Family Therapy Training Institute Handbook
2019-2020

Aurora Family Service
3200 W. Highland Boulevard
Milwaukee, WI 53208
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INTRODUCTION

Program Mission
The Family Therapy Training Institute is a community of learners dedicated to serving the broader community by preparing people to become highly competent marriage and family therapists.

FTTI Guiding Principles
FTTI is a competency-based post-graduate training program designed to partner with students towards the development of mastery in the provision of systemic psychotherapy (Couple, Marriage and Family Therapy) for individuals, couples, families, and the larger systems within which families exist. As such we promote an approach to therapy that can be person-focused, family-centered, and community-based simultaneously. The importance of high levels of ethical and professional behavior is emphasized throughout the program.

Competency-based training means outcome-based education in which the emphasis is on measuring student demonstration of competency in the conceptual, executive, perceptual, evaluative and professional skills necessary for effective service for a variety of presenting concerns. The majority of these competencies are addressed within the AAMFT core competencies. One important area that we believe is not fully articulated in the AAMFT core competencies is the refinement of the specific competencies associated with the development of the person of the therapist (POTT).

FTTI uses Aponte's broad definition of a Person of the Therapist approach to education, helping students to: 1) become aware of their relevant personal themes that may have a bearing on their work as therapist (both positively and negatively); 2) be able to monitor the presence of these themes in their work so as to minimize potential negative impact on the therapeutic process; and 3) to eventually be able to utilize these themes to enhance the therapeutic process, along with therapist creativity and resilience.

The intensive, team based supervised practicum experience is the core learning method of FTTI. The 10 core courses (which are aligned with the coursework requirements of the State of Wisconsin MFT licensure statute - MPSW 16.02) are designed to interact with and support the student's practicum experience. The student's relationships with their supervisors, course faculty, fellow students and clients provide the primary context of learning and growth for students.

FTTI prioritizes training students to be able to practice competently within a culturally pluralistic society. Students are expected to be able to provide compassionate, ethical and competent therapy to clients from broadly diverse backgrounds with an emphasis on the promotion of socially just family and community interactions and structures.

FTTI utilizes a generalist approach to teaching models of MFT in order to prepare student to use a variety of systemic approaches in their work with individuals, couples and families, as well as to prepare them for successful completion of the national licensing exam.

FTTI supports students towards integration and mastery as a therapist by emphasizing the following throughout all classroom and clinical experiences: 1) the ongoing development of their personal theory of change and therapy, interacting with 2) the ongoing development of their
ability to be self-aware and self-regulating in their professional relationships (POTT or Use of Self), and 3) exposure to broadly diverse students, faculty and clinical clients.
PROGRAM OVERVIEW

Competency Pyramid
The FTTI Guiding Principles can be visualized according to the FTTI MFT Competency Pyramid (below).

The emphasis on professionalism, cultural competence, ethical practice and person of the therapist (POTT) is highlighted in the base of the pyramid (Values, Principles and Core Beliefs).

Moving up the pyramid, the program focuses next on high quality relationship – between therapists and clients, students and faculty, student peer relationships and strong relationships among faculty and staff.

It is expected that student will come to the program with a strong foundation in the third level of the pyramid - (Core Psychotherapy Competencies, including reflective listening, reframing, etc.) Student growth in this area will continue throughout the program as they apply the core psychotherapy competencies within relational contexts (i.e., couple and family work).

The main emphasis of the teaching in the program focuses on the development of Systemic Psychotherapy Competencies, the fourth level of the pyramid. A variety of approaches to assessment, conceptualization, treatment planning and intervention from a systemic perspective is taught, practiced, and assessed throughout the 10 core courses and each of the practicum experiences.

Students are offered opportunities to develop interest areas by applying the competencies developed throughout the rest of the pyramid to special populations, topics, problem areas. Students are likely to explore these areas during the program, reading them to further define specially areas once the graduate. They are encouraged to participate in ongoing professional development activities offered through the FTTI Alumni and Friends network.
FTTI’s Commitment to Promoting Diversity

Diversity can be defined as the sum of the ways that people are both alike and different. The primary dimensions of diversity include race, ethnicity, gender, age, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.

While diversity itself is not a value-laden term, the way that people react to diversity is driven by values, attitudes, beliefs, and so on. These reactions are in turn shaped by our lived experience, especially experiences from our family- and community-of-origin.

Full acceptance of diversity is a major principle of social justice. As such, inclusion is a core practice that must be combined with diversity for the program, its faculty, supervisors and students to be fully successful in achieving its mission. Inclusion involves creating learning environments that are safe, engaging, and respectful to harness the full potential of individual and group differences in ways that are mutually beneficial.
FTTI has valued and promoted the diversification of the profession of Marriage and Family Therapy throughout its more than 40 years of operation. The Program has utilized its central location within the Milwaukee community to both attract and maintain a diverse student body and faculty. Additionally, because the program is embedded within a social service agency that attracts diverse families from across Milwaukee’s community, our students learn valuable lessons about the challenges, strengths, and resilience of people who often have very different lived experience than their own. It is this very intersection – diverse faculty and supervisors, working with diverse students, serving diverse families – that makes FTTI a truly special and unique place for MFTs to learn and grow.

FTTI fully endorses Aurora Family Service’s bedrock policy prohibiting all forms of non-discrimination and goes well beyond by promoting cross-cultural understanding throughout each course offered in the program. In particular, the Use of Self course that accompanies the Clinical Practicum, allows students to explore their own personal and family themes as it related to their development as therapists within a safe context that allows shared learning between students as well.

The majority of FTTI students learn of the program through a colleague, so our diverse alumni become the main driving force beyond our ability to continue to attract applications from diverse professionals interested in pursuing Marriage and Family Therapy.

FTTI has had the David Hoffman Scholarship that was instituted over 20 years ago to help attract and support the next generation of MFTs to serve the underserved families of our community. The Scholarship Committee established a Scholarship Application rubric that prioritizes financial need and the promise of serving diverse and underserved communities. This ensures the continued success in attracting high quality candidates from diverse communities.

Program Goals
FTTI is a community of learners dedicated to serving our greater community by preparing people to become highly competent MFTs. We will prepare post-graduate students who become skilled in conceptualizing cases from a variety of relational / systemic models, meet clinical competency to standards that prepare them to enter independently licensed practice, are ethical practitioners, demonstrate the ability to respond actively and compassionately to a wide variety of cultural contexts (ethnicity, gender, class, sexual orientation, religion, etc.), and are informed consumers of the MFT research.

See Educational Outcomes Table Below
2019-2020 FTTI Mission, Goals, and Outcomes Chart

AdvocateAurora Health - We help people live well
Aurora Family Service - We help families live well

FTTI - A community of learners dedicated to serving our greater community by preparing people to become highly competent MFTs

FTTI will prepare post-graduate students who:

FTTI will prepare postgraduate trainees who are competent in a variety of relational / systemic models in preparation for independently licensed practice.

Goal 1 (knowledge / practice)

SLO #1: Target: Students will demonstrate competency in conceptualizing cases for a variety of systemic / relational models by achieving a 3.0 rating or higher on the final competency assessment in MFS I, MFT I, II, IV and VI

Benchmark: 90%

SLO #2: Target: Students will demonstrate clinical competence through the achievement of an aggregated rating of 3.5 or higher on the 20 Practicum Competency assessment tool by program completion.

Benchmark: 90%

GO #1: Target: Students will demonstrate clinical competence by graduating students within the advertised maximum time frame.

Benchmark: 70%

GO #2: Target: Students will demonstrate clinical competence by passing the National Exam

Benchmark: 70%

GO #3: Target: Students will demonstrate clinical competence by becoming licensed for independent practice in Wisconsin.

Benchmark: 70%

GO #4: Target: Students will demonstrate clinical competence through the satisfaction ratings of their employers.

Benchmark: 70%
AdvocateAurora Health - We help people live well
Aurora Family Service - We help families live well

FTTI - A community of learners dedicated to serving our greater community by preparing people to become highly competent MFTs

FTTI will prepare post-graduate students who:

FTTI will prepare postgraduate trainees who are ethical practitioners
Goal 2 (ethics)

SLO #3:
Target: Students will achieve a 3.5 or higher aggregate rating on the Professional Studies IA Final Competency Assessment (exam)
Benchmark: 90%

SLO #4:
Target: Students will demonstrate comprehensive understanding of the Wisconsin statutes related to ethical practice in MFT by passing the State Jurisprudence Exam.
Benchmark: 95%

FTTI will prepare postgraduate trainees who demonstrate the ability to respond actively and compassionately to a wide variety of cultural contexts
Goal 3 (diversity)

SLO #5:
Target: Students will demonstrate the ability to respond effectively to a wide variety of cultural contexts (including ethnicity, gender, class, sexual orientation, religion, age, etc.) by achieving an average aggregate rating of 4 on Practicum Competencies 1, 2, 3, 14, 17, and 18
Benchmark: 90%

FTTI will prepare postgraduate trainees who are informed consumers of the MFT research
Goal 4 (research)

SLO #6:
Target: Students will demonstrate the ability to apply theory effectively to different cultural contexts by achieving an average aggregate rating of 3.5 or better on the Cultural Application assignment for MFT VI
Benchmark: 90%

SLO #7
Target: Students will demonstrate the ability to apply MFT research to their practice by achieving a 3.5 rating or higher on the Critical Appraisal Assignment in course PS 1B.
Benchmark: 90%
Program Outcomes

The Family Therapy Training Institute is accredited by the Council on Accreditation in Marriage and Family Therapy Education (COAMFTE). This rigorous process ensures that we are engaged in a process of continually improving the quality of education offered to our students. COAMFTE provides up to date information about the core educational outcomes of all accredited MFT training programs, including FTTI. These student achievement outcomes include the rates of graduation, passage of the national exam, and State licensure.

