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Antioch University Seattle  
School of Applied Psychology, Counseling and Family Therapy

**DRAMA THERAPY SPECIALIZATION**  
**Student Handbook**

*Fall 2018 – Summer 2019*

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# **First Quarter Student Checklist & Agreement Form**

This document should be signed and submitted at the New Student Orientation. If you did not complete this form at that time, please contact your core faculty advisor.

**Name** (Please print): \_\_\_\_\_

As a new student in the School of Applied Psychology, Counseling & Family Therapy (SAPCFT) at Antioch University Seattle, you are expected to have reviewed and/or to have completed certain documents by the end of your first quarter of enrollment. Please check (√) the appropriate boxes after you have reviewed and/or completed the following documents:

- MA Student Handbook: CFT, CMHC, AT, and DT
- Plan of Study (specialization degree requirements)--referenced in Part A of the MA Student Handbook
- Year-at-a-Glance (course schedule for the academic year)

Although these documents will be explained to you in your new student orientation sessions, you are expected to obtain, review, and/or complete them yourself before you consult your advisor about questions pertaining to them. Only when you have completed this checklist should you contact your advisor about questions related to basic program policies, specialization or concentration requirements, and your degree planning. The reason for this expectation is that many, if not most, of the answers to the questions you will have about these issues will be contained in these documents or will be accomplished by first reading them.

Electronic Communication Agreement:

In addition to attesting that I will complete the above tasks, I understand and acknowledge that I will only use the AUS Gmail system when corresponding with AUS faculty, students, and staff for any and all communications, and will not use my own personal e-mail. I further understand and acknowledge that AUS faculty and staff will only respond to emails sent through the AUS Gmail system.

Signature: \_\_\_\_\_

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

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## **Part A: Drama Therapy Academic Curriculum**

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# WELCOME

Welcome to the School of Applied Psychology, Creative Arts Programs at Antioch University Seattle. There are three master's level specializations in SAPCAT: Clinical Mental Health Counseling with a specialization in Drama Therapy (DT/CMHC), Couple and Family Therapy with a specialization in Drama Therapy (DT/CFT), and a Master's in Psychology with a specialization in Drama Therapy (DT). This handbook provides the all of the germane information for all three programs including its policies, history, mission, enrollment, administration, degree requirements, internships, and all other related matter.

## Our History

### Antioch

Antioch College was founded 1852 in Yellow Springs, Ohio, and the first president was educational reformer and politician, Horace Mann, who was central to the movement promoting the idea that education should be universal, free, and democratic.

Since its founding, Antioch has been at the cutting edge of social justice. For example, Antioch admitted students of color in the mid-1850s while slavery was still in practice in the United States. Also, in 1852, Rebecca Pennell was the first female college professor in the United States to have the same rank and pay as her male colleagues. Moreover, during World War II, Antioch arranged for interned Japanese-Americans to be freed and enrolled at Antioch. Additionally, in 1946, Antioch was the first historically white college to appoint an African-American person to be chair of an academic department.

Furthermore, in 1943, in an effort to increase diversity, Antioch offered scholarships to students of color, and the first scholarship recipient was Edythe Scott. Her sister, Coretta Scott King, wife of Martin Luther King, Jr., later attended Antioch as well. And in 1965, Martin Luther King, Jr. gave the commencement speech at Antioch. That was the same year as the Selma to Montgomery marches that contributed to the passage of the Voting Rights Act of 1965, a landmark federal achievement of the American Civil Rights Movement. During that commencement speech, King said, "I cannot stand on the campus of Antioch College without a deep sense of appreciation for all that this great institution of learning has given to the cultural, the social and political life of our nation and the world."

Today Antioch University is a national, multi-campus university with locations in Keene, NH; Santa Barbara, CA; Los Angeles, CA; Yellow Springs, OH; and Seattle, WA. The combined enrollment for these campuses is approximately 5,000 undergraduate and graduate students. Antioch University Seattle (AUS) was established in 1975 and currently has an enrollment of about 825 students with approximately 410 of these students in SAPCFT.

## **Drama Therapy**

AUS launched the Drama Therapy specialization in Fall 2008 with Janice Hoshino as the Drama Therapy specialization chair and Hee Sun Cheon as the Drama Therapy faculty. Dr. Cheon's resignation and departure from AUS in December 2010 left a fissure in the foundation of the specialization. However, Bobbi Kidder, MA, RDT/BCT was recruited and became coordinator of the Drama Therapy specialization in August 2011. In 2012, the specialization was awarded the Antioch University Chancellor's Discretionary Innovation Fund to initiate the development of the 2012 Summer Institute Series with Intensives in Drama Therapy. Fred Landers, Ph.D., RDT/BCT, LCAT, LMHC joined the faculty of the specialization in Fall 2014, and Bobbi and Fred served as co-coordinators until Summer quarter, 2017, when Bobbi became an affiliate faculty member and Fred, who had been a core faculty member since 2015, became the coordinator of the Drama Therapy specialization. In September 2018, Pella Weisman joined the specialization as a teaching faculty member. As of the Fall 2018 quarter, Fred Landers, core faculty, and Pella Weisman, teaching faculty, are the full-time faculty, with Jason Franklin and Bobbi Kidder serving as adjunct faculty. Antioch's Drama Therapy Program was granted provisional, 3-year, accreditation by the North American Drama Therapy Association (NADTA) in 2015, and full accreditation in 2018, lasting until 2025.

## **Our Mission**

### **AU Mission**

The AU mission is to provide learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

### **SAPCFT Mission**

The School of Applied Psychology, Counseling, and Family Therapy's mission is to provide higher education and training in the theory and application of psychology in a variety of settings. Our curriculum promotes values of ethical practice, social responsibility and cultural pluralism; and our classes promote self-exploration, empowerment and whole person learning. We seek to balance traditional and contemporary perspectives in the field of psychology. We educate students to become informed and effective practitioners and change agents in our complex world.

### **Drama Therapy Mission**

The Antioch University Seattle drama therapy specialization is broad-based, with a depth of content that includes well integrated and comprehensive curriculum. Nourishing the professional identity of our students as drama therapists is a priority.



Incorporated in our Drama Therapy skills and principles are AUS mission-driven values that include multicultural attunement and emphasis on social justice as essential measures of excellence. Our special areas of focus are Developmental Transformations, Integrative Five Phase Model, Healing the Wounds of History, Performance/storytelling, and international cooperative engagement.

## **Social Justice**

Each field of endeavor must approach issues of social justice within the context of its purpose, theoretical underpinnings, and methodology. We understand the pursuit of social justice as a determination to recognize the inherent worth of all humans and to set conditions for all to have equitable access to the benefits that society offers and the burdens that it imposes.

The DT Programs demonstrates their commitment to the advancement of social justice by preparing therapists to think critically about power, privilege, and multicultural issues in order to best serve clients and communities. Consistent with a systemic perspective we believe that by empowering our students with relevant knowledge as well as clinical and advocacy skills, the requirements of social justice will be served for individual clients and within the larger community.

The DT Program views multicultural responsiveness as a lifelong process of examining one's own cultural and social biases, as well as understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. In addition, a responsive therapy that is truly multicultural involves the development of clinical skills that: 1) facilitate the effective treatment of clients from a variety of cultural contexts, and 2) assist clients to address the impact of privilege and oppression personally and in their relationships.

Our course offerings either contain segments that reflect a vision of social justice and multicultural responsiveness or are devoted entirely to these concerns. For example, Multicultural Perspectives in Counseling, which is required of all second quarter students, is devoted to: (1) developing an understanding of the cultural influence of biases toward and misconceptions about multicultural groups that are different from one's own; (2) developing an understanding of the systemic basis of social/economic privilege and marginalization; and (3) the application of knowledge gained in these two areas to clinical work with populations with backgrounds different from one's own. Furthermore, students are trained during their clinical internship to serve the therapeutic needs of marginalized populations and encouraged to address issues of countertransference from the perspective of their socially constructed identities.

## **Reasonable Accommodation of Students with Disabilities**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the

Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term. Students are responsible for forwarding their faculty members the electronic Letter of Accommodation from the DSS office the first week of the quarter. In cases when the disability accommodation is extended time on assignments, students and faculty are required to meet and plan a schedule. Each assignment must be discussed and specific due dates agreed upon in advance between student and faculty. For more information, please contact: Jill Haddaway, DSS Coordinator; Antioch University Seattle, Room 219C; 2326 Sixth Avenue, Seattle, WA 98121; Phone: 206.268.4151; Email: [jhaddaway@antioch.edu](mailto:jhaddaway@antioch.edu)

## **AUS Commitment to Diversity**

In recognition of our mission, vision, and core values, Antioch University governors, trustees, faculty, staff, students, and alumni pledge to engage in ongoing development as an inclusive learning community. Our goal is justice and empowerment for all. To this end, we attempt to respond to the spectrum of human diversity so that no one is marginalized. Firmly rooted in our longstanding tradition of challenging inequities and promoting social change, we are committed to continued growth as an international university that addresses the complexities of the diverse regions we serve. To move beyond tolerance toward inclusion, affirmation and the celebration of our differences, we embrace challenges and recognize that the responsibility for this rests with each member of the community and with the university as an educational institution. We commit to creating and maintaining a learning environment free from discrimination, and we encourage and support those who identify and speak out against discrimination in pursuit of social justice. We demonstrate our commitment to the celebration of difference through self-examination, respectful interactions, and through formal and informal policies and practices that give life to these ideals within Antioch University and the world around us.

## **AUS Safe Zone**

The CAT programs participate in the AUS Safe Zone. The AUS LGBTQIA Safe Zone is committed to public identification of allies for gay, lesbian, bisexual, transgender, questioning, and other sexual minority individuals. Adapted from SAFE programs throughout the United States, SAFE is defined as: Staff, Students, Administration, and Faculty committed to Equality on campus (S.A.F.E.). The mission of the AUS LGBTQIA Safe Zone is to create a campus environment of tolerance, understanding and awareness of the special needs of LGBTQIA and other sexual minority persons. In doing so, the LGBTQIA Safe Zone promotes awareness and minorities. Goals include providing ongoing support for LGBTQIA individuals by raising awareness and providing resources/education to faculty, staff, administration, and students.

