations.
- Method the site will use for verifying with the off-site supervisor the number of hours the learner has been present at the site each week.

Once this written agreement is developed, it should be signed by the contact person at the agency and by the off-site supervisor. The learner should submit by email the fully signed Agreement to the MFT-CTC for review and approval with the other required application documents. The off-site supervisor will complete all the required application documents in the CAP, so it is imperative to have this agreement in place between the agency and supervisor early in the process to allow the off-site supervisor sufficient time to access CAP to submit required documents by the expected deadlines.

Once the MFT-CTC formally approves the off-site supervisor via the application review process, the off-site supervisor will assume all responsibilities and tasks as the approved site supervisor, including approving the weekly hours in the CAP, communicating regularly with the Capella program clinical faculty supervisor, and completing the quarterly evaluation in the CAP.

If there will be an on-site staff person observing and managing the day-to-day work of the learner at the site, the on-site person should be in communication with the approved off-site supervisor regularly to convey their feedback. The Capella-approved supervisor is the primary contact person unless other arrangements have been made by the program clinical faculty supervisor, learner, and approved site supervisor. Only the Capella-approved supervisor can approve the weekly time logs and submit the end-of-quarter Site Supervisor Evaluation, so the approved supervisor must have sufficient information from any on-site staff to evaluate all items required.

Any costs for the off-site supervisor will be the responsibility of the learner. If payment by the learner is prohibited by the learner's state laws or regulations, then the responsibility of any payment to the off-site supervisor must be made by the site. It is the learner's responsibility to be familiar with their state's regulations about this process and notify the MFT-CTC and the site about any arrangements that need to be made.

Accommodations for Learners with Disabilities

Each site location will vary in the design of facilities, computer systems used, and procedural expectations. Learners with disabilities should consider whether they will need accommodations at the selected site or in the courseroom group supervision sessions.

The [Office of Disability Services](#) is available to discuss learners' specific needs and explore options collaborating with faculty and site supervisors. Learners should contact ODS regarding their needs as soon as a need is identified. Please also [review University Policy 4.02.01 Learner Disability Accommodations](#).

Capella Career Resources

The [Capella Career Development Center](#) offers a wealth of information and resources to assist learners in locating an internship site. It also offers resources about resumes, cover letters, locating site-based learning sites, creating portfolios, and preparing for interviews.

MFT Program Full-Time Faculty

Roxanne Bamond, PhD, LMFT, AAMFT Approved Supervisor, received her doctoral degree in Marriage and Family Therapy from Nova Southeastern University. She has served as a board member of the Florida Association for Marriage and Family Therapy and is the immediate past Member at Large on the board of the Colorado Association for Marriage and Family Therapy. Dr. Bamond focuses her presentations and research on distanced based supervision and therapy, couples issues, and suicide prevention.

Larry Barlow, PhD, LMFT, AAMFT Approved Supervisor, received his PhD in Marriage and the Family from The Florida State University in 1982 and his MS in Community Counseling from the University of Southern Mississippi in 1976. He served as a Faculty at The Florida State University for 15 years, and as the Executive Director of the Florida Association for Marriage and Family Therapy for 20 years. In addition, Larry has worked in community practice for over 40 years in medical practices, faith-based practices, incarceration settings, and in private practice. He

developed the Dads Actively Developing Stable Families which received a grant from the Florida Commission on Responsible Fatherhood. His presentations include state and national conferences on fatherhood issues including AAMFT, the Second Annual Conference on Fathers Behind Bars, Phoebe Putney Hospital, and the Governor's Symposium on Fatherhood (Florida). Dr. Barlow is the author of several publications on fatherhood and therapy including two book chapters.

Charmaine Borda, PhD, LMFT, LMHC, ACC, CHT, AAMFT Approved Supervisor, received her doctoral degree from Nova Southeastern University in Family Therapy. Dr. Borda has collaborated with Salvador Minuchin, founder of Structural Family Therapy to co-publish the first and second editions of *The Craft of Family Therapy: Challenging Certainties*. Dr. Borda's current research is focused on work with elderly orphans and telling their stories through creative arts and theatre. Dr. Borda's interests include Structural Family Therapy, Adoption, Supervision, and most recently helping elderly orphans tell their stories through creative arts and theatre. Charmaine also runs a non-profit called The Wellness Project, working with front line practitioners/helpers and their experiences with burnout and lack of effective self-care.

