Alliant University

2026-27

ONGROUND CFT PROGRAM MANUAL

MA and PsyD PROGRAMS

COUPLE AND FAMILY THERAPY GRADUATE PROGRAMS

LOS ANGELES | SACRAMENTO | SAN DIEGO | ONLINE

*Please read this manual prior to calling the CSPP/CFT Office

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Welcome

Dear Student,

Welcome to Alliant University's online Couple and Family Therapy graduate program! We are dedicated to helping you become a knowledgeable, ethical, and competent clinician, prepared to serve individuals, couples, and families in a variety of clinical settings. While the program is rigorous, we hope you will find your investment of time, energy, and effort to be meaningful and worthwhile.

The Alliant CFT Program was founded in 1973 at the San Diego and Irvine campuses and received initial accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in 2001. Since then, the program has continued to grow in response to the evolving needs of the profession and the communities we serve. The program has expanded to Irvine, Sacramento, Los Angeles, and Online, making our Master of Arts (MA) in Marital and Family Therapy one of the largest COAMFTE-accredited MFT programs in the country.

After more than 40 years of experience teaching in an on-ground format, the CFT Program expanded to include online MA and doctoral programs. At Alliant, we are committed to adapting to the needs of our communities and using available technologies to provide high-quality education that supports our vision of an inclusive world empowered by Alliant alumni.

Please read this handbook thoroughly and keep it for your records. You will likely refer to it often during your academic and clinical training, as it contains answers to many common questions. We encourage you to use this manual as a guide and to consult with faculty and staff when you need additional support or clarification.

We hope you enjoy your experience in the program. Again, welcome!

CFT Faculty

SECTION I: Organizational Structure of CFT Program

Introduction

The Couple and Family Therapy (CFT) Program is housed within the California School of Professional Psychology at Alliant University. The CFT Program offers three graduate degrees: a Master of Arts (MA) in Marital and Family Therapy, a Doctor of Philosophy (PhD) in Marital and Family Therapy, and a Doctor of Psychology (PsyD) in Marital and Family Therapy. The CFT Program is offered across four locations—San Diego, Los Angeles, Sacramento, and Online.

All CFT locations, including on-ground and online programs, share the same curriculum, degree requirements, policies, and procedures. The online modality is designed to be rigorous and accessible for students seeking an alternative to the traditional on-ground format.

This handbook outlines policies, procedures, and requirements specific to the CFT Program. Students should use this handbook alongside the Alliant University Catalog, which contains University-wide academic policies and regulations.

The MA and PsyD programs are accredited by COAMFTE, and the PhD program is currently in the process of seeking COAMFTE accreditation.

Past faculty members have included founders and influential contributors to the field of marriage and family therapy, including Jay Haley, James Framo, Virginia Satir, Carl Whitaker, and Ivan Boszormenyi-Nagy. Current CFT faculty are trained as marriage and family therapists, and many are graduates of COAMFTE-accredited programs. Several of our CFT faculty are well known in the field, including Susan Johnson (affiliated with the CFT program), the renowned therapist and creator of Emotionally Focused Therapy (EFT).

Couple and Family Therapy Program Mission

The mission of the Couple and Family Therapy graduate programs is to provide high-quality education, training, clinical experience, scholarship, and service grounded in systemic and relational perspectives. The programs prepare clinicians to understand and address psychological concerns within the context of relationships, families, and broader social systems, emphasizing interactional patterns and cultural and contextual influences. We train ethical professionals to foster the well-being and mental health of individuals, children, couples, families, organizations, and communities primarily through improving relationships. Our CFT programs specifically focus on the understanding and respect for the diversity of human relationships across different populations from a variety of multicultural, socioeconomic, and international backgrounds. CFT students are encouraged to respect the many dimensions of human diversity, develop a mature personal and professional identity in couple and family therapy field, stay current with professional knowledge and practice in relational and systemic perspectives, and make a positive difference for clients and society.

Student Learning Outcomes (SLOs)

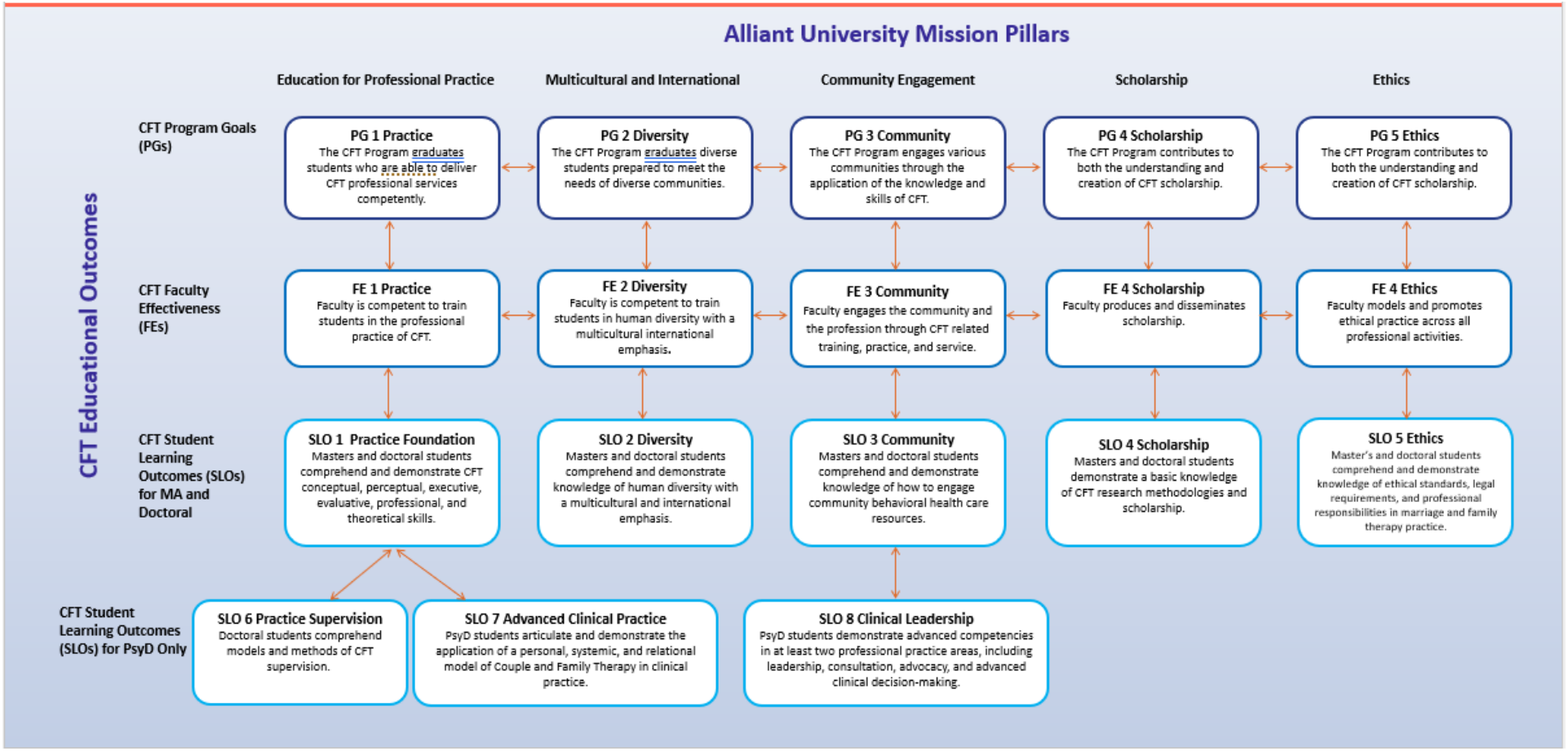
1. **SLO 1 Practice Foundation Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate CFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills

2. **SLO 2 Diversity Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate knowledge of human diversity with a multicultural and international emphasis.
3. **SLO 3 Community Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate knowledge of how to engage community behavioral health care resources.
4. **SLO 4 Scholarship Knowledge and Skills:** Master's and doctoral students demonstrate a basic knowledge of CFT research methodologies and scholarship.
5. **SLO 5 Ethics Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate knowledge of ethical standards, legal requirements, and professional responsibilities in marriage and family therapy practice.

For PsyD Only (1-8)

6. **SLO 6 Practice Supervision Knowledge and Skills:** Doctoral students comprehend models and methods of CFT supervision.
7. **SLO 7 Practice Specific Knowledge and Skills:** PsyD students articulate and demonstrate the application of a personal, systemic, and relational model of couple and family therapy in clinical practice.
8. **Scholarship Application Knowledge and Skills:** PsyD students demonstrate advanced competencies in at least two professional practice areas, including leadership, consultation, advocacy, and advanced clinical decision-making.

CFT Educational Outcomes and Alliant Mission Pillars



Organizational Chart

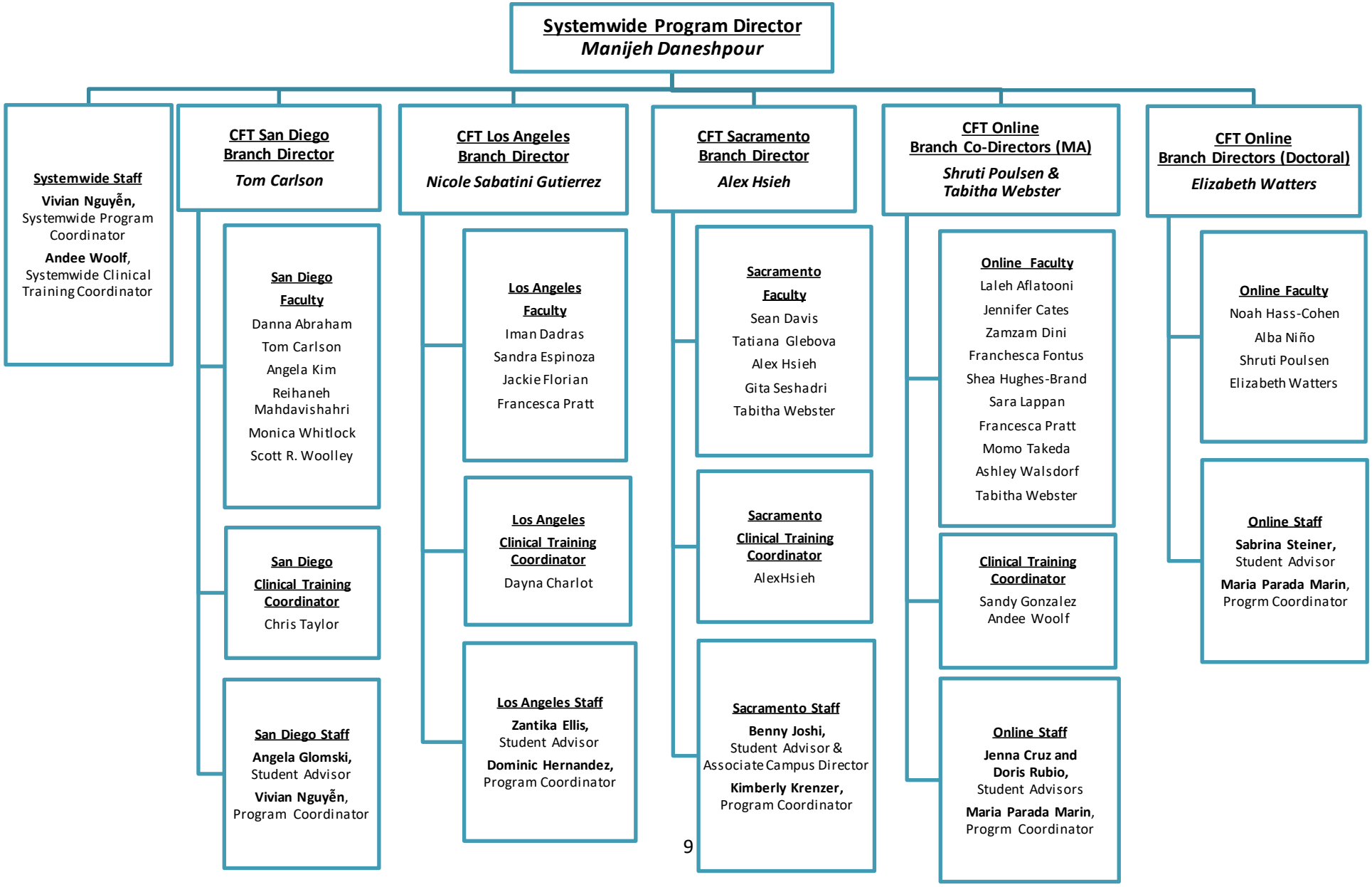
The following organizational chart indicates the administrative structure of the CFT Program.