Further, the AUS Safe Zone hopes to foster open communication between faculty and students in regard to LGBTQIA issues by creating an open-minded, collegial environment free of oppression, coercion, prejudice, discrimination, and bigotry. By providing environments where persons can discuss LGBTQIA issues in a safe manner (through identified Safe Zones), it is hoped the project will promote a more general and active atmosphere of tolerance, acceptance, respect, and safety on campus.

## **Drama Therapy Program Goals and Student Learning Outcomes**

### **Drama Therapy Program Goals**

1. To train ethical and culturally competent practitioners who are able to integrate and apply theory in practice
2. To prepare practitioners who are able to demonstrate competency in drama materials and an understanding of the creative process with individuals, groups, couples, and families
3. To prime practitioners who are able to proficiently utilize assessments, diagnostic materials, and treatment planning
4. To develop practitioners who are able to conduct and interpret research through their culminating master's project or thesis
5. To cultivate practitioners who have a foundation in human development along the lifespan
6. To develop practitioners within an area of specialty in either Clinical Mental Health Counseling or Couple and Family Therapy
7. To cultivate professional identity and career development through methods of assessment with diverse clients

### **Drama Therapy Student Learning Outcomes (SLOs):**

SLO 1: Demonstrate a comprehensive knowledge of drama therapy and counseling theories in order to apply theoretical tenets to clinical interventions

SLO 2: Demonstrate knowledge and skills necessary to conduct an ethical, professional, and legal clinical practice

SLO 3: Demonstrate a solid foundation in drama therapy elements of embodiment, imagination, and playspace, along with their therapeutic implications, in order to use drama therapy safely, ethically, and effectively

SLO 4: Demonstrate a comprehensive knowledge of the creative process and of symbolic language through personal engagement with dramatic processes

SLO 5: Demonstrate an understanding of the therapeutic process with groups, individuals, and families

SLO 6: Demonstrate an understanding of drama therapy and psychological assessments for use in diagnosis, treatment planning, and research

SLO 7: Demonstrate the ability to conduct research and interpret the implications of research in practice through a master's project or thesis

SLO 8: Demonstrate an understanding of human growth and development across the lifespan and the impacts of trauma on development

SLO 9: Demonstrate comprehensive clinical skills in using drama therapy techniques to foster the therapeutic relationship

SLO 10: Demonstrate knowledge of psychopathology and diagnosis to guide treatment planning

SLO 11: Demonstrate the ability to engage with clients from a culturally competent position

SLO 12: Demonstrate comprehension of various clinical populations through the lenses of Clinical Mental Health Counseling or Couple and Family Therapy, as well as through the lenses of Drama Therapy

SLO 13: Demonstrate a solid professional identity as a drama therapist and a clinical mental health counselor or couple and family therapist, including the ability to utilize assessments and strategies with diverse populations

SLO 14: Demonstrate a culmination of clinical drama therapy skills through successful completion of pre-internship practicum and internship

| Program Goals | Student Learning Outcomes | ACATE Competencies |
|---------------|---------------------------|--------------------|
| 1             | 1                         | A, K               |
|               | 2                         | B                  |
|               | 11                        | N                  |
|               | 14                        |                    |
| 2             | 3                         | C                  |
|               | 4                         | D                  |
|               | 5                         | E                  |
|               | 9                         | I, O               |
| 3             | 6                         | F, J               |
|               | 10                        | L                  |
| 4             | 7                         | G, M               |
| 5             | 8                         | H                  |
| 6             | 12                        | P                  |
| 7             | 13                        | Q                  |

## **Educational Outcomes – DT/CHMC**

The objective of the DT/CHMC program is to provide students with learning in both knowledge and skills building for the practice of drama therapy and mental health counseling as outlined by the Council on Accreditation for Counseling and Related Educational Programs CACREP, the standard bearer for the counseling profession. The curriculum is designed to meet these standards across 8 student-learning domains to ensure that graduates can be competent mental health professionals and meets the necessary licensure requirements of the profession. These domains are:

*Professional Identity & Ethics:* Students will acquire identities as professional mental health counselors who are knowledgeable about the philosophy, ethics, history, and future trends of the profession with a commitment to life-long learning and professional development. Students will be knowledgeable of the professional ethical guidelines and demonstrate their knowledge and use of at least one ethical decision-making model as they apply it to cases involving various professional domains.

*Diversity & Advocacy:* Students will recognize, understand, and respond to social and cultural differences and change in our society related to (but not limited to) factors of socioeconomic status, unemployment, aging, gender, race and ethnicity, developmental transitions, and sexual orientation. Students will demonstrate their ability to go beyond the conventional practice of providing individual and group counseling and to take leadership in advocating for clients and for systemic change to improve counseling and developmental services and programs.

*Human Growth & Development:* Students will possess a foundation for understanding human behavior and development with the skills needed to provide individual counseling, assessment, and other training to facilitate decision-making and developmental life transitions.

*Career and Life Planning:* Students will be knowledgeable and skilled in helping clients make life and career decisions.

*Individual and Group Counseling:* Students will have the knowledge and skill competencies in the counseling process and be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches.

*Research and Analytical Skills:* Students will demonstrate the knowledge, skills and dispositions associated with conducting and interpreting social science

### **Student Learning Review**

A comprehensive student review by the faculty occurs if the student falls below competency in 50% of submitted work at early and midpoints in their progress through the curriculum and

below 75% as they prepare to enter internship. Students who fail to meet these goals will be held while a remediation plan is contracted to aid them in improving their performance. Depending on the reasons for failing a course, or not meeting the 50% and/or 75% “competency” level mark, a student might be required to re-take a class, to do additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to deal with personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

## **Clinical Training Assessment**

The courses below represent graduated clinical experiences that seek to provide trainees with supervisory feedback in developing those counseling and research skills required for effective and ethical professional practice. University and site-based supervisors are required to assess students utilizing across the clinical areas of clinical competency as recommended by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These include collaborative assessment process related to trainee competencies:

1. Developing and Maintaining a Therapeutic Relationship
2. Conceptual Complexity
3. Theory Integration
4. Supervision and Utilization of Feedback
5. General Case Management
6. Multicultural and Social Justice
7. Professional Ethics and issues of Professionalism

## **DT/CMHC Student Assessment and Demonstration of Competency**

In order to be granted credit for a specific course, students must demonstrate an overall “*Required Competency*”. In order to successfully move into the internship year, students must demonstrate an overall “*Required Competency*” in at least 50% of courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall “*Required Competency*” in at least 75% of course/learning assessments for their Specialization.

A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below competency in 50% of submitted work or below 75% as they prepare to enter internship, a “Corrective Action Plan” will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement. Depending on the reasons for failing a course, or not meeting the 50% and/or 75% “required competency” level mark, a student might be required to re-take a class, to do additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to deal with personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

# Educational Outcomes – DT/CFT

## DT/CFT - Student Assessment and Demonstration of Competency

Educational Outcomes Educational Outcomes (EOs) for the CFT Program comprise results and measures for student learning, faculty performance, and program effectiveness.

### Student Learning Outcomes (SLOs)

Each course addresses at least one of the Student Learning Outcomes (SLOs), and each SLO is addressed in multiple courses. The SLOs are measured at various points throughout the program including Course Competency ratings, the Onsite Supervisors Assessment form, and other measures.

- SLO-1: CFT students demonstrate knowledge relevant to individual, couple, and family therapy
- SLO-2: CFT students demonstrate skills relevant to individual, couple, and family therapy
- SLO-3: CFT students demonstrate self-awareness
- SLO-4: CFT students demonstrate ethical behavior
- SLO-5: CFT students demonstrate awareness and sensitivity regarding diverse populations Faculty Outcomes (FOs).

The Faculty Outcomes (FOs) are assessed in various ways including quarterly Course Evaluation, the Graduation Survey, and others.

- FO-1: The CFT faculty demonstrates skilled facilitation of the acquisition of knowledge in individual, couple, and family therapy
- FO-2: The CFT faculty demonstrates skilled facilitation of the development of skills in individual, couple, and family therapy
- FO-3: The CFT faculty demonstrates skilled facilitation of the development of self-awareness as it relates to students' clinical work
- FO-4: The CFT faculty demonstrates skilled facilitation of the development of ethical behavior
- FO-5: The CFT faculty demonstrates skilled facilitation of the development of awareness and sensitivity regarding diverse populations
- FO-6: The full-time CFT faculty demonstrates engagement in scholarship, service, institutional leadership, and clinical practice Program Outcomes (POs).

The Program Outcomes (POs) are assessed in a number of ways including the Alumni Survey, the Supervisor Survey, the National Exam pass rates, the post-graduation employment rate, among others.

- PO-1: The CFT program prepares competent couple and family therapists
- PO-2: The CFT program demonstrates a commitment to diversity
- PO-3: The CFT program prepares students to pass the MFT national exam
- PO-4: The CFT program prepares students for employment in couple and family therapy



## **Demonstrations of Competency**

Demonstrations of Competency refer to assignments that demonstrate a student's attainment of competency. Course instructors indicate on the course syllabus and narrative assessments which assignment represents a student's demonstration of competency. Students are required to include this assignment that demonstrates their competency in their portfolio, along with the course syllabus and the narrative assessment.

## **16 Competency Domain Achievement Standard**

DT/CFT students must attain Intermediate or Advanced Competency in at least 50% of the courses within a Competency Domain in order to graduate. If a student receives Required Competency in more than 50% of the courses within a Competency Domain, the student must register for an additional one-credit course, Domain Competency Attainment (DCA), during the subsequent academic quarter. The 50% calculation is by courses, not credits. For example, if a student receives Required Competency in Intro to Research (3 credits) and Intermediate Competency in Research in Family Practice (1 credit), then that student has met the 50% Competency Domain Achievement Standard.