Cynthia Chestnut, PhD, LMFT, AAMFT Approved Supervisor, received her Ph.D. from Drexel University's Couple and Family Therapy program. She also studied family therapy and worked at Philadelphia Child Guidance. Dr. Chestnut has also led a research team studying the 5 largest family shelters in the City of Philadelphia to understand recidivism of homeless families in City contracted shelters and developed a life-skills program for recidivist homeless families influencing change in the City contracting policies. Her recent publications are pending with The SAGE encyclopedia of multicultural counseling, social justice, and advocacy and two chapters on Black love. She has written articles such as dealing with difficult teens and the chemistry of love. She has a small private practice in Delaware.

Trevon Clow, PhD, LMFT, LMHC, MFT Program Analytics Lead received his PhD in Counselor Education from Auburn University and his MA in Marriage and Family Therapy from the University of Mobile. His professional interests are in Emotion Focused Therapy. His recent publications include *The Sage Encyclopedia of Marriage, Family, and Couples Counseling*, and the textbook *DSM- 5 and Family Systems*. He has a private practice with over 20 years of experience in New Smyrna Beach, Florida.

Wendy Cortes, PhD, LMFT, AAMFT Approved Supervisor, holds a doctoral degree in Marriage and Family Therapy from Northcentral University. She maintains a small private practice, supervises clinicians toward licensure, and is part of the training team at the not-for-profit agency children's research triangle. Her clinical and research interests include attachment and trauma experiences within families and supervision.

Weston Crafton, PhD, LMFT, AAMFT Approved Supervisor, Assistant Academic Faculty Director holds a doctoral degree in Marriage and Family Therapy from Northcentral University and is a Licensed Marital and Family Therapist in the state of Tennessee. He has received post-doctoral sex therapy training from The Buehler Institute and the Sexual Health Alliance and maintains a clinical practice where he consults with clients who wish to address out-of-control

sexual behavior. He is the Secretary of the Tennessee Association for Marriage and Family Therapy (TNAMFT), an AAMFT Clinical Fellow, and a member of the American Association for Sexuality Educators, Counselors, and Therapists (AASECT).

Brittany Davis, PhD, LMFT, AAMFT Approved Supervisor Candidate completed her doctoral degree in Family Therapy at Nova Southeastern University. She is published in the Air and Space Power Journal. Her research interests include supervision, training therapists in therapeutic empathy, and organizational empathic leadership. She also co-owns the 1st Year Project which is an outreach service to new mental health graduates.

Laura Dupiton, PhD, LFMT, AAMFT Approved Supervisor Candidate earned her doctoral degree in Marriage and Family Therapy from Eastern University. She has an extensive history providing clinical therapy and supervision. Her special interests include person of the therapist work, diversity, equity, and inclusion, as well as utilizing systems work at all levels to interrupt maladaptive patterns and create second order change. Dr. Dupiton's research addresses the dynamics of cross-racial supervision and sheds light on the unique experience of clinicians of color that may hinder the freedom to be their authentic selves.

Rob Eubanks, Ph.D., LMFT received his doctorate in Marriage and Family Therapy from Nova Southeastern University in 2000. He is currently full-time faculty in the Marriage and Family Therapy program at Capella University where he focuses on teaching theory comprehension and application. Dr. Eubanks' recent professional presentations focus on clinical intuition in therapy, and he frequently demonstrates foundational systemic models. He is also the creator of the Systems Theory Alignment Assessment; a tool to help students discover systemic models that personally connect with them. Dr. Rob is also a life-long surfer and professional actor, appearing in over 20 films, TV show and commercials.

Keran Flynn-Kroska, PhD, LMFT received her PhD in Counselor Education and Supervision and her MS in Marriage and Family Therapy from Capella University. She is licensed as a marriage and family therapist in Minnesota. Keran has worked in rural mental health for 12 years and specializes in infant and early childhood trauma and attachment work with families. Keran is an AAMFT Approved Supervisor as well as a Minnesota state board approved supervisor for LMFT and LPCC candidates. Keran's academic and professional focus is on qualitative research, rural mental health, workforce development, and supervision.