<table>
<thead>
<tr>
<th>Year Entered Program</th>
<th>Graduation Rate</th>
<th>National Exam Pass Rate</th>
<th>Licensure Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 – 2006</td>
<td>87.50%</td>
<td>100.00%</td>
<td>85.71%</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>75.00%</td>
<td>100.00%</td>
<td>77.78%</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>77.78%</td>
<td>80.00%</td>
<td>57.14%</td>
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<tr>
<td>2008 – 2009</td>
<td>70.00%</td>
<td>100.00%</td>
<td>28.57%</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>83.33%</td>
<td>100.00%</td>
<td>60.00%</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>75.00%</td>
<td>100.00%</td>
<td>33.33%</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>100.00%</td>
<td>100.00%</td>
<td>75.00%</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>71.43%</td>
<td>100.00%</td>
<td>25.00%</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>66.67%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>66.67%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>57.14%</td>
<td>100.00%</td>
<td>28.57%</td>
</tr>
<tr>
<td>2016 – 2017</td>
<td>58.33%</td>
<td>100.00%</td>
<td>8.33%</td>
</tr>
<tr>
<td>2017 – 2018</td>
<td>No Data</td>
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<tr>
<td>2018 – 2019</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
</tbody>
</table>

*Graduation Rate* is the percentage of enrolled students in each entering year who graduate within the advertised length of completion of the program. The Commission requires that programs graduate 50 percent of enrolled students in each entering year within the advertised length of completion of the program. The Commission requires that programs graduate 65 percent of enrolled students in each entering year within the maximum allowable time for program completion (Student Achievement Criteria 2).

*National Exam Pass Rate* is the percentage of students in each entering year who take and pass the American Marital and Family Therapy Regulatory Board (AMFTRB) National Exam required for licensure in the State of Wisconsin. The Commission requires that each program maintain an annual average pass rate of 70 percent for program students in each entering year taking the exam (Student Achievement Criteria I).

*Licensure Rate* is the percentage of students in each entering year who pass the AMFTRB National Exam and go on to become licensed as a Marriage and Family Therapist in the State of Wisconsin.
Please follow this link to compare our educational outcomes with other accredited programs:
http://www.aamft.org/iMIS15/AAMFT/Content/COAMFTE/Student_Achievement_Criteria_Data.aspx

Program History
Wisconsin’s premier postgraduate professional school for marriage and family therapists, the Family Therapy Training Institute pioneered the apprenticeship approach. Since its establishment in 1972, FTTI has provided mental health professionals the advanced skills they need to remain at the forefront of family systems therapy, with a two- to three-year program leading to eligibility for clinical membership in the American Association for Marriage and Family Therapy (AAMFT). FTTI has been continuously accredited by the Council on Accreditation in Marriage and Family Therapy Education (COAMFTE) since 1974, making it one of the longest operating COAMFTE approved programs in the country.

Accreditation
The Family Therapy Training Institute is one of twelve Post-Degree Institutes accredited by the Commission of Accreditation for Marriage and Family Therapy Education (COAMFTE) – the accrediting body for the American Association for Marriage and Family Therapy. Accreditation ensures the quality of higher education by reviewing each program’s ability to meet or exceed a wide variety of standard areas. You can learn more about accreditation in Marriage and Family Therapy by visiting the COAMFTE website at www.coamfte.org.

Licensure
Accreditation establishes the basis for the training provided by FTTI to prepare people for licensure in Marriage and Family Therapy in the State of Wisconsin. The Wisconsin legislature created licensure for Clinical Social Workers, Professional Counselors and Marriage and Family Therapists through MPSW 16.

This law regulates the practice of Marriage and Family Therapy and protects the practice of MFT and the title of Marriage and Family Therapist. When students begin the FTTI program, they immediately apply for a training license in MFT. This training license is essentially equivalent to a full license in terms of privileges and responsibilities, with the primary exception of a requirement that student s maintain 1 hour of supervision for every 10 hours of face-to-face practice.

PROGRAM SPECIFICS

Final Competency Portfolio
FTTI’s emphasis on MFT competencies, strong systemic case conceptualization skills, and development of the person of the therapist culminate in a final student portfolio presentation.
This presentation takes place in three parts leading up to graduation. First, you will meet with several staff and the program director to showcase your clinical thinking, specific MFT competencies and evolving practice perspective by sharing video demonstrations of your work to your supervision team. Next, you will present your Theory of Change Paper to fellow graduating students, faculty and supervisors. In this presentation, students share how they have integrated theories, approaches and skills into a personal model that reflects their personal style and shapes their ability to work with individuals, couples and families. Finally, at the graduation ceremony itself, graduates will share their journey into and through the FTTI program as a part of the presentation of certificates and student reflections program.

All coursework and practicum experience contribute to and lead up to this three-part portfolio presentation highlighting your confidence and competence as a Marriage and Family Therapist. The involvement of the FTTI learning community highlights the essential nature of a strong network of relationships in continuously supporting and challenging us along our professional journey.

Academic Calendar
FTTI’s calendar follows a typical academic year, with coursework running from August through the middle of the following June. Courses range from one to six post-degree credits, and vary from three to ten classes per course. Typically, courses are scheduled on Monday evenings (3 hours), and every other Saturday (5 hours). Courses and schedules are subject to change to fit the needs of the program and to meet the requirements of the accreditation body.

It is important to note that FTTI credits are NOT transferrable as graduate credits within college or university programs.

Course Descriptions

First Year

Foundations of Systemic Therapy 1 credit
As preparation for subsequent courses and practicum, students will receive an overview of micro-counseling skills and an introduction to systemic therapy, use-of-self, and initial client engagement.

Marriage and Family Studies I 3 credits
Systemic Theory and Change: Introduction to the fundamental concepts of systemic change, understanding and intervening in relationship systems.

Marriage and Family Therapy I 3 credits
Developing Effective Interventions: In depth exploration of systemic interventions with an emphasis on Structural and Strategic therapy.
Marriage and Family Therapy II 3 credits
Solution Focused and Narrative Therapy: Understanding and clinical application of brief, strength based therapeutic models

Marriage and Family Therapy III 3 credits
Assessment and Diagnosis: Introduction to diagnostic interviewing for individual, couples and families using DSM V criteria and collaborative treatment planning. Family Assessment Instruments.

Marriage and Family Therapy IV 3 credits
Couples Therapy: Students will be introduced to systemic models of working with couples and a basic understanding of the process of couple’s therapy.

Professional Studies IA 1.5 credits
Introduction to Ethical, Legal and Professional Issues: Introduction of AAMFT Ethics Code, ethical decision making, managing legal expectation in practice, risk management and documentation.

Marriage and Family Therapy Practicum I (MFTP I) 6 credits
Students must schedule at least 8 total hours in the Clinic (including the 4-hour team time). Students must achieve established minimum competency ratings and have a minimum of 100 client hours to pass this course. Attendance at 15 hours of Use of Self instruction and at Program Meetings are both required.

MFTP I – Classroom Component
Use of Self in Therapy: Students will be identifying personally relevant themes that may arise in therapy and discussing approaches to limiting any negative effect of personal biases on client experience. This course must be taken while a student is currently seeing clinical clients.

First and Second Year (offered alternating years)
Individual and Family Development I 3 credits
Multigenerational Theory and the Life Cycle of the Family: Foundations of understanding individual differentiation, family transitions (divorce, blending families, death and loss) and implications for treatment. The systemic application of attachment theory and trauma informed practice.

Marriage and Family Therapy VII 3 credits
Integrating Youth in Family Therapy: Conceptual framework and practical skills for fully integrating youth into family therapy.

Second Year
Marriage and Family Therapy V 3 credits
Contemporary Issues and Special Topics in Family Therapy: Survey of contemporary issues in CMFT practice, including substance abuse and addiction, trauma informed care, mindfulness and other special topics.
Marriage and Family Therapy VI  
3 credits

**Advanced MFT Theory-Integration into Practice:** Systemic models reviewed, demonstrated, and compared to assist practitioners in developing appropriate strategies for a variety of treatment situations and for preparing the National MFT licensing exam. This course must be taken while a student is currently seeing clinical clients.

MFTP II  
6 credits

Students must schedule at least 8 total hours in the Clinic (including the 4-hour team time). Students must achieve established minimum competency ratings and have a minimum of 200 client hours to pass this course. Attendance at 15 hours of Use of Self instruction and at Program Meetings is required.

MFTP II – Classroom Component

**Use of Self in Therapy:** Examine the interface of personal experience, beliefs, and values on the therapeutic process. Students will be considering how to use their personal style to positively influence client experience and outcome. Develop a final paper that illustrates integration of practice style, marriage and family therapy theory and the self of the therapist. This course must be taken while a student is currently seeing clinical clients.

Professional Studies IB  
1.5 credits

**Advanced Ethical, Legal and Professional Issues:** Topics include: didactic and experiential processing of complex ethical issues in systemic practice, development of individual practice standards, and a summary of the evidence base in Marriage and Family Therapy.

Third Year (as needed)

MFTP III  
10 Individual Supervision Hours per credit

Students will develop a learning plan with the Director and assigned supervisor, including anticipated hours of Clinic practice and/or supervision that will be needed to maintain a 1:10 ratio of supervision to practice hours required by the training license. Students participating in Group Supervision will receive a minimum of 1 hour of individual supervision within every 4 hours of group supervision time.

**Certificate Completion Requirements**

To meet the eligibility criteria for graduation, students must satisfy the following requirements:

1. 360 class hours in six specified areas of marriage and family therapy studies. Occasional classes may be transferred from former graduate studies.
2. 500 clinical hours* – face-to-face, direct contact with clients (counted toward licensure if entering Institute with qualifying degree)
3. 100+ hours of individual and group supervision
4. Passage of final competency-based portfolio assessment (presented to faculty in summer of graduation).

*Please note:* A total of 1,000 hours is required for MFT license. Some students complete all 1,000 hours for licensure while completing the program, while others make arrangements for practice experience and supervision to complete the full 1,000 hours. FTTI offers group supervision for students after graduation if needed.

**FTTI Clinical Contact Hours, Alternative Clinical Contact Hours, and Additional Clinical Activity Hours Definitions**

**Clinical Hours (Can be counted towards 500 graduation and 1,000 total face-to-face licensure hours)**
- Individual, couple, family or group psychotherapy
- Group facilitation (interactive psychoeducational or supportive group, such as Changing Families)
- Mental Health Consultation (case specific, provided to another professional including a client / family member)
- Clinical Case Coordination with client / family present
- Co-therapy
- Reflecting Team participation with a live case (includes participation in a reflective conversation with client / system)

**Alternative Clinical Hours (Maximum 10 hours over the course of the program can be counted towards 500 graduation and 1,000 total face-to-face licensure hours)**
- Observing cases behind the mirror (no reflecting team) - hours must be accompanied by documentation of case conceptualization, treatment plan or progress note as assigned by supervisor
- Psychoeducational presentation (limited interactivity, such as a presentation out in the community)
- Clinical Case Coordination without client / family present (ex. Speaking with a client’s teacher)

**Additional Clinical Activity in a Clinical / Professional Setting (Can be counted towards 2,000 of the 3,000 total hours required for licensure)**
- Documentation of case work
- Attending classes, trainings, workshops, etc.
- Supervision and consultation, including peer consultation
- Engaging in reading and / or watching clinically-instructive material

**Certificate Completion Timeline**
Upon completion of this intensive two- to three-year program, graduates meet the academic requirements for Marriage and Family Therapy Licensure (LMFT) and have accumulated at least one half (500) of the required supervised hours (1,000) for licensure. This program is designed to accommodate those working full-time. Enrolled students
have the option to complete the program on a full- or part-time basis. For students enrolled in FTTI full-time, completion of the program typically takes a minimum of two years, with a maximum time of enrollment of seven years. For those enrolled on a part-time basis, the minimum is four years and the maximum seven.

**Tuition and Fees**

**FTTI: Estimated Monthly Tuition Expense**

<table>
<thead>
<tr>
<th>2-Year Program</th>
<th>3-Year Program</th>
<th>4-Year Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on a current cost of $9,660* over 24 monthly payments</td>
<td>Based on a current cost of $9,660* over 36 monthly payments</td>
<td>Based on a current cost of $9,660* over 48 monthly payments</td>
</tr>
<tr>
<td>9660/24 = $402.50/month</td>
<td>9660/36 = $268.33/month</td>
<td>9660/48 = $201.25/month</td>
</tr>
<tr>
<td>9660/42 = $230.00/month</td>
<td>9660/54 = $178.88/month</td>
<td>9660/66 = $146.36/month</td>
</tr>
</tbody>
</table>

*Tuition rates are not guaranteed and are subject to change to account for the increasing costs of the program. FTTI recognizes the importance of affordable education and therefore makes every attempt to minimize cost to students. This estimate does not include additional expenses which may apply, i.e., textbooks, business cards, late fees, retaking a course or requiring additional supervision beyond MFTP I & II. Additionally, scholarship or employer tuition reimbursement may reduce the cost of the program.

**Late Fees for Incomplete Courses:** In accordance with the program’s “learning to competency” policy, students are given 30 days after the last day of class to continue to rework deficient assignments. After 30 days from the last class students may continue to work with an instructor to rework assignments but will be assessed a $50 fee to do so. Students who do not pass a course are eligible to retake the course at a reduced price of $100 (in addition to the original course fee assessed at the time the course was originally offered).

**Course Audit Fees:** Courses can be audited for continuing education hours at a rate of $250.

**MFTP – ME** – For students whose acceptance agreement requires a Master’s Degree Internship Equivalent, the fee will be $300 per 10 credit hours of supervision required.

**AdvocateAurora Team Members:** A discount of 20% will be applied for AdvocateAurora Team Members who are enrolled in FTTI Courses.
COMMUNICATION EXPECTATIONS

Language Requirements for non-native English Speakers
All coursework lecture and reading material is delivered in English. It is expected that students are proficient in reading, writing and speaking in English. If an applicant received their Master’s Degree from a non-English speaking institution, they will be required to demonstrate proficiency in reading, writing, and speaking via the completion of the Test of English as a Foreign Language (TOEFL).

Additionally, due to the nature of the field containing its own nuances and language, it is imperative that students demonstrate competency in the use of clinical / therapeutic language, both in reading, writing, and speaking. At the discretion of the Program Director, a student who is non-native English speaking and received their Master’s Degree from an English–speaking institution may be required to complete the TOEFL.

TOEFL: The minimum TOEFL score accepted by FTTI is 80 (online) or 550 (paper-based). Scores are good for two years from the date of the test.

For more information and to register, please visit: https://www.ets.org/toefl/ibt/register/

Students are responsible for the cost of completion of the TOEFL.

Computer Access
Students have access to computers and printing in the Student Lounge on the first floor. Due to the limited number of computers in that area, it is not guaranteed that students will be able to access a computer when they are in the building. The computers have word processing software (MS Word), as well as access to AWARDS, the electronic records system. Students must be diligent about leaving confidential information on the computer and making sure to properly sign out. Keep in mind that printing while in the building is only accessible while logged into the computers in the Student Lounge area. Aurora does not allow wireless printing from a personal laptop or tablet, thus students will need to plan accordingly when needing to print documents that require a client’s signature. Though it is not required that students have a personal computer to complete this program, it is highly recommended that each student have access to a computer with internet and email capabilities, either at home or at a reliable location in the community.

Email
FTTI relies heavily on communicating with students via email. It is imperative that students access and review their email on a daily basis so as to ensure effective communication with faculty and staff. Upon gaining access to the AdvocateAurora System, you will be assigned an email. Due to the exchange of PHI (Protected Health Information) via email, it is required that you utilize this email throughout the course of the program, as AdvocateAurora automatically encrypts all emails.
Use of Technology in Class
Though the use of technology often can complement learning, it is expected that students are using technology appropriately during class times. Each instructor reserves the right to extend specific expectations for their course. However, as a rule, the program expects that students limit use of cell phones during class time, with the exception being in cases of emergencies. If a student needs to respond to a call or text, they are encouraged to excuse themselves from the classroom for a brief time. Computers are generally used to take notes, show educational videos, etc. The use of social media, email, or other programs not related to class activities is prohibited while participating in FTTI coursework.

Writing Standards
It is important that written assignments reflect professionalism and critical thinking. Each student is expected to proofread their work before submitting it for grading, making sure that the writing is legible, contains proper grammar and minimal spelling errors. If an assignment does not meet these standards, a student will be asked to review, revise, and re-submit the assignment.

Mailboxes
You will have a mailbox in the back room of counseling clinic (sometimes referred to as the student lounge). **Check your mailbox every time you are in the building** as important materials for the clinic and for FTII courses may be left in your mailbox. Personal Health Information (PHI) of your clients **should not** be left in your mailbox and is not permitted to leave the building. Confidential information such as psychotherapy notes can be placed in the file cabinet space that is dedicated to you.

Student Information Updates
Students must keep FTII staff updated with current address, email, home, work, and placement phone numbers (if off-site). It is important in the event of class cancellation or other pertinent communications that staff are able to establish contact with students in a timely manner. Any changes to this information should be given to FTII staff as soon as possible.