## **Domain Competency Attainment (DCA) Course**

Through DCA, the student is individually guided by the student's advisor to increase the student's level of knowledge and skill specific to the Competency Domain in question. Students may be asked to read additional literature, rewrite and improve upon papers and/or presentations, and/or show improved clinical skills in the areas in which they failed to demonstrate sufficient competency. Successful completion of DCA fulfills the student's attainment of the competency domain achievement standard. The credit accrued by taking this course is above and beyond the 75 credit units required for graduation. DCA credits may not be used toward elective credits.

## **DT Master's Degree Process**

### **Plans of Study**

Both the DT/CFT and the DT/CMHC Plans of Study (POS) are also divided into five sections: (1) Required courses to be taken before Pre-Internship Practicum, (2) Required courses to be taken before Internship, (3) Required courses during Pre-Internship Practicum, (4) Required Culmination Project, and (5) Required courses during Internship. All students must take the courses in the first section at the beginning of their studies. The rate of desired progress through the curriculum determines the number and combination of courses students complete each quarter.

Please refer to your specific plan of study (DT/CFT or DT/CMHC) on the following pages.

**Plan of Study**  
**Drama Therapy/Clinical Mental Health Counseling**  
**(DT/CMHC) 2018-2019**



School of Applied Psychology,  
 Counseling and Family Therapy

Student Name \_\_\_\_\_  
 Last First Middle

Prerequisite Completed:  Personal Counseling (20 Hours)

| MASTER OF ARTS IN COUNSELING   | Credits   | Date Completed |  |
|--|-----------|----------------|--|
| <b>I: REQUIRED COURSES: (to be completed before Pre-Internship Practicum)</b>                    | <b>35</b> |                |  |
| COUC5030: Family of Origin Systems & Creative Arts Therapy (Taken 1st qtr.)                      | 3         |                |  |
| COUC5220: Intro to Drama Therapy (Taken 1st qtr., or 1st Fall qtr.)                              | 4         |                |  |
| COUN5050: Systems Perspectives in Family Therapy (taken 1 <sup>st</sup> or 2 <sup>nd</sup> qtr.) | 3         |                |  |
| COUN5060: Communication and Counseling Skills  | 3         |                |  |
| COUC5040: Multicultural Perspectives and Creative Arts Therapy                                   | 3         |                |  |
| COUC5180: Ethics in Creative Arts Therapy or COUN 5180 Ethics & Professional Issues              | 3         |                |  |
| COUC5210: Ethical Issues in Drama Therapy  | 1         |                |  |
| COUC5050: Group Art Therapy or COUN5070: Group Counseling  | 3         |                |  |
| COUN5100: Theories/Practice of Counseling: Psychodynamic and Cognitive Behavioral*               | 3         |                |  |
| COUN5110: Theories/Practice of Counseling: Human/Trans/Eastern*                                  | 3         |                |  |
| COUN5150: Psychopathology  | 3         |                |  |
| COUN5160: Psychodiagnostics and Treatment Planning*  | 3         |                |  |
| <b>II: REQUIRED COURSES (to be completed before Internship)</b>                                  | <b>42</b> |                |  |
| COUN5270: Career Development and Counseling*   | 3         |                |  |
| COUN5080: The Counseling Profession and Identity   | 3         |                |  |
| COUC5240: Improvisation and Creative Dramatics   | 3         |                |  |
| COUC5260: Psychodrama  | 4         |                |  |
| COUN5520: Assessment: Tests and Measurements*  | 3         |                |  |
| COUC5090: Creative Arts Therapy  | 4         |                |  |
| COUC5231: Human Growth and Development Across the Lifespan                                       | 3         |                |  |
| COUN5290: Addictions and Substance Abuse   | 3         |                |  |
| COUN6300-6380: Advanced Theories: Varying Subtitles (see catalog for specific #)*                | 3         |                |  |
| COUN5600: Trauma, Disaster Response & Crisis Counseling  | 3         |                |  |
| COUC5200: Special Populations in Drama Therapy (can be taken during internship)                  | 4         |                |  |
| COUC5280: Community Based Theater & Sociodrama   | 3         |                |  |
| COUN5500: Intro to Research or COUC5510-COUC6510 Art Therapy Research                            | 3         |                |  |
| <b>III: REQUIRED PRE-INTERNSHIP PRACTICUM COURSES</b>  | <b>2</b>  |                |  |
| COUN5980: Internship Preparation (Taken 2 quarters before starting Internship)                   | 0         |                |  |
| COUC5920: Pre-Internship Practicum & Supervision in CMHC/CAT (1 cr. per quarter for two qtrs.)   | 2         |                |  |
| <b>IV: REQUIRED CULMINATION PROJECT (Choose one) (can be taken during internship)</b>            | <b>3</b>  |                |  |
| COUC6500: Master's Project (can be taken during internship)                                      | 3         |                |  |
| <b>V: REQUIRED INTERNSHIP COURSES</b>  | <b>10</b> |                |  |
| COUC6007: CMHC/DT Internship & Case Consult Quarters 1-2   | 2         |                |  |
| COUC6007: CMHC/DT Internship & Case Consult Quarters 1-2   | 2         |                |  |
| COUC6009: CMHC/DT Internship & Case Consult Quarters 3-4   | 3         |                |  |
| COUC6009: CMHC/DT Internship & Case Consult Quarters 3-4   | 3         |                |  |
| <b>TOTAL CREDITS TO GRADUATE</b>   | <b>92</b> |                |  |

\*Check the most recent catalog or course schedule for prerequisites. \*\*An Internship consists of a minimum of 600 hours of on-site agency hours, over 4 or more consecutive quarters. CMHC requires that at least 300 of the 600 hours are direct client-contact hours with the focus primarily on individual and group work.

**NOTE: The course, WRTG611: Writing in Psychology, is required for all students unless waived by assessment.**

I have discussed this Student Plan of Study with my Adviser and understand that I will need to take all of the courses listed above to complete the DT/CMHC Specialization. Any changes in the required courses need to be made with my Adviser's consent and will require that I file another Student Plan of Study.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Adviser Signature \_\_\_\_\_ Date \_\_\_\_\_

**Plan of Study**  
**Drama Therapy/Couples & Family Therapy (DT/CFT)**  
**2018-2019**



School of Applied Psychology,  
 Counseling and Family Therapy

Student Name \_\_\_\_\_  
 Last First Middle

Prerequisite Completed:  Personal Counseling (20 Hours)

| MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY  | Credits   | Date Completed |  |
|--|-----------|----------------|--|
| <b>I: REQUIRED COURSES: (to be completed before Pre-Internship Practicum:</b>                    | <b>27</b> |                |  |
| COUN5000: Competency Assessment I (taken 1st quarter)  | 0         |                |  |
| COUN5010: Competency Assessment II (taken 2 quarters before internship)                          | 0         |                |  |
| COUC5030: Family of Origin Systems & Creative Arts Therapy (Taken 1st qtr.)                      | 3         |                |  |
| COUC5220: Intro to Drama Therapy (Taken 1st qtr. or 1st Fall qtr.)                               | 4         |                |  |
| COUN5050: Systems Perspectives in Family Therapy (taken 1 <sup>st</sup> or 2 <sup>nd</sup> qtr.) | 3         |                |  |
| COUN5060: Communication and Counseling Skills (taken 1 <sup>st</sup> or 2 <sup>nd</sup> qtr.)    | 3         |                |  |
| COUC5040: Multicultural Perspectives and Creative Arts Therapy                                   | 3         |                |  |
| COUC5180: Ethics in Creative Arts Therapy or COUN 5180 Ethics & Professional Issues              | 3         |                |  |
| COUC5210: Ethical Issues in Drama Therapy  | 1         |                |  |
| COUN5190: Ethics in Family Practice* (taken with Ethics in Creative Arts Therapy)                | 1         |                |  |
| COUN5150: Psychopathology  | 3         |                |  |
| COUN5160: Psychodiagnostics and Treatment Planning*  | 3         |                |  |
| <b>II: REQUIRED COURSES (to be completed before Internship)</b>                                  | <b>46</b> |                |  |
| COUN5240: Human Sexuality  | 3         |                |  |
| COUN5220: Human Development in the Family Life Cycle   | 3         |                |  |
| COUC5050: Group Art Therapy or COUN507: Group Counseling   | 3         |                |  |
| COUN5120: Individual Therapy in the Family System *  | 3         |                |  |
| COUN5800: Applied Couple Therapy*  | 3         |                |  |
| COUN5810: Applied Family Therapy*  | 3         |                |  |
| COUN5820: Theories of Couple & Family Therapy *  | 3         |                |  |
| COUC5240: Improvisation and Creative Dramatics   | 3         |                |  |
| COUC5260: Psychodrama  | 4         |                |  |
| COUN5510: Research in Family Practice  | 1         |                |  |
| COUN5100/5110: Theories/Practice of Counseling   | 3         |                |  |
| COUC5090: Creative Arts Therapy  | 4         |                |  |
| COUC5200: Special Populations in Drama Therapy (can be taken during internship)                  | 4         |                |  |
| COUC5280: Community Based Theater & Sociodrama   | 3         |                |  |
| COUN5500: Intro to Research or COUC5510-COUC6510 Art Therapy Research                            | 3         |                |  |
| COUN502: Competency Assessment III (taken last quarter of internship)                            | 0         |                |  |
| <b>III: REQUIRED PRE-INTERNSHIP PRACTICUM COURSES</b>  | <b>2</b>  |                |  |
| COUN5980: Internship Preparation (Taken 2 quarters before starting Internship)                   | 0         |                |  |
| COUC5920: Pre-Internship Practicum & Supervision in CMHC/CAT (1 cr. per quarter for two qtrs.)   | 2         |                |  |
| <b>IV: REQUIRED CULMINATION PROJECT (Choose one) (can be taken during internship)</b>            | <b>3</b>  |                |  |
| COUC6500: Master's Project (can be taken during internship)                                      | 3         |                |  |
| <b>V: REQUIRED ELECTIVE COURSES: (pay attention to prerequisites)</b>                            | <b>3</b>  |                |  |
| COUN5280 or COUN5290: Abuse Series (can be taken during internship)                              | 3         |                |  |
| <b>VI: REQUIRED INTERNSHIP COURSES</b>   | <b>12</b> |                |  |
| COUC6006: CFT/DT Internship & Case Consult Quarters 1-4  | 3         |                |  |
| COUC6006: CFT/DT Internship & Case Consult Quarters 1-4  | 3         |                |  |
| COUC6006: CFT/DT Internship & Case Consult Quarters 1-4  | 3         |                |  |
| COUC6006: CFT/DT Internship & Case Consult Quarters 1-4  | 3         |                |  |
| COUC6008: CFT/DT Internship & Case Consult Quarters 5+   | 1         |                |  |
| <b>TOTAL CREDITS TO GRADUATE</b>   | <b>93</b> |                |  |

\*Check the most recent catalog or course schedule for prerequisites. \*\*An Internship consists of a minimum of 500 direct client-contact on-site agency hours, over 4 or more consecutive quarters. CFT requires that at least 250 of the 500 hours focus primarily on couples and families.