Vicki Foster, PhD, LPC, MFT received PhD from Walden University in Clinical Psychology. Dr. Foster specializes in adolescent counseling and Conduct Disorder. Before teaching at Capella University, Dr. Foster worked at the Bert Brown Schools and other hospital settings. In her private practice she currently works with at-risk youth, families, couples, and individuals. Dr. Foster also has black belt in Seven Star Mantis Kung Fu and teaches self-defense for free in her local community.

Leslie Guditis, PhD, LMFT, AAMFT Approved Supervisor Candidate received her PhD in Family Therapy from Texas Woman's University. Her current research interests include online learning in diverse populations, at-risk youth from high SES families, Grief and Loss, the LGBTQ community. Leslie is on the inaugural Editorial Board of the publication, the Journal of

Counseling Sexology & Sexual Wellness: Research, Practice, and Education. In addition to her work as a full-time faculty member with Capella, Leslie maintains a small private practice, with a focus on transgender and gender nonconforming clients. She also provides post-graduate supervision in the State of Texas.

Coreen Haym, PhD, LMFT, AAMFT Approved Supervisor, received her doctoral degree in Counselor Education and Supervision from Adams State University. Dr. Haym's work primarily focuses on the intersectionality of gender and sexuality and families and individuals in diverse family structures. She continues to dedicate her time to service in the areas of writing, training, social justice, and community unification and development.

Kelly Heenan, PhD, LMFT, LPC, AAMFT Approved Supervisor, Academic Program Director, received her doctoral degree in Family Therapy from Texas Woman's University. Dr. Heenan resides in Wyoming, where she serves on the Wyoming Mental Health Professionals Licensing Board. Dr. Heenan also serves as a site visitor and on the accreditation review committee for COAMFTE. Her professional interests include supervision, training, licensing and regulatory issues, couples counseling and foster, adoptive, and blended families.

Tequilla Hill, PhD, LMFT, AAMFT Approved Supervisor, received her doctoral degree from Nova Southeastern University. Dr. Hill has experience applying systems thinking and mindfulness-based approaches to behavioral health organizational systems and private practice settings. She has maintained a small private practice and focuses on incorporating mindfulness and yoga-based practices for stress reduction.

Kyle D. Killian, PhD, LMFT, AAMFT Approved Supervisor has 60 publications on topics including trauma and loss, immigrant, refugee and multiracial families, vicarious resilience, and professional self-care. His books include *Interracial Couples, Intimacy and Therapy: Crossing Racial Borders* (Columbia University Press, 2013), *Intercultural Couples: Exploring Diversity in Intimate Relationships* (Routledge, 2008), and *Time, Temporality and Violence in International Relations* (Routledge, 2016). Dr. Killian is co-founder of Global Change Institute, Nicosia, Cyprus, a non-governmental organization providing training for professionals and advocacy for immigrants and migrant workers. Research interests include marital satisfaction, traits of healthy families, family-of-origin studies, ethnic and minority families, and clinical supervision.

Paul Maione, PhD, LMFT, AAMFT Approved Supervisor, received his doctorate in Marriage and Family Therapy from Nova Southeastern University in 1996. He is currently full-time faculty in the Marriage and Family Therapy program at Capella University. He is also clinical director of Couples on The Brink in Plantation Florida where he oversees a program to provide intensive couples therapy services. Dr. Maione is also the founder of MFTWorldWide.com, the only social networking community exclusively for Marriage and Family Therapists.

Cindy McIntire, PhD, LMFT, AAMFT Approved Supervisor received her doctoral degree in Counselor Education and Supervision from Capella University. She is a full-time faculty in the Marriage and Family Therapy program and currently serves as the Clinical Training Coordinator, overseeing site-based learning procedures and applications.

Ron Muchnick, PhD, LMFT received his doctoral degree in Marriage and Family Therapy from Nova Southeastern University. With numerous publications and presentations, Dr. Muchnick focuses on clinical practice issues and coaching. His book *Self Coaching, How to S.O.L.V.E. personal and professional problems*, reflects his interest in the Solution Focus Brief Therapy model and its use in working with his clients. Doc Ron's new book, *At The End Of The Day* was released in 2019.