The **Systemwide Program Director** provides year-round administrative leadership for the program across all sites and reports directly to the Systemwide Dean of the California School of Professional Psychology (CSPP).

Branch Directors provide year-round administrative leadership for programs at specific sites. They are responsible for oversight of the program on their respective campuses such as scheduling classes, supervising core and adjunct faculty and staff, and taking requests for academic exceptions to the Systemwide Leadership Committee. Thus, as will be described later, questions and concerns about academic programs, classes, policies, and procedures are first directed to the program's administrative leadership at each site.

Each campus/site also has an administrative structure that may include the Registrar, Financial Aid/Work-Study, Student Business Services, and Library/Resource centers. It is important for all students to become familiar with the specific persons and offices available on their campus.

Organizational Chart CFT Graduate Programs



Getting and Staying Connected

As with all relationships, frequent and effective communication between faculty, staff, and students is critical to your satisfaction with your educational experience and success in our program. Announcement of important meetings, changes in schedules or policies are examples of information we want to get to you as quickly as possible. We have outlined below a variety of ways we have established to keep you current. If these are to be effective, students' responsibility in this process is to maintain contact with faculty and staff at Alliant to receive important communications. This includes keeping updated contact information on file with the program, accessing your Alliant email account and the CFT Student Hub on a regular basis, and promptly contacting professors and/or staff of any changes in your plans or as needs arise.

Accessing Alliant Email

Many important communications from the university and the program are distributed through Alliant email, e.g., on-line registration information, information about the course schedule availability, etc. It is not practical for the University to use your personal email address; therefore, **it is critical that you check your Alliant email daily**. All students are required to use their Alliant email address for all correspondence with school personnel, including faculty and administrative staff. Personal email accounts should not be used for any official communication related to academic or administrative matters.

To access your Alliant email:

1. Open a web browser and go to: https://www.office.com/
2. In the box "Domain\username": Enter alliant\ and your username. e.g., **alliant\jsmith**
   For Example: John Smith may be **alliant\jsmith**
   * Some students will also need to include a number after their User ID because of a common name. For Example: John Smith may be **alliant\jsmith2.**
3. In the box "Password" enter your password, the password is case sensitive.
   - *New Students* – You should have received your username and password via personal email, contact ithelp@alliant.edu for username and password assistance.
   - *Existing Students* – Use your current network/email password.

If you forget your password or experience login problems, contact IT Help via email at ithelp@alliant.edu or call (858) 635-4357, option 1.

CFT Student Hub

The CFT Student Hub site will be used as a resource for the various forms you will need throughout the program. You are responsible for checking your appropriate licensing boards for updates and forms. Please note that they may or may not have forms that we use or track things differently. It is your responsibility to ensure you have the correct forms to satisfy both the school/COAMFTE and licensing board(s) you plan on pursuing. You will not receive your degree if you have not met the requirements for the school, which includes making sure you turn in your hours and get them certified.

Finding Forms and Accessing Trainings

As is the case at any university, there are many forms you will need to fill out during the course of your graduate training. There are also many pre-recorded trainings that will guide you in the process.

All forms and trainings are available online on the CFT Student Hub. If you cannot find the form, please check with:

1. **San Diego:** Angela Glomski, angela.glomski@alliant.edu
2. **Los Angeles:** Zantika Ellis, zantika.ellis@alliant.edu
3. **Sacramento:** Binayak "Benny" Joshi, binayak.joshi@alliant.edu
4. **Online MA:** Jenna Cruz, jcruz4@alliant.edu or Doris Rubio, doris.rubio@alliant.edu
5. **Online Doctoral:** Sabrina Steiner, sabrina.steiner@alliant.edu

Professional Organizations

All students are **required** to become student members of AAMFT, and encouraged to join CAMFT, IFTA, APA, NCFR, etc. AAMFT membership and liability insurance is required to remain active throughout the entirety of a student's practicum experience. These professional organizations connect students with important developments in the field and provide numerous opportunities for networking within the profession. Students typically pay low membership fees and have opportunities to work at conferences in exchange for a reduction in the conference registration. Application forms are available at http://www.aamft.org and http://www.camft.org. Additional professional organizations are listed later in this section.

The following professional organizations serve to coordinate and advocate for their members in a variety of settings. Many host annual conferences, which are excellent opportunities for learning and accruing professional development hours. Students are strongly recommended to join AAMFT and their respective regional division.

American Association for Marriage and Family Therapy (AAMFT)
1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710
(202) 452-0109
http://www.aamft.org

American Family Therapy Academy (AFTA)
1608 20th Street, NW, 4th Floor
1022 G Street
Sacramento, CA 95814
(916) 325-9786
http://www.calpsychlink.org

American Psychological Association (APA)
750 First Street, NE, Washington, DC 20002-4242
(800) 374-2721; (202) 336-5500; TDD/TTY: (202) 336-6123
http://www.apa.org

California Association of Marriage and Family Therapists (CAMFT)
7901 Raytheon Road, San Diego, CA 92111-1606
(858) 292-2638
www.camft.org

International Family Therapy Association (IFTA)
c/o Family Studies Center
Purdue University Calumet
2200 169th Street, Hammond, IN 46323
(219) 989-2027
http://www.ifta-familytherapy.org

National Council on Family Relations (NCFR)
1201 West River Pkwy, Suite 200**,** Minneapolis, MN 554541-888-781-9331
http://www.ncfr.org/

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Alliant University, Online

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Andrea "Andee" Woolf
Systemwide Clinical Coordinator, Out of State, the Remainder of California and all online Kaiser students
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General Contact Information

Academic Calendar
https://www.alliant.edu/academic-calendar

Student Life
https://studentservices.alliant.edu/alliant-student-services/student-life/

Consumer Information
Policies, financial statements, security, and privacy information.
https://www.alliant.edu/consumer-information/

Alliant Student Portal
Access course schedule, personal information, grades, and financial statements.
https://portal.alliant.edu/cmcportal/

Financial Aid and Scholarships
https://www.alliant.edu/admissions/financial-aid-scholarships/
Email: finaid@alliant.edu
858-635-4559

Registrar Services
Transcripts, degree applications, and course schedules.
https://www.alliant.edu/registrar-services
Email: registrar@alliant.edu
858-635-4581

Alliant Integrated Services (AIS) – All-in-one Support
https://studentservices.alliant.edu/
Email: AIS@alliant.edu
858-635-HELP (4357) or 866-825-5426

IT Help
ithelp@alliant.edu
858-635-4357, option 1

SECTION II: Program Overview and Progressing through the Program

Program Overview: Master's Program

The CFT programs at Alliant are designed to maximize students' learning and experience in a limited time frame. The 60-unit program meets CA licensure requirements. Students will complete clinical training under supervision in their area of residence. The supervisors need to meet state requirements for supervisors of MFT trainees. Students will have weekly practicum (via Zoom for online students) with a faculty member who will support students to conceptualize their cases using theory and further develop their clinical skills. Students generally progress through the programs as follows:

- The **first year of the Master's program** is dedicated to class experience, developing the theoretical background necessary to think systemically about families. During this first year, students also receive ample experience role-playing therapy sessions to begin developing the skills they will use when seeing clients.
- The **second year of the Master's program** combines further development of this theoretical background with the student's first experience doing therapy with clients. Students in this year participate in a supervised clinical practicum, working in one of several community-based clinics with client families. This practicum requires 300 hours of direct client contact, with a minimum of 150 relational hours, over three consecutive semesters, including University breaks in between semesters, and usually involves about 20 hours per week at the clinic site for three consecutive semesters. Practicum involves weekly face-to-face supervision with an online CFT faculty member (via Zoom for online students) and weekly supervision with their on-ground site supervisor. At least 150 of these hours have to be relational clients, that is, couple or family. Students have to be enrolled in Practicum until they finish accruing all the required hours for degree completion. Students cannot acquire any hours before the 1st day of their 1st semester of Practicum class. The practicum experience must be three (3) consecutive semesters of practicum. Students also continue to take classes during this year, and often find the experience with real clients and the classroom experience intertwines well in facilitating rapid development of their clinical skills.
- **Students in the CFT Master's program must pass the MA comprehensive exam as a part of their degree program.** (See MA Comprehensive Exam policy on page 26)**.**

A typical MA Curriculum Plan outlines the recommended sequence of courses for each semester. For detailed curriculum requirements and course descriptions, please refer to the University Catalog: *Master of Arts in Marital and Family Therapy*.

Professional Development Requirements (MA)

In addition to the clinical training requirements, the master's and doctoral programs also require activities aimed at enhancing students' personal and professional development. These include activities that orient students to the profession and provide opportunities for specialized training. These activities also introduce the importance of life-long learning and education. Activities include workshops, in-service trainings, professional conferences and individual, family, or group therapy experiences. Master's students are required to complete 50 professional development hours, 25 of which may be personal therapy (couple or family therapy preferred). Students can start accruing hours for professional development after they start the program. The program strongly encourages students to experience being a client of psychotherapy, both to enhance one's understanding of the process and to further

stimulate personal growth and self-awareness that are so useful in the role of therapist. These hours are degree requirements and thus must be completed in order for either degree to be posted.

*Therapy must be done with a fully licensed mental health professional.

Types of Professional Development Hours
Professional development hours are submitted on Time2Track for approval by the Clinical Training Coordinator or program support staff on each campus.

1. Continuing Education. Verification of professional development activities should be submitted with dates and descriptions of the training event, with a signature by a person in charge of the event, or a certificate of completion. It should be submitted as soon as students have completed a workshop. Students should keep copies of the verification for their own records.

    a. **No more than 25 hours can be accepted from any one training** (this includes multiple parts or weekends on the same topic).
    b. All training hours can be completed online (asynchronistic or synchronistic [live] format).
    c. In-Person* trainings will be awarded 1.5 times the hours accrued (for example, if you attended an in-person training of 3 hours, you would earn 4.5 hours toward professional development).
    d. Please log actual hours in Time2Track and your CTC will calculate your "bonus time."
    e. Include your student name on the document.

    *Please Note: “In Person” refers to your physical person being at the location of training. This does not include live Zoom/webinars online.

2. Personal Therapy. Verification of psychotherapy hours from the student's therapist on his/her/their letterhead indicating starting date and number of hours completed to date. This letter should not address the focus and content of treatment.

    a. **No more than 25 professional development hours** can be accrued for personal psychotherapy (couple or family therapy preferred). This must be done with a fully licensed mental health professional.
    b. Include your student name ~~ID number~~ on the document.