**NOTE: The course, WRTG611: Writing in Psychology, is required for all students unless waived by assessment.**

I have discussed this Student Plan of Study with my Advisor, reviewed the supporting documentation attached, and understand the above courses are those which I will need to take to complete all the requirements of the DT/CFT Program.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Adviser Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Credit Requirements**

The pursuit of a specialization in Drama Therapy involves combining DT with Couple and Family Therapy (DT/CFT), for an MA in Couple and Family Therapy with a Concentration in Drama Therapy, or with Clinical Mental Health Counseling (DT/CMHC), for an MA in Clinical Mental Health Counseling with a Concentration in Drama Therapy. These specializations require students to complete a total of either 93 (DT/CFT) or 92 (DT/CMHC) graduate credits. Of those credits, 12 (CFT) or 10 (CMHC) are internship/case consultation. The required prerequisite courses for the SAPCFT are Developmental Psychology, Theories of Personality, and Abnormal Psychology.

## **Credit Load per Quarter**

Graduate students may take a maximum of 12 credits per quarter. Students who wish to exceed the maximum quarterly course load must receive approval from their faculty advisor and the Specialization Chair. The maximum credits can only be exceeded by three additional credits. These load limits include courses taken concurrently at other institutions. Given the credit enrollment ceiling and the number of required courses that students must complete before they enter their internship, a realistic time in which the course work can be completed is 12 quarters or 3 years. It is important to note that the DT Specialization cannot guarantee a schedule of studies that will allow every student to finish in the shortest amount of time. Most students complete the concentration in 3 years, depending upon course load.

## **Required Courses**

In drama therapy students' first Fall quarter in the program, they take the course, "Intro to Drama Therapy," which is designed to support them in beginning to develop their professional identities as drama therapists. The course surveys methods of drama therapy and serves as an opportunity for students to facilitate drama therapy activities and learn from participating in activities facilitated by others. It also establishes a cohort of drama therapy students who will tend to move through the program together.

In the initial quarter of enrollment, students take the course titled "Family of Origin Systems and Creative Arts Therapy," followed in the second quarter by "Multicultural Perspectives and Creative Arts Therapy." They are scheduled at the same day and time in order to make planning easier. These courses are designed to challenge you to explore your personal, academic, and professional goals and the relationship of these goals to your personal history, your present situation, and the knowledge of yourself and the world that you bring to your studies. By introducing you to the process of examining this field within a cultural context, we hope to instill an understanding of the importance of doing clinical work within a multicultural framework. As you proceed through your course work, you will be expected to both critique and reflect upon the role that culture plays in counseling both in theory and practice.

These two courses are designed to help you increase awareness of the interplay between your personal and professional lives. A basic belief for our clinical specializations is that a competent therapist must demonstrate her or his ability to be self-reflective. Through these classes we expect you to carefully explore and evaluate who you are and how this personal analysis will

affect your work with clients. These courses are process-oriented and require you to draw on and evaluate your own life experiences. It should be clearly understood, however, that you will not be evaluated on the personal content of what you may share, but rather on your capacity to engage in the process of self-reflection and self-discovery that will be critical to your success as a therapist.

In addition to the above required courses, you are expected to complete "Systems Perspectives in Family Therapy." This course introduces you to the theory and practice of family therapy from a systems perspective and provides you with a framework for understanding problems of psychological dysfunction in terms of child, couple and family relationships.

### **Other Required Courses**

Beyond<sup>[JH1]</sup> the above-described courses, you are also required to complete a variety of other courses before you can begin your internship. These courses include, but are not limited to, "Creative Arts Therapy," "Psychodrama," "Assessment: Tests and Measurements," "Human Growth and Development Across the Lifespan," "Developmental and Treatment Models," "Special Populations in Drama Therapy," "Group Counseling" (either "Group Counseling: DvT," "Group Art Therapy," or "Group Counseling"), "Intro to Research" (one quarter) or "Art Therapy Research" (two quarters), "Ethics in Creative Arts Therapies," and "Ethical Issues in Drama Therapy." These courses, and the others not listed, are intended to provide you with the basic ethical and clinical competencies needed to begin working with clients – particularly at the individual level of treatment.

### **Multicultural Competency**

The SAPCFT holds a strong commitment multicultural competency as a part of the development of their counselor/therapists. All courses offered in the Clinical Specializations include attention to cultural issues within the context of the given topic. However, the amount of attention given to cultural issues may vary from one course to another.

As part of this emphasis on multiculturalism, we have two curriculum-wide required texts, *Ethnicity and Family Therapy* (McGoldrick, Giordano, & Garcia-Preto, 2005), and *Counseling the Culturally Diverse: Theory and Practice* (Sue & Sue, 2012), which you are required to purchase at the beginning of your studies. These texts are often utilized in SAPCFT courses. They are also highly valuable resources that can be used when writing papers or presenting in classes. In addition, a third text, *Addressing Cultural Competencies in Practice* (Hays, 2001) may be introduced in later course work and in Case Consultation or Case Supervision.

### **Personal Counseling Experience**

All students in the MA Programs are required to complete 20 hours of personal counseling. Although counseling experiences within two years of admission are recognized, a minimum of

10 hours needs to be completed during graduate study within the MA Programs at AUS. A letter verifying completion of this requirement must be submitted to your advisor prior to internship.

## **Narrative Student Assessments**

The tradition of narrative student evaluations corresponds with an AUS student centered commitment of academic synthesis, personal reflection, diversity, and informed social and political action. It is essential that AUS integrate a student evaluation process reflecting the deep intentions of the mission, values and traditions of the university. Furthermore, narrative assessment, both formative and summative, provides a thick description of student learning and faculty response to the quality of their work. The narrative student assessments at AUS seek to assess the level to which students learn in reference to specific domains of quality: competency, engagement, synthesis, and action.

### **Competency**

AUS does not use a letter or numerical grading system. Students instead receive a narrative assessment at the completion of each course, written by the course instructor. Narrative assessments communicate three key aspects about a student's learning: (1) the competency attainment level the student achieved; (2) the learning product that demonstrated this level of competency (i.e., a paper, journal, or some other form of demonstration); and (3) a narrative summary of the student's strengths, areas for improvement, and other relevant comments about the student's learning.

Competency benchmarks for the student learning outcomes are woven into the curriculum and measured via the following competency definitions:

**Below Competency** reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. The student did not meet minimum attendance, written work, oral presentation and class participation criteria for satisfactory completion of course; did not present graduate level work.

**Required Competency** indicates sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Indicates that the student has met the minimum competency criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria. The student also met all criteria for attendance, written work, oral presentation and class participation at graduate level of work.

**Intermediate Competency** indicates that the student has met the "Required Competency" criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria, as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.

**Advanced Competency** (i.e., knowledge and skills that would be expected of a beginning-level master's practitioner) is only attainable for supervised practice coursework in students' internships.

The educational philosophy that all students can eventually achieve high levels of competency attainment reflects a mastery approach to education that is imbued throughout the curriculum. This approach is an outcomes-based approach to clinical training where competency is clearly defined and where learners receive continuous feedback about their competency attainment. Moreover, when learners receive feedback that indicates insufficient achievement, they are given the opportunity to improve their performance to achieve an acceptable level of competency.

Another aspect of this mastery model is that final assessments for competency attainment should be based on a final outcome or demonstration of learning that can represent students' overall level of achievement. For example, assume in a course that there are three different but equally weighted assignments where students are required to demonstrate competence. Further, assume that on the first two assignments, a particular student received an assessment of Required Competency and on the final assignment the student received Intermediate Competency. Based on the mastery approach, this student would receive a final assessment of Intermediate Competency for the course because the student demonstrated the ability to utilize the corrective feedback and raise the student's eventual competency level.

Conversely, in a different scenario where a student might have received Intermediate Competency on the first two assignments and a Required Competency on the final assignment, this student could conceivably receive either attainment level for a final assessment. If the course competency attainment levels were progressively cumulative, as they are in the Family of Origin course, then the final assessment in this scenario might be Required Competency because this student was not able to demonstrate proficiency beyond that level. However, if the course competency levels were not progressively cumulative, then the final assessment might be Intermediate Competency because (a) the last assignment might only represent a portion of overall competency, and (b) the higher proficiency demonstrated in the previous assignments might represent an overall level of attainment that would justify a final assessment of Intermediate Competency. The essence of this assessment system is that the final evaluation of competency is based on how well the student has demonstrated mastery of the knowledge and skills specified in the course syllabus.