Matt Pace, PhD, LMFT, AAMFT Approved Supervisor received his doctoral degree in Family Therapy from Syracuse University. Dr. Pace's clinical experience ranges from private practice, community agency, hospital, and college/university settings working with a diverse population of individuals, couples and families dealing with a wide range of challenges.

George Pate, PhD, LMFT, AAMFT Approved Supervisor received his doctoral degree in Family Therapy from Texas Woman's University. Previously active in the leadership of the Texas Association of Alcoholism and Drug Abuse Counselors, Dr. Pate has presented at numerous local and regional conferences and workshops on issues of chemical dependency, Family Therapy, and integrative approaches.

Carol Pfeiffer Messmore, PhD, LMFT, AAMFT Approved Supervisor received her doctoral degree in Marriage and Family Therapy from Nova Southeastern University. Dr. Messmore is also an Infant Mental Health Specialist. Recent publications include *Systemic Interventions for Problems Emerging in Early Childhood (0-5)* in the *Handbook of Systemic Family Therapy* (2020), and *Elimination Disorder: A Developmental Systems Perspective in DSM- 5 and Family Systems: An Applied Approach* (2017). Dr. Messmore also served as Chair of the COAMFTE Commission for 2022 and currently serves as a COAMFTE site visitor.

Michael Reiter, PhD, LMFT, AAMFT Approved Supervisor received his PhD in Marriage and Family Therapy from Nova Southeastern University and has been a licensed marriage and family therapist for more than 20 years. He studied from Insoo Kim Berg as well as spent 10 years working closely with Dr. Salvador Minuchin, having co-authored a book with him. Dr. Reiter has presented about psychotherapy at local, national, and international conferences. He has been published in multiple peer reviewed journals as well as written multiple textbooks.

Natalie Richardson, PhD, LMFT, AAMFT Approved Supervisor, Assistant Academic Program Director, earned her doctoral degree in Medical Family Therapy at East Carolina University and her Masters in Marriage and Family therapy from Oklahoma State University. Natalie has an extensive list of publications and presentations to her name. Her research interests include moral injuries among military and other high-stress populations, complicated grief and ambiguous loss, the biopsychosocial-spiritual health implications of traumatic stress, medical family therapy, and provider well-being.

AnnaLynn Schooley, PhD, LMFT, LMHC, AAMFT Approved Supervisor received her doctoral degree in Marriage and Family Therapy from Nova Southeastern University. Dr. Schooley is currently the Florida AAMFT Division Past President and has experience working with children and families, couples, HIV/AIDS services, and tribal communities. She is currently completing a book on teaching therapeutic skills.

Gerald Tauberger, PhD, MFC, LPCC, received his doctorate in Management and Organizational Leadership. Dr. Tauberger's research and clinical work focus on family communication and conflict resolution. He also serves as a consultant to a military base on deployment and military transition. Dr. Tauberger has been working with the families impacted by the CA wildfires.

Cleo Townsend, PhD, LMFT, AAMFT Approved Supervisor Candidate, received her doctorate from Drexel University in Couple and Family Therapy. Dr. Townsend maintains a small private practice providing consulting and supervisory services to state employees experiencing vicarious trauma. She also provides mental health services to victims and offenders of group violence.

Todd Workman Jesness, PhD, LMFT, AAMFT Approved Supervisor, Assistant Clinical Training Coordinator, holds a PhD in Marriage and Family Therapy from Syracuse University. Dr. Jesness is also a Certified Hypnotherapist, his clinical research interests include Evidence-based family therapy methods; social justice; couples therapy; child and adolescent issues in family therapy; power; gender; sexuality; gender and perception of abuse and trauma.

Appendix A: Glossary

AAMFT Approved Supervisor - an individual who has satisfied all of the academic, clinical requirements, and supervisory training requirements set by the AAMFT to be designated an AAMFT Approved Supervisor.

Academic Coaches - MFT learners have an assigned academic coach from Academic Advising for support. Academic coaches support learners with financial aid, registration, course adjustments throughout learners' programs through proactive outreach, coaching, motivating, and mentoring to help address barriers to progress. Faculty advisors, academic coaches, and the program directors often work together when addressing learner concerns.

Academic Readiness - This refers to the mastery and competency displayed through actions, knowledge, and skills that is expected of a learner at any phase of an academic program. This level of mastery signals the learner is ready to progress to the next phase of the program (Capella Academic Standing Policy, 3.01.04).