3. Leadership and Service in Professional Organizations. **You can count up to 10 professional development hours (5 hours per semester) for serving in elected or volunteer positions within professional, therapy-related organizations.** This includes organizations such as the OSA (online), SGA (on-ground), local therapy organizations, and state MFT organizations (e.g., serving as a student representative), all of which are subject to approval by the CTCs.

4. Doctoral Student Supervision Mentorship. **You can count up to 10 hours of professional development and up to 10 hours or raw data (but you cannot double-count them during one meeting time).** Verification of video supervision with CFT doctoral student should be submitted with dates and number of hours completed to date. Include your student name ~~ID number~~ on the document.

a. Professional development: **For every 2 hours of direct student supervision mentorship, students can earn 1 hour of professional development. A maximum of 10 hours can be earned for professional development.** Include your student name ~~ID number~~ on the document.
b. Raw data: **Students can earn 1 hour of raw data supervision for every hour of audio/video recording reviewed during doctoral student supervision mentorship (1:1) for a maximum of 10 hours.** Doctoral students must be enrolled in a supervision course and/or enrolled in supervision internship for the doctoral program.

To clarify, the primary on-site supervisor is still the supervisor on record and has final say regarding legal and ethical issues. Like the practicum classes, our doctoral students are asked to focus on theory development and expansion of self of the therapist issues that cloud the therapeutic relationship. They will be offering an additional space to discuss and provide mentorship around these issues; however, with the self-of-the-therapist issues, they are not providing personal therapy. As they undertake training for their AAMFT supervision credential, they are also being mentored by an AAMFT supervisor through supervision of supervision. This process should be clarified in a supervision mentorship contract that the doctoral student will create (with AAMFT approved faculty supervisor oversight) and provide to the trainee and the site.

Master Plan of Study (MPS) for MA Students

See the following pages.

CFT PROGRAM (MA) | SYSTEMWIDE | For Students Starting Fall 2026

Total Credit Units: 60 | Core Credit Units: 57 | Elective Credit Units: 3

Course #	Course Title	Units
Fall Semester (FA26) First Year: August 24, 2026-December 6, 2026		
PSY63100	**MFT Law & Ethics**	**3**
PSY63120	**MFT Theories & Techniques I**	**3**
PSY63130	**MFT Techniques Lab I**	**1**
PSY63173	Parent-Child Therapy	3
PSY63260	**Diversity & the Family**	3
	Units	**13**
Spring Semester (SP27) First Year: January 11, 2027 - May 2, 2027		
PSY63110	**Introduction to Psychopathology**	**3**
PSY63220	**MFT Theories & Techniques II**	**3**
PSY63230	**MFT Techniques Lab II**	**1**
PSY63600	**Preparing Community Practice**	**3**
PSY73110	Couples Therapy	3
	Units	**13**
Summer Semester (SU27) First Year: June 1, 2027 – August 8, 2027		
PSY63030	Group Therapy	3
PSY63280	Individual & Family Life Cycle	3
PSY73600	MFT Practicum* OR Elective[1]	3
	Units	**9**
Fall Semester (FA27) Second Year: August 23, 2027-December 5, 2027		
PSY63250	Trauma & Crisis Intervention	3
PSY73300	Chemical Dependency and the Family	3
PSY73600	MFT Practicum**	3
	Units	**9**
Spring Semester (SP28) Second Year: January 10, 2028 – April 30, 2028		
PSY73020	MFT Research Methods	3
PSY73140	MFT Assessment	3
PSY73600	MFT Practicum**	3
	Take Comprehensive Exam (May)	
	Units	**9**
Summer Semester (SU28) Second Year: May 30, 2028 – August 6, 2028		
PSY67562	Psychopharmacology	2
PSY73120	Sex Therapy	2
PSY73600	MFT Practicum** OR Elective[1]	3
	Units	**7**
Total		**60**

**Online Branch: Synchronous course with weekly meeting times.

1. If a student starts seeing clients in the summer, they must take practicum in the first summer and should not take the elective until the second summer. If they are not done with practicum by the end of spring semester, they should take a 4th practicum as their elective. If a student starts practicum in the fall, they should take an elective in the first summer. **Classes in bold are required before taking practicum.**
2. All classes run the entire semester – 15 weeks during fall and spring, and 10 weeks during summer.

MA Timeline of Tasks

Timeline of tasks for CFT master's degree students

Full-time MA students are expected to complete the MA program in 2 full years (6 semesters). MA students who are on a modified plan are expected to complete the program in 3-4 years. The maximum time limit for MA program completion is 5 years. You are responsible for completing each of the following tasks on time, and keeping up to date with exact event dates, procedures, and any rule or deadline changes made by Alliant and/or the California Board of Behavioral Sciences (BBS). Failure to complete one task on time will cause delays in others (for example, you cannot begin seeing clients in practicum until you have obtained liability insurance).

Acceptance

- Return acceptance agreement and deposit.
- Submit FAFSA (www.fafsa.ed.gov) for financial aid.
- Enroll for first semester courses and complete an Individual Program Plan signed by your Student Advisor (this will be your guide for the graduation audit and continued enrollment).
- Become familiar with Alliant Student Handbook and the CFT Program Manual

FIRST ACADEMIC YEAR

First Semester (Fall Start)

- Begin classes.
- Sign and submit the signature page from the *CFT Program Manual* to the Clinical Training Coordinator (CTC) stating you have read the manual.
- Join AAMFT (www.aamft.org)
    - Consider joining other professional organizations such as CAMFT and NCFR.
- Seek personal therapy from a licensed mental health therapist (recommended, not required).
    - Begin acquiring 50 professional development hours, which consist of continuing education professional seminars/conferences and up to 25 hours of personal therapy. For professional seminar/conferences student must submit either a certificate of completion or a CEU verification form. For personal therapy, the student must submit a letter from a licensed therapist documenting total hours of treatment. This letter should not address the focus and content of treatment. Students are to submit documentation for professional development hours to the CTCs on their campus, who will review if the hours meet the requirements listed in clinical training manual.

Fall Semester – November/December

- Register for next semester's classes listed in your program plan.
- Review campus list of practicum sites.
- Become familiar with *CFT Master's Level Practicum Clinical Training Manual* (available on the CFT Student Hub).
- Sign and submit the signature page from the *CFT Master's Level Practicum Clinical Training Manual* to the CTC stating you have read the manual.
- Prepare your resume and cover letter.
- Look out for announcements about the Annual CFT Student Conference (rotates campuses each Spring) to support Professional Development hours.

Spring Semester – January/February

- Attend the Agency/Practicum Fair, meet potential supervisors.
- Meet with CTC to obtain clearance to start practicum, conduct placement interview, discuss sites and request introduction letter to top 3 choices.
- Schedule interviews with practicum sites
- Renew FAFSA (www.fafsa.ed.gov) for next academic year.

Spring Semester – March/April/May

- Register for the next semester's classes listed in your program plan.
- Sign contract with practicum site, submit it to Time2Track.
- Have supervisor fill out Supervisor Agreement for BBS (www.bbs.ca.gov)
- Obtain CPH liability insurance (link through www.aamft.org) for practicum
- Become familiar with MFT trainee regulations on BBS website (www.bbs.ca.gov)

Summer Semester – June to August

- Begin practicum, if applicable. Students who do not begin practicum during the first Summer should complete their elective, as outlined in the MPS.
- Submit monthly hours to Time2Track.
- Track all hours (direct, indirect, supervision) on BBS forms as well (www.bbs.ca.gov)
- Complete Basic Evaluation forms (completed by practicum instructor & Site Supervisor) and Student's Evaluation of Practicum site (completed by student) on time2track.

Summer Semester

- Register for the next semester's classes listed in your program plan.
- Continue with or start personal therapy.
- Continue accruing and logging Professional Development hours in Time2Track.

SECOND ACADEMIC YEAR

Fall Semester – August to October

- Students who did not begin practicum during the first Summer should begin practicum.
- Submit monthly hours to Time2Track.
- Continue tracking all hours (direct, indirect, supervision) for BBS (www.bbs.ca.gov).
- Renew professional organization memberships. (Summer & Fall Starts)
- Review professional development hours (conferences/seminars, personal therapy)
- Plan ahead for conferences to attend to meet the requirement of 50 total hours. Look out for announcements about the Annual CFT Student Conference (rotates campuses each year).

Fall Semester – November/December

- Register for the next semester's classes listed in your program plan.
- Submit monthly hours to Time2Track.
- Continue tracking hours for BBS.
- Meet with Student Advisor for degree audit.
- If going on to doctorate, submit applications to doctoral program.
- Complete Basic Evaluation forms (completed by practicum instructor & Site Supervisor) and Student's Evaluation of Practicum site (completed by student) on Time2Track.

Spring Semester – January/February

- Submit monthly hours to Time2Track.
- Continue tracking hours for BBS.
- Prepare graduation application to be submitted by Alliant deadline.

Spring Semester – March to May

- Register for next semester's classes in your program plan.
- Submit hours on Time2Track.
- Continue tracking hours for BBS.
- Begin seeking post-graduation job as MFT Intern.
- Review clinical and professional development hours submissions to ensure graduation requirements will be met.
- Complete CFT Checklist for Degree Completion and meet with CTC for hours audit.
- Complete practicum* – Students should not leave their sites until an official audit of their hours has been certified by the CTC on their campus.
- Complete Basic Evaluation forms (completed by practicum instructor & Site Supervisor) and Student's Evaluation of Practicum site (completed by student) on time2track.
  Have supervisor sign Verification of Experience form for BBS.

  *Take MA Comprehensive Exam (See MA Comprehensive Exam policy) - End of the semester.

Summer Semester – June/August

- Complete all remaining coursework.
- Complete practicum* – Students should not leave their sites until an official audit of their hours has been certified by the CTC on their campus.
- Complete CFT Checklist for Degree Completion and meet with CTC for hours audit.

Graduation

- Congratulations! Celebrate graduation with family, friends, and colleagues.
- Submit BBS Program Certification form to your Student Advisor for verification.
- Apply to BBS for MFT associate number within 90 days of degree posting (download application from www.bbs.ca.gov).

Notes:

*The Registrar cannot post your degree unless you have completed an official audit of practicum hours and the hours have been certified by the CTC on your campus.

*Credit for the practicum course will not be given until all Alliant Monthly Hours have been submitted and approved on Time2Track; Completed three semesters of Basic Evaluation forms (completed by practicum instructor & Site Supervisor) and Student's Evaluation of Practicum site (completed by student) on Time2Track. Additionally, practicum grades may be impacted by the lack of timely submission of monthly hours or evaluations. Note that evaluation forms that indicate "Below Expectation" or "Deficient" on any domains by the practicum instructor and/or the site supervisor may result in a SERC referral. The SERC may determine that the student must re-take the practicum course (receive a failing grade) and any hours completed during that semester or term may have to be repeated.

*These are procedural requirements only, and this list may not be all-inclusive. Maintain regular contact with the clinical training office, BBS, and the university to ensure all requirements are being met.

*The practicum experience must be three (3) consecutive semesters of practicum.

*Confirm the timing of MA Comprehensive Exam on your Personal Plan of Study – Not everyone will sit for the exam in May. Exams are also offered in August and December.

MA Comprehensive Exam

Who Must Take the Exam?
Master's and doctoral students who entered the program in Fall 2008 or later must successfully complete the examination process to receive their degrees. Doctoral students who completed a comprehensive exam as part of a COAMFTE accredited master's program do not need to take the test.

When Students Should Take the Exam?
The following are general recommendations. Individual circumstances may vary. If you are not sure whether you should take the exam this year, please consult with your local advisor and exam committee representative.

- **Full-time MA students** should take the exam after they have completed all coursework besides MFT Practicum, MFT Assessment, MFT Research Methods, Individual and Family Life Cycles, Psychopharmacology, and Sex Therapy.
- **MA students on a modified plan** should take the exam in the year they are completing the program.
- **Full-time PsyD 114-unit students** should take the exam after completing they have completed all MA-level coursework besides MFT Practicum, MFT Assessment, MFT Research Methods, Individual and Family Life Cycles, Psychopharmacology, and Sex Therapy.
- **PsyD students on a modified plan** should consult with their advisor and exam committee representative to determine the most appropriate timing based on their Master Plan of Study (MPS).

Students Who Do Not Pass
Any student who does not pass the test will be required to retake the exam at its next offering. The MA Comprehensive Exam is offered three times per academic year; once at the end of Spring Semester, once at the end of Summer Semester, and once at the end of Fall Semester. Exact dates are determined by the MA Comprehensive Exam Committee. Students who fail the exam may be referred to the Student Evaluation and Review Committee (SERC), and those who do not pass after three (3) attempts will be referred to SERC for additional remediation or other necessary measures, up to dismissal from the program. Failure to attend the exam when registered is considered as equivalent to failing the exam.

Students may request for an exception to policy for an early re-examination date. Each campus faculty group is to decide whether students can be granted an early re-examination. The MA Comp Exam Committee would honor the campus faculty recommendation on early re-examination. The student must submit a request and make a statement to the Branch Director to justify taking the exam early. The request may or may not be granted.

Passing Scores / Difficulty
You can expect some of the items to be rather easy and you can also expect some items to be rather challenging. We expect no student to have a perfect score. You will need to read the questions carefully. It is impossible to give a specific passing score until we perform a statistical analysis of all of the items and all students' scores. Some items may be removed from scoring. The cutoff score for passing is set at 70%. Within two weeks of taking the exam, you will receive an email indicating whether or not you passed the exam. However, you will receive a tentative score immediately after the exam.

Length
The exam has a total of 140 multiple choice questions. Once the exam has started, you will be allowed a maximum of three (3) hours to complete the exam. In prior years, very few students have used the entire time, though, of course, we encourage you to review your answers carefully before submitting.

Testing Accommodations
Students with academic accommodations from the Office of Accessibility that include testing accommodations who wish to use accommodations for the Comprehensive Exam should provide their accommodation letter to the Branch Representative on the Comprehensive Exam committee at least **one month prior** to the date of the exam.

If students suspect they may qualify for testing accommodations but do not have official documentation on file with the university should meet with the Office of Accessibility at the earliest opportunity. This process can take time, and it is recommended to have accommodations in place **prior to the semester** in which the student is scheduled to sit for the exam.

Program Overview: PsyD Program

The Doctor of Psychology (PsyD) in Marital and Family Therapy is a clinically focused doctoral degree that prepares students for advanced clinical practice, supervision, consultation, and leadership. Students integrate systemic theory with evidence-informed practice and complete a Clinical Project as the culminating academic experience.

The PsyD curriculum emphasizes the application of advanced clinical knowledge and systemic thinking to prepare graduates for leadership roles in professional practice settings.

This program provides the advanced training to pursue a career as a professional marriage and family therapist. To prepare for clinical practice, students receive intensive theoretical and practical skill-based training. Students gain real-world experience with a diverse clientele in community-based practicum and internship sites, under the oversight of supervisors who meet rigorous AAMFT professional standards. The program requires continuous active practice of marital and family therapy, including a doctoral internship.

Students may go either full-time or be on a modified plan to complete the program. The standard graduation program completion time for full-time students is five (5) years. The standard completion time for students who are on a modified plan is eight (8) years.

The **first two years of the doctoral program** are the same as the two-year master's program.

During the **third and fourth years of the doctoral program**, students are expected to be regularly seeing clients as they continue their advanced clinical development. This clinical experience is typically completed as a paid MFT associate in a community-based clinic, although other approved settings may also be acceptable.

The **fifth and final year of the doctoral program** is dedicated to Internship and the Clinical Project. Students complete Clinical Project I and Clinical Project II, which together serve as the program's capstone experience. The Clinical Project provides students with the opportunity to integrate advanced clinical knowledge, systemic theory, and evidence-informed practice while continuing their advanced clinical training.

A typical program plan follows on the next page and indicates the classes students generally take each semester. It is important to note these plans may differ slightly across campuses and/or may change on an annual basis to maintain the highest standards of training possible. **Therefore, it is important to consult with the Student Advisor on your campus.**

Some students do not follow the exact timelines listed on the next two pages. Due to work, family or other obligations, students may choose to take longer than the time frame shown to complete their programs. For students who choose to take longer, it is important to be aware of the academic policies detailed in the University Catalog regarding time limits. The maximum time limit to complete the CFT doctoral program is 8 years.

For more information on the CFT PsyD program, please visit the Doctor of Psychology in Marital and Family Therapy (114-unit), Doctor of Psychology in Marital and Family Therapy (69-unit).

Professional Development Requirements (Doctoral)

The doctoral program also requires activities aimed at enhancing students' personal and professional development. These include activities that orient students to the profession, provide opportunities for specialized training. These activities also introduce the importance of life-long learning and education. Activities include workshops, in-service trainings, professional conferences and individual, family, or group therapy experiences. **Doctoral students are required to complete professional development hours, 25 of which may be personal therapy*.** Students can start accruing hours for professional development after they start the program. The program strongly encourages that students have the opportunity to experience being a client of psychotherapy, both to enhance one's understanding of the process and to further stimulate personal growth and self-awareness that are so useful in the role of therapist. **These hours are degree requirements and thus must be completed in order for the MA or PsyD degree to be posted.**

- **Doctoral students enrolled in the 114-unit program** must supplement their program with 100 hours of professional development activities; 25 of these hours may involve personal counseling or psychotherapy with a licensed mental health professional who is not core faculty at Alliant. Students who have completed their MA in MFT at Alliant may transfer up to 50 professional development hours from their master's program, reducing the required hours to 50 hours.
- **Doctoral students enrolled in the 69-unit program** must supplement their program with 50 hours of professional development activities; 25 of these hours may involve personal counseling

or psychotherapy with a licensed mental health professional who is not core faculty at Alliant. These 50 hours are in addition to the 50 hours accrued during the master's program.

*Therapy must be done with a licensed mental health professional.

Types of Professional Development Hours
Professional development hours are submitted on Time2Track for approval by the Clinical Training Coordinator or program support staff on each campus.

1. Continuing Education: Verification of professional development activities should be submitted with dates and descriptions of the training event, with a signature by the person in charge of the event, or a certificate of completion. It should be submitted as soon as students have completed a workshop. Students should keep copies of the verification for their own records.

    - **No more than 25 hours can be accepted from any one training (this includes multiple parts or weekends on the same topic).**
    - All training hours can be completed online (asynchronistic or synchronistic [live] format).
    - In-Person* trainings will be awarded 1.5 times the hours accrued (for example, if you attended an in-person training of 3 hours, you would earn 4.5 hours toward professional development).
    - Please log actual hours in Time2Track and your CTC will calculate your "bonus time."
    - Include your student name ~~ID number~~ on the document.
    - Include your student ID number on the document.

    *Please Note: “In Person” refers to your physical persons being at the location of training. This does not include live zoom/webinars online.

2. Personal Therapy: Verification of individual psychotherapy hours from the student's therapist on his/her/their letterhead indicating starting date and number of hours completed to date. This letter should not address the focus and content of treatment.
    - **No more than 25 professional development hours can be accrued for individual, couple, or family psychotherapy.**
    - Psychotherapy must be done with a licensed mental health professional.
    - Include your student name ~~ID number~~ on the document.

3. Leadership and Service in Professional Organizations. **You can count up to 10 professional development hours (5 hours per semester) for serving in elected or volunteer positions within professional, therapy-related organizations.** This includes organizations such as the OSA, SGA, local therapy organizations, and state MFT organizations (e.g., serving as a student representative), all of which are subject to approval by the CTCs.

Master Plans of Study (MPS) for PsyD Students

See the following pages.

CFT PROGRAM (PsyD, 114 units) | For Students Starting Fall 2026

Total Credit Units: 114 | Core Credit Units: 102 | Elective Credit Units: 12

Course #	Course Title	Units
Fall Semester (FA26) First Year: August 24, 2026 – December 6, 2026		
PSY63100	**MFT Law & Ethics**	**3**
PSY63120	**MFT Theories & Techniques I**	**3**
PSY63130	**MFT Techniques Lab I**	**1**
PSY63173	Parent-Child Therapy	3
PSY63260	**Diversity & the Family**	3
	Units	**13**
Spring Semester (SP27) First Year: January 11, 2027 – May 2, 2027		
PSY63110	**Introduction to Psychopathology**	**3**
PSY63220	**MFT Theories & Techniques II**	**3**
PSY63230	**MFT Techniques Lab II**	**1**
PSY63600	**Preparing Community Practice**	**3**
PSY73110	Couples Therapy	3
	Units	**13**
Summer Semester (SU27) First Year: June 1, 2027 – August 8, 2027		
PSY63030	Group Therapy	3
PSY63280	Individual & Family Life Cycle	3
PSY73600	MFT Practicum** OR Elective[1]	3
	Units	**9**
Fall Semester (FA27) Second Year: August 23, 2027 – December 5, 2027		
PSY63250	Trauma & Crisis Intervention	3
PSY73300	Chemical Dependency and the Family	3
PSY73600	MFT Practicum**	3
	Units	**9**
Spring Semester (SP28) Second Year: January 10, 2028 – April 30, 2028		
PSY73020	MFT Research Methods	3
PSY73140	MFT Assessment	3
PSY73600	MFT Practicum**	3
	Take Comprehensive Exam (May)	
	Units	**9**
Summer Semester (SU28) Second Year: May 30, 2028 – August 6, 2028		
PSY67562	Psychopharmacology	2
PSY73120	Sex Therapy	2
PSY73600	MFT Practicum** OR Elective[1]	3
	Units	**7**
Fall Semester (FA28) Third Year: TBD		
PSY60210	Advanced Statistics I (taught every year)	3
PSY83120	Sociology of Human Systems: Theories for Research and Practice	3

PSY93260	Advanced MFT Research: Qualitative I**	3
PSY83600	Advanced Professional Practice**	1
	Units	**10**
Spring Semester (SP29) Third Year: TBD		
PSY93240	Advanced MFT Research: Quantitative**	3
PSY93270	Advanced MFT Research: Qualitative II**	3
PSY83600	Advanced Professional Practice**	1
	Units	**7**
Summer Semester (SU29) Third Year: TBD		
PSY93200	Supervision in MFT I**	3
PSYXXXXX	Elective	3
	Units	**6**
Fall Semester (FA29) Fourth Year: TBD		
PSY83110	Advanced Couples Therapy**	**3**
PSY83160	Advanced Family Therapy I**	3
PSYXXXXX	Elective	3
PSY83600	Advanced Professional Practice*	1
	Units	**10**
Spring Semester (SP30) Fourth Year: TBD		
PSY61050	Biological Aspects of Behavior	3
PSY83170	Advanced Family Therapy II**	3
PSY83600	Advanced Professional Practice**	1
	Units	**7**
Summer Semester (SU30) Fourth Year: TBD		
PSY61123	Social Basis of Behavior	3
PSYXXXXX	Elective	3
	Units	**6**
Fall Semester (FA30) Fifth Year: TBD		
PSY93601	Internship Supervision	1
PSY93700	Clinical Project I	3
	Units	**4**
Spring Semester (SP31) Fifth Year: TBD		
PSY93601	Internship Supervision	1
PSY93710	Clinical Project II	3
	Units	**4**
Total		**114**