## **Grade Designations**

### Current Assessment Designations

- CR (Credit)
- NC (No Credit)
- P (Pass) - for successful completion of zero-credit requirements
- NP (No Pass) - if requirements for zero-credit courses are not met



- W (Withdrawn) - for courses dropped after the end of the 100% refund period but before the end of the sixth week of the quarter. If a student drops a class after the quarter starts and before Friday of week 6, the student will have a Withdrawn (W) on record.
- WNC (Withdrawn No Credit) - for courses dropped after the end of the sixth week of the quarter. If a student drops a class after the Friday of week 6 and before the end of the quarter, the student will get a Withdrawn – No Credit (WNC). This will count against the student's
- AU (Audit) - for courses that are audited officially
- INC (Incomplete) - if course requirements are not met by the end of the term of enrollment and the instructor approves of the INC

### **Incompletes (INC)**

If a student does not satisfactorily complete the assigned work in a course by the end of the term, the student will be granted No Credit (NC). If a student is unable to complete the work due to extraordinary extending circumstances, the student should discuss the matter with the instructor and, if approved, the instructor can assign an Incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. Some instructors do not grant Incompletes (INC); therefore, students will receive a No Credit (NC) if the student does not complete the requirements by the end of the quarter. If the student is granted an Incomplete (INC), the instructor will designate how long the student will have to complete the work (maximum deadline is by the end of the next quarter). Also, if the student is granted an Incomplete (INC), it will count against Satisfactory Academic Progress (SAP). Upon satisfactory completion of the INC, it will no longer count against SAP.

### **Academic Grievance Procedure**

Clear, effective communication is an element critical to the many relationships that support student success in SAPCFT and Antioch University in general. For faculty, supervisors and students, the best first recourse is always to address a concern directly. If, however, support is required to efficiently resolve an academic (or non-academic) issue, Antioch University has a formal grievance procedure in place. You can access the Student Grievance Policy (Policy 6.109) from among AU Student Policies on the AUS website's Student & Campus Resources.

## **Program Planning Considerations**

### **Plan of Study Preparation**

It is recommended that students utilize their Plan of Study as a check sheet in order to plan and track their progression through the courses. It is important and useful to write out a rough sketch of classes, quarter to quarter, and revise it as the student progresses through the program.

### **Advisor Meetings**

During initial orientation, students will be assigned an Academic Advisor from their chosen specialization within the SAPCPT. It is recommended that new students make a 30-minute appointment with their advisor to go over the student's Plan of Study. Students may consider making appointments to check in with their advisor as needed, particularly in preparation for internship.

There are important meetings that occur at specified times during SAPCFT students' graduate studies. These meetings may be quite brief for some students and longer for others. All SAPCFT programs require checkpoints, or "gates" through which students must pass before going on to the next step toward their degree. These special meetings are intended for students and their advisors to maintain contact at critical moments in their passage through the degree process.

Students are responsible for ensuring that they complete requirements as described in this handbook and that they meet all relevant deadlines for turning in their work. By doing their part to keep up with the necessary procedures and activities, students contribute to creating a positive learning environment for themselves, and will be free to engage with their advisor in substantive discussions of their learning needs.

## **Plan Flexibility**

One aspect of the complexity of the registration process is that the more flexible the student's schedule, the more easily the student will get the courses the student wants. Students cannot always, of course, control their schedule.

## **Academic Calendar**

For a list of all deadlines and due dates regarding registration and financial aid, students should review the AUS Catalog and the AUS Student Handbook (which is for all Antioch Seattle students). Financial Aid According to the Financial Aid Office, beginning summer 2013, enrollment of three credits is considered half-time for graduate students and therefore eligible for financial aid.

## **Classes Get Canceled**

Due to budgetary issues, courses with only a few registered students may be canceled by the university administration, sometimes at the last minute. All courses run the risk of being canceled each quarter. Students should plan accordingly so that courses being canceled do not have a negative effect on the completion of the student's plan of study. Students should not take courses in final quarter. Aside from internship and case consultation, Drama Therapy students should avoid taking courses in their final quarter because if that course is canceled, students will have to extend their graduation date.

## **Getting into a Full Class**

If a desired course is full, there are a few options available to the student. However, it should be noted that the chance of getting in, could be low. Waitlists are monitored once per day until 5 pm

the day before the quarter begins; if a student has not received a status update by this time, the student did not get into the course.

- Students can add themselves to the waitlist in the hope of another student dropping the course prior to the first class meeting
- Students can ask the instructor to increase the limit
  - Instructors rarely increase the limit since more students increases the work for the instructor and it degrades the personalized learning experience for the students
  - The instructor needs to gain approval from the Program Chair and the registrar to increase the limit
  - Highest-ranked waitlisted students get priority
- Students can go to the first class meeting and hope a registered student doesn't show
  - If a registered student is absent and the absent student does not have an acceptable excuse, there is a chance the waitlisted student will get admitted, but the waitlisted student must attend that first class meeting to find out
  - The waitlisted student needs to attend the entire first class meeting
  - The waitlisted student needs to tell the instructor the student is on the waitlist and provide contact information
  - If another waitlisted student is also at the first class meeting, the student who is ranked highest on the waitlist gets in
  - If the waitlisted student is admitted, the student will be required to add the course by paper with instructor signature to the registrar

## **Conditional Admission Status (CAS)**

Students in the School of Applied Psychology, Counseling & Family Therapy (SAPCFT) may be admitted either as "Full Admit" or "Conditional Admit." CAS indicates that the student was admitted with outstanding admissions requirements in one or more of the following areas:

- Prerequisite undergraduate courses
- Letters of recommendation

Until the student completes the conditions of CAS, the student's records will show an Advising Hold. To register, the student must contact the student's advisor to gain approval for registration. CAS students are restricted to 6 graduate credits per quarter until their CAS conditions are met.

Students in CAS need to meet the conditions specified in the Admission Status letter within the first two quarters of enrollment. Students in CAS are to submit all final documentation to fulfill those conditions no later than the first week of their third quarter. The Admissions Committee will review all materials and render a decision by the end of week five of the third quarter. Students may be advanced to full admissions status, kept in CAS with stipulated conditions, or be administratively withdrawn from the degree program upon that decision. A statement will be given to each student acknowledging the student's status. A copy of this statement will also be given to the student's advisor and placed in the student's file and given to the Registrar's office notifying all parties of the student's new status.

## **Maintaining Active Student Status**

Students must take the following steps to maintain active student status. Students must register:

- 1) for a course, or
- 2) for a Leave of Absence (LOA), or
- 3) for Enrollment Maintenance (EMF).

If a student currently has an Incomplete (INC) in any class, the student must maintain active student status until completed. See the AUS Catalog for more information.

## **Leave of Absence Limit**

Beginning the 2013-14 academic year, Antioch University policy limits the total number of consecutive Leaves of Absence (LOA) to four quarters. Academic programs may limit their total allowable LOAs to fewer than the maximum allowed by the University. To be on leave, a student must register for the leave of absence by the end of the twelfth week prior to the quarter of absence. Leave of Absence registration must be submitted for each quarter the student intends to be on leave. Leaves of Absence can be requested only one quarter at a time. Taking a Leave of Absence may cause financial aid loans to go into repayment. If a student does not register for courses, a Leave of Absence, or Enrollment Maintenance status by the end of the twelfth week of the prior quarter, the student will be withdrawn. Withdrawn students who wish to resume their degree programs must apply for readmission through the Admissions Office. If an international student wishes to take a Leave of Absence (LOA) or register less than full-time, the student must consult with the registrar's office prior to registration or the student's status in the program might be at risk.

## **Graduation Requirements**

The Drama Therapy Program is based on a mastery model of education. As such, the Drama Therapy program supports and expects its students to acquire the necessary clinical competencies needed in order to become effective beginning-level professionals.

### **Credit Requirements**

In order to earn a Master's in Arts (M.A.) degree in either Counseling (CMHC), or Couple and Family Therapy (CFT) the student is required to complete 93 graduate credits. Since students are free to make their own schedule, time to graduation varies from 2 to 6 years. The average degree time is 3.0 years.

## **Application for Graduation**

Students approaching the completion of their degree or certificate are required to submit a Graduation Application. Students are encouraged to submit their application one term ahead of the term in which they intend to graduate. This alerts the registrar team and your program/Student Services office to review your record for completion. (By submitting early your financial Aid can cover any applicable fee as well). You can find the Graduation Application in AUView, under “Academic Profile.”

## Post Master’s Considerations

### Becoming a Registered Drama Therapist (RDT)

Credentials as a Registered Drama Therapist (RDT) are obtained through the North American Drama Therapy Association (NADTA). Eligibility for the RDT consists of 1) your MA degree with internship (A minimum 300 direct client contact hours, plus at least 30 hours of supervision, plus additional indirect service hours to total 800 hours), 2) post-master’s clinical experience (1000 hours of paid experience as a drama therapist at least one year after completion of master’s degree), 3) one-page in-depth description of your work, 4) additional training/employment experience (500 hours minimum), 5) membership in NADTA for at least one year prior to application (proof required), and 6) three letters from professional references.

### Post-Master’s Experience[JH2]

The post-master’s experience requirements consist of a minimum of 1,000 hours of paid experience as a drama therapist. Professional experience must be supervised by a Registered Drama Therapist, credentialed creative arts therapist or a credentialed master's-level mental health or special education professional. You must have one hour of supervision for every 10 hours of client contact time. It is expected that at least 50% of your 1000 hours are direct client contact hours.

To include experience in a private practice setting, the applicant must already be a licensed or certified practitioner in another psychotherapeutic discipline. All private practice experience must be supervised by an RDT.

### Professional[JH3] References

The three required professional references may consist of any combination of the following:

**Recommendation #1:** A supervisor who has overseen the applicant's work hours as a drama therapist.

**Recommendation #2:** An individual who has been affiliated with the applicant's education or training. For graduates of an NADTA approved drama therapy program, this must be the program director. For alternative training students, this letter must be from the primary BCT/Mentor.

**Recommendation #3:** A drama therapy, creative arts therapist, or licensed mental health colleague or supervisor who is familiar with the extent and quality of the applicant's work.