Academic Integrity - This refers to a learner's responsibility in scholarship, including honesty, trust, fairness, and respect in academic work and university settings (Capella Academic Integrity and Honesty Policy 3.01.01).

Assistant Clinical Training Coordinator - works alongside the MFT Clinical Training Coordinator to support the site-based learning experience in the MFT program. They assist with office hours, emails, reviewing applications and other related tasks. The Assistant CTC monitors compliance and affiliation agreement needs between the university and internship sites and helps to identify and support program needs/opportunities.

Assistant Faculty Director (AFD) - a full-time faculty member with the primary responsibilities to provide management and support of the part-time and adjunct faculty who are assigned within the MFT program to promote a quality learning experience for learners by ensuring an engaging courseroom environment. This management position contributes to a range of activities related to excellence in teaching and learner retention and coordinates with the program directors to remain aware of discipline-specific requirements and content intent. In addition to faculty management, this role includes learner-facing assignments, such as teaching, as well as a variety of operational and administrative responsibilities.

Assistant Program Director (APD) - a full-time faculty member with the primary responsibilities to support the Program Director with oversight of the operations of the education and practice components in the program. Working closely with the Program Director, the APD takes an active role in oversight of the MFT curricula quality and rigor, and works to ensure curricula are professionally relevant, current, efficient, effective, and cohesive. The APD also provides oversight with the PD of curriculum development according to external standards (COAMFTE) and in alignment with university design principles and state regulatory requirements, supervision of subject matter expert (SME) course development, faculty onboarding initiatives, and management of full-time faculty.

Clinical Training Coordinator (CTC) - working closely with the PD, the CTC supports the site-based learning (SBL) experience in the MFT program, managing the InternshipMFT@Capella.edu mailbox, overseeing the internship application review process, co-hosting weekly SBL office hours for learners, and hosting periodic support huddles for Program Clinical Faculty Supervisors. The CTC works collaboratively with the Assistant Clinical Training Coordinator and the SBL application review team. With the PD, the CTC supports alignment of the MFT clinical program with COAMFTE accreditation standards and program requirements.

Communities of Interest - stakeholders of the program who provide input and feedback. Our program has defined students, graduates, faculty, and program clinical faculty supervisors as communities of interest.

Developmental Plan – This refers to a plan initiated by University personnel including, but not limited to, Faculty, FRP committee, Program Director, or Dean. It includes the specific recommendations made to the learner as a result of a violation and/or inattention to University policy COAMFTE standards or the AAMFT Code of ethics.

Ethical Compliance – This refers to the learner's compliance with all aspects of the AAMFT Code of Ethics and notes any action, physical, mental, or emotional, taken by the learner which directly violates COAMFTE Standards (COAMFTE Version 12.5 Standards, Eligibility Criterion A and FCA 5).

Faculty Advisors (FAF Advisor) - oversee the Faculty Advising Forum (FAF) courserooms and are available to mentor learners throughout their programs and to provide important program information, including academic, residency, and internship topics. Additionally, Faculty Advisors provide support and monitor learners' personal and professional development. MFT learners enroll in a geographic FAF upon admission and remain with one faculty advisor throughout their program. Faculty advisors are continuously available to their learners and hold academic learner review meetings at key milestones throughout the program.

Learner Assessment – This refers to the ability of learners to meet the behavioral and attitudinal standards of the AAMFT Code of Ethics, which is continuously evaluated by online instructors, advisors and School of Social & Behavioral Sciences Counselor Education program staff. Focused assessment of each learner's professional development and fitness begins in First Course and continues throughout the online courses. Learner evaluations completed during the pre-internship residency, and internship experiences also assess learner growth and competence.

Learner Competence – This reflects a learner's academic or personal ability, including, but not limited to, physical, mental, or emotional readiness, to comply with university policies, COAMFTE standards and AAMFT Code of Ethics. (Capella Academic Honesty 3.01.01; Capella Learner Code of Conduct.02.02; COAMFTE Version 12.5 Standards, Key Element IV-B; AAMFT Code of Ethics 2015, Standard III, Professional Competence and Integrity)

Learner Fitness – This reflects any physical, mental, or emotional impairment that has a direct impact on the learner's ability to develop academic and/or clinical competency. COAMFTE Version 12.5 Standards, Key Element IV-B; AAMFT Code of Ethics 2015, Standard III, Professional Competence and Integrity).