Textbooks and Course Materials
To enable students to order their books ahead of time, course instructors will provide a list of required texts (if applicable) for their upcoming class. Students may purchase books from online sources such as Amazon.com, Textbookrush.com, or businesses such as Barnes and Noble. Many instructors will provide copies of articles and other materials. Course syllabi will include indicate which course materials are required and which are optional.

Addressing Concerns
It is expected that tension, concerns and conflicts may arise among students, or between students and faculty, supervisors or program administration staff. In fact, a moderate level of tension likely reflects the healthy exploration of differences that is necessary for growth to occur. This is particularly true in the intensely personal process of becoming a
marriage and family therapist. When this occurs, students are encouraged to use the same direct communication skills that are so beneficial to positive outcomes in the therapeutic process itself. This includes the following: speak directly to the person you are having a difference, disagreement or difficulty with (including faculty, supervisors or staff); assume positive intent; seek clarification, speak honestly about your thoughts, feelings and experiences; make clear requests; and attempt to work through conflicts in respectful ways.

Instructors will attempt to address any concerns that arise within the group process within the context of the whole class, but may need to limit discussion time, or redirect to a later time, in the interest of continuing to adequately cover the course material as mapped out in the syllabus.

Faculty, supervisors, and staff are available to assist in reflecting upon and planning for effective resolution of concerns. Please reach out to your faculty, supervisor, the Supervisor of Clinical Services or the Program Director if your efforts to resolve concerns directly with another person have been unsuccessful.

Lastly, the program has a formal grievance process that students can file that is listed in the Policies and Procedures section of the Program Handbook.

**BEYOND GRADUATION**

**Letters of Recommendation**

Students and graduates may request letters of recommendation directly from Faculty, Supervisors or the program Director and Supervisor. When providing a letter of reference, faculty and staff will take into account the level of professionalism displayed by the person requesting the letter of recommendation, in addition to academic and clinical competence.

Faculty and staff will notify the program Director and Supervisor of any requests for letters of recommendation, obtain written informed consent to share information (from the requestor), and a copy of the letter will be kept in the student file.

**AAMFT Membership**

Because membership in AAMFT increases the likelihood of marriage and family therapists being well-trained and ethical, the faculty strongly encourages all students to become members and to maintain membership throughout their careers. The benefits of membership, applications and other information about AAMFT can be obtained by contacting the website at [www.aamft.org](http://www.aamft.org).

Students should review the website [www.aamft.org](http://www.aamft.org). As stated on the site, the American Association for Marriage & Family Therapy is the professional association for the field of marital and family therapy. Since 1942, AAMFT has been involved with the problems, needs and changing patterns of marital and family relationships. The Association promotes increased understanding, research, and education in the field of marital and
family therapy. In addition, it insures that the public needs are met by having practitioners of the highest quality. AAMFT believes that therapists with specific education and training in marital and family therapy provide the most effective mental health care to couples and families.

**State MFT Licensing**

*Note: Any individual who wishes to practice MFT or use the title “Marriage and Family Therapist” must be licensed as a marriage and family therapist or hold a marriage and family therapist training license.* As with many bureaucratic processes, meeting the requirements for credentialing can be confusing. The drawbacks are the time, money and energy needed to meet the requirements. The advantage is consumer protection and legitimacy in the eyes of consumers and third-party payers, such as managed care and insurance. Fully licensed MFTs can practice independently. Becoming licensed is a prerequisite to many post-graduate employment opportunities and better pay. For example, in Wisconsin, to be employed at an outpatient mental health clinic, it is necessary to hold a training or full license.

**Becoming an LMFT in WI: A brief overview:**

For the most accurate, detailed and current information, go to: [http://dsps.wi.gov/Default.aspx?Page=ac3e62e4-8bb6-4fdd-a63c-efd5d9372128](http://dsps.wi.gov/Default.aspx?Page=ac3e62e4-8bb6-4fdd-a63c-efd5d9372128)

- Apply for a **“MFT Training License”** through the Department of Safety and Professional Services (above link. Start with instruction form #2237).
- Complete required master’s level MFT academic work.
- Apply through DSPS to take the national MFT exam (assesses knowledge of MFT theory/practice) and the state exam (assesses the knowledge of the state’s practice laws) when applying for TL or before applying for full license (form #1973).
- Gather 3000 hours of supervised postgraduate clinical experience (1000 of the 3000 must be face-to-face client contact).
- Gather 100 hours of clinical supervision by any of the following: AAMFT Approved Supervisor; Licensed Doctoral level MFT; Licensed Master’s level MFT with five years clinical experience; a doctoral level licensed Psychologist or a Psychiatrist with MFT competence; or someone pre-approved by the MFT section of the DRL.
- Apply for **MFT license** upon completion of post-graduate experience requirements. (Do not apply for Temporary License. It is only good for 90 days and provides NO advantage to you. Instead, renew the Training License if you need more time to pass exam.)
- Pay all fees. (Do not pay for exam fees again if previously passed exams).

**Transferability (Portability) of the Certificate**

COAMFTE accreditation is intended to help ensure that graduation for COAMFTE accredited programs, including post-degree institutes like FTTI, are transferrable between states. FTTI is set up to prepare people for licensure as a MFT in the State of Wisconsin. While we are not aware of graduates of FTTI who have been denied licensure in other states, we cannot guarantee that other states will grant reciprocity of a license obtained in Wisconsin, or accept the training and supervision achieved through FTTI. We encourage students who may want to practice in another state to contact the licensing board of that
state directly. The key questions to ask include: 1) do you accept COMAFTE accredited post-degree certificates as meeting the expectation for education? And 2) what are the minimum number of supervision and face-to-face hours required for licensure in your state?

A note about MN/WI Reciprocity: (a) MN exceeds WI post-graduate requirements for licensure in all areas. Thus, if you are licensed in MN you will qualify when applying for licensure in WI. (b) WI license holders who wish to become licensed in MN must go beyond the WI supervised client contact hours requirements by documenting that they meet the required MN supervision and client contact hours (see the website for the Minnesota licensing board).

Taking the Exams: The State Jurisprudence (i.e.: “Statutes and Rules”) Exam and the AMFTRB Exam (i.e.: the “National Exam”)
In WI, license applicants must pass both a state exam that is based on the statutes and rules related to their profession (code of conduct, family/children’s law, record keeping, client rights, etc.), and a national exam related to the theory and practice of MFT. The state licensing process authorizes the applicant to take the exams. The WI Training License allows the applicant the option of taking the exams immediately upon receipt of the Training License or waiting until applying for full license. A full MFT license will not be granted in either state until all post-graduate requirements are satisfied (i.e.: pass exams; acquire supervised practice hours. See the state websites listed above for exam dates, links, etc. Also, the most recent information about the national exam is available at http://www.amftrb.org which can also be linked from the state site.)

Caution: WI Temporary License
In WI, an applicant who completes all of the requirements for licensure except for passing the national exam may obtain a temporary license valid for up to 9 months. Like the Training License, the Temporary License allows the holder to use the title "Marriage and Family Therapist." A Temporary License has a short lifespan and may be renewed only once. You don’t want to be in this time-constrained position. The Training License can be renewed for a longer period of time, and TL holders can apply directly for the full MFT license once the exam is passed and they have accumulated their post-graduate hours.

Continuing Education
Once a license is obtained, each practitioner must meet state Continuing Education requirements in order to maintain the license. For example, WI currently requires 30 hours of CEUs every two years, this includes 15 hours specific to MFT and 4 hours in the area of “Ethics and Boundaries.” These are reasonable expectations and the details can be found on each state’s website as listed above. This is consistent with expectations for the other psychotherapy licenses.

Types of Employment to Seek Prior to Licensure
The key is to be sure that the hours qualify toward state licensure. This means face-to-face psychotherapy/human service type work. In general, the chances of getting hired as a
A therapist in a mental health clinic increases -- as does salary potential -- once a person is fully state licensed and better able to bill/collect from third parties, such as managed care, insurance, governments, etc. Again, this is true of other master’s level therapists such as Professional Counselors and Social Workers. Accumulating the required 100 hours of supervision, 1000 hours of face to face practice, and 3000 total hours typically takes a minimum of two years post-graduation in WI.

People with training licenses, working towards their full licensure, are often employed in settings (often nonprofit) that depend on other sources of funding such as state money, private funding, grants and donations. Common examples include such positions as in-home family therapist/family preservation, day-treatment therapist, residential care provider (e.g.: adolescent treatment settings, drug treatment centers, psychiatric settings, etc.), county social worker, therapist in a religious setting, therapist in an alternative school, domestic violence therapist, case manager, family psychoeducator, military mental health provider, and some mix of therapist/administrator. Salaries and benefits vary widely depending on the type of job, geographic area and current market. Some graduates step quickly into high paying jobs while others work part-time as therapists and part time at another better paying job until they become fully licensed and can pursue a higher paying therapy job. *Not all job advertisements will include “MFT” in the title or description. Apply to any job that seems appropriate for your skills/training, including those advertising for a “social worker.” Employers often do not know they are looking for an MFT until they see your resume/qualifications on their desk!*

**DESCRIPTION OF STUDENTS**

Family Therapy Training Institute (FTTI) attracts students from a variety of experiences and backgrounds. All students have completed a Master’s degree in counseling or a related field of study. FTTI coursework is created to accommodate to the needs of the working professional, making the program more accessible to those who may not otherwise be able to pursue a post-graduate degree.

FTTI students tend to be represented by three main groups of professionals: 1) professionals who have a license in psychotherapy other than LMFT who want to develop their confidence and competence in systemic practice with couples and families; 2) professionals newly graduated from a counselling or social work program who recognize the need for additional training in systemic psychotherapy competencies and who need access to a practice location; and 3) professionals who are transitioning from a career in a related profession (social work, school psychology, nursing, etc.). What unites our students is the recognition that the best way to systemic psychotherapy is within a diverse network of relationships, utilizing intensive supervision and interactive inquiry to grow in confidence and competence.

Our students come from a variety of social locations as well: currently, 6% identify as Middle Eastern, 47% as African American, 47% Caucasian. There are 33% male students, and 67% female students. The vast majority of FTTI students come from within and around the Greater Milwaukee area. The diversity in professional background,
ethnicity, age and other factors provides FTTI students a special opportunity to build their network of professional relationships that mirrors the diversity of the broader Milwaukee community.

**DESCRIPTION OF FACULTY**

FTTI attracts and maintains a diverse group of professionals whose primary identity is as a Marriage and Family Therapist. We recruit faculty and supervisors based upon a combination of professional integrity, competency in teaching and supervision, clinical expertise, diversity in background and clinical competence, and commitment to the field of Marriage and Family Therapy. Below are the current Faculty and Supervisors of the program. Currently 18% identify as Latino and 6% identify as African American; 76% identify as Caucasian.

**Elizabeth Cocos, LMFT, LCSW,** is a licensed Marriage and Family Therapist and AAMFT Approved Supervisor with over 21 years of clinical experience. She is a board member of the WAMFT and she will be fulfilling her third year of board membership in 2013. She is employed at St. A’s Family Services program which specializes in serving families involved with the Bureau of Milwaukee Child Welfare through Integrated Family Services. Her clinical specialties include sexual abuse, trauma, family trauma, in-home therapy, working with families involved in the Child Welfare system, teaching Marriage and Family Therapy at FTTI and supervising Marriage and Family Therapists.

**Shannon Doherty, LMFT,** is a Licensed Marriage and Family Therapist who has worked with couples at all stages of their relationship in ages ranging from 18-75. She has had extensive experience working with pre-marital counseling/mate selection, attachment & identity issues, complex couple conflict/infidelity, blended families, post-divorce adjustment/re-marriage as well as bi-racial and cross-cultural couples and families to include arranged marriages. Additional areas of clinical experience are: Anxiety & depression, Group therapy, trauma, chronic illness, eating disorders, codependency issues, sexual dysfunction, grief and loss, parent training, addictions, mood disorders, personality disorders, female adolescent/young adult and family education, life transitions (relational, occupational, spiritual, self-esteem/self-worth issues, spectrum disorder, stress management. Shannon is an AAMFT Clinical Fellow and current WAMFT Treasurer, serving as chairperson of the finance committee. Shannon is also a Certified Prepare/Enrich Facilitator & Seminar Director, Post Graduate Instructor, Industry Presenter and Organizational Consultant. Shannon is committed to providing the highest quality of therapeutic services and consultation, tailoring services to meet those needs of families, couples, individuals, students and organizations in which she serves.

**Julie Ford, LMFT,** is a psychotherapist with 25 years of experience, working in Milwaukee in private practice since 2012 and the San Francisco Bay Area since 1994. She enjoys working with couples and families in addiction recovery, and has worked as a family therapist leading multifamily groups at the Sequoia Center, a substance abuse treatment facility in Redwood City, CA. In addition to her private practice, she has
clinical, supervisory, consulting, and management experiences in nonprofits and agency settings.

Eric J. Habrel, PhD, LMFT, is a licensed clinical psychologist and AAMFT Approved Supervisor who has been practicing in Southeastern Wisconsin since 1986. Dr. Habrel taught in the Helen Bader School of Social Welfare at the University of Wisconsin-Milwaukee for over 20 years and currently holds an Adjunct Faculty position at Ottawa University-Wisconsin. Eric provides consultation, training and supervision services throughout Southeastern Wisconsin. His practice specialties include working with couples, Emotionally-Focused Therapy (EFT) with couples, family therapy, mood disorders, anxiety, and life stress management.

Mark Hirschmann, LMFT, PhD, Dr. Mark has specialized in practice in couples therapy. He teaches professional issues and ethics at FTII and at Edgewood College in Madison. He has growing interests in marketing private practice, managing couple-related anger and “holding awareness” during treatment sessions. His professional contributions include past-president of the Wisconsin Association for Marriage and Family Therapy and he served on the first State of Wisconsin MFT Examining Board.

Phyllis Lardinois, LMFT, LPC, is a licensed marriage and family therapist, professional counselor, and school counselor with a certificate in trauma counseling. Phyllis is in private practice at Cornerstone Counseling Services in Brookfield where she works with children, families, couples and individuals. Phyllis works in the School District of Waukesha as the Coordinator of Elementary Guidance and Counseling Services, providing consultation, crisis intervention, staff support and staff training in social-emotional development, grief, trauma-informed education and anti-bullying. Phyllis is an adjunct professor at Carroll University and serves on the boards of the Waukesha Education Foundation and Parents' Place in Waukesha. Phyllis is a member of the Trauma-Informed Care Partnership of Waukesha County and the Waukesha C.A.R.E. Center Advisory Committee.

David Low, LPC, LMFT, is a licensed Marriage and Family Therapist providing clinical and consultation services at Aurora Family Service. He has trained extensively in Solution Focused Brief Therapy by the developers of the model at the Brief Family Therapy Center, Milwaukee. Practicing in England between 2000 and 2014, David completed a second clinical masters in MFT at the Tavistock Centre, University of East London. He then qualified as a MFT and MFT Supervisor in the UK. While working as a child and family therapist and Clinical Team Supervisor/Manager, David trained as a trainer in Feedback Informed Treatment at the International Center for Clinical Excellence in Chicago. Went on to developed guidance manuals and training videos on the use of the Outcome Rating Scale (ORS) and Session Rating Scale for the National Health Service in UK to help family therapist integrate the use of session by session measures to enhance feedback to inform treatment and significantly improve clinical outcomes. David is currently a LMFT, an AAMFT Clinical Fellow and Approved Supervisor Candidate.
Kevin O'Brien, LMFT, LCSW, is an AAMFT Approved Supervisor and Director of the Family Therapy Training Institute. He is in private practice at Systemic Perspectives. Kevin manages Milwaukee Mental Health Consultants, providing consultation and training to nonprofit agencies and schools. He completed the Infant, Early Childhood and Family Mental Health Certificate program through the University of Wisconsin-Madison. Kevin's specialties include child and family therapy, trauma, couples and men's issues.

Jose Torres, LMFT, PhD, is an Associate Professor Emeritus, Helen Bader School of Social Welfare, UW-Milwaukee; Bilingual-bicultural psychotherapist/marriage and family therapist and clinical supervisor, Shorehaven Behavioral Health, Inc. After a 23 years clinical practice, Dr. Torres joined the academic faculty of the Helen Bader School of Social Welfare in 1995. In addition to teaching courses, including Direct Practice in Social Work (Individuals, couples and families), Cultural Diversity, and Supervision for Social Work Practice, Dr. Torres coordinated the school’s Marriage and Family Therapy Certificate Program (2007-2011), while also maintaining a part-time clinical practice. Since retiring from his academic career in 2011, Dr. Torres has maintained a clinical practice, continues to provide clinical supervision to new and experienced mental health clinicians, and conducts cultural diversity/competence education and training for mental health practitioners.

Eric Weiner, MSW, LMFT, LCSW, PhD, is a licensed Marriage and Family Therapist (LMFT) and a Clinical Social Worker (LCSW). He is a clinical member of the American Association of Marriage and Family Therapy. Dr. Weiner worked for over 12 years in Family Medicine and Internal Medicine as a therapist, educator, and consultant. His interest lies in the connection between health and relationships. He works with individuals, couples, and families with issues of chronic illness, general medical health, anxiety and depression. He has a specialized interest in heart disease and cancer and how it affects the patient as well as other family members. His work has also grown to encompass the psychological and relationship issues associated with family wealth. Whatever the concern, he works to assist clients in finding inner strengths and resources to resolve their issues.

DESCRIPTION OF SUPERVISORS

Elizabeth Cocos, LMFT, LCSW, is a licensed Marriage and Family Therapist and AAMFT Approved Supervisor with over 21 years of clinical experience. She is a board member of the WAMFT and she will be fulfilling her third year of board membership in 2013. She is employed at St. A’s Family Services program which specializes in serving families involved with the Bureau of Milwaukee Child Welfare through Integrated Family Services. Her clinical specialties include sexual abuse, trauma, family trauma, in-home therapy, working with families involved in the Child Welfare system, teaching Marriage and Family Therapy at FTTI and supervising Marriage and Family Therapists.

Jorena Lewandowski, LMFT, LCSW, is a licensed marriage and family therapist providing clinical services at Aurora Family Service. Jorena is a graduate of the Aurora
Leadership Academy; graduate of the Family Therapy Training Institute and is currently an AAMFT Approved Supervisor who is supervising FTTI post-graduate MFT trainees. She is co-creator of Changing Families: The Impact of Divorce on Children from an African American Perspective, a psychoeducation program mandated by Milwaukee County Courts. Her practice specialties include mental health issues impacting African Americans, trauma counseling, families experiencing domestic violence, impact of chronic medical health illness on mental health with individuals, couples, and families.

David Low, LPC, LMFT, is a licensed Marriage and Family Therapist providing clinical and consultation services at Aurora Family Service. He has trained extensively in Solution Focused Brief Therapy by the developers of the model at the Brief Family Therapy Center, Milwaukee. Practicing in England between 2000 and 2014, David completed a second clinical masters in MFT at the Tavistock Centre, University of East London. He then qualified as a MFT and MFT Supervisor in the UK. While working as a child and family therapist and Clinical Team Supervisor/Manager, David trained as a trainer in Feedback Informed Treatment at the International Center for Clinical Excellence in Chicago. Went on to developed guidance manuals and training videos on the use of the Outcome Rating Scale (ORS) and Session Rating Scale for the National Health Service in UK to help family therapist integrate the use of session by session measures to enhance feedback to inform treatment and significantly improve clinical outcomes. David is currently a LMFT, an AAMFT Clinical Fellow and Approved Supervisor Candidate.

Luis E. Rodriguez, MSW, LMFT, is a Bilingual/Bicultural licensed marriage and family therapist providing clinical services in English and Spanish at Aurora Family Service for the past 16 years. Luis is a graduate of the University of Wisconsin – Milwaukee and a graduate of the Family Therapy Training Institute and is currently an AAMFT Supervisor-In Training who is supervising Graduate Interns and FTTI post-graduate MFT trainees. His practice specialties include mental health issues impacting all people of color that have been impacted or experiencing domestic violence, impact of medical health illness on mental health with individuals, couples, and families. However, his special emphasis is on couple therapy.

POLICIES AND PROCEDURES

FAMILY THERAPY TRAINING INSTITUTE
POLICIES AND PROCEDURES MANUAL

Training Philosophy
The Family Therapy Training Institute emphasizes concepts and interventions that positively affect family relationships within a social context. Training is guided by a model that sensitizes therapists to the many factors that affect individuals, couples, families and the community context throughout the family life cycle. Training focuses on teaching ways of assessing, understanding and intervening to facilitate change in dysfunctional patterns and to recognize the strengths of individual, couple, family and
societal systems through appropriate therapeutic interventions. Training strengthens therapeutic skills through intensive individual and group supervision which enables the therapist to integrate academic materials and clinical experiences.

**Training Objectives**
The Family Therapy Training Institute (FTTI) emphasizes concepts and interventions that positively affect family relationships within a social context through the provision of advanced comprehensive academic classes and clinical supervision. FTTI will develop mental health professionals who are highly competent marriage and family therapists who:

1. can accurately assess and diagnose mental and emotional disorders using the DSM 5;
2. are skilled in a systemic therapy models;
3. are ethical practitioners knowledgeable of AAMFT Code of Ethics, Wisconsin statutes that govern licensing, mental health and care of children;
4. are knowledgeable about their individual therapeutic style, their strengths and weaknesses;
5. can develop collegial relationships and work collaboratively to support and enhance their clinical practice; and
6. qualify within two years of graduation for Clinical Fellowship in the American Association for Marriage and Family Therapy and for the State of Wisconsin Licensed Marriage and Family Therapist (LMFT) credential.

As part of orientation, new trainees will be given FTTI’s program objectives and available courses.

All academic courses are comprehensive and advanced for post-graduate trainees and include:

1. systemic theory and clinical techniques in marital and family therapy;
2. ethical and legal issues related to professional practice;
3. assessment, diagnosis and treatment of individuals, couples and families;
4. contemporary and socially significant issues related to the practice of marital and family therapy; and
5. culturally competent practice.

Along with academic courses, FTTI will provide clinical supervision that:

1. is delivered by experienced, practicing AAMFT Approved Supervisors or Supervisors in Training;
2. is comprehensive in scope, providing supervision in a variety of systemic models;
3. regularly uses all methods of supervision including live, videotapes and case review;
4. is challenging, supportive and tailored to the individual needs of each trainee;
5. provides experience that enhances culturally competent practice;
6. meets COAMFTE accreditation, AAMFT Clinical Membership requirements and the Department of Regulation and Licensing, State of Wisconsin licensing requirements; and
7. assesses and measures acquisition of clinical competencies as identified by the American Association for Marriage and Family Therapy practice competencies to a minimum standard defined by the program.

**Learning Environment Policies**

**Agency Policies and Procedures**
All FTTI staff and trainees are expected to abide by the policies and procedures of both Aurora Family Service and the Family Therapy Training Institute. All staff and trainees have access to copies of Aurora Family Service’s Counseling Policies and Procedures Manual and the FTTI Policies and Procedures Manual when they join the Family Therapy Training Institute. All students must attend a four-hour Aurora Healthcare orientation before beginning clinical work. Nametags are to be worn whenever in the building or representing the program off site.

**Research Policy and Procedures**
Research conducted and coordinated at the Family Therapy Training Institute of Aurora Family Service will follow the Policy on Research protocol of Aurora Family Service and Aurora Health Care.

**Diversity and Anti-discrimination**
The Family Therapy Training Institute (FTTI) program prepares students for a variety of roles and areas of practice within the community. Inherent in the relational and systemic perspective for competent clinical practice is being multi-culturally informed. It is FTTI’s goal that both the curriculum and the learning environment will reflect the diversity of the community in which students will practice. This will include critical conversations between faculty, supervisors, and students in respectful and curious manners, in order to increase cross-cultural humility and understanding, as well as identify areas of growth.

FTTI will promote a diverse culture among its student body as well as faculty. Toward this end, FTTI is committed to not discriminating in its admission or hiring practices based on race, age, gender, ethnicity, sexual orientation, gender identity, socio-economic status, disability or health status, religion and spiritual practices, nation of origin or language.

FTTI will strive for diversity and inclusion and treat all applicants, students, clients and faculty with respect and dignity in keeping with AAMFT’s Code of Ethics.

**Diversity and Anti-discrimination Procedure**
FTTI will make every effort possible to ensure a diverse student body and faculty by recruiting through a variety of sources within the community. A responsibility of the Continuous Quality Improvement committee as well as the Leadership Council will be to monitor diversity within the program in an effort to ensure an environment in which cultural competence is prevalent.
Recruiting and hiring faculty will follow all employment practice policies established by Aurora Health Care and Aurora Family Service.

Student admission and retention practices will follow FTTI policies and procedures to ensure non-discrimination and work toward inclusivity and diversity including, but not limited to:

Eligibility Requirements
Application Process
Scholarship Policy
Trainee Evaluation and Grading
Dismissal Process

Students who feel they have been discriminated have access to and may utilize the Grievance Process to have the matter reviewed and remedied if discrimination occurred.

**Privacy of Student Information**

The Family Therapy Training Institute (FTTI) collects necessary trainee information throughout the application process and during enrollment in the program. FTTI will insure trainee privacy of personal information in accordance with AAMFT Code of Ethics (4.7).

Sharing of information with faculty, supervising clinicians or program administrators will be on a “need-to-know” basis for the purpose of enhancing learning and evaluating progress.

Evaluations and letters of recommendation will be provided to others outside FTTI only upon the written request of the student.

Exceptions to maintaining privacy will occur only in the case of unethical behavior.

**Privacy of Student Information Procedure**

FTTI trainee records will be safeguarded in the same manner as Aurora Family Service employees.

Demographic information used for reporting will not include any identifying information.

Supervisory evaluations will be released only upon written request of the trainee.

Personal student information will be shared among faculty, supervisory staff or administration on a “need-to-know” basis for the purpose of enhancing learning and evaluating progress.

Student may have access to their official record by requesting it in writing to the FTTI Program Director; access will be provided within five (5) working days of the request.

**Supportive Services**

*Revised: August 2019*
The Family Therapy Training Institute (FTTI) attempts to ensure that no qualified person, solely by reason of disability, be excluded from participation in the academic and clinical program offerings.

FTTI makes every reasonable effort to accommodate the needs of students in order to reduce barriers to learning and to facilitate their successful completion of the program.

Given the intense nature of psychotherapy, all students are encourage, but not required, to pursue personal therapy or coaching during their training years.

No active faculty or supervisor will provide psychotherapy to enrolled trainees in accordance with the AAMFT Code of Ethics.

**Supportive Services Procedure**
Students are expected to identify any known disabilities or potential impairments to learning and successful completion of the program during the application and admission process, or as soon as is reasonably possible.

FTTI will develop a Support Services plan in cases in which a student prospectively identifies a disability and / or potential impairment to learning and successful completion of the program.

FTTI will develop a Remediation Plan if there are identified problems in learning and the development of minimal competency in achieving academic and clinical competence. The Remediation Plan will include a description of any recommended Supportive Services and include a definition of which Supportive Services FTTI will support financially or provide directly.

**Student Retention**
The Family Therapy Training Institute (FTTI) will develop and implement processes to promote the retention of students from the point of admission through graduation. FTTI will coordinate retention efforts with regular meetings with students in order to continuously align a student's program plan with their evolving professional development goals.

**Student Retention Procedure**
FTTI will develop a Program Plan with each student in order to cultivate alignment between student goals and priorities and the program offerings.

These Program Plans will be reviewed and update at least annually with each student.

FTTI will collaboratively monitor progress towards the successful completion of those plans with students. Monitoring will occur through regular review of student progress in coursework and clinical practice, utilizing formal and informal assessment data.
FTTI will encourage students to approach Faculty, Supervisors and Administrators with concerns about their progress. Opportunities for this include weekly Practicum Teams, regular Student Meetings, and informal meetings.

FTTI Faculty, Supervisors and Administrators will actively address delays or disruptions in student progress. This will range from informal discussions to the utilization of the remediation processes identified in the Remediation and Dismissal Policy.

Grievance Process
The Family Therapy Training Institute and its staff are committed to serving the needs of its students. As part of this commitment, the staff encourages open, direct discussion of concerns, complaints, suggestions, or recommendations. The staff is committed to honest, open and efficient resolution of student concerns. If a student feels that a policy has been applied in an unfair manner, or that student’s needs are not being adequately addressed, he/she should follow these procedures:

**Grievance Procedure**
Discuss the issues with the supervisor. It may be solvable at this level.

If unresolved with the supervisor, the issue may be reviewed with the student, supervisor, and the director.

If the student is dissatisfied with the response at level two, then he/she may request a meeting within ten (10) working days to review all prior actions and work toward resolution. The FTTI Grievance Committee will be made up of a student (peer), a supervisor and an AFS clinic staff member, all selected by the director with input from the student. Every effort will be made to assign review committee members acceptable to the grievant. The grievance committee in consultation with the agency executive director or human resource will make final decisions professional.

A report summarizing the process will be written and signed by all parties involved. A copy of the report will be given to the student and placed in the student’s file.

Admission Policies

**Eligibility**
The Family Therapy Training Institute (FTTI) accepts applications for prospective students who meet eligibility requirements and demonstrate the potential to successfully complete the post-graduate training program and earn eventual licensure as a Marriage and Family Therapist.

**Eligibility Procedure**
The Director, with input from the Admission Committee, determines eligibility criteria for prospective students to FTTI.
Family Therapy Training Institute outlines eligibility requirements and applicable deadlines for potential students applying to the program on its website http://www.aurorahealthcare.org/ftti. These requirements are also communicated in print material and through the interview process.

Applicants who meet eligibility requirements must submit an application and additional materials outlined in the Application Process to the FTTI Program Director to be considered for acceptance into the training program.

Meeting eligibility requirements does not guarantee acceptance into the training program. The Director, with input from the Admission Committee, in accordance with the Application and Admission Policy, will make admission decisions based upon a range of factors that predict successful completion of the program.

**Recruitment (Including Portability of Degree)**
The Family Therapy Training Institute (FTTI) recruits potential students from the general community of Master’s-prepared professionals with the goal of attracting a diverse group of highly qualified students that are prepared to succeed in the program.

**Recruitment Procedure**
FTTI utilizes a variety of print and electronic formats to attract potential students. The FTTI Director, with input from the Leadership Council and others, will develop and implement marketing strategies.

FTTI will provide sufficient information in published promotional material for potential students to make informed decisions about pursuing application to the program.

FTTI will maintain truth in advertising through regular review and updating of the marketing materials.

FTTI will clearly state in published material that it cannot guarantee the portability of the COAMFTE Accredited Post-Degree Certificate to other States, and direct potential students to contact the Licensing Boards of States they may be considering moving to for the most current information about policies related to portability of Certificate and / or Licensure from the State of Wisconsin.

A meeting with the FTTI Director (or designee) will be required for all potential students in order to allow students to clarify any questions they may have in determining the appropriateness of FTTI for their professional development goals.

**Application and Admission**
The Family Therapy Training Institute application process is designed to be a collaborative fact-finding process. To ensure that a proper match is made between the training experiences and the trainee's needs, documentation of past educational and relevant experiences is required.
The Family Therapy Training Institute is committed to a policy of equal opportunity in all its training activities and admissions. It does not discriminate on the basis of race, color, national origin, religion, sex, sexual preference, age, physical handicap or marital status.

Admission decisions are made on the basis of a candidate’s demonstration of the entry-level competence necessary to successfully participate in a post-graduate training program in preparation for licensure as a Marriage and Family Therapist.

**Application and Admission Procedure**

To be considered for enrollment applicants must follow the application process designated by the Admission Committee. The admissions process is available on the Family Therapy Training Institute website or by request to the Director or Coordinator.

The Director, with input from the Admission Committee, will establish criteria for admission, including criteria for a student who may be admitted with a non-qualifying degree.

The Family Therapy Training Institute Director, with input from the Admission Committee, will determine which students are admitted to the program based upon their demonstration of entry-level competence for participation in post-graduate training for Licensure in Marriage and Family Therapy.

Students admitted without a qualifying degree will be required to complete additional requirements towards completion of a primary mental health degree. These requirements will be established by the Director, with input from the Admission Committee, and communicated to prospective students during the interview process and in writing upon acceptance.

If the Director, with input from the Admission Committee, identifies any areas in which an admitted student may show potential liabilities that could significantly impair his or her ability to successfully complete the program, the student can be granted the status of Admitted on Probation. All students entering with a non-qualifying degree will enter the program in the status of Admitted on Probation. The plan for assessing and addressing potential liabilities, the time period for review, and the consequences of failure to achieve sufficient progress within the probationary period will all be communicated in writing to the accepted student.

**Scholarships**

The Family Therapy Training Institute (FTTI) has a system for providing financial assistance to eligible students. Scholarships will be awarded based upon a combination of need and merit as determined by the Director, with input from the FTTI Scholarship Committee.

General criteria of eligibility for receiving scholarship funds are based upon i.) Financial need; ii.) An intention and demonstrated commitment to serving underserved populations.
(especially ethnic and racial minority groups), iii.) The level of community need for a prospective student’s services, iv.) The rating of their admission application, and v.) Good academic and financial standing (for ongoing students).

Scholarships Procedure
The availability to scholarships will be communicated with students through the program website, email and written communication, and / or through the interview process.

The Director, with input from the Scholarship Committee, will establish criteria for reviewing scholarship applications and awarding scholarships, along with timelines for the application, award and distribution of scholarships.

Students interested in being considered for scholarships are expected to complete an application along with providing verification of their financial status.

Students are expected to reapply for scholarships on an annual basis.

Scholarships are awarded at the beginning of the academic year and are dispersed evening throughout the courses a student intends to take in a given Academic Year.

If a student withdraws from a course after the withdrawal deadline (30% or more of the course completed), or is unable to successfully pass the course, they become ineligible to receive the scholarship funds for the course and will be responsible for the full cost of the course. The scholarship funds may be reinstated if the student successfully completes the course at a later date.

Academic Policies

Technology Requirements and Technical Training
The Family Therapy Training Institute (FTTI) will inform students of any technological requirements before admission. Students, faculty and supervisors will receive adequate training for any technological resources that are required for program and / or student success.

Technology Requirements and Technical Training Procedure
FTTI will inform students of any technological requirements (including necessary skills and / or access to hardware or software) prior to admission through both published material (e.g., website and handbook), as well as during the admissions process.

FTTI will make reasonable efforts to provide adequate training (initial and follow up) in any required technological resources to students, faculty and supervisors. Remediation efforts may be implemented for students who fail to make minimum necessary progress with initial and follow up training efforts. See the Remediation Policy for further details.

Authenticity of Student Work
The Family Therapy Training Institute (FTTI) will promote the authenticity of student work primarily by maintaining a culture that facilitates the acknowledgement of mistakes and difficulties as an important part of the learning process. FTTI will also integrate multiple means of student assessment to ensure that potential problems in student progress are identified and responded to in a timely manner. Expectations for the authenticity of student work will be posted in published materials. The Remediation and Dismissal Policies will be utilized if students are found to have falsified or plagiarized their completed work.

**Authenticity of Student Work Procedure**

FTTI will inform students of the expectation of authenticity in their completed work in published materials.

FTTI promotes a supportive, learning culture that facilitates the utilization of mistakes and learning challenges in the growth process primarily through the “Learning toCompetency” approach to assessment.

The Remediation and Dismissal Policy will be utilized if a student is found to have falsified or plagiarized their completed work.

**Attendance**

Regular attendance and active participation is required for all academic courses as well as supervision in order to meet program and legal requirements necessary for successful completion of training.

A student may be granted a leave from the program following a written request to the FTTI Director and receiving his/her prior approval. At the Director’s and faculty discretion, the student may be assigned additional learning experiences to complete necessary requirements for successful program completion.

**Attendance Procedure**

Attendance will be taken at each class and supervision meeting.

Students must attend 75% of each class in order to be eligible to pass.

Attendance alone does not guarantee passing.

Less than 75% attendance, even if excused absences, will result in the student not receiving credit for the course.

Students who fail to meet attendance requirements must contact the FTTI Director to determine if and how it might be possible to complete the course.

All planned absences from class or supervision must be discussed with the instructor or supervisor in advance.
Illness or planned absences that affect the student’s clinic schedule must follow the policy and procedures of the Aurora Family Service Counseling Clinic.

**Evaluation and Grading**
In keeping with best practice standards, FTTI maintains a system of evaluation to ensure quality clinical services provided by mental health professionals. FTTI uses a “pass/fail” grading method for all coursework.

**Evaluation and Grading Procedure**

**Academic:**
Trainees are expected to read all assigned material and demonstrate an ability to integrate theory through class discussion, assignments and demonstrated clinical practice.

The “Course Outline” will describe the level of competency that must be demonstrated for each course.

Trainees will be provided the opportunity to rework deficient assignments in accordance with the “learning to competency” philosophy of FTTI.

**Clinical:**
Clinical evaluation is an ongoing process and FTTI encourages continuous dialog about progress.

Competencies and level of achievement necessary to progress toward graduation are defined in the Practicum Handbook.

Annual written evaluations are conducted in July and August of each training year with the trainee’s supervisor and are signed by both individuals. Copies to the evaluation are made available to the trainee, the supervisor, next supervisor and Director of FTTI. Evaluations are placed in the trainee’s personal file as well.

**Supervisor evaluations:**
Trainees have the opportunity to evaluate their supervisors both in oral and written form.

These evaluations are given to the Director of FTTI.

**Graduation Requirements**
In order to receive a certificate, each trainee must complete documentation of all required course, supervision, and clinical contact hours. All fees must be paid; all books must be returned to the FTTI library; all clients must be transferred or terminated; all obligations to Aurora Family Service must be met.
Graduation Requirements are established by the Director, with input from the FTTI Leadership Council, primarily to align with the licensure requirements in Marriage and Family Therapy in the State of Wisconsin. A description of the Graduation Requirements will be made available in published material, include the program website and Program Handbook.

**Transfer of Graduate Credits**
Occasionally the Family Therapy Training Institute transfers earned credits from a student’s graduate degree as equivalent to required courses taught at FTTI. Only classes found to be substantially equivalent in content will be considered. Accepted transfer credits will be documented and placed as transfer credits on the FTTI transcript. A maximum of fifteen graduate credits may be transferred.

**Tuition Payment**
Tuition is invoiced at the beginning of the month that the class begins and accrues throughout the year. Students are expected to pay their tuition balance in monthly installments. Special arrangements can be made when the student is utilizing employee tuition reimbursement. Tuition must be paid in full before a graduation certificate is issued. The Institute reserves the right to put training on hold if tuition balances become too large or there is no attempt at payment. No verification of academic or supervised hours will be issued until all tuition balances are paid.

**Remediation**
The Family Therapy Training Institute is dedicated to both student success and to protection of the public in relation to the practice of psychotherapy of the FTTI students. Potential barriers to learning and to the development of competent psychotherapy practice will be monitored, identified, and responded to in systematic ways that both increase the probability of successful student learning outcomes as well as provide basic protection for the clients served by students.

When barriers to learning potentially impair a student’s ability to successfully complete the program and / or provide minimally competent service to clients, a remediation plan will be implemented.

FTTI will provide supportive services to ensure the successful completion of the remediation plan within reasonable financial limits and may ask the student to engage in some supportive services at their own expense.

If a student is unable or unwilling to comply with, or make sufficient progress towards, successful completion of the remediation plan, the FTTI Director, with input from the FTTI Leadership Council, may consider dismissal of the student from the program.

**Remediation Procedure**
Standards for basic academic and clinical competency are identified at the beginning of each course.
FTTI faculty, supervisors, the Clinical Services Director, the FTTI Director and Coordinator will coordinate efforts to monitor and work with students to address minor delays or problems in developing expected levels of academic and clinical competence.

If a student exhibits significant and / or sustained difficulty or inability to demonstrate minimal levels of competency during coursework and / or clinical practice (onsite or offsite supervised practice), a remediation plan may be initiated by the Program Director.

Potential remediation may include the following: temporary suspension of clinical practice; completion of required documentation; increased supervision; mentoring and coaching on a specific issue; additional reading or study; re-taking a course; further assessment of the nature of the student’s learning and communication abilities; referral to personal therapy; and / or other experiences developed by the staff and student.

The Remediation Plan will be developed collaboratively with the student where possible and communicated with the student in writing and through a meeting with the student. The Remediation Plan will include timelines for completion and a mechanism for monitoring successful completion. A copy of the Remediation Plan will be given to the student; any personnel involved in facilitating the implementation of the plan and will be filed in the student’s record.

**Clinical Policies**

**Clinical Practice**
Upon acceptance into the Family Therapy Training Institute, trainees must obtain a State of Wisconsin Marriage and Family Therapy Training License. Following this, they must obtain a National Provider Identifier (NPI) number through the National Plan & Provider Enumeration System website.

Trainees must participate in required clinical supervision and complete a minimum of 200 hours onsite in AFS programs. Pre-approved off-site hours must involve the use of systemic principles and be in a setting in which a marriage and family therapist might practice.

Trainees must also conduct their clinical practice in accordance with accepted ethical standards, State and Federal statutes and Aurora Family Service policies and procedures. This includes non-discrimination of clients based on race, religion and/or sexual orientation.

**Clinical Practice Procedure**
Provide the AFS Family Counseling Clinic Manager with a copy of the Training License and NPI number.

Successfully complete AWARDS training (electronic record keeping system used by AFS Family Counseling Clinic).
Complete a minimum of 200 hours of onsite supervised practice.

Obtain advance approval of the FTTI Program Director before accumulating off-site clinical practice hours towards licensure.

Attend scheduled clinical supervision as required by licensing and statute.

**Clinical Supervision**

FTTI maintains a system of clinical collaboration and clinical supervision consistent with COAMFTE MFT Educational Guidelines on Supervision (202-202.10) and best practice standards.

Trainees must complete a minimum of two (2) practicum placements as part of their program that include both seeing clients and weekly supervision (live, videotape and case report). The first-year practicum is 4 credits requiring students to complete 100 of direct client contact. The second-year practicum is 5 credits requiring a minimum of 200 hours of direct client contact. Trainees enrolled on a part-time will make arrangements with the Director of FTTI as well as the Family Counseling Clinic Manager to ensure meeting direct service and supervision hours.

Following the trainee’s ability to demonstrate minimal competency after completion of the first- and second-year practicums, group supervision will be two hours every other week using live sessions, video tape or case report.

**Clinical Supervision Procedure**

Supervision occurs from mid-September to early-August.

Trainees are assigned to groups of 3.

Attendance is mandatory; prior approval is necessary for absences, but the trainee must re-schedule missed supervision to ensure meeting minimum supervision hours for State licensing.

Trainees are evaluated in July using the competency assessment to determine their readiness to advance to the next level of clinical competency.

Trainees may complete direct client hours and supervision at an off-site placement, but only with prior approval of the Director of FTTI to ensure compliance with the State of Wisconsin rules for the practice of non-licensed treatment professionals.

**Dismissal**

The Family Therapy Training Institute reserves the right to immediately dismiss any student from the training program is there is a violation of legal or ethical standards of practice.
Students may also be dismissed for failure to meet clinical, professional or academic competency standards and expectations. Failure to comply with Aurora Family Service policies or procedures or the tuition and training agreement are also grounds for dismissal from the program. Prior to dismissal, every effort will be made to assist the student to make appropriate corrective action (see policies for “Support Services” and “Remediation”).

Dismissal Procedure

If a student’s performance places him/her at risk for dismissal from the program, the student, his/her supervisor(s) and FTTI Director will meet.

Initial Conference:
   Establish a clear understanding of problems and concerns.

   Develop specific corrective action steps for remediation.

   Establish a timeline for implementation of corrective actions.

   Define student responsibility as well as FTTI resources available to assist in with the corrective action.

Second Conference:
   Assess the student’s progress in making corrective actions.

   If there is sufficient progress to warrant additional time to complete the corrective action, the conference will be used to support the student and identify other possible resources to facilitate further progress; another conference will be scheduled to assess progress.

   If there is insufficient progress, the student may be dismissed from the program.

The FTTI Director will make written documentation of all conferences. Documentation will include a statement of concerns, recommendations, timelines and decisions. This documentation will be placed in the student’s personnel file and copies provided to the student and his/her supervisor(s).