For further information and instructions, go to the NADTA web page on applying for the RDT: <http://www.nadta.org/education-and-credentialing/become-an-rdt/rdt-apply.html>

## **Registration and Licensure**

For state licensure, students combine DT with CFT or CMHC and/or they may apply for national registration as an RDT. Both state licensure and national registration require direct client-contact hours, which in some instances, can be counted to meet both sets of requirements; for example, client-contact hours involving both verbal and nonverbal techniques may be counted toward both licensure and registration.

It is recommended that graduates familiarize themselves thoroughly with the standards for both state licensure and national registration and plan accordingly for the required supervision. It may be that a supervisor, licensed and registered (i.e., LMFT and RDT, respectively), could fulfill both state and national requirements.

# **Part B: Practicum/Internship**

## **Section 1: The Drama Therapy/CMHC Clinical Practicum and Internship**

- Practicum Requirements
- Internship Requirements
- Choosing an Internship Placement
  - Affiliation Agreement
  - Internship Contract
    - Internship Syllabus
    - Internship Procedures
    - Pre-Internship Qualifying Meeting Submission of Paperwork
- Case Consultation
- Learning Documentation for DT/CMHC Internship
- Assessment of Students' Clinical Performance
- Onsite Supervisors Assessment (OSA)
- Credit for Internship and Case Consultation
- Problems or Concerns

## **Section 2: The Drama Therapy/CFT Clinical Practicum and Internship**

- Practicum Requirements
- Internship Requirements
  - Investigating Potential Internship Sites: General Guidelines Finding and
  - Securing an Internship
  - Competency Assessment I & II
  - Formalizing an Internship
  - Pre-Internship Advisor Meeting
  - Submission of Paperwork
  - Case Consultation/Supervision
  - Learning Documentation for DT/CFT
    - Internship DT/CFT Log Form
    - DT/CFT Internship Hours Summary Form
  - Assessment of Students' Clinical Performance
  - Onsite Supervisors Assessment (OSA)
  - Credit for Internship and Case Consultation/Supervision
  - Problems or Concerns

## **Section 1: The Drama Therapy/CMHC Clinical Practicum and Internship**

### **Practicum Requirements**

The pre-internship practicum is a course taken in two consecutive quarters upon completion of the pre-requisite courses listed below, and prior to internship. The pre-internship practicum affords students the opportunity to work with real clients in a variety of settings under university supervision. The student will begin to develop clinical skills, apply theory to practice, and be better prepared for the internship experience. The many settings for pre-internship practicum sites provide students with an opportunity to be introduced to diverse community agencies and organizations.

Students will complete a minimum total of 100 hours of work over the two consecutive quarters, with a minimum of 40 of these hours being some form of direct client contact of a therapeutic nature. Drama Therapy students will complete hours by seeing clients at the Antioch University Clinic and also at an off-campus location. A student can expect to be at a pre-internship practicum site an average of 3-4 hours/week over the course of the two quarters, and engage with clients in some way for 2 of those hours. Some examples of the type of direct client contact include assisting with a parenting group, assisting in a life-skills group for older teens/young adults, co-facilitating Life Review activities in a nursing home, engaging clients in a drop-in shelter or day treatment center, or working with a children's social skills group utilizing expressive therapy activities. All activities should be consistent with those performed by a Master's level mental health professional.

Supervision of a student's pre-internship practicum work is provided through the Drama Therapy Pre-Internship Practicum course COUC-5920. However, the agency does need to provide a designated contact person on-site, for administrative purposes, oversight of the student's time, and guidance in agency policies and procedures. This contrasts with the clinical internship, in which the agency provides the necessary clinical and administrative supervision of a student's work. All sites must be approved by AUS, and students can find a list of approved pre-internship practicum sites on Sakai at Sakai/Clinical Training Hub/Resources/Pre-Internship Practicum. Students are responsible for securing an interview with one or more approved sites the 1-2 quarters before they are to begin pre-internship practicum, and the final decision on placement rests with the agency.

**PER COAMFTE and CACREP STANDARDS, THE COURSES REQUIRED BEFORE BEGINNING PRE-INTERNSHIP PRACTICUM ARE:**

**CFT/AT & CFT/DT:**

- 1. Family of Origin Systems**
- 2. Multicultural Perspectives**
- 3. Systems Perspectives**
- 4. Counseling and Communication Skills**
- 5. Psychopathology**
- 6. Ethics in Professional Issues**

**CMHC/AT & CMHC/DT:**

- 1. Family of Origin Systems**
- 2. Multicultural Perspectives**
- 3. Counseling/Communication Skills**
- 4. Psychopathology**
- 5. Psychodiagnostics**
- 6. Ethics in Professional Issues**
- 7. Psychodynamic/Cognitive/Behavior**
- 8. Humanistic/Transpersonal/Eastern**
- 9. Group Drama Therapy or Group Counseling**

Prior to registering for Pre-Internship Practicum, all students will need to meet with their Academic Advisor no later than the fifth week of the quarter before they plan to start Pre-Internship Practicum and determine if they are ready to begin this coursework. At this meeting the student and the Advisor will complete the Pre-Internship Practicum Advisor Meeting Form, which verifies that the student is in good standing and has completed all courses required prior to the practicum. This form is then submitted to the MA Clinical Training office so that registration for the course may be opened. This form is available on-line on The AUS MA Clinical Training Hub project site on Sakai.

After registering for the course, students will contact the Clinic and arrange for orientation and completion of paperwork required by the Clinic, which includes a Clinic Supervision Agreement and Student Therapist Profile. For off-campus practicum sites, students will complete a copy of the Pre-Internship Practicum Contract (available on-line on the AUS MA Clinical Training Hub) and have it signed by all the designated parties. This contract outlines the general duties the student will perform at



the assigned practicum site and the time frame for the practicum. This Contract will be signed by the student, the Agency Contact Person, and the Pre-Internship Practicum Instructor, and will be submitted to the Director of Clinical Training, M.A, no later than the first week of the quarter in which the student starts the practicum. This finalizes the practicum process. Students will complete their hours with a combination of hours from the clinic and an off-campus practicum site.

While in the Pre-Internship Practicum, students will account for hours spent in the clinic and at the practicum site using the Pre-Internship Practicum Log Form and the Hours Summary Sheet. These forms with guidelines for completion are available on-line on the AUS MA Clinical Training Hub on Sakai.

These forms mirror the procedures that are required for internship. Students will keep track of hours weekly, accounting for direct client contact and all other (indirect) activities. One form will accommodate 4 weeks of practicum experience. Log forms for any off-campus practicum site must be signed by the Agency Representative assigned to the student. Students in the AUS clinic, have the Antioch Instructor/Supervisor complete the hours form and summary sheet. All forms are collected at the end of each quarter, and the hours totals are included in the student's assessment. After the assessment is completed, the forms are submitted to the Director of Clinical Training, M.A. Students should keep copies of all forms for their own personal records as Antioch does not keep copies of these materials after a student graduates.

## **Internship Requirements**

The DT/CMHC internship must conform to the following minimum criteria:

1. 800 Onsite agency hours over at least four consecutive quarters.
2. At no time may DT/CMHC students complete an internship in less than four quarters.
3. 300 total hours of direct client contact for the CMHC requirement
4. 300 direct client contact hours must incorporate the use of Drama Therapy, and may include CMHC hours.
5. No more than half (150 hours) of direct client contact hours for Drama Therapy may be counted for individual therapy.
6. 50 hours of individual supervision with at least 25 hours of this supervision based on direct observation (one-way mirror, co-therapy, videotape, or audiotape). 12 of the 25 hours of direct observation must be documented on the Supervision Observation Form (available on Sakai), and signed by the Onsite Supervisor.
7. Drama therapy hours must include work with at least two client populations.
8. Onsite Supervisors must be licensed with a master's degree in the behavioral sciences, and have at least two years post master's experience. It is recommended that the student choose a supervisor with previous training or experience as a clinical supervisor. If the proposed on-site supervisor has not had any training in supervision, they will be required to complete a no fee 5 hour training course offered by the MA Clinical Training Office. This training is scheduled individually with the Director of Clinical Training, MA.

Students are required to follow the Management of Electronic Client Records CMHC explained in a document of the same name on the *AUS MA Clinical Training Hub*.

The above internship hours are typically completed within a 16-20 hour work-week in a community mental health setting, and receive support with additional weekly Case Consultation hours. No student may complete an internship in less than four quarters or register for fewer than 14 credit hours (the combined total for both courses).

| <b>Drama<br/>Therapy &amp;<br/>CMHC</b>   |
|---|
| 1. Four quarters for a <u>minimum</u> of 800 onsite agency hours. DT students should expect to exceed this.   |
| 2. Direct Client Contact Hours: 300 direct client contact hours.  |
| 9. Drama Therapy Client Contact Hours: 300 hours of direct client contact using Drama Therapy (may include CMHC hours). No more than half (150 hours) of direct client contact hours for Drama Therapy may be counted for individual therapy. Drama therapy hours must include work with at least two client populations. |
| 3. Onsite Supervision: 50 hours of face to face supervision, with at least 25 hours based on direct observation, video, or audiotape, of which 12 are documented by the Supervision Observation Form.   |
| 5. Drama Therapy Supervision at AUS: Weekly Drama Therapy Case Consultation groups are taught by an RDT for 3 hours. Students receive 120 hours over the course of a year. Case Consultation group does not exceed 8 students.  |

## **Choosing an Internship Placement**

An internship setting should provide training in a range of assessment and treatment activities that will expand students' current skills and knowledge. In other words, internships should provide students with new learning rather than be an opportunity for students to practice what they already know. Students are advised to select two to three agencies that meet this challenge. A list of agencies with descriptions and contact information are available to students in the "Community Placement" database located on Sakai in the *AUS MA Clinical Training Hub*. Students should call to determine each agency's procedure for handling internship applications. Additionally, students should be prepared to send a letter of introduction, a resume outlining skills and experience, and if possible, arrange an interview.

