Master of Arts in
Couples & Family Therapy

SEATTLEU

Master of Arts in Couples and Family Therapy (MACFT) 2023-2024	
Mission	The MACFT program prepares systemic therapists to promote healing, growth, and relational connectedness.
Goals	**Program Goal 1:** Graduate couples and family therapists who integrate systemic theories, skills, and research into clinical practice. **Program Goal 2:** Promote inclusion, diversity, and equity in the field of Couples and Family Therapy. **Program Goal 3:** Graduate clinicians who are committed to ethical practice as licensed marriage and family therapists.
Outcomes	**Student Learning Outcome 1:** Students will integrate systemic theories, skills, and research into clinical practice. **Student Learning Outcome 2:** Students will provide multiculturally attuned clinical services. **Student Learning Outcome 3:** Students will develop legal and ethical competence and adhere to relevant laws and ethical codes. **Student Learning Outcome 4:** Students will demonstrate care for self of the therapist and commitment to continued growth.

Diversity Composition of Faculty, Supervisors and Students	- Faculty: 4 Core Faculty; 7 Extended Faculty - Core and extended faculty are: 64% female and 36% identify as male. No faculty reported as non-binary or transgender. - Our faculty self-report as: 27% Black, 18% Latinx, and 55% White. - University and Off-Site Supervisors: 28 Supervisors. All are State- or AAMFT-Approved Supervisors. All University Supervisors are AAMFT-Approved Supervisors. 54% identify as female, 21% identify as male, 4% identified as non-binary, and 21% of supervisors did not report a gender identity.* - Supervisors self-reported ethnicity is 7% Asian or Pacific Islander, 7% Black, 64% White. 21% did not report race/ethnicity. - Students: 61 Students Enrolled in MACFT 87% identify as female, 10% identify as male, and 3% as nonbinary or gender fluid. Students self-identify as 13% Asian or Pacific Islander, 7% Black, 10% Hispanic or Latino, 66% White, and 5% Multiethnic. *percentages may not total 100% due to rounding.
Accreditation	The Marriage and Family Therapy Program at Seattle University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred Street, Alexandria, Virginal 22314, 703-838-9808, coa@aamft.org. The MACFT Program received initial accreditation from COAMFTE on 05/01/2015. The program's accreditation was renewed on 11/06/2020 for seven (7) years. Seattle University's accreditations can be found here.
Academic Calendar	The MACFT program follows the Seattle University Academic Calendar; found here.
Degree Completion Requirements; Transfer of Credit	Degree requirements can be found here. See here for transfer of credit policy.
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Tuition and Fees			**Total, Based on 2 Year Schedule**	
		56 credits	https://www.seattleu.edu/costs/graduate-tuition-fees-and-charges/ * Scholarships may be available	
		Student Financial Services	https://www.seattleu.edu/sfs/	
		Books at SU's Bookstore	$2000 (estimate for new books)	
		ARMFTB Practice Exam	Included in book price	
		AAMFT Student Membership	$82/year (plus WAMFT state chapter membership $10/year)	
		Device or platform to record clinical sessions	$100 (approximate)	
		20 sessions of personal therapy	Varies; may use services provided for Seattle University students	
		Tevera Subscription	$223 ($215 subscription + $8 processing fee) for a lifelong subscription	

*Price per credit hour and other fees are subject to change. University quarterly fees subject to change. Consult with SU's Financial Aid.

Refund policies and procedures.

Degree Completion Timelines	The program is designed to be completed in two years (fall start). Students may take up to six years to complete the program.
Graduation Achievement Data (GAD)	Graduate Achievement Data is posted as a pdf on our landing page and graduate stories are here.

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Faculty Roles	MACFT faculty are committed to teaching, scholarship, service, and practice related to the program's mission and educational outcomes.
	Core Faculty
	• Christie Eppler, PhD, LMFT, AAMFT Approved Supervisor, Professor and Program Director
	• Rebecca Cobb, PhD, LMFT, AAMFT Approved Supervisor, Associate Clinical Professor
	• Jameson Natwick, PhD, LMFT, Assistant Clinical Professor
	• Kimberly Riley, DSW, LMFT, AAMFT Approved Supervisor, Assistant Clinical Professor
	• LaDonna Smith, MA, LMFT, AAMFT Approved Supervisor, Clinical Coordinator
	Extended SU and Adjunct Faculty
	• Rosy De Prado Gonzalez, MA, LMFT, AAMFT Supervisor Candidate
	• Mike Fitzpatrick, MEd, LMFT, AAMFT Approved Supervisor
	• James Furrow, PhD, AAMFT Approved Supervisor
	• Jasmine Pickens, MS, PsyD Candidate
	• Jeanette Rodriguez, PhD, LMFT, AAMFT Approved Supervisor, Professor
	• Ethan Schwab, PhD, LMFT, AAMFT Approved Supervisor
Student Recruitment	Students are recruited through SU's website, Seattle University recruitment fairs, adverts placed on social media (Facebook, Instagram, and Twitter), and mental health and clinical sites in the Seattle area. In addition, students are recruited at national conferences (e.g., AAMFT, NCFR) and regional recruitment fairs. Campaigns include diversity in representation of gender and race/ethnicity; students and graduates are featured in pictures and narratives.
Anti-Discrimination Policy	The MACFT program affirms Seattle University's non-discrimination policy and COAMFTE's anti-discrimination statement, which explicitly prohibits discrimination based on "race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff."
Definition of Diversity	The MACFT program honors the rights, safety, dignity, and well-being of all. The program respects the intersections of social locations; we commit to anti-racist education and training culturally responsive therapists.
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Definition of Safety	The MACFT program defines safety as bringing one's whole self into conversation without retaliation. Students, staff, supervisors, and faculty will not be discriminated against based on ethnicity, class, gender, sexuality, faith or spirituality, age, or social location. The MACFT program prioritizes the necessary personal and professional growth development needed for community members to sustain the program's mission and educational outcomes. The MACFT program's commitment to safety includes addressing feelings of discomfort that may arise as a part of this process.
Admission	Find MACFT admission information and resources here.
Retention and Graduation	Upon confirmation of enrollment, all new students receive a program plan. Throughout the program, students collaborate with their academic advisor to confirm or adapt their plans. When faculty are concerned about a student's progress, they can refer them to the program director for support and remediation. The process of developing systemic case conceptualizations begins in the first year and continues throughout the clinical sequence. Clinical 1 prerequisites and all preclinical procedures in the Clinical Handbook must be completed by students before starting internship. In MCFT 5720: Assessment and Conceptualization, a case study conceptualization is evaluated, and systemic care skills are assessed during pre-requisite courses (e.g., systemic care skills). Candidacy occurs during the first quarter of the clinical sequence. Candidacy can result in three outcomes: the award of candidacy, the deferral of candidacy and the establishment of a remediation plan with the program director, or the denial of candidacy. If candidacy is denied, students must exit the program. In the last quarter of the clinical sequence (Clinical IV), students are required to pass a Capstone Project. Each student applies for graduation in their penultimate quarter, in collaboration with the registrar's office. The advisor reviews the student's academic standing. To graduate, all academic and clinical requirements must be met. Students may participate in commencement with six credits remaining.
Complaints and Grievances	The MACFT's complaints and grievances policy is the same as Seattle University's policy. MACFT students may consult with CAS' Associate Dean of Academic Affairs, MACFT's Program Director, or MACFT faculty with informal or formal complaints. Complaints and grievances are stored securely and are reviewed by faculty or the associate dean.
Grading/ Assessment	<table><tr><td>A</td><td>4.0</td><td>93-100</td><td>Superior performance</td></tr><tr><td>A-</td><td>3.7</td><td>90-92</td><td></td></tr><tr><td>B+</td><td>3.3</td><td>87-89</td><td></td></tr><tr><td>B</td><td>3.0</td><td>83-86</td><td>Good performance</td></tr><tr><td>B-</td><td>2.7</td><td>80-82</td><td></td></tr><tr><td>C+</td><td>2.3</td><td>77-79</td><td></td></tr><tr><td>C</td><td>2.0</td><td>73-76</td><td>Minimal performance in courses applicable to graduate degree</td></tr><tr><td>C-</td><td>1.7</td><td>70-72</td><td>Courses graded C- or below will not count toward graduate degree</td></tr><tr><td>D+</td><td>1.3</td><td>67-69</td><td></td></tr><tr><td>D</td><td>1.0</td><td>63-66</td><td></td></tr><tr><td>D-</td><td>0.7</td><td>60-62</td><td></td></tr><tr><td>F</td><td>0.0</td><td>0-59</td><td></td></tr></table>
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Remediation and Dismissal	The MACFT program follows Seattle University's [Degree Completion Policy](#) and the [Dismissal Policy.](#) Students must earn a C or better to pass a class. If a student receives a C- or below, the student must re-take the class and earn a passing grade for the class to be counted towards degree requirements. To graduate, students must have a 3.0 or higher. If at any point in the program, a student's GPA drops below a 3.0, the student is placed on academic probation and must meet with the Program Director and/or CAS' academic advisors to establish a plan for success.
Code of Conduct	Seattle University's [Code of Student Conduct](#) can be found on the policies page of the [Office of the Dean of Students](#) website. Information in the Code includes student policies, sexual misconduct information and resources, and information about the [Integrity Formation](#) process. Notification of changes reflected in the current version of the Code can be found on the [Recent Code Updates](#) page.
Portability of Degree	Requirements to achieve full licensure typically take two to four years to complete. Licensure laws vary by state. Please check the state in which you plan to be licensed to see if our educational requirements are a match. Comparison chart for state licensure available [here](#).
Technology Requirements	Students, staff, and faculty utilize various forms of technology such as Canvas, Tevera, library databases, and smart classrooms. Students, staff, and faculty demonstrate proficiency in using Word, PowerPoint, and Outlook. Computer labs with printing services are available on campus. While accessing technology from off campus students need sufficient computer equipment and internet accessibility required for online learning.
Telehealth Requirements and Training	Clinical hours may be accrued entirely or in part via telehealth. A HIPAA compliant platform will be determined by site supervisors, and students must have access to the necessary technology. A student using telehealth must attest to completing telehealth-specific training before beginning an internship. MCFT 5220 (Identity and Ethics) and MCFT 5230 (Ethics and Law) cover the practice and ethics of telehealth.
Licensure and Regulatory Alignment	Please see the information on [this page](#).
Authenticity of Student Work	The MACFT program adheres strictly to the Academic Policy concerning [Academic Integrity](#).
Technical training for students, faculty, and supervisors	Seattle University offers training and support for technology, writing, and other program requirements (e.g., library searches). Students: • [Student Help](#) • [Learning Commons](#) • [Information Technology Services](#) • [Tevera Help](#) Faculty, staff, and supervisors: • [Information Technology Services](#) • [Center for Digital Learning and Innovation (CDLI)](#) • [Tevera Help](#) • [Benchmark & Assessment Data](#)

MACFT Educational Outcomes & Benchmarks

Master of Arts in Couples and Family Therapy (MACFT)		Benchmark	Target
Mission	The MACFT program prepares systemic therapists to promote healing, growth, and relational connectedness.		
Program Goal 1	Graduate couples and family therapists who integrate systemic theories, skills, and research into clinical practice.		
Student Learning Outcome 1	Students will integrate systemic theories, skills, and research into clinical practice.	Skills: · Formative: Students will demonstrate basic systemic therapy skills · Middle: Students demonstrate advanced systemic therapy skills · Summative: Students will utilize theory and evidence based systemic therapy skills Knowledge: · Formative: Students will comprehend major concepts in family therapy theories and models. · Middle: Students will recognize the strengths and limitations of systemic therapy treatment as they relate to client context. · Summative: Students will utilize family therapy models to conceptualize cases. Assessment: · Formative: Students will create systemic assessments using non-numeric tools (genogram, ecomap, etc.) · Middle: Students will use systemic assessment to inform case conceptualization · Summative: Students will conduct relational/mental health assessments.	Skills: · Formative: 80% or more of students will score 85% or higher on their MCFT 5000 Systemic Care Skills rubric · Middle: 80% or more of students will score a six (6) or higher on #3 on MCFT 5550 Clinical 1 End of Quarter Evaluation (Site Supervisor) · Summative: 80% or more of students will score a nine (9) or higher on #3 on MCFT 5580 Clinical 4 End of Quarter Evaluation (Site Supervisor) Knowledge: · Formative: 80% or more of students will score 85% or higher on MCFT 5500 Family Therapy Theories rubric. · Middle: 80% or more of students will score 85% six (6) or higher on #15 on MCFT 5550 Clinical 1 End of Quarter Evaluation (Faculty) · Summative: 80% or more of students will score 85% nine (9) or higher on #15 on MCFT 5580 Clinical 4 End of Quarter Evaluation (Faculty) Assessment: · Formative: 80% or more of students will score 85% or higher on MCFT 5720 Systemic Assessment and Conceptualization rubric. · Middle: 80% or more of students will score a six (6) or higher on #10 on the MCFT 5550 Clinical 1 End of Quarter Evaluation (Faculty) · Middle: 80% or more of students will score a nine (9) or higher on #10 on the MCFT 5580 Clinical 4 End of Quarter Evaluation (Faculty)

		Research: · Formative: Students will identify methodological constructs of clinical research. · Middle: Students will utilize current, peer reviewed MFT and behavioral health in clinical practice. · Summative: Students will utilize current, peer reviewed MFT and behavioral health in clinical practice at an advanced level.	Research: · Formative: 80% or more of students will score 85% six (6) or higher on MCFT 5680 Research Methods rubric. · Middle: 80% or more of students will score six (6) or higher on #13 on MCFT 5550 Clinical 1 End of Quarter Rubric (Faculty) · Summative: 80% or more of students will score 85% nine (9) or higher on #16 on MCFT 5580 Clinical IV End of Quarter Evaluation (Faculty) Integration of Knowledge, Skills, and Research · 80% of students will score 85% or higher on MCFT 5580 – Capstone Project
Program Goal 2	Promote inclusion, diversity, and equity in the field of Couples and Family Therapy.		
Student Learning Outcome 2	Students will provide multiculturally attuned clinical services.	Diversity · Formative: Students will demonstrate knowledge of anti-racist and culturally responsive therapy. · Middle: Students will identify contextual and systemic dynamics (e.g., attuned to gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, social context) in their clinical practice. · Summative: Students will provide culturally responsive therapy.	Diversity · Formative: 80% or more of students will score 85% or higher on MCFT 5210 CFT in a Multicultural Context rubric · Middle: 80% of students will score six (6) or higher on #18 on their MCFT 5550 Clinical 1 End of Quarter evaluation (site supervisor) • Summative: 80% of students will score nine (9) or higher on #18 on their MCFT 5580 Clinical 4 End of Quarter evaluation (Site Supervisor).
Program Goal 3	Graduate clinicians who are committed to ethical practice as licensed marriage and family therapists.		
Student Learning Outcome 3	Students will develop legal and ethical competence and adhere to relevant laws and ethical codes.	Ethics · Formative: Students will identify ethical dilemmas and use the ethical decision making tree to create an action plan. · Middle: Students will demonstrate ethical practice in their internship	Ethics · Formative: 80% of students will score 85% or higher on their MCFT 5220 Identity and Ethics case rubric – ethical decision making tree. · Middle: 80% of students will score six (6) or higher on #21 on their MCFT 5580 Clinical 4 End of Quarter evaluation (Faculty).

		Summative: Students will become LMFT/As.	Summative: 80% or more of graduates will report obtaining an LMFTA within a year of graduation.
Student Learning Outcome 4	Students will demonstrate care for self of the therapist and commitment to continued growth.	Self Care/Disposition · Formative: Students will identify their self-of the therapist themes related to their growth as a systemic therapist. · Middle: Students will demonstrate a commitment to their self-care practices. · Summative: Students will monitor personal reactions to clients and treatment process (e.g., family of origin, boundaries, triangulation, current stress level, current life situation, cultural context, transference, supervision) and their impact on effective intervention and clinical outcomes.	Self Care/Growth · Formative: 80% students will score 85% or higher on their MCFT 5200 Systemic Development Rubric · Middle: 80% or more of students will reflect on their self care and the impact of their self care on processing trauma treatment 8 out of 10 weeks in MCFT 5750 Systems of Trauma Treatment · Summative: 85% of students or higher will score 9 or above on #27 on their MCFT 5580 Clinical IV End of Quarter Evaluation (Site Supervisor)

Data collected throughout the program:
- Before 1st class students acknowledge that they have been informed and are aware that licensing regulations may differ across states and provinces.
- Gateway to clinical
- Candidacy
- Climate survey
- Mid- and End of Program Evaluation
- Communities of Interest feedback
- Graduate achievement data
- Program Director review of core faculty
- Faculty review of Program Director
- Changes to the program related to SLOs (knowledge, skills, diversity, ethics, and research)
- Pre-intern knowledge of teletherapy
- Review of environmental supports
- Review of benchmark data and curriculum
- Assessing the mission, program goals, student learning outcomes, and assessment cycle

Clinical Forms and Assessment:
- Risk acknowledgement and Release
- Student Clinical Agreement
- Clinical Internship Agreement
- Site Supervisor Form and Information
- Verification of Personal Therapy
- End of Quarter Clinical Evaluations (Clinical I-IV) for site, faculty, students
- Site Supervisor Evaluation
- Site Supervisor Survey
- Program Survey
- Clinical hours
- Supervision hours
- Clinical Extension Form (if applicable)

Revised 6/22/2023