Personal Development – This refers to a process where the learner is conducting continuous personal inventory and creating awareness of the personal and ethical responsibilities of practicing as a Marriage and Family Therapist. Special attention is paid to personal challenges and how they impact the professional responsibility of practicing as a therapist or counselor. (Capella Policy)

4.02.02 Learner Code of Conduct; COAMFTE Version 12.5 Standards, Key Element IV- B; AAMFT Code of Ethics 2015, Standard III, Professional Competence and Integrity).

Professional Behaviors – This refers to the expectation that learners are expected to conduct themselves professionally. Problematic behaviors would include any behavior that violates any university policy, COAMFTE standard, AAMFT Code of Ethics. It includes behaviors that occur at a Capella sponsored events (e.g., MS Residency), in an online course, or at a field experience site. This can include verbalizations or written language of an inappropriate and unprofessional nature directed at other learners, faculty, staff, or the University. (Capella Academic Honesty Policy 3.01.0; Capella Learner Code of Conduct Policy, 4.02.02; Capella Discrimination, Harassment, and Assault Policy, 4.02.04; AAMFT Code of Ethics 2015, Standard III, Professional Competence and Integrity)

Professional Development – This refers to the ongoing process of gaining competency in information, knowledge, and skills as a professional therapist. It also includes participating in activities, conferences, and trainings.

Program Clinical Faculty Supervisors - provide MFT relational/systemic supervision. They are program faculty that hold status as an AAMFT Approved Supervisor or Candidate and are assigned to teach our site-based learning courses or support site-based learning by offering additional AAMFT approved supervision labs. Program Clinical Faculty Supervisors provide supervision that is congruent with professional standards and the AAMFT code of ethics, including virtual supervision and telehealth; provide weekly virtual group supervision throughout the quarter, including observation of recorded clinical work for each learner on a quarterly basis; evaluate and provide quarterly written feedback to learners about strengths, areas for needed development, and overall progress; Monitor, track, and approve the learners' weekly hour submissions; regularly engage and document correspondence with site supervisors to monitor and assess learner progress; and, follow policy to address site-based learning concerns and complete all required quarterly documentation.

Program Clinical Site Supervisors – supervisors who hold the same role as site supervisors (see Site Supervisor definition). In addition to meeting all requirements for site supervisors, a program clinical site supervisor must also be an AAMFT Approved Supervisor or Candidate.

Program Director (PD) - a full-time faculty member with the primary responsibilities to provide oversight to the overall operations of the education and practice components of the program. The Program Director is responsible for the complete oversight of the outcome-based education framework, assessment activities, curriculum, clinical training program, as well as management of full-time full-time faculty and assistant directors and the maintenance and enhancement of the Marriage and Family Therapy (MFT) MS program's quality. The Program Director works to

ensure that MFT curricula meet COAMFTE accreditation standards and that curricula for the MFT program are professionally relevant, current, efficient, effective, and cohesive. The Program Director, along with the Assistant Program Director, oversees the program's informal complaint process, as learner concerns arise.

Program Faculty – full-time, part-time, and adjunct faculty hired to support the MFT program. All faculty must hold an MFT identity to include a terminal degree in MFT or a closely related field and an LMFT license that is active and in good standing.

- **Full-time Faculty** hold an annual contracted position with the University or organization in which the program resides, AND 50% or more of their assigned role is specific to the MFT program. Along with the program director, full-time faculty members share responsibility for the creation, evaluation, revision, and maintenance of the program's outcome-based education framework, curriculum, policies, and procedures. Full-time faculty demonstrate professional identity as a marriage and family therapist and contribute to the MFT profession in various ways such as scholarship, research, teaching, MFT relational/systemic supervision, practice, and/or service. The MFT program full-time faculty are clearly identified to students, communities of interest, and the public.
- **Part-time/Adjunct Faculty** either hold: a) a short-term position with the university or organization in which the program resides, with a primary assignment to the MFT program and provide instruction within the MFT program, OR b) a permanent position in the University or organization with a primary assignment in another program but teach specific courses in the MFT curriculum for which they are professionally, educationally and experientially prepared. Non- full-time faculty members teach courses within the MFT curriculum, or fulfill specific roles assigned by the program (e.g., accreditation specialist, field placement coordinator). This designation does not include program clinical supervisors, please see Program Clinical Supervisor definition.

Site Supervisors - integral members of the SBL experience who perform a key role in facilitating a successful field placement experience. Site supervisors are formally approved based upon a review of their qualifications and other information they have provided as part of the SBL application process to assess their ability to meet program requirements and provide the experiences that will support the activities required in the learner's program. Site Supervisors for learners in the MFT program must meet the following requirements:

- Hold a master's degree and be licensed to practice psychotherapy independently providing mental health services in the appropriate state.
- A minimum of two years of experience providing relational therapy/counseling services to couples and/or families.
- Some training, experience, or education in master's level clinical supervision (via work experience, graduate course, workshop, continuing education class, seminar, etc.)

Student Learning Outcomes (SLOs) - articulate what students should be able to achieve, demonstrate, or know, as a result of attending the educational program. Each Student Learning Outcome is competency based, measurable, and aligned with a specific program goal used to

implement the program's mission. Programs aggregate data on Student Learning Outcomes at the program level to demonstrate attainment of program goals and to inform program improvements.

Appendix B: MFT Program Telehealth Policy for Program Clinical Supervisors, Site Supervisors, and MFT Learners

This telehealth policy is designed to provide a framework for navigating the unique challenges and opportunities presented in remote therapeutic practice. Recognizing the importance of adapting traditional therapeutic approaches to virtual platforms, this policy aims to ensure ethical, competent, and effective service delivery while fostering the professional growth of future Marriage and Family Therapy practitioners.

Faculty and Site Supervision Telehealth Practice

Faculty Program Clinical Supervisors and Site Supervisors agree to comply with the following requirements:

- **Technology requirements:** Supervisors should use secure and HIPAA-compliant video conferencing platforms such as Zoom and ensure they have a reliable internet connection, a high-quality camera and microphone, and a private and quiet space to conduct the session.
- **Confidentiality:** Supervisors should ensure they have appropriate measures in place to protect the confidentiality of their supervisees and any clients discussed during the session. They should also make sure the video conference is not being recorded or observed by anyone who is not authorized to do so.
- **Professional conduct:** Supervisors should maintain appropriate boundaries with their supervisees and ensure they do not engage in any behavior that could be perceived as unethical or unprofessional during the teletherapy supervision session.
- **Agree to adhere to all state, federal and regulatory requirements governing the practice of the teletherapy where the client resides and/or the MFT learner and supervisor reside.**
- **Abide by all applicable HIPAA rules and regulations.**

MFT Learner Teletherapy Practice Guidelines

- **Use secure and HIPAA-compliant video conferencing platforms provided by their site or their student Zoom accounts provided by Capella and ensure they have a reliable internet connection, a high-quality camera and microphone, and a private and quiet space to conduct the session.**
- **Ensure they have appropriate measures in place to protect the confidentiality of their clients. They should also make sure the video conference is not being recorded or observed by anyone who has not signed an informed consent to participate in telehealth.**
- **Maintain appropriate boundaries with their clients and ensure they do not engage in any behavior perceived as unethical or unprofessional during the teletherapy session.**
- **Comply with teletherapy and virtual supervision standards of care including obtaining all informed consent and appropriate documents from clients PRIOR to commencing teletherapy and regularly confirming the identity and location of clients.**
- **Discuss with clients the risks and benefits of teletherapy PRIOR to commencing teletherapy and virtual supervision. Potential risks and limitations of telehealth may**

include technical failures; interruption by unauthorized persons; unauthorized access to transmitted and/or stored confidential information; and decreased availability of the therapist in the event of a crisis.

- Comply with emergency protocols which include but are not limited to obtaining emergency numbers for the client's location (such a police officer, fire rescue), having access to the site supervisor's contact information during teletherapy and virtual supervision sessions, and obtaining and having access to client's address where they are located at the time of the session.
- Ensure clients are appropriate for teletherapy including but not limited to understanding technology, being able to utilize required technology, are able to be in a secure, private location, are not in danger of self-harm or harm to others and are not chemically compromised.
- Create a backup plan for technical issues that may arise during telehealth sessions, such as network interruptions or equipment malfunctions.
- Comply with the policies and procedures set by the site supervisor and the placement site.
- Abide by the local, state, and provincial requirements and regulations where the client resides and/or where the MFT learner and site supervisor reside.

Federal, State, Regulatory Legal and Ethical Requirements

Federal Requirements & HIPAA

HIPAA (Health Insurance Portability and Accountability Act) is a U.S. federal law that establishes rules and regulations to protect the privacy and security of individuals' health information. HIPAA has two main components: the Privacy Rule and the Security Rule. The Privacy Rule establishes national standards for protecting the privacy of PHI. The Security Rule establishes national standards for protecting electronic PHI (ePHI) that is created, received, maintained, or transmitted by covered entities and business associates. HIPAA requires covered entities and business associates to implement administrative, physical, and technical safeguards to protect PHI and ePHI. HIPAA also requires covered entities and business associates to notify individuals if there is a breach of their unsecured PHI or ePHI. Notifications must be made without unreasonable delay and no later than 60 days after the discovery of the breach. HIPAA violations can result in significant penalties, including fines and legal action. In summary, HIPAA is a federal law that establishes rules and regulations to protect the privacy and security of individuals' health information. Covered entities and business associates must comply with HIPAA rules, including implementing safeguards to protect PHI and ePHI, notifying individuals in the event of a breach, and taking HIPAA compliance seriously to avoid penalties.

State and Regulatory Requirements

It is essential to follow each state's regulations when providing Marriage and Family Therapy (MFT) through telehealth services. Each state has its own guidelines and requirements for telehealth therapy, and it is crucial to understand and adhere to them to avoid any legal or ethical issues. Some states may require specific licenses, certifications, or training for telehealth.

Additionally, there may be rules regarding informed consent, confidentiality, and technology requirements that must be followed. Per the site-based learning affiliation agreement and application acknowledgements, your site supervisor will review with you any applicable state laws and regulations that govern the practice of telehealth where your clients reside and/or where the site supervisor is licensed.

Ethical Requirements

Read and understand the portions of the most current AAMFT (American Association for Marriage and Family Therapy) Code of Ethics

(https://aamft.org/Legal_Ethics/Code_of_Ethics.aspx) pertaining to

- Knowledge of regulatory standards (3.2)
- Standard VI Technology Assisted Professional Services

Read and understand AAMFT Best Practices in Online Practice of Couple and Family Therapy, available online through AAMFT (American Associated Marriage and Family Therapy)

<https://networks.aamft.org/telehealth/resources2/new-item2>

Recording and Confidentiality

Students must present recordings of their clinical work as part of the program and COAMFTE accreditation requirements. Recordings must be treated the same way as any other confidential materials, and the learner must obtain written consent by the client before recording. Recordings are to be kept in a locked place at your clinical training site and while transporting or sharing the recording tape, all precautions must be taken to guard confidentiality. To be HIPAA compliant, the acceptable session recording formats include CD/DVD and drives, or personal recording devices (camera, cell phone, laptop, or tablet) which must be password protected.

Storage, Transfer and Destruction of Recordings

Secure Storage. All audio and video therapy recordings must be stored in a secure and encrypted digital environment to protect the confidentiality and privacy of client information. Utilize HIPAA-compliant cloud storage solutions or secure servers with restricted access. Recordings should not be kept on flash drives or cellular devices if they are not encrypted, or password protected. If the site does not provide a location for storing recordings, it is preferred that learners use Zoom or OneDrive account.

Sharing Recordings. When sharing audio/video therapy recordings for supervision, education, or consultation purposes, ensure that transmission occurs through secure channels such as your Zoom account. Additionally, ensure that only those authorized (supervisors, MFT peers) can view the recordings.

Retention Period. The retention for therapy recordings may vary based on your placement site policies and procedures and any relevant state laws or guidelines. If your site does not specify a retention period for recordings, it is preferred all recordings be deleted after 30 days. When removing recordings, please ensure the deletion from all storage locations to minimize any potential privacy risks.

By adhering to these guidelines, we aim to uphold the principles of privacy and confidentiality outlined in applicable rules, regulations, and professional standards while harnessing the benefits of audio/video therapy recordings for educational and therapeutic purposes.