**Online Branch: Synchronous course with weekly meeting times.

1. If a student starts seeing clients in the summer, they must take practicum in the first summer and should not take the elective until the second summer. If they are not done with practicum by the end of spring semester, they should take a 4th practicum as their elective. If a student starts practicum in the fall, they should take an elective in the first summer.
2. **Classes in bold are required before taking practicum.**

CFT PROGRAM (PsyD, 69 units) | For Students Starting Fall 2026

Total Credit Units: 69 | Core Credit Units: 60| Elective Credit Units: 6

Course #	Course Title	Units
Fall Semester (FA26) First Year: August 24, 2026 – December 6, 2026		
PSY63100	MFT Law & Ethics*	3*
PSY63120	MFT Theories & Techniques I*	3*
PSY60210	Advanced Statistics I	3
PSY83120	Sociology of Human Systems: Theories for Research and Practice	3
PSY93260	Advanced MFT Research: Qualitative I**	3
PSY83600	Advanced Professional Practice**	1
	Units	**16*/10**
Spring Semester (SP27) First Year: January 11, 2027 – May 2, 2027		
PSY63220	MFT Theories & Techniques II*	3*
PSY93240	Advanced MFT Research: Quantitative**	3
PSY93270	Advanced MFT Research: Qualitative II**	3
PSY83600	Advanced Professional Practice**	1
	Units	**16*/7**
Summer Semester (SU27) First Year: June 1, 2027 – August 8, 2027		
PSY93200	Supervision in MFT I**	3
PSYXXXXX	Elective	3
	Units	**6**
Fall Semester (FA27) Second Year: August 23, 2027 – December 5, 2027		
PSY63173	Parent-Child Therapy*	3*
PSY83110	Advanced Couples Therapy	3
PSY83160	Advanced Family Therapy I	3
PSY83600	Advanced Professional Practice**	1
	Units	**10*/7**
Spring Semester (SP28) Second Year: January 10, 2028 – April 30, 2028		
PSY73140	MFT Assessment*	3*
PSY61050	Biological Aspects of Behavior (Zoom class)	3
PSY83170	Advanced Family Therapy II	3
PSY83600	Advanced Professional Practice**	1
	Units	**10*/7**
Summer Semester (SU28) Second Year: May 30, 2028 – August 6, 2028		
PSY61123	Social Basis of Behavior	3
PSY93300	Elective/Teaching Family Therapy and Systems Theory** (Zoom class)	3
	Units	**6**
Fall Semester (FA28) Third Year: TBD		
PSYXXXXX	Elective	3
PSY93601	Internship Supervision	1
PSY93700	Clinical Project I	3

	Units	**7**
Spring Semester (SP29) Third Year: TBD		
PSY93601	Internship Supervision	1
PSY93710	Clinical Project II	3
	Units	**4**
Total		**69**

* Students may be able to transfer in coursework for some of these courses.

**Online Branch: Synchronous course with weekly meeting times.

1. Students who completed the MA in MFT program at Alliant will be able to get credit for all classes taken in the master's program that are required in the PsyD program, making their program only 54 units.
2. Students who have completed a master's degree in MFT may be able to transfer up to 15 units into the PsyD program, reducing the total from 69 to as low as 54 units.

PsyD Timeline of Tasks

Timeline of tasks for CFT PsyD degree students (114-unit)
Full-time students are expected to complete the doctoral program in 5 years. Doctoral students who are on a modified plan are expected to complete the program in 8 years. The maximum time limit for the doctoral program completion is 8 years. You are responsible for completing each of the following tasks on time, and keeping up to date with exact event dates, procedures, and any rule or deadline changes made by Alliant and/or the California Board of Behavioral Sciences (BBS). Failure to complete one task on time will cause delays in others (for example, you cannot begin seeing clients in practicum until you have obtained liability insurance).

FIRST AND SECOND ACADEMIC YEAR (See MA timetables)

THIRD ACADEMIC YEAR (COAMFTE MA graduates)

Fall Semester – August–December

- Register for classes listed in your program plan.
- Continue advanced clinical practice activities.
- Students are expected to regularly see clients as they continue their academic development. Students must follow all relevant legal and ethical requirements.
- Begin exploring ideas for the Clinical Project and discuss potential topics with a faculty mentor.

Spring Semester – January–May

- Register for classes listed in your program plan.
- Continue advanced clinical practice activities.
- Students are expected to regularly see clients as they continue their academic development. Students must follow all relevant legal and ethical requirements.
- Continue developing your Clinical Project topic and begin reviewing the literature relevant to your area of interest.

Summer Semester – June–August

- Register for classes listed in your program plan.
- Continue advanced clinical practice activities.
- Students are expected to regularly see clients as they continue their academic development. Students must follow all relevant legal and ethical requirements.
- Continue refining your Clinical Project concept and begin preliminary planning for implementation.

FOURTH ACADEMIC YEAR (COAMFTE MA graduates)

Fall Semester – August–December

- Register for classes listed in your program plan.
- Continue advanced clinical practice activities.
- Students are expected to regularly see clients as they continue their academic development. Students must follow all relevant legal and ethical requirements.
- Continue refining your Clinical Project topic and planning.

Spring Semester – January–May

- Register for classes listed in your program plan.
- Continue advanced clinical practice activities.
- Students are expected to regularly see clients as they continue their academic development. Students must follow all relevant legal and ethical requirements.
- Attend the mandatory Internship Orientation. Students must submit signed documentation of attendance to the Program Coordinator (PC).
- Sign and submit the signature page from the CFT Internship Guidelines to the PC indicating you have read the manual.

Summer Semester – June–August

- Register for classes listed in your program plan.
- Continue advanced clinical practice activities.
- Students are expected to regularly see clients as they continue their academic development. Students must follow all relevant legal and ethical requirements.
- Finalize plans for the Clinical Project prior to beginning internship.

FIFTH ACADEMIC YEAR (COAMFTE MA graduates)

Fall Semester – August–December

- Register for classes listed in your program plan.
- Begin Internship Supervision.
- Begin Clinical Project I.
- Continue advanced clinical practice activities.
- Students are expected to regularly see clients as they continue their academic development. Students must follow all relevant legal and ethical requirements.

Spring Semester – January–May

- Register for classes listed in your program plan.
- Continue Internship Supervision.
- Complete Clinical Project II.
- Continue advanced clinical practice activities.
- Students are expected to regularly see clients as they continue their academic development. Students must follow all relevant legal and ethical requirements.
- Complete Clinical Project requirements.
- Graduate!

Notes:
*The Registrar cannot post your degree unless you have completed an official audit of internship hours, professional development hours, and course credits.

*For the clinical option, credit for the internship course will not be given until all monthly hours forms; the Site Evaluation (completed by student) and Student Evaluation (completed by supervisor) are submitted to the CFT Clinical Training Office.

*These are procedural requirements only, and this list may not be all-inclusive. Maintain regular contact with the clinical training office, BBS, and the university to ensure all requirements are being met.

Chemical Dependency Concentration (MA and 114-unit Doctoral)

The Chemical Dependency Concentration will prepare students to work with individuals, couples, and families who have experienced addiction. This concentration area includes the 39 units that the California Association for Alcohol/Drug Educators (CAADE) requires for their accredited Chemical Dependency Certificate program. Students who select this concentration will receive this certificate upon their completion of their degree, which they can include on their resume or CV. Students who choose this Concentration will be prepared to work with families facing addiction, and they will understand the best care clinical practices for treating chemical dependency in the family from a systemic perspective in the current managed care market.

Students in this concentration must choose a practicum/internship site in California that allows them the opportunity to obtain a minimum of 255 hours working with clients who experience addiction. These practicum/internship sites must be residential treatment centers or intensive outpatient programs that are licensed or certified by the California Department of Healthcare Services (DHCS) to provide addiction treatment services. These 255 hours can be included in the total 300 hours required to complete the CFT master's degree, and fulfill the pre-degree hours requirements for the Certified Addiction Treatment Counselor Credential (CATC). Please note, there are additional post-degree hours for the CATC credential that the student is responsible for completing and monitoring directly with ACCBC after graduation.

For students in the 114-unit MFT PsyD program, the Chemical Dependency concentration may be completed only if all master's-level coursework and practicum are completed within the program and all concentration requirements are met.

For more information on the curriculum plan and requirements, please visit the CFT Student Hub > Academic Information > Master Plan of Study (MPS).

MedFT Concentration (Doctoral)

This concentration will prepare students to work in and with the medical health care system to help individuals, couples, and families struggling with medical issues. Students are taught to work systemically with the complex biological, psychological, relational, social, and spiritual dimensions of health care. They are trained to work with a variety of health care professionals and health care systems sing collaborative, multidisciplinary, and multidimensional approaches to treatment. Graduates work in diverse settings including hospitals, clinics, and group and private practices. The curriculum includes three courses, which are to be taken as electives. The complete curriculum is offered online so students in all locations may take the courses. Students may take courses on-ground if offered.

For more information on the concentration, please visit the CFT Student Hub > CFT Program Concentrations.

Progressing Through the Program

Doctoral students are expected to complete the program in five (5) years. The maximum time limit for doctoral program is eight (8) years. Both of our degree programs (MA and PsyD) are considered "terminal degrees" in that they prepare students for licensure and practice. As such, there are specific academic and applied training experiences that are dictated by professional accrediting organizations and licensing requirements, in addition to those of Alliant. Therefore, it is important for you to

understand the requirements of your program, the sequencing of courses and pre-requisites, and clinical training requirements.

Angela Glomski in San Diego, Zantika Ellis in and Los Angeles, Binayak "Benny" Joshi in Sacramento, Jenna Cruz and Doris Rubio for Online (MA), and Sabrina Steiner for Online (PhD/PsyD) are your first point of contact for questions about program requirements, registration issues, and interfacing with other offices of the University. They are also the first point of contact for transfer credit, waivers, and developing an Individual Program Plan (IPP). Once the IPP is developed, you can use it as a specific guide for registering for classes and applying for important things such as practicum, internship, and doctoral exams.

Students will be assigned to a Faculty Mentor. This is essentially a mentor/support role with the responsibility to meet with the student at least once per semester. The primary role, however, is to provide support and advice regarding personal and professional development as an MFT, development of particular professional interests and how they relate to our programs and curricula, clarification of the programs' theoretical models and goals. Faculty Mentors can also provide suggestions for how to study for exams, expectations about writing papers, and/or suggestions for resources for more in-depth tutoring.

Course Sequencing

1. Typically, 3rd and 4th year CFT doctoral courses are offered only every other year and scheduled the same semester each year so doctoral students can interact with each other. **Thus, if you miss a course when it is scheduled, you will have to wait until two years later.**
2. Each program is carefully designed as to the sequencing of courses and training experiences. **Therefore, it is very important that you follow the Program Plan as designed.**
3. Doctoral students have electives as a part of their program. Electives should be taken to fill a space in a student's schedule only if the required core theoretical and research courses have been taken. The latter are required pre-requisites for the doctoral exam, advancement to candidacy and dissertation and should **therefore be the top priority when scheduling and registering for classes.**

Developing an Individual Program Plan (IPP)

1. Each program provides a Program Plan (see previous pages) that lists the recommended sequencing of courses to be taken each semester for each year in the program. In essence, the Program Plan functions as block scheduling for the program. Most master's students (and many doctoral students) follow the standard program plan. Those with transfer credits or who are proceeding at a slower or faster pace will require an IPP.
2. An Individual Program Plan (IPP) is developed by the student and the Student Advisors (Angela Glomski in San Diego, Zantika Ellis in Los Angeles, Binayak "Benny" Joshi in Sacramento, Jenna Cruz and Doris Rubio for Online MA, and Sabrina Steiner for Online PhD/PsyD) with consultation and approval by the Branch Director. The IPP is based on the Program Plan, taking into consideration any approved transfer courses and specific electives, or changes in the number of courses per semester desired by the student. This means that it is especially important for doctoral students to have an individual plan. The IPP must be approved by the Branch Director. Copies are provided to the student and the student's file.

3. Once an IPP is approved, students can determine which courses to register for each semester. If a plan needs to be modified, that can be done by working with the Student Advisor.
4. Note that classes are scheduled on the assumption that students are following the recommended sequence. Thus, if you have transfers or waivers, there may be difficulties in course scheduling. This can also happen if you take significantly more or fewer courses than indicated on the program plan.
5. Financial aid is typically related to the program plan and only covers the courses in the plan. If you are going to take courses outside the plan, you need to contact the financial aid office.

Registering for Classes

Important people to know and maintain contact with regarding class registration:

- San Diego: Angela Glomski angela.glomski@alliant.edu
- Los Angeles: Zantika Ellis zantika.ellis@alliant.edu ; 949-8127443
- Sacramento: Binayak "Benny" Joshi binayak.joshi@alliant.edu; 916-561-3204
- Online (MA): Jenna Cruz and Doris Rubio jcruz4@alliant.edu; doris.rubio@alliant.edu
- Online (PhD/PsyD): Sabrina Steiner sabrina.steiner@alliant.edu; 858-635-4092

Student Advisors will help you review your Individualized Program Plan (IPP), register for classes each semester, monitor your academic progress, and confirm your eligibility for important program milestones, such as beginning practicum, taking the doctoral exam, starting pre-doctoral internship, and graduating. They can also assist with registration issues, such as full classes or scheduling conflicts.

Registration Process

Students are responsible for working with their Student Advisor each semester to review their IPP and register for classes.

The systemwide course schedule is available through the myAlliant Student Portal (https://portal.alliant.edu/cmcportal/) and is updated regularly. Students can access the schedule by logging into their myAlliant account.

Before each registration period, the Registrar will send registration dates, deadlines, and instructions to your Alliant email address. **Be sure to check your Alliant email regularly for important registration updates.**

General Academic Policies

Students are responsible for maintaining compliance with all Alliant policies, including those in the Alliant catalog, those in the student handbook, and those in this manual.

1. Your degree requirements are those specified in the catalog for the year you first enrolled in classes. If there are changes made to the program in a later catalog, you are not required to meet the new changes. Your Student Advisor will work with you to assure that you can complete the degree requirements for your program.

2. **Transfer Academic Credit:** Incoming students who can present acceptable proof that they have taken courses from Regionally (e.g., WASC) accredited schools that are judged to be the equivalent of courses offered at Alliant may be granted transfer credit. These courses must not

be older than 7 years. Courses transferred from other accredited institutions in essence replace the Alliant courses and thereby reduce the number of credits earned at Alliant to complete the degree.

a. Students accepted into the CFT MA Program may transfer a maximum of 12 units from another institution.
b. Practicum experience from previous programs: Requests to approve practicum experience from another university require approval of the CTC and CFT Branch Director to establish equivalency with accreditation requirements.
c. Students accepted into the online CFT PsyD 114-unit Program may transfer up to 30 units.
d. Students accepted into the CFT PsyD 69-unit Program may transfer up to 15 units.
e. An applicant may need to take 1st year theories courses and the basic research methods course before they take the advanced theories and research classes if they do not have a strong background in theories and research.

3. **Client Contact Hours**: Client contact hours from previous graduate programs may be accepted. Requests to approve practicum client contact hours from another university require approval of the Clinical Training Coordinator and the Branch Director.

4. **Comprehensive Exam Waiver**: Applicants who are licensed as MFTs do not need to take the comprehensive exam. Students entering the CFT PsyD 69-unit program in Summer 2026 or later are not required to complete the MA Comp Exam.

5. **Course Waivers** are granted only when there is evidence of mastery of the content of the course (or other requirement) in question. Waivers do not reduce the number of units the student must complete for the Alliant degree. Waivers therefore function to provide the student with an additional elective. The Branch Director must approve all waivers for incoming students. **I**f a required course is waived, another Alliant course must be substituted.

   **Note that when courses are waived (or transferred), the student will be accountable for that content in future courses, doctoral exams, and orals.*

4. **Procedures for Transfers/Waivers:** The student provides a list of the Alliant courses for which s/he is interested in receiving credit, along with course descriptions and syllabi for the courses.

   Requests for transfer credit/waivers and course substitutions are submitted in writing, first to the Student Advisor, then the Branch Director. The Branch Director takes it to the CFT Leadership Team for approval. This allows for clearer communication and more permanence on the issue as a copy is provided to the student and saved in the student's file.

5. **Registering for Courses:** It is important for students to register only for courses required by their program (especially important for students using financial aid).

6. **Independent Study Classes:** Independent Study Courses are individually designed courses covering a subject of special interest to the student and faculty member. The student and instructor work together to develop a syllabus for the proposed course that includes all elements of a standard syllabus. There is a maximum of 6 units of independent study in the doctoral program. Independent study courses may range from 1-3 units. Courses listed in the

catalog and scheduled during the academic year cannot be taken as independent studies (see current **University Catalog)**.

7. **Academic Exceptions:** Any time a student wants an exception to program requirements or other standard academic policy, a Request for Academic/Administrative Exception to Policy form should be filed with the Student Advisor. The Student Advisor gives it to the Branch Director, who will take it to the CFT Leadership Team for review and approval.

8. **Academic Standing:** Please refer to the University Catalog for the CSPP Grading Policy**.**

Program Policies

1. **Applying to the PsyD Program:** Current master's level students who are interested in the CFT doctoral program are encouraged to apply. However, current CFT master's students must wait until Fall semester during their second year before applying. Current master's students' applications will be considered during the Spring semester in conjunction with outside applications for the doctoral program. Please submit the admissions application form along with an updated statement of your professional interests to the Admissions Office. Additional letters of reference are not necessary.

2. **Taking Classes at a Campus different than the Home Campus:** Student may take up to half of their classes at a campus other than their home campus. To take a course at a campus other than the home campus, the student needs to send an email to the Branch Directors on both campuses and receive permission from both. If classes are full, priority is given to students from the home campus. If students desire to take more than half of their classes at another campus, they must apply to change their home campus.

3. **Changing the Home Campus:** Students wishing to change their home campus within the course of the CFT degree program may request the change in writing to the Branch Directors at both locations (i.e., current home campus and desired new home campus). Such requests will be considered on a space-available basis if all of the following conditions are met:

    a. The student has completed at least two full semesters of coursework at their current home campus.
    b. Students currently enrolled in practicum must submit all practicum required forms (Alliant CFT Monthly Clinical Hours Reports, Contract for Field Placement in Practicum, Practicum Approval Form, Certificate of Liability Insurance, AAMFT Membership Letter, and signed sheet from the *CFT Master's Level Practicum Clinical Training Manual*) and professional development documentation with their request.
    c. The student is in good academic standing.
    d. Both Branch Directors must approve the change.

4. **Participation in Commencement:** Master's students in good academic standing can participate in commencement exercises if they have completed all academic course requirements except those required in the summer of the second year and have a) successfully completed at least one semester of practicum and b) currently enrolled in practicum. Doctoral students must complete all requirements by relevant university deadlines to participate in commencement.

5. **Online Courses:** CFT students who are doing their degree on-ground may take all of their electives online. These classes must be CSPP graduate level courses taken at Alliant University. They may not take their non-elective courses online.

6. **Posting the MA degree:** CFT doctoral students must complete the MA degree and have it posted prior to the completion of 18 units of doctoral coursework.

7. **Course Syllabi:** Students are responsible for keeping copies of their course syllabi. They may be needed later for licensure, certification, or verification of coursework, especially if students apply for licensure or other credentialing outside of California. The program cannot guarantee that syllabi will be available after a course ends.

Student Progress Monitoring

The CFT program collects and tracks ongoing data concerning the progress and accomplishments of its students and graduates to determine whether the program is meeting its program outcomes and student learning outcomes. Several mechanisms are in place to achieve this goal:

Student's Progress:

1. Before students start practicum, they are evaluated using the Practicum Readiness Assessment form.
2. During practicum and internship, students are evaluated using the Basic Skills Evaluation Form.
3. Each semester, the Basic Skills Evaluation Form (practicum and internship) is reviewed by the CTC on the campus for those in practicum and internship. Skills evaluations noting "below expectation" or "deficient" will be referred to SERC and may result in being required to re-take practicum.
4. All master's students and doctoral students in the 114-unit program must pass the MA Comprehensive Exam. (See MA Comprehensive Exam policy). The MA Comprehensive Exam is item analyzed. Students are given feedback on their exam results and when necessary, individualized remediation plans are developed and implemented.
5. Doctoral students who come in with a master's degree from a non-COAMFTE accredited program must complete the Clinical Internship Track focusing on systemic and relational therapy.

Graduate's Progress and Accomplishments

1. Twice a year the program collects and tracks data from the California Board of Behavior Science with regards to Alliant students'/alumni's pass rate on the California MFT Law & Ethics Exam and on the LMFT Written Clinical Exam.
2. The CFT program conducts a bi-annual survey of its graduates which requests information about employment, progress toward licensure, and perspectives on the effectiveness in preparing the graduates for professional practice. This survey is sent out to graduates electronically. Program staff follow up to contact those who have not completed the survey and obtain information about employment, licensure, etc.
3. Several of the faculty members maintain contact with program graduates. On a formal level, they often coauthor scholarship together. This information is transmitted formally via the alumni survey.

Student Availability

Although many graduate courses are scheduled in the evening and/or on weekends, meetings with faculty and other staff are typically made during normal workday hours. Therefore, we recommend that students plan to have at least half a day available during the week for these and other required activities even during semesters in which all of the student's classes are in the evening. In addition, practicum and internship sites typically require that trainees/interns be available to work during normal working hours. Student availability during the week may impact the selections of practicum and internship sites.

Confidentiality

Because of the educational/training nature of the program, it is important for students, faculty, supervisors, and administrators (both at Alliant and at training sites) to be able to share information openly and honestly. Students are hereby notified that faculty, supervisors, staff, and administrators (both at Alliant and at training sites) can and will share both academic, professional, and personal information with one another for training purposes, regardless of the context in which the information was obtained. This includes information students may share about themselves, their backgrounds, and their experiences. Students understand that the classroom setting is not by nature a confidential setting and the program cannot prevent other students from sharing at their discretion personal information they hear in class or other settings.

Students who discuss client cases must do so under the auspices of a release signed by the client(s) indicating their understanding of the student's role and how information may be shared for educational/training purposes. Students are not at any time to discuss confidential client information outside of the educational/training context.

Students may not disclose material shared in class by other students (verbally or in writing) with anyone outside the class in which the material was disclosed. The only exceptions are sharing with CFT faculty and Alliant administrators, or sharing after having received specific written permission from the student who shared the information.

Paper Writing and Style Requirements

High quality writing skills are an essential part of becoming a professional psychologist or family therapist. The most current APA Style is required for papers and projects in this program. Copies of the APA Style Manual are available in online bookstores (e.g., Amazon) and the library. Students' writing skills will receive special attention by instructors. A student may be advised to take special writing classes, work with an editor, or utilize the university's writing lab to fix problems in this area. Students are responsible for keeping up to date with guidelines from the latest manual edition.

Note that most word processing programs include spell checkers and grammar checkers. Most faculty members will expect that students use these resources in preparing papers. Therefore, we expect writing will be free of typographical, spelling, and simple grammatical errors.

Clinical Training

Practicum

The practicum experience is the student's beginning work as a MFT clinician, working with client couples, families, and individuals in a community-based clinic. The practicum is a minimum three-

semester commitment in which students accrue at least 300 client contact hours, at least 150 of which must be with couples and families. During the practicum year, students can accrue 1,000 or more of the 3,000 hours of experience (including direct client contact, supervision, and professional development) required for MFT licensure in the state of California.

More information is provided in the *CFT Master's Level Practicum Clinical Training Manual.* Students also must complete and retain BBS clinical hours forms (which can be downloaded from the Board of Behavioral Sciences (BBS) website (http://www.bbs.ca.gov) or appropriate Board of Psychology forms (http://www.psychboard.ca.gov) for licensure purposes.

Student Training and Degree Portability

- California requirements: While this is not the case in all states, the state of California and Board of Behavioral Sciences (BBS) allows MFT Trainees to be supervised by LMFTs, LCSWs, LPCCs, and Clinical Psychologists. Practicum site supervisors must submit copies of California license demonstrating a minimum of 2 years of post-license experience, resume/vita, and documentation of AAMFT Approved Supervisor status or documentation of equivalency status.
- Portability of degree outside California: Alliant University's MA CFT program is a COAMFTE accredited program and course curriculum have met COAMFTE requirements. If licensure is to be pursued outside the state of California, additional coursework may be needed to meet state MFT license requirements. For example, often states require LMFT applicants to have taken their state's law and ethics course and exam in addition to COAMFTE required courses. Please, consult with your state's requirement if licensure is pursued outside California.
- Portability of pre-degree practicum clinical hours: Many states also have different requirements for the supervision of MFT student trainees. All states accept AAMFT Approved Supervisor status to supervise MFT student trainees. Supervisors who meet AAMFT Approved Supervisor equivalency status may not necessarily meet state requirements outside the state of California. As an example, this means that a supervisor in California, who is an LCSW and has met Approved Supervisor Equivalency status for MFT trainees, may not necessarily meet the state guidelines for Approved Supervisor status in another state. **State supervisor requirements must be met, or student's pre-degree practicum hours may not count towards state MFT licensure.** Please, consult with your local Clinical Training Coordinator and your state's MFT licensing board for additional information on supervisor requirements before starting practicum.

For full details on the licensing process for MFTs in the state of California, please check the BBS website (https://www.bbs.ca.gov/applicants/lmft.html).

Pre-Doctoral Internship

The doctoral internship is the experiential element of the student's capstone year in the doctoral program. The word "internship" as used here applies to the Alliant CFT program pre-doctoral internship. It should not be confused with "intern" (a state licensing term used by the Board of Psychology for pre-doctoral as well as post-doctoral pre-licensed clinicians and other licensing boards in various states). The distinction is important as each term carries with it a separate set of requirements. The clinical training portion of this manual contains detailed information about the pre-doctoral internship, such as information about pre-requisites, etc.

Students also must complete and retain BBS clinical hours forms (which can be downloaded from http://www.bbs.ca.gov) or appropriate Board of Psychology forms (http://www.psychboard.ca.gov) for licensure purposes.

Pre-Doctoral Internship Policy

To prepare doctoral level couple and family therapists to perform different professional functions competently in their future workplace, and to comply with COAMFTE accreditation requirements, Alliant CFT doctoral students are required to choose two components and have to complete their pre-degree internship in two semesters. Each of the following option is 50% of the total internship. The internship must be a minimum of 9 months. This means all students must be registered for PSY93601 Internship Supervision for Fall and Spring Semester. A summary of the internship components can be found in the *CFT Internship Guidelines,* which is located on the CFT Student Hub.

Doctoral students who entered the program from non-COAMFTE accredited master's programs are required to complete the Clinical Internship track as one of their two tracks. These students can select whichever track they prefer for the second track.

SECTION III: Program and Student Evaluations

Student Course Evaluations

(Evaluations of Instructors)
Students are asked to provide written feedback on each instructor and course toward the end of each semester. This formal, written process is an excellent opportunity to communicate **constructive criticism and praise.** Faculty members and the administration take these student evaluations seriously. They are used as one of the criteria in evaluating faculty for promotion, retention, and merit. They are also used in decisions about hiring adjunct faculty members. Evaluations are anonymous, they are machine-read and comments are typed (by someone outside of the program faculty & staff) before providing the information to faculty members and program directors.

Supporting Student Progress: SERC and Readiness

The Student Evaluation and Review Committee (SERC) process helps faculty identify concerns early and connect students with the right support, whether academic, professional, or behavioral, so they can stay on track in the program. At the doctoral level, SERC is also used to support students who are not making progress in their dissertation, doctoral exam, or internship. We also use the Assessing Readiness for Practicum to make sure all students are prepared before starting practicum. This ensures students have finished the required coursework and shown the skills needed to begin their clinical training. By assessing readiness early, we can provide support when it's needed, prevent delays, and help students move steadily toward graduation. **Additionally, Practicum Evaluations from the practicum instructor and site supervisor are also used to ensure that all students receive support early on when needed to develop clinical skills appropriately throughout the program.**

CFT Program Grade Policy

Masters students receiving a less than or equal to C+ grade are not fully demonstrating competencies and will be referred to the Student Evaluation and Review Committee (SERC) and expected to develop a remediation plan. Students who receive a C+ may be required to retake the course unless SERC decides otherwise. SERC's responsibility will be to define what is necessary for students (e.g., retake the course) and assess if they have demonstrated competency. Grades of a C or lower must be re-taken.

Doctoral students receiving a less than or equal to B- grade are not fully demonstrating competencies and will be referred to the Student Evaluation and Review Committee (SERC) and expected to develop a remediation plan. Students who receive a B- may be required to retake the course unless SERC decides otherwise. SERC's responsibility will be to define what is necessary for students (e.g., retake the course) and assess if they have demonstrated competency. Grades of a C+ or lower must be re-taken.

University and Program Plagiarism and Improper Quoting Policy

Academic Code of Conduct and EthicsThe University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

All communications must be respectful to all members of the university, including students, faculty, and staff. Students may not use any of the course canvas assignment or communication boards to personally complain against or critique each other the course or the professor. Please communicate directly with your professor about any concerns.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at http://catalog.alliant.edu. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Using previously published material without proper attribution has become a serious problem in higher education. Presenting another's writing as one's own is a clear violation of the Ethical Codes of AAMFT, CAMFT, and the APA. **Any submission missing properly cited paraphrases and/or quotations from outside sources will not be accepted for credit; the student will receive a grade of 0 on the assignment without an opportunity to resubmit.**

Should the instructor consider plagiarism to be an egregious act (including, but not limited to, a student submitting a paper with uncited paraphrases, a paper written largely or entirely by someone else, or copying material from the internet), even a first instance of plagiarism may result in failing the course and referral to the program's Student Evaluation and Review Committee (SERC) for additional remediation. If an initial act of improper paraphrasing is not deemed egregious, any student who submits a second assignment with improperly cited or formatted quotations from outside sources will automatically fail the class and be referred to the program's Student Evaluation and Review Committee. As noted above, the University and faculty reserve the right to use plagiarism detection software.
All students are required to adhere to guidelines for academic performance, professional behavior, and participation in the university and program published material and in the appendices of this syllabus.
The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards in their conduct and exercise of responsibility towards other community members. Students will be referred to the Student Evaluation Review Committee – SERC for academic, clinical, and professional concerns.

General Policy

For all plagiarism, faculty will mentor students collaboratively and explicitly provide feedback about the type of plagiarism they engaged in.

Definition of Types of Plagiarism:

1. **Severe Plagiarism:** This may include cut and paste which is unethical, academically dishonest. Also includes submitting the work of someone else as original work (for example, paying another person or a term paper site to write a paper, **using artificial intelligence services,** using work previously submitted by another student as original work, etc.). **Students are cautioned that artificial intelligence service tends to make up information, concepts as well as citations and references**. Referral to SERC required.
2. **Attribution Plagiarism:** No cut and paste. Student neglected to cite their sources, paraphrases a source by using similar words, groups of words, and/or sentence structure. **Faculty will consult with Branch Director document with SERC chair and will decide on referral to SERC.**

3. **Self- or Class Related Plagiarism:** When a student submits their own previous work from another class (or program) in an attempt to pass it off as original work. Students may have similar assignments in different courses throughout the program and it is expected at the graduate level that students are able to critically analyze and present information on similar topics in different ways based upon the prompt and purpose of each assignment. Other examples of plagiarism may include: students who collaborate on an assignment that is not explicitly noted in the syllabus as a group project or collaborative assignment. **Faculty will consult with branch director document with SERC chair and will decide on referral to SERC.**

Reoccurrence

For 1st time plagiarism that is deemed by the instructor to be attribution, class related ot determined accidental or unintentional faculty will consult with branch director document with SERC chair and will decide on referral to SERC.

Second time plagiarism will be automatically referred to SERC regardless of the type or severity of the offense. However, faculty will still consult with the branch director to document with SERC chair.

SERC Remediation Consequences

May include 1) dismissal from program. 2) placement on probation for the duration of the program or with specific duration 3) academic warning only, 4) academic warning and remediation, 5) remediation only 6) no additional remediation is needed.

Procedures

Faculty will inform and consult with the branch director and SERC chair of any type of plagiarism via email. This includes core and adjunct faculty. The SERC chair or designated branch staff will maintain a record. Branch director may decide to refer to SERC regardless of faculty recommendation. Students may be referred to SERC even if they received a passing grade for the course.

The registrar will not be notified if a SERC process is not initiated. The record will then be expunged upon the student graduation.

To adhere to this CFT policy, any change grade forms as a result of remediation for plagiarism must be approved by the branch director.

Ethical AI Use

Percentages of AI detected at higher than 25-30%, or any AI detection which do not follow the steps below are considered a professional violation and may be cause for no points on the assignment or referral to SERC for lack of follow through on this policy.

1. Students may use AI with their faculty, exam, or dissertation chair permissions for the purpose of editing and type of assignments (literature reviews, any type of data analysis, summaries, discussions and any type of assignment including online discussion reflections).
2. Students may not use AI for the purpose of analyzing or summarizing the information. The work submitted to AI must be a full version of the assignment and must be the students' original work and represent their comprehension and understanding.
3. Students must revise paraphrases and organize the AI version. Students May not submit the AI version as it is for grading

4. Students are cautioned to avoid quotes in their submissions. According to APA all quotes must be paraphrased. Long quotes may trigger a high AI score.
5. **On no account are students to cut and paste the AI summary or analysis and submit it as is without review and disclosure and revisions as needed.**

Students must submit:

1. the original document submitted to AI
2. **the student revised, paraphrased and reorganized**
3. a short list of what they have learned about writing style by contrasting and comparing the two versions**.**

TurnitIn

1. Turnitin services that are available on Canvas send the AI report to faculty only. Upon review faculty can determine if the percentage of AI detected is related to unethical AI use from which will trigger a referral to SERC
2. The AI percentage is sometimes related to common language use, bibliographic, citation or references use etc. In this case the faculty will determine if AI generated a positive false percentage and if a referral to SERC is needed or not.
3. Students should consider using the AI student and faculty resources below to check their work
4. (AI capacity as well as rules of academic engagement with AI are rapidly evolving. Students will be informed of any university change etc.)

Attention: Reoccurrence Issues due to AI

Second-time plagiarism offenses will be automatically referred to SERC, regardless of the type or severity of the violation. Students are strongly encouraged to review and adhere to academic code of conduct and ethics.

Guidelines for the Ethical and Responsible Use of Generative Artificial Intelligence (AI) in Writing

Generative Artificial Intelligence (AI) tools analyze existing content and create new content based on their analysis. These tools have the potential to enhance productivity and improve writing skills. However, they are not substitutes for your unique ideas, critical thinking, analysis, or synthesis, which are essential in our work as clinicians, researchers, and educators.

As we incorporate AI tools into academic and professional writing, we encourage their ethical and responsible use. Improper use of AI tools may result in academic consequences, including the rejection of assignments, dissertations, or publications. These guidelines outline acceptable practices for AI use in academic and clinical writing.

Responsible Use of AI-Assisted Writing Tools

1. Do not use AI tools as a substitute for your own ideas and writing. Relying on AI to generate or edit content can diminish your unique writing voice, resulting in a final product that lacks originality and depth.
2. Take full responsibility for the ideas, structure, and content of your work. By submitting your assignments or manuscripts, you are declaring them as your original work.
3. Examples of Inappropriate vs. Responsible AI Use:
    a. Inappropriate Use:

- Copying AI-generated responses and presenting them as your original work.
- Using fabricated AI-generated references or citations (e.g., citations that do not exist in published research).
- Substituting AI-generated responses for peer-reviewed or scholarly resources.

b. Responsible AI-Use:
- Creating an outline for your research paper or dissertation.
- Brainstorming topics related to your project or study.
- Improving sentence structure, organization, or grammar in drafts.

Acknowledging and Documenting AI Use

To maintain academic integrity, all AI use must be acknowledged, described, and referenced.

A. Acknowledge

Include a statement in the Author's Note section on the Title Page acknowledging the extent to which AI tools were used. Examples include:

- "No content generated by AI technology has been presented as my own work."
- "I acknowledge the use of [insert AI tool/link/date of access] to generate materials for background research or draft organization."
- "I acknowledge the use of [insert AI tool/link/date of access] to generate content included in this work."

B. Describe

In addition to acknowledgments, submit a separate document detailing the following:

- The questions or prompts used with the AI tool.
- The raw output generated by the tool.
- A summary of how you modified or adapted the AI-generated output.

Examples:

- Prompt input: "Explain the concept of systemic therapy."
- AI output: [Paste AI-generated text here.]
- My changes: "I rephrased the content, added scholarly citations, and connected the text to MFT concepts."

C. Reference

When citing or referencing AI tools, follow APA 7th edition guidelines.

- Example indirect citation:
  When asked, "What are the benefits of systemic therapy?" ChatGPT explained that systemic therapy emphasizes the interconnectedness of family dynamics rather than isolating individual symptoms (OpenAI, 2023).

- Example reference:
  OpenAI. (2023). *ChatGPT (Mar 14 version) [Large language model].* https://chat.openai.com/chat

AI Student and Faculty Resources

- ZeroGPT that functions as a ChatGPT detection. https://www.zerogpt.com/
- https://wmich.edu/x/instructors/resources/ai
- https://apastyle.apa.org/blog/how-to-cite-chatgpt
- https://openai.com/blog/chatgpt

Faculty Procedures

Faculty will inform and consult with the branch director and SERC chair of any type of plagiarism via email. This includes core and adjunct faculty. The SERC chair or designated branch staff will maintain a record. Branch director may decide to refer to SERC regardless of faculty recommendation. Students may be referred to SERC even if they received a passing grade for the course.

The registrar will not be notified if a SERC process is not initiated. The record will then be expunged upon the student's graduation. To adhere to this CFT policy, any change grade forms as a result of remediation for plagiarism must be approved by the Branch Director.

Remediation

A need for remediation typically occurs when a student experiences difficulty in one or more of the following areas: (1) academic performance and progress, (2) professional suitability/judgment, (3) legal/ethical behavior, and (4) academic code of conduct.

Insufficient academic performance and progress issues include by not limited to: GPA below 3.0; fieldwork unsuitability; not following program plan; exceeding program time limit, etc. Academic factors may include the student's inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program and/or university procedures.

Professional suitability/judgment refers to a student's behavior and/or decision-making that is unsuitable and/or inappropriate or unprofessional for practice in the field setting, as established by the profession. Concerns in the area of suitability for the profession include, though are not limited to, lack of development of professional skills within a field context; expressions of personal issues in ways that are inappropriate to the setting; lack of sensitivity to the perspectives of people from other cultures, religions, sexual orientation, identity, socio-economic, disability, gender etc.

Legal/ethical factors may include the student's use of inappropriate language or actions, and violation of professional ethics codes and university rules (such as cheating, plagiarism, lying, and other offenses).

Violation and infractions of academic code of conduct include by not limited to intentional giving or use of external assistance during an examination without the expressed permission, fabrication, plagiarism, unauthorized collaboration, unauthorized research, disruption of academic activity, violations defined by faculty member, and assisting other students in acts of academic misconduct.

Student Evaluation and Review Committee (SERC) is usually involved in the remediation process. Remediation is designed to, wherever possible; assist students by (1) early identification of a problem area(s) and (2) establishing a working plan for problem correction. SERC typically recommends a remediation plan that affords students an opportunity to correct problems and to move toward successful program completion. In some situations, however, remediation may not be appropriate or possible (e.g., serious ethical breech). Therefore, the student remediation policy does not obligate program faculty to follow or provide specific procedures or activities since each situation is unique and efforts and decisions must be individually tailored to the student's situation.

The program may choose to include the following options: additional remediation of unsatisfactory work or deficiency; offering alternative strategies for moving forward; assistance in transferring to another program; and termination from the program. Additional remediation strategies might include

recommendations for participation in therapy, completion of additional supervision time, transfer to another practicum site, or leave of absence from practicum or the degree program.

Resolving Common Problems, Student Complaints and Grievance Procedures

Problems may arise for a number of reasons during the educational program, whether on campus or in practicum or internship placement. In general, the best solution is to attempt to resolve the problem first directly with person(s) whom you are having a conflict with. If this proves unsuccessful, students should then consult with the Branch Director or if it is at the practicum or internship site, they should consult with the Clinical Training Coordinator. In general, please carefully follow the Alliant policy for problem-solving, student complaints and grievance procedures in the current University Catalog and Student Handbook.

Information Technology

Below are the links to access the University's various information technology services:

- Alliant Email: https://www.office.com/
- Career Services: https://alliantintluni.sharepoint.com/sites/CSStudent
- Brainfuse Online Tutoring: https://home.brainfuse.com/
- IRB: https://research.alliant.streamlyne.org
- CITI Human Subjects Training: https://www.citiprogram.org
- Library Services: https://library.alliant.edu

Please refer to the SIS Portal Help for information regarding the Student Portal and Student Information System (SIS).

For IT Guides and Assistance, please visit ithelp@alliant.edu or 858-635-4357, option 1.

AAMFT Code of Ethics

Effective January 1, 2015

PREAMBLE

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

Honoring Public Trust

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

Commitment to Service, Advocacy and Public Participation

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

Seeking Consultation

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

Ethical Decision-Making

Both law and ethics govern the practice of marriage and family therapy. When making decisions regarding professional behavior, marriage and family therapists must consider the AAMFT Code of Ethics and applicable laws and regulations. If the AAMFT Code of Ethics prescribes a standard higher than that required by law, marriage and family therapists must meet the higher standard of the AAMFT Code of Ethics. Marriage and family therapists comply with the mandates of law, but make known their commitment to the AAMFT Code of Ethics and take steps to resolve the conflict in a responsible manner. The AAMFT supports legal mandates for reporting of alleged unethical conduct.

Marriage and family therapists remain accountable to the AAMFT Code of Ethics when acting as members or employees of organizations. If the mandates of an organization with which a marriage and family therapist is affiliated, through employment, contract or otherwise, conflict with the AAMFT Code of Ethics, marriage and family therapists make known to the organization their commitment to the

AAMFT Code of Ethics and take reasonable steps to resolve the conflict in a way that allows the fullest adherence to the Code of Ethics.

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

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

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

The core values of AAMFT embody:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.2 Knowledge of Regulatory Standards.
Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.3.3 Seek Assistance. Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.

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

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

3.6 Development of New Skills.
While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists

practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.

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

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

3.9 Gifts.
Marriage and family therapists attend to cultural norms when considering whether to accept gifts from or give gifts to clients. Marriage and family therapists consider the potential effects that receiving or giving gifts may have on clients and on the integrity and efficacy of the therapeutic relationship.

3.10 Scope of Competence.
Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.

3.11 Public Statements.
Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.

3.12 Professional Misconduct.
Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

STANDARD IV
RESPONSIBILITY TO STUDENTS AND SUPERVISEES
Marriage and family therapists do not exploit the trust and dependency of students and supervisees.

4.1 Exploitation.
Marriage and family therapists who are in a supervisory role are aware of their influential positions with respect to students and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships that could impair professional objectivity or increase the risk of exploitation. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.

4.2 Therapy with Students or Supervisees.
Marriage and family therapists do not provide therapy to current students or supervisees.

4.3 Sexual Intimacy with Students or Supervisees.
Marriage and family therapists do not engage in sexual intimacy with students or supervisees during the evaluative or training relationship between the therapist and student or supervisee.

4.4 Oversight of Supervisee Competence.
Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.

4.5 Oversight of Supervisee Professionalism.
Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.

4.6 Existing Relationship with Students or Supervisees.
Marriage and family therapists are aware of their influential positions with respect to supervisees, and they avoid exploiting the trust and dependency of such persons. Supervisors, therefore, make every effort to avoid conditions and multiple relationships with supervisees that could impair professional judgment or increase the risk of exploitation. Examples of such relationships include, but are not limited to, business or close personal relationships with supervisees or the supervisee's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, supervisors document the appropriate precautions taken.

4.7 Confidentiality with Supervisees.
Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.

4.8 Payment for Supervision.
Marriage and family therapists providing clinical supervision shall not enter into financial arrangements with supervisees through deceptive or exploitative practices, nor shall marriage and family therapists providing clinical supervision exert undue influence over supervisees when establishing supervision fees. Marriage and family therapists shall also not engage in other exploitative practices of supervisees.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.7 Separation of Custody Evaluation from Therapy.
Marriage and family therapists avoid conflicts of interest in treating minors or adults involved in custody or visitation actions by not performing evaluations for custody, residence, or visitation of the minor. Marriage and family therapists who treat minors may provide the court or mental health professional

performing the evaluation with information about the minor from the marriage and family therapist's perspective as a treating marriage and family therapist, so long as the marriage and family therapist obtains appropriate consents to release information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Alliant University

Signature Page

Student Manual Acknowledgement

I hereby acknowledge receipt of my personal copy of the **CFT Program Manual 2026-27: MA and PsyD Programs**. I agree to read the manual and abide by the standards, policies, and procedures defined or referenced in this document.

The information in this manual is subject to change. I understand that changes in policies may supersede, modify, or render obsolete the information summarized in this manual. As the CFT Program provides updated policy information, I accept responsibility for reading and abiding by the changes.

Student's Name: _____ Campus: _____

Student's Signature: _____ Date: _____

Note: Submit signature page to the Clinical Training Coordinator.