It is important to treat each internship inquiry like a professional job interview. During the initial interview, students should take a copy of their resume with them, and be prepared to discuss the agency's philosophy, services provided, client populations served, previous work experiences, current level of skills, learning and supervision needs, expectations, professional interests, and future occupational goals. Finding an internship is similar to finding employment; students will want to know what the agency has to offer them and what they have to offer the agency.

Guidance in beginning the search for an internship placement will come in several ways:

1. Consult the internship database located in the Community Placement section on Sakai. This database can be sorted by geographic location and by client population.
2. During some courses, students may have an opportunity to interview professionals in the field who may also have ideas about potential internship sites.
3. Consult with fellow students; contact advisors as needed. Consult with the Director of Clinical Training, MA if difficulties arise.
4. Enroll in and attend the required, 0 credit “Internship Preparation” class to get the best information regarding the internship search. Do this no later than 2 quarters, and preferably three quarters, prior to starting internship. This orientation is conducted by the Director of Clinical Training, MA and is *the primary source of help for finding a placement*. This orientation takes place twice during each quarter, and is designed to provide students with resources for the internship search. Students will also be given guidelines for conducting their search, and information regarding procedures and other required documentation.

### **Affiliation Agreement**

The MA Clinical Training Office secures an Affiliation Agreement with any agency that provides internship experiences to AUS degree program students. The agreement spells out basic rights and responsibilities of the agency and SAPCFT. Students are not responsible for securing Affiliation Agreements. Students are, however, responsible for checking with the Director of Clinical Training, MA to verify whether agreements are current in order to secure an Agreement prior to contract signing.

### **Internship Contract**

The student completes the Internship Learning Contract consistent with the terms and conditions agreed upon in discussions with the internship agency. The student then signs the contract, obtains the signature of the Onsite Supervisor, attaches a copy of the Onsite Supervisor’s resume, license, and documentation of any supervisory training (which may be on file in the SAPCFT office), and presents these materials to the Faculty Advisor for approval. Once approved by the Faculty Advisor, the student makes a personal copy for their records, a copy for the Onsite Supervisor, and submits the signed original, together with a copy of the resume, license, and documentation of any supervisory training, if required, to the Director of Clinical Training, MA.

### **Internship Syllabus**

At the beginning of the internship, the student presents the Onsite Supervisor with an *Internship Syllabus* and the *DT/CMHC Internship Supervisors Quarterly Assessment*, a modified counselor competency scale reflecting the learning goals and activities for the internship placement. During their first meeting, the Onsite Supervisor and the student reviews this form, along with syllabi for Internship and Case Consultation to confirm the various skill areas that will be evaluated and the specific requirements related to the use of client feedback.

# Internship Procedures

## Being Authorized to Register for Internship

After attending the Internship Preparation course, usually taken 2 to 3 quarters prior to starting internship, students should meet with their faculty advisor to discuss their readiness for internship

## Pre-Internship Qualifying Meeting with Your Advisor

This meeting occurs in the quarter before a student begins looking for an internship. For example, if a student wishes to start internship in the fall quarter, they will begin interviewing in the spring, so the advisor meeting should occur during winter quarter. During this meeting, the advisor reviews the student's work in the specialization to date. Together, student and advisor will agree on a strategy for ensuring that the student's internship site meets Specialization standards. If everything is in order, the advisor will sign the "Pre-Internship Advisor Meeting Form" stating that the student is in good standing in the Specialization and will be ready to begin internship. If the advisor has any concerns about the student's academic standing or readiness to begin the internship, such concerns will be stated at this meeting, and an action plan for resolving them will be formulated.

The Pre-Internship Advisor Meeting Form, which students only receive during the Internship Preparation Class, must be presented to and signed by the advisor. The student signs and submits this form, along with the Liability Questionnaire (also provided during Internship Preparation Class), to the MA Clinical Training Office. Other forms required for internship placement are available on-line on the *AUS MA Clinical Training Hub* on Sakai.

*One quarter prior to starting your internship*, please submit all the appropriate signed documents to the Director of Clinical Training, MA. By the time the student is ready to submit this paperwork, he or she will have (1) attended the Internship Preparation course, (2) had a pre- internship advisor meeting with faculty advisor, 3) found an internship site; and 4) completed the Internship Learning Contract. Failure to submit the required documentation by the beginning of the internship quarter may result in administrative withdrawal from both internship and case consultation.

## Submission of Paperwork

### Formalizing an Internship

After finding an internship site, please complete the following steps:

1. Obtain a current resume or curriculum vitae (CV), license, and documentation of any supervisory training from the person who will serve as your internship supervisor, if not already on file, and submit to your Core Faculty Advisor for approval. A list of CMHC Approved Supervisors is available on the *AUS MA Clinical Training Hub* on Sakai.
2. In addition to the internship supervisor's qualifications, he or she must also be able and willing to provide appropriate supervision. Supervision must be obtained at a rate of no less than one hour of individual supervision a week. A ratio of 1:1 or 2:1 will count as individual supervision. Supervisors are required to directly observe students' clinical work;

a minimum of 25 hours of supervision must be based on direct observation or raw data, rather than self-report data. Direct observations are conducted in person, via audio- or videotapes, or by one-way mirror. 12 of these hours must be documented on the CMHC Supervision Observation Form. Students are encouraged to negotiate with the internship site for additional individual and group supervision, if available, and to seek other training and professional development opportunities as time allows. The supervisor is expected to submit an assessment of student work at the end of each quarter that addresses the skill areas identified in the internship contract and the Internship Supervisors Quarterly Assessment. Please note: Students are required to follow the Management of Electronic Client Records outlined in the document of the same name located on the *AUS MA Clinical Training Hub* on Sakai

3. Obtain a copy of the Internship Learning Contract (available on the *AUS MA Clinical Training Hub* on Sakai) and have your Onsite Supervisor sign the contract. Submit the contract, along with the supervisor's resume, license, and documentation of any supervisory training, if required, for approval by your advisor. Only one contract per site is necessary unless there are significant changes in agencies, supervisors, learning goals, or experiences. Once your advisor has approved your internship by signing the Internship Learning Contract form, make copies for yourself and your onsite supervisor, and submit the signed original to the MA Clinical Training Office. The Internship Learning Contract must be signed by all parties, presented to your advisor, and submitted to the MA Clinical Training Office prior to enrolling in the internship and case consultation courses. Keep a copy of all required documentation for your records. All copies must be submitted in time for registration for the next quarter, and no later than week ten of the quarter prior to beginning internship.
4. If you have concerns about any aspect of your internship, it is appropriate for you to discuss your concerns immediately with your Case Consultation Instructor. Your instructor will serve as the Specialization's liaison with the internship site, your internship supervisor, and faculty advisor. Your Case Consultation instructor needs to be kept informed of the situations you encounter at your site. In some cases, your instructor will suggest that you take up your concerns directly with your supervisor, and will be available for follow-up or additional contact with the site as needed. In other cases, your instructor may contact your supervisor or other agency personnel on your behalf, or may refer the matter to the Director of Clinical Training, MA or your advisor for consultation and/or problem solving. In any case, it is essential that you communicate with your Case Consultation Instructor during the internship process. Your concerns may be better addressed in a timely fashion and difficulties may be resolved so that your internship experience contributes positively to your professional growth.

### **Case Consultation**

Students are required to enroll in Internship and Case Consultation concurrently. Case Consultation courses are designed to provide students with support as they carry out clinical work at the internship

site. Case Consultation also serves as the last evaluative “gateway” through which students pass before graduation. This course requires a commitment of 3 classroom hours per week.

Case Consultation Instructors are the faculty on record to grant students credit for both Case Consultation and Internship. The Instructor and Onsite Supervisor share information and confer throughout the quarter to monitor and evaluate the quality of student clinical work.

## **Learning Documentation for DT/CMHC**

### **Supervision**

Students engage in weekly supervision with Onsite Supervisors and weekly consultation with Case Consultation Instructors during Case Consultation class, where students present clinical cases for discussion and feedback. Over the course of the internship, students will receive no less than 50 hours of individual supervision from Onsite Supervisors, and no less than 90 hours of consultation from their Case Consultation class.

### **Video or audio-taped Observation**

CMHC students are encouraged to obtain as much direct observation of their clinical work as possible. In addition, during the fourth or final quarter of internship, students are required to conduct a face-to-face client session that is video or audio taped. This tape is used as the basis for the final quarter case presentation in the Case Consultation class, and ideally should capture a client who identifies as belonging to a cultural group different from that of the student. Permission to video or audiotape must be secured in writing from the client. If students use a video, they must use an encrypted camera or encrypted flash drive for transporting this material. Students must follow the Policy for Management of Electronic Records, available on the Clinical Training Hub.

### **Required Documentation**

At the end of each quarter, a signed *DT/CMHC Log Form*, an *Internship Hours Summary Form* and an *Internship Supervisors Quarterly Assessment (the modified counseling competency scale)*, are to be submitted to the Case Consultation Instructor. Each of these forms and *Guidelines for Using the DT/CMHC Internship Hours Summary* and *DT/CMHC Log Form* is available to the DT/CMHC student online on *Sakai*.

### **Supervision Observation Form**

To monitor student progress, Onsite Supervisors are required to conduct 2 to 4 sessions of supervision per month that are based on direct observation of a student’s clinical work. *Direct observation* is defined as face-to-face supervision involving audiotape, videotape, or live observation (co-therapy or one-way mirror) of a session.

### **Documentation of Hours**

To document the student’s progress, the Onsite Supervisor completes a *Supervision Observation Form* for no less than 12 of these direct observation sessions over the course of the internship. This form, submitted quarterly with the *Internship Supervisor’s Quarterly Assessment*, provides the Case Consultation Instructor the documentation necessary to evaluate student performance.

## **Clinical Internship Log**

To document client contact and supervision hours, the DT/CMHC student must complete and submit a *DT/CMHC Log Form* to the Onsite Supervisor for signature on a regular basis. Access to this log provides the Case Consultation instructor with a quarterly review of the intern's experience.

## **Internship Hours Summary Form**

The Onsite Supervisor's signature on this form serves as verification of the student's current and cumulative internship and supervision hours. The Case Consultation instructor reviews this record quarterly to document internship hours in the assessment of student work submitted to the Registrar. It is required that students save all documents should they be needed in the future. SAPCFT neither stores nor takes responsibility for such documentation.

## **Internship Hours**

1. Students must complete 800 total hours of internship over no less than 4 consecutive quarters.
  - a. Of these, 300 hours must involve direct client contact using Drama Therapy (may include hours also credited to CMHC client hour requirement). No more than half (150 hours) of direct client contact hours for Drama Therapy may be counted for individual therapy.
  - b. At no time may a DT/CMHC student complete an internship in less than four quarters as required by state regulations.
2. Students must earn 50 hours of individual supervision from an on-site supervisor.
3. Students must acquire 25 hours of supervision based on direct observation of their clinical work.
  - a. Direct observation may be live observation (via co-therapy or the use of a one-way mirror) or may be by use of audio or videotape. 12 of these observations must be documented on the Supervision Observation Form over the course of the internship.
  - b. Students are required to follow the Policy for Management of Electronic Records, available on the Clinical Training Hub if using video or audiotapes in class. These requirements should be discussed in Case Consultation within two weeks of the onset of each quarter and followed throughout the internship.

## **Assessment of Student Performance**

Evaluation of the learning that occurs in a student's internship is an integral part of the learning process. In lieu of grades for evaluating student performance, AUS uses quarterly competency assessments. As part of this competency assessment, Onsite Supervisors complete the Internship Supervisors Quarterly Assessment (the modified counseling competency scale).

## **Onsite Supervisors Assessments**

At the beginning of each quarter, the student provides the Onsite Supervisor with the *Onsite Supervisors Quarterly Assessment, Modified Counseling Competency Scale*, form, which is used to evaluate the student's work for each quarter of internship. The Onsite Supervisor is encouraged to write supplemental comments in the spaces provided after each category of student performance specified on the form. A Required Competency rating indicates satisfactory performance at the intern's appropriate training level. This form is used throughout the quarter to periodically gauge the progress of student work in the various clinical areas. A combination of both structured ratings and narrative commentary provide the Case Consultation instructor with the necessary evaluative data to assess a student's clinical training experience, progress and professional development.

Onsite Supervisors complete the assessment during the ninth week of the quarter, and submit it by week ten, along with the required signed DT/CMHC Internship Hours Summary. Students also submit their completed and signed log forms to the Case Consultation instructor at the end of each quarter. In accordance with SAPCFT guidelines stated on the forms, documents are to be sealed in an agency envelope, the seal is signed, and then the envelope is given to the student intern for submittal. Students should notify their Case Consultation/Supervision instructors if their site supervisor indicates that the assessment cannot be completed in time for the student to submit paperwork to the Case Consultation instructor by the thirteenth week of the quarter, in order to eliminate the necessity for an *Incomplete* course status.

Students are granted or denied credit based upon an amalgamation of the Onsite Supervisor's and the instructor's evaluation of performance at the internship site.

## **Credit for Internship and Case Consultation**

Case Consultation instructors are the faculty on record to grant credit for both Case Consultation and Internship. Students will supply their onsite supervisors with the name and contact information of their Case Consultation instructor. During each quarter of the student's internship the onsite supervisor will be contacted by the Case Consultation instructor to confer about the student's internship progress. The instructor will also maintain contact with the onsite supervisor on an "as needed" basis to continue monitoring and evaluating the quality of the student's clinical work. If students are not able to retain an internship for any reason, they must withdraw from the companion Case Consultation course. If students are dismissed from an internship, they may receive No Credit (NC) for both the Internship and the Case Consultation class for that quarter. If any problems arise between students and their onsite supervisor, students should discuss these as they arise with their Case Consultation instructor. Students should be proactive in this regard and should not wait until the problems become more difficult to manage.

## **Problems or Concerns**

Student internships are monitored not only by Case Consultation instructors, but also by Faculty Advisors who are responsible for the overall evaluation of student work. If problems or concerns arise regarding a student's performance, the first level of contact is the student's Case Consultation instructor. If further questions arise, the second level of contact is the student's Faculty Advisor. The Director of Clinical Training, MA may also be advised of concerns and assist in the problem resolution process as needed.



In the event of a withdrawal from Internship, whether initiated by the student, the internship site, or the DT/CMHC Specialization, the student may be administratively withdrawn from Case Consultation until he or she secures another internship placement. Furthermore, if the student is withdrawn due to concerns of either the DT/CMHC Specialization or the internship site, the student may be required to re-enroll in the first quarter of internship and the first quarter of Case Consultation. In such cases, accumulated hours up to the point of withdrawal may be forfeited. In addition, various disciplinary actions appropriate to the situation may be taken, including but not limited to academic probation, loss of client-contact hours, required leave of absence, and termination.

## **Section 2: The Drama Therapy/CFT Clinical Practicum and Internship**

### **NOTE:**

All forms and documents referenced in this section of the handbook can be found at: The AUS MA Clinical Training Hub on Sakai, in the Resources section.

## **Practicum Requirements**

The pre-internship practicum affords students the opportunity to work with real clients in a variety of settings, under university supervision, in order to begin to develop clinical skills, apply theory to practice, and be better prepared for the internship experience. The many settings for pre-internship practicum sites provide students with an opportunity to be introduced to diverse community agencies and organizations.

Students will complete a minimum total of 100 hours of work over the two consecutive quarters, with a minimum of 40 of these hours being some form of direct client contact of a therapeutic nature. This means that a student can expect to be at a pre-internship practicum site an average of 3-4 hours/week over the course of the two quarters, and engage with clients in some way for 2 of those hours. Some examples of the type of direct client contact include assisting with a parenting group, assisting in a life-skills group for older teens/young adults, co-facilitating Life Review activities in a nursing home, engaging clients in a drop-in shelter or day treatment center, or working with a children's social skills group utilizing expressive therapy activities. All activities should be consistent with those performed by a Master's level mental health professional.

Supervision of a student's pre-internship practicum work is provided through the Drama Therapy Pre-Internship Practicum course COUC-5920. However, the agency does need to provide a designated contact person on-site, for administrative purposes, oversight of the student's time, and guidance in agency policies and procedures. This is in contrast to the clinical internship, in which the agency provides the necessary clinical and administrative supervision of a student's

work. All sites must be approved by AUS, and students can find a list of approved pre-internship practicum sites on Sakai at Sakai/Clinical Training Hub/Resources/Pre-Internship Practicum. Students are responsible for securing an interview with one or more approved sites the 1-2 quarters before they are to begin pre-internship practicum, and the final decision on placement rests with the agency.

The Couple and Family Therapy (CFT) and Clinical Mental Health Counseling (CMHC) with Art Therapy and Drama Therapy specializations require both a pre-internship practicum and an internship. The pre-internship practicum is a course taken in two consecutive quarters upon completion of the pre-requisite courses listed below, and prior to internship.

**PER COAMFTE and CACREP STANDARDS, THE COURSES REQUIRED BEFORE BEGINNING PRE-INTERNSHIP PRACTICUM ARE:**

**CFT/AT & CFT/DT:**

- 1. Family of Origin Systems**
  - 2. Multicultural Perspectives**
  - 3. Systems Perspectives**
  - 4. Counseling and Communication Skills**
  - 5. Psychopathology**
  - 6. \*Ethics in Professional Issues**
- (not required, but strongly recommended)**

**CMHC/AT & CMHC/DT:**

- 1. Family of Origin Systems**
- 2. Multicultural Perspectives**
- 3. Counseling/Communication Skills**
- 4. Psychopathology**
- 5. Psychodiagnostics**
- 6. Ethics in Professional Issues**
- 7. Psychodynamic/Cognitive/Behavior**
- 8. Humanistic/Transpersonal/Eastern**
- 9. Group Drama Therapy or Group Counseling**

Prior to registering for Pre-Internship Practicum, all students will need to meet with their Academic Advisor no later than the fifth week of the quarter before they plan to start Pre-Internship Practicum and determine if they are ready to begin this coursework. At this meeting the student and the Advisor will complete the Pre-Internship Practicum Advisor Meeting Form, which verifies that the student is in good standing and has completed all courses required prior to the practicum. This form is then submitted to the MA Clinical Training office so that registration for the course may be opened. This form is available on-line on The AUS MA Clinical Training Hub project site on Sakai.

After registering for the course, students will contact the Clinic and arrange for orientation and completion of paperwork required by the Clinic, which includes a Clinic Supervision Agreement and Student Therapist Profile. For off-campus practicum sites, students will complete a copy of the DT/CFT Pre-Internship Practicum Contract (available on-line on the AUS MA Clinical Training Hub) and have it

signed by all the designated parties. This contract outlines the general duties the student will perform at the assigned practicum site and the time frame for the practicum. This Contract will be signed by the student, the Agency Contact Person, and the Pre-Internship Practicum Instructor, and will be submitted to the Director of Clinical Training, M.A, no later than the first week of the quarter in which the student starts the practicum. This finalizes the practicum process. Students will complete their hours with a combination of hours from the clinic and an off-campus practicum site.

While in the Pre-Internship Practicum, students will account for hours spent in the clinic and at the practicum site using the Pre-Internship Practicum Log Form and the Hours Summary Sheet. These forms with guidelines for completion are available on-line on the AUS MA Clinical Training Hub on Sakai.

These forms mirror the procedures that are required for internship. Students will keep track of hours weekly, accounting for direct client contact and all other (indirect) activities. One form will accommodate 4 weeks of practicum experience. Log forms for any off-campus practicum site must be signed by the Agency Representative assigned to the student. Students in the AUS clinic, have the Antioch Instructor/Supervisor complete the hours form and summary sheet. All forms are collected at the end of each quarter, and the hours totals are included in the student's assessment. After the assessment is completed, the forms are submitted to the Director of Clinical Training, M.A. Students should keep copies of all forms for their own personal records as Antioch does not keep copies of these materials after a student graduates.

## