

**Master of Christian Studies in Marriage and Family  
Therapy**

**Student Program Guide**

**Associated Canadian Theological Schools  
Trinity Western University**

**2021-2022**

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

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## **1: Mission and Goals of the MCS-MFT Program**

### **1.1 Introduction**

Welcome to the Student Program Guide for the Master of Christian Studies in Marriage and Family Therapy (MCS-MFT or MFT). Our intent is to help you to have a clearer idea of program expectations and acquaint you with the resources available to you while studying at ACTS.

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

### **1.2 Mission and Goals of the MCS-MFT Program**

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

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

### **1.3 Statement on the Integration of Psychology and Theology**

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

- In the professional counselling courses (48 sem. hrs.), spirituality as an aspect of human diversity will usually be included as course topic.
- In their Biblical/Theological course work (25 semester hours), MFT students are encouraged to choose paper topics in these courses that will help them relate theological reflection to their counselling practice where appropriate.
- During the program, students are challenged to develop a spiritually integrated and theoretically sound statement of their personal theory of Marriage and Family counselling. The final version of this integrated Graduation Essay is turned in during internship 4. Details of the Graduate Essay are given in 4.3
- Students will be expected to explore integration themes relating to their values, family of origin issues and spirituality as part of their personal growth as therapists.
- MFT faculty will seek to model theological and professional integration in the classroom.

### **1.4 Ethical and Competency Expectations of Students in the Program**

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

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

- All MFT students are required to take a course on professional ethics.
- Ethical training is infused throughout the curriculum, and ethical reflection is a part of weekly supervision in supervised practice.
- Students are required to join the CAMFT (or AAMFT if from the US) as student members and maintain their membership for the length of the MCS-MFT program. As part of this requirement, students must read the [CAMFT Ethics Code](#) (click link to access the CAMFT Code of Ethics) and sign a statement committing

- themselves to abide by it for the length of their program.
- Students are strongly encouraged to participate in, and show proof of, personal self-care practices. The MCS-MFT program deems self-care to be both an ethical and professional responsibility of individuals in many careers. Therefore, the MCS-MFT program strongly emphasizes the importance of self-care to its students. Thus, self-care is a part of the MCS-MFT program's ethical training.

As therapists-in-training occupy a position of public trust and have the potential to harm as well as help clients, the MFT faculty have a responsibility to exercise a gate-keeping function. As such, MFT faculty must ensure that the program's students are meeting both the ethical and basic competency requirements of the MCS-MFT program and counseling profession itself. To identify students who are unsuitable for the profession due to, for example, overwhelming personal problems, ethical misconduct, or significant competency concerns is a unique and imperative responsibility of MFT faculty. In the event of serious ethical/competency violations during a practicum or any level of internship, the MCS-MFT program committee will assess whether the students shall be permitted to continue in the program. The committee will communicate the result of their deliberations to the student as soon as possible. (Please see the practicum and internship sections of this Program Guide for more information.) Student suitability is assessed throughout the entirety of the program, and more specifically in courses such as Advanced Skills, Practicum, Internships, and officially at the point in the in the program when students apply for Candidacy.

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

### **1.5 Expectations of Students in the Program**

The MCS-MFT program prepares students to be Masters level professional therapists.

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

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

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

Professionalism also means that you are required to know what is expected. Students must read *MCS-MFT Supervised Practice Handbook* and the *MCS-MFT Student Program Guide*. They will need to hand in a signed form attesting to the fact that they have done so. This form is due prior to starting practicum.

## 2: Graduate Study in the MCS-MFT Program

### **2.1 How Graduate Study Differs from Undergraduate Study**

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

- The workload is considerably heavier: readings are more technical and extensive.
- *Greater emphasis on critical analysis of material*, both in writing and in discussion, as opposed to rote recall of information. Graduate students are expected to examine evidence in research literature and methodology, weigh arguments and make genuine contributions to the understanding of their field.
- *Discussion of readings and student papers are the major focus of classes.* Lectures are not the norm in graduate classes.
- The majority of the work takes place in researching, reading and writing outside of class.
- Topics covered are fewer but demand more in-depth research and analysis.
- E.g., Literature reviews are to be thorough and well focused, and to exhibit critical thinking skills.
- Spending time in library research is a key expectation, especially centering on specialized academic journals and books. You will need to learn how to access the holdings of TWU in psychology and family therapy and need to familiarize yourself with the resources at the UBC and SFU libraries.
- **Note:** For this reason, it is important to take RES502 in your first semester of study.
- Encompasses a large experiential skill-training component as part of learning. Inherent difficulties arise because of the nature of the experiential exercises (see 2.4 below)

## **2.2 Full-time Versus Part-time Study**

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

### **A Rationale for Full-time Study**

The advantages of full-time study:

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

Part-time study has several benefits as well:

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

The drawbacks of part-time study:

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

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

### **2.3 English Language Competence Required**

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

- Due to the importance of verbal expression in counselling, students for whom English is a second language must have a TOEFL score of 100 or better, or an IELTS Academic test score of 7.0 or better.

#### **Rationale**

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

- The MCS-MFT program is an English based degree program located in English speaking North America.
- The critical importance of verbal communication in the counselling process, necessitates *advanced* facility in English, not minimum skills.
- Students must conduct their practicums in English.
- Placement of students in non-English internships is difficult.
- Evaluation of a student's counselling abilities in all internships and skill acquisition courses depends on his/her ability to counsel in English.
- It is unethical to provide English-speaking clients an MCS-MFT intern or graduate who cannot understand or speak English well.

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

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

### **2.4.1 Belief Regarding & Description of POTT Training**

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

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

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

### **2.4.2 Rationale for POTT Training**

The MCS-MFT program strongly believes that this personal growth contributes to professional growth and competency because:

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

### **2.4.3 Personal & Professional Tensions**

MCS-MFT program faculty recognize that there is a natural tension between the need of therapists in training to explore personal issues that may impact their ability to function as therapists on one hand (E.g. identify points of counter-transference) and the limitations

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

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

#### **2.4.4 POTT & Self-Care**

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

#### **2.4.5 Supporting POTT Growth**

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

- Personal application assignments in classes, (e.g. genograms, lifestyle assessments) which ask students to apply theory and concepts to their own lives and family of origin issues.
- Skill development and supervised practice courses which require students to work with peers and faculty on building awareness of personal issues, which may affect their work with clients.
- Integrating biblical/theological perspectives, assignments, and coursework to stimulate personal reflection and spiritual growth, reflecting the holistic Christian spirituality approach of the MCS-MFT program.

- Emphasizing academic excellence and the acquisition of the fundamental knowledge base necessary for competent professional practice in the field of counseling.
- Requiring all incoming MFT students to receive personal counselling during their training, as part of the course MFT 553: Advanced Skills.
- Qualifications of the Therapist include: a Masters or Ph.D. level therapist with the equivalent to a minimum of 2 years full time experience, who is not in any other (dual) relationship with the student. Students are encouraged to consider working with a personal therapist periodically throughout their training as needed. Continued personal therapy may be deemed appropriate/helpful for some students, and thus may be explicitly encouraged/required by MFT faculty, as a part of a student's self-care regime.
- Encouraging students to actively seek support among their peers throughout this program. (i.e. triads, group counseling, practicum.) Learning how to rely on peers and be transparent with self and others is a significant aspect of POTT growth and self-care.
- Encouraging students to utilize on-campus resources. For example, the graduate collegium, coffee shop, gym, Wellness Centre and student life offices.
- Requiring students take PTH 510: Spiritual Formation I and PTH 511: Spiritual Formation II early in their studies in order to help them build community, develop spiritual disciplines and provide peer support during the challenges of graduate studies.
- Encouraging students to attend the TWU chapel services
- Strongly advising students to become involved in a local Church while in school for support, encouragement, and ministry.

### 3: ADVISING INFORMATION

#### 3.1 Key Tools for Advising

- A. *The student's acceptance letter* describes the basis on which the student was admitted to the MCS-MFT program, and therefore should be consulted to confirm what prerequisites remain or probationary status if applicable.

**Note:** Please note that all program pre-requisites (i.e. Undergrad Psych, Foundational Skills, etc.) are required to apply for candidacy. Candidacy application forms can be found in both the Supervised Practice Handbook and the MCS-MFT Student Program Guide.

- B. *The MCS-MFT Program Inventory* is a checklist of course requirements that aids the student in charting their progress. Please make sure that your program inventory is for the academic year you were admitted, e.g. 2021-2022, and keep it updated each semester. Find the template for the current year here: [MFT Course Template](#)
- C. *The ACTS Academic Calendar* for the year of admission is your guide for graduation requirements, and only available online. Please download or print a hard copy for your records.
- D. *An unofficial transcript of your ACTS studies as well as your real-time course needs inventory.* Students can obtain this from the Mattson Centre, their advisor, or online via the Student Portal. See <https://www.twu.ca/students/student-services/academics> for these links. Prior to accessing your course needs sheet each time, click on “update student progress”. This advising tool is available toward the end of your first term of studies in the MCS-MFT program
- E. Meeting with MFT faculty is crucial and required before registering for courses each semester. Students must pursue meeting with the Program Director, who will then delegate which member of the MFT faculty the student should contact re: advising/before registering for courses. The MFT faculty member will outline a personal plan of study based on your preferred time of graduation and when courses are offered. Because courses are not offered each semester or, for some courses, not offered every year and some key courses are required for candidacy, there are courses that are “preferred” and any departure from these “preferred” courses require special permission.
- F. *Checking your TWU email account.* All students are given a TWU email account upon enrollment. This email account will be the main avenue of communication between the administration and the student during your studies. The student is responsible to regularly check for messages or have the messages forwarded to another email account of your choice. Students are responsible for the information relayed in the email messages, whether or not you access this account.

### **3.2 Undergraduate Prerequisites**

#### **Psychology Prerequisites**

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

Intro to Statistics	3 **passing grade
Abnormal Psychology	3
Developmental Psychology	3
Personality Theory	3
Brain & Behaviour or Cog. Process.	3
Foundational Skills in Counselling	3

(Foundational Skills should be taken at ACTS in the summer immediately preceding Advanced Skills and Theories)

#### **3.3 Completion of Prerequisites a Priority**

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

#### **3.4 Minimum Grade Point in Counselling Courses**

In all MFT courses (designated MFT), no grade lower than a B will be accepted for graduation.

Students in the MCS-MFT program are expected to maintain a high standard of excellence in their graduate major. Therefore, students who receive a final grade of B- or lower in any MFT course will be required to retake the class at their own expense. Students not complying will not be approved for graduation. This policy does not apply for non-counselling courses. Please note that this does not apply to MFT 553 or MFT 590. If a student fails either MFT 553 or MFT 590, this will result in automatic dismissal from the program.

#### **3.5 Information about Course Offerings**

The following general principles should be noted about the availability of courses in the MCS-MFT program:

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

4. Counselling electives will vary from year to year. The program intends that two electives be available each year. Others are offered every other year, and some depend on enrollment. Electives are posted below (in section 3.8)

### **3.6 Normal Sequence of Courses in the Program**

The acquisition of counselling skills and knowledge base in the MCS-MFT program follows an organized plan of study. Students should be aware, therefore, that certain courses must be taken in sequence as prerequisites for more advanced courses. Failure to take prerequisites will exclude the student from some required courses and slow their progress. Please check the table on page 16.

**Normal Sequence of Courses in the Program: Table 1**

<p><b><u>Undergraduate Prerequisites:</u></b>  <i>Required for graduate MCS-MFT courses</i></p> <p>Statistics..... →</p> <p>Abnormal Psychology .....→          Theories of Personality .....→          Developmental Psychology .....→          Foundational Skills .....→          Brain and Behaviour/Cognitive Process.... →</p>	<p>MCS-MFT courses:</p> <p>MFT 582: Statistics <i>OR</i>          for thesis students:          CPSY 502: Research Design &amp; 517: Advanced Data Analysis</p> <p>MFT 580: Psychopathology          MFT 552: M&amp;FT Theories          MFT 682/683: Child &amp; Adolesc./Adult Dev.          MFT 553: Advanced Skills in MFT          MFT 660: MFT I</p>
<p><b><u>MCS-MFT prerequisites:</u></b>  <i>Required for MCS-MFT upper level</i></p> <p>BIB 505: Hermeneutics</p> <p>RES 502</p> <p>PTH 510/511 Spiritual Formation.....→          MFT 552: MFT Theories <b>and</b>          MFT 553: Advanced Skills .....→          MFT 553: Advanced Skills .....→          MFT 660: Marriage and Family I .....→          MFT 660: Marriage and Family I .....→          MFT 660: Marriage and Family I .....→</p>	<p>MCS-MFT courses:</p> <p>PTH 660: Spiritual Resources          MFT 660: Marriage &amp; Family I <b>and</b> MFT 590:          Practicum          MFT 661: Group          MFT 691: Internship 1          MFT 691: Internship 2-4          MFT 670: Marriage &amp; Family 2, EFT, Trauma,          Addictions, Play Therapy, etc.</p>

### **3.7 THE PLAN OF STUDY**

1. The MCS-MFT program is an intensive 75 semester hour degree.
2. The workload of a graduate degree is significantly heavier than an undergraduate degree, and most ACTS MCS-MFT students usually choose to work part-time during some portion of their program. Therefore, a typical pattern would be for students to complete their degree in 3 years, including summer semesters.

#### **3.7.1 Leave of Absence**

If a student, for unanticipated and uncontrollable reasons (i.e. illness) needs to take a leave of absence from their studies in the MCS-MFT program, A leave of absence request form can be found at <https://www.actsseminaries.com/myacts/forms>. This needs to be completed in consultation with the MFT program chair and submitted to the Faculty of Graduate Studies Office ([FGS@twu.ca](mailto:FGS@twu.ca)) for approval. A leave of absence is not typically permitted for longer than one academic year.

#### **3.7.2 Incomplete Grade Contract**

If a student, for unanticipated and uncontrollable reasons (i.e. illness) needs to apply for an Incomplete Grade Contract, the MCS-MFT program and TWU's Registrar needs notice of this. Incomplete grade contracts can be found at <https://www.actsseminaries.com/myacts/forms>. This MUST be completed and submitted to the Registrar's office prior to the last day of the class. Students can submit documents to the Registrar's Office using the HelpDesk ([twu.ca/help](http://twu.ca/help))

### **3.8 Graduation – Important Notes & Step-by-Step Process**

- i. Apply to graduate via the Student Portal.
  - a. The application deadline for April 2022 graduation is October 31, 2021, and students are charged a \$100 grad fee.

**Please Note:** while the graduation ceremony occurs each April, conferral of degrees happens either May 31 or December 31 of each year (see “4. Degree Conferral” below.) Students can apply for either a Fall or Spring conferral.

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

- b. MCS-MFT students who will have five or fewer semester hours remaining in the program after April of each year are allowed to apply to graduate and attend the graduation ceremony (“walk the stage”) in April. Please

note that these students will only officially graduate (i.e. receive a conferred degree) in December, as students cannot apply for conferral with outstanding semester hours; **all** internship hours and course work must be completed before a student can even apply for degree conferral.

**Please Note:** Students who opt to attend the graduation ceremony with five or fewer semester hours remaining in the program must have completed all course work outside of the five or fewer semester hours in full by the last day of the Spring semester.

ii. Finish writing Comprehensive Exam.

Students must be prepared to submit their Comprehensive Exam to MFT Faculty at least 2 weeks before the presentation date. (Specific submission faculty, due dates, and the presentation date will be decided each April/December.)

iii. Present your Comprehensive Exam.

- a. Be sure to register for the course “MFT 697: Comprehensive Exam” via the Student Portal in the semester that you are planning to present.
- b. Comprehensive Exams *only* take place in April and December. (So, you will only register for “MFT 697: Comprehensive Exam” in either the Fall or Spring semester.)
- c. After the Comprehensive Exam presentations, in the afternoon, students are asked to invite close family and friends to a potluck, at ACTS. At this potluck, students give a presentation that highlights their transformational journey in the MCS-MFT program.

iv. Degree Conferral.

Trinity Western University’s conferral dates are **May 31 and December 31** of each year. A conferred degree is what the British Columbia Association of Clinical Counselors (BCACC) requires when one is applying for their RCC.

- i. To apply for your degree conferral, click here:

<https://www1.twu.ca/academics/office-of-the-registrar/graduation/application>

- ii. Please note that **ALL** grades/hours etc. **MUST** be officially completed and submitted before TWU will grant students their degree.

v. Apply for RCC.

- a. Please go to <http://bc-counsellors.org/member-info/apply-now/> for information on what is required and complete the online application for your RCC certification via BCACC.

**Note:** Clinical Reference Forms should be submitted to the MFT Clinical Coordinator for completion and submission to BCACC

- b. Once your online application is complete, BCACC will update your application status to let you know that your file is being reviewed. The review process for a typical application takes approximately 4 weeks. If your application is complex, your file may be put forward to the Registration Committee for review and you will be advised of deadlines for your file.

### **3.9 Electives Offered**

#### **MFT 677: Using Play Therapy in Working with Child & Adolescents (3 sem. hrs.)**

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

### **3.10 Student Academic Supports**

**3.10.1 Library Resources:** The ACTS library provides rich resources for psychology and counselling. With about 5000 books and 250 journal subscriptions specifically on psychology and counselling (within a larger collection of 225,000 books and 14,000 journals) the library's holdings for counselling are on par with many seminaries larger than ACTS. Our journal databases include PsycINFO (the largest psychology database in the world), PsycARTICLES, Psychology: A Sage Full Text Collection, Academic Search Premier, ERIC, and ATLA Religion Database. Resources not available through our collection are readily accessible through interlibrary loan.

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

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

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

**3.10.2 Learning Commons:** For help with written papers, please contact the Learning Commons in the Library. Appointments can be made online at <https://www.twu.ca/learning-commons> .

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

For further help with EndNote, e-mail [badke@twu.ca](mailto:badke@twu.ca) . Students can also go to <https://owl.english.purdue.edu/owl/resource/560/01/> for help with referencing, citing, and writing in APA style/format. Please use APA 7<sup>th</sup> edition (2019).

More information concerning the APA Publication Manual can be found at the following website: <https://apastyle.apa.org/products/publication-manual-7th-edition>

### **3.11 Practicum and Internship Information**

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

1. **The MCS-MFT *Supervised Practice Handbook*.** All MCS-MFT students must become familiar with the **MCS-MFT Supervised Practice Handbook**. It is available online at: <https://actsseminaries.com/assets/supervised-practice-handbook---final.pdf> . It contains helpful forms and information about the practicum and internship experience. Please read this manual thoroughly as most answers to questions will be contained in this document.
2. **ACTS Practicum Centers** All MCS-MFT students are required to do their practicums at one of the approved ACTS Counselling Centres, under the direct supervision of a faculty member. As of this writing, we are privileged to be in partnership with Burnaby Counselling Group in Burnaby, and Peace Portal Counselling in South Surrey/White Rock for this purpose.
3. **The Timing of MFT 590: Practicum.** The ACTS practicum experience includes a total of 120 clock hours of counselling, supervision and agency work. The practicum occurs in intense 8 to 10 hour blocks, one day per week, approximately from January until May (the practicum may be extended if students are unable to obtain sufficient hours). Each practicum is limited to seven students per site. Students will be eligible to move into the practicum in his or her second semester of study, provided he/she meets all requirements and pre-requisites.

### **3.12 Admission to Candidacy in the MCS-MFT Program**

1. ***Acceptance into the MCS-MFT program indicates only that a student has met minimal requirements for beginning professional counselling training.***

Admission to candidacy in the MCS-MFT program signifies that the student has demonstrated the interpersonal abilities/skills, ethical character and academic qualifications suitable for the profession of counselling.

2. **Candidacy is reviewed each May following a student's completion of the Practicum.** The MCS-MFT Candidacy Application is found below and must be completed by May 31<sup>st</sup> of the year the student completes their practicum. Students who do not apply for candidacy risk not being able to enroll in further courses. Candidacy requirements include:
  - a. Satisfaction of all undergraduate prerequisites or other conditions of admission.
  - b. A grade of B or better in all counselling courses.
  - c. Evidence from the student's performance in skill-based courses and interactions with peers and faculty that indicate that he/she has the basic interpersonal skills and psychological/spiritual maturity required for a successful career in counselling.
  - d. Satisfactory completion of a minimum of 16 semester hours of specific course work:
    - i. MFT 552: Marriage and Family Therapy Theories (3) Fall
    - ii. MFT 553: Advanced Skills in MFT (3) Fall (Failure of this course will result in automatic dismissal from the program.)
    - iii. MFT 661: Group (3) Spring
    - iv. MFT 590: Practicum (3) Spring (Failure of this course will result in automatic dismissal from the program.)
    - v. MFT 660: Marriage & Family Counselling. (3) Spring
3. Students will receive a letter indicating their eligibility for candidacy in the MCS-MFT program. Such a letter may indicate that a student be de-enrolled from MCS-MFT program, may be requested to complete additional studies before being reconsidered for candidacy, or may be encouraged to consider another vocational track or degree program at ACTS. Students who are declined admission to candidacy may appeal such a decision to the ACTS Success Committee. Dr. Brian Cooper is the current chair of the ASC. *Candidacy application forms can be found in both the Supervised Practice Handbook and the MCS-MFT Student Program Guide.* Students should expect their letter of admission or denial to candidacy no later than June 15.

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

**3.12.1 – Candidacy Form A - MCS-MFT Candidacy Application**

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

**SECTION A (To be filled out by student)**

Student Name: \_\_\_\_\_ Academic Year of Admission: \_\_\_\_\_ - \_\_\_\_\_

Advisor: \_\_\_\_\_ ACTS Seminary of enrollment: \_\_\_\_\_

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

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**3.12.2 – Candidacy Form B - MCS-MFT Candidacy Application**

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

Student Name: \_\_\_\_\_

Date reviewed: \_\_\_\_\_

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

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

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

**3. Student Program Agreement Contract completed**

**4. MCS-MFT Student Commitment to Ethical Practice form completed**

**7. MCS-MFT graduate transcript evaluation**

A. Graduate course grade level maintained at B- or better in all MFT courses: Yes? \_\_\_\_ No? \_\_\_\_

B. Minimum required courses for candidacy:

- \_\_\_\_ MFT 552: Theories of Counselling (3)
- \_\_\_\_ MFT 553: Advanced Skills (3)
- \_\_\_\_ MFT 661: Group (3)
- \_\_\_\_ MFT 590: Practicum (3)
- \_\_\_\_ MFT 660: MFT I (3)

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

**Conclusion:**

Admitted to Candidacy: \_\_\_\_\_ Not admitted to Candidacy: \_\_\_\_\_

**Recommendations or Comments:**

\_\_\_\_\_  
\_\_\_\_\_

**Candidacy Reviewers:**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

## 4: MCS-MFT Paper Writing Guidelines

### 4.1 **Introduction**

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

1. **Plagiarism** has become a serious issue for many educational institutions in the last decade. The MCS-MFT program practices a low tolerance policy regarding plagiarism. Turning in a paper with one's name on it that is substantially the work of another is a fraudulent, unethical, and un-Christian. Plagiarism involves the use of extensive quotations or paraphrasing of sources that are not properly attributed. Students are to make careful attribution of all ideas which are not their own, in keeping with the high standards of scholarship which ACTS is known for.

2. **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar). Learning what constitutes plagiarism and avoiding it is the student's responsibility. Excellent resources describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke:

<https://prezi.com/od62fxnkbnmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

3. **Internet Sources:** Students will be using the internet for research paper information. It is increasingly clear, however, that internet sources are sometimes unreliable and may even be fraudulent, leading students to accept as "fact" unfounded speculation. Reliable journals are "refereed" or "juried" publications. In order for an article to be published it must have been reviewed by a "jury" of experts who determined if the article was sound in its methodology, logical, etc. This evaluation process is called "peer review". By way of contrast, persons can publish on their personal or organizational website on the internet without peer review. This means that there are no checks on the accuracy of the information. Therefore, be cautious when using material from the net, and rely on recognized peer reviewed journals and scholarly books. Students should generally use refereed journal articles for their papers.

**Note:** Taking RES 502 in your first semester will train students be skilled, proficient, and professional consumers of internet sources.

4. *APA standards for counselling papers.* Students will conform to APA standards of writing style. All students in the program are expected to purchase and use a copy of The Publication Manual of the American Psychological Association as their basic guide.

When taking courses outside of the counselling curriculum (i.e. bible or theology courses) students will need to clarify what writing standards instructors are using, with the Instructor. In Biblical and Theological courses Turabian is the standard. However, MCS-MFT students are usually permitted to use APA style as an alternative.

#### **4.2 Writing Tips:**

- Buy and use the current APA manual as a guide. See section below for some ACTS variations.
- Make use of EndNote ( <http://libguides.twu.ca/EndNote/> ) available to all ACTS/TWU students.

Unless otherwise specifically requested (e.g. Personal journal entries), avoid using first and second person in all papers. Do not use: I, we, you, our, us, etc.

- Instead, use third person impersonal pronouns in all writing assignments. Use: he, she, they, one who, etc.
- Gender inclusive language: Current practice in graduate schools across North America calls for eliminating unnecessary gender-based language. Therefore, it is recommended that students follow these guidelines:
  - Use terms such as "human", "humankind", "human being", or "humanity" "persons" participants, or "people", instead of "man" and "mankind", when referring to the human race as a whole.

When referring to a person whose gender is not meant to be gender specific, please use language which reflects this. The typical cognitive-behavioral therapist needs to have concern for their client's welfare.

### **4.3 Personal Theory of Counselling Comprehensive Exam Format**

#### **I. INTRODUCTION (6 pages)**

**1. Define following terms *in context* of your discussion:**

- a. Psychology & family systems theory
- b. Theology, religion, spirituality

E.g., Define “spirituality” as used in psychology and make a brief evidenced based argument for including it as an important dimension of human experience in therapy.

**2. Epistemology – How do we know?**

- a. Define epistemology, modernism and post modernism.
- b. Briefly explain how epistemology relates to a. counselling and b. Christian faith.
- c. Give your answer to two questions about epistemology:
  - i. Is there an objective reality?
  - ii. To what degree can we accurately connect with it?

**3. Description of selected family therapy theory**

- a. Name(s) of leading figures associated with theory
- b. Historical context & key elements
- c. Reasons for your choice

**4. Particular theological assumptions and key beliefs**

What is your faith tradition, and what are key Biblical themes or doctrines that inform your counseling approach?

#### **II. INTEGRATION DOMAIN (20 pages)**

**1. What is the relationship between Faith and Science?**

Explain the concepts of General and Special Revelation and how this informs your understanding of the relationship between Christianity and Psychology.

**2. What is your Model of Relating Christianity and Psychology?**

Using Johnson’s *Psychology & Christianity: Five Views* (2010) as a guide, select one and explain the key features, how it relates to your above theological assumptions, and beliefs about the relationship between science and faith, and what its strength and weaknesses are.

### **3. Anthropology – Who are we?**

**a.** Who are human beings? What determines human character and actions? What is the role of environment vs. learning? What is the relationship between affect, cognition and behaviour?

- i.** Christian worldview perspective
- ii.** Chosen theoretical model perspective
- iii.** Similarities
- iv.** Differences/limitations (and what will you do with that?)

### **4. Health and Well-being – What is wholeness in theological and therapeutic terms?**

What does a well-functioning person look like? What general goals do you have for clients given your view of human nature and wholeness?

- i.** Christian worldview perspective
- ii.** Chosen theoretical model perspective
- iii.** Similarities
- iv.** Differences/limitations (and what will you do with that?)

### **5. Pathology/Sin – What goes wrong?**

What are the processes and pitfalls that work against human wholeness?

- i.** Christian worldview perspective
- ii.** Chosen theoretical model perspective
- iii.** Similarities
- iv.** Differences/limitations (and what will you do with that?)

### **6. Change Process/Redemption – How does it work?**

Given the above assumptions about human beings, how does change occur? What is the interplay between affect, behaviour and cognition in effecting change? What techniques or methods will you use? Will you focus on the past, present or future with clients?

- i.** Christian worldview perspective
- ii.** Chosen theoretical model perspective

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

**7. Therapeutic Response – What does it look like?**

What is your role? Who are your clients? To what degree will you work with individuals vs. families?

- i. Christian worldview perspective
- ii. Chosen theoretical model perspective
- iii. Similarities
- iv. Differences/limitations (and what will you do with that?)

**III. CONCLUSION (3-4 pages)**

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

How do the strengths outweigh the weaknesses?

## 5: AAMFT/CAMFT Curriculum Requirements

[Straight type has been taken from the AAMFT website.]

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

### **Marriage and Family Studies/Therapy** (a minimum of three courses required)

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

Courses Accepted:

- MFT 552: Marriage and Family Therapy Theories
- MFT 630: Counselling Diverse Populations
- MFT 660: Marriage and Family Therapy I
- MFT 670: Marriage and Family Therapy II

### **Human Development** (a minimum of three courses required)

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

Courses Accepted:

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

### **Professional Ethics** (a minimum of one course required)

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

Courses Accepted:

- MFT 664: Ethics and Professional Issues

**Research** (a minimum of one course required)

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

## Courses Accepted:

- MFT 582: Statistics and Research Evaluation

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

## Courses Accepted:

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



**Master of Christian Studies in  
Marriage and Family Therapy**  
2021-22  
75 credits

	Year one: fall (11 cr)	Year one: spring ( 9 cr)	Year one: summer (8 cr)
Research and Writing	RES 502: Research Strategies		
Counselling Studies	MFT 553: Advanced Skills (3) [UG Foundational Skills] MFT 552: MFT Theories (3) [UG Personality Theories] MFT 664: Ethics and Professional Issues (3)	MFT 660: MFT I (3) [MFT 552, 553] [UG Brain and Behaviour] MFT 661: Group Counselling (3)	
Supervised Practice		MFT 590: Practicum (3) [MFT 552, 553, 664]	MFT 691: Internship I (2) [MFT 590, 660, 661]
Biblical Studies			BIB 505: Biblical Interpretation (3)
Family Therapy Studies			MFT 682/3: Child and Adolescent/Adult (3) [UG Develop.
Theological Studies			
	Year two: fall (11 cr)	Year two: Spring (12 cr)	Year two: summer (9 cr)
Counselling Studies	MFT 582: Stats and Research (3) [UG Stats] MFT 630: Counselling Diverse Populations (2)	MFT 580: Psychopathology (3) [UG Abnormal Psych] MFT 670: MFT II (3) [MFT 660]	MFT 682/3: Child and Adolescent/Adult (3) [UG Develop.
Supervised Practicum	MFT 692: Internship II (2) [MFT 691]	MFT 693: Counselling Internship III (2) [MFT 692]	
Biblical Studies	BIB 520: OT Foundations (3)		
Family Therapy Studies			MFT ____: Counselling Elective (3) [MFT 660]
Theological Studies	PTH 510: Spiritual Formation I (1)	PTH 511: Spiritual Formation II (1) THS 648: Theo. Issues in Counselling (3)	PTH 660: Spiritual Res. in Counselling (3) [PTH 510, 511]
	Year three: fall (11 cr)	Year three: spring (6 cr)	
Counselling Studies		MFT 697: Comprehensive Exam (0)	
Supervised Practicum	MFT 694: Counselling Internship IV (2) [MFT 693]		
Biblical Studies		BIB 540: NT Foundations (3)	
Family Therapy Studies	MFT 674: EFT (3) [MFT 660]		
Theological Studies	THS 571: Theology I (3) THS 671: Theology II (3)	THS 680: Christianity and Culture	

## IMPORTANT NOTES

### Re: Course Planning

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

### Re: MFT 525 Foundational Skills in Counselling

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

### Re: RES 502 Research Strategies

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

### Re: MFT 697 Comprehensive Exam

This is a free course to be registered for in the semester that students plan to present their Comprehensive Exam (final paper). Paper presentations take place

each year in April, and sometimes in December, so graduating students would register for this course in either a Spring or Fall semester. This course is NOT available in the summer. Students registering for this course ideally have no more than 5 outstanding credits at the time of their paper presentation.

**Re: Auditing Courses**

Students who are auditing courses need to:

- Register for the course.
- Contact the Office of the Registrar to request their status be changed to “audit”.
- Request that the MCS-MFT Director and the professor of the course the student is auditing, contact the Office of the Registrar, providing the Office of the Registrar with official permission for the student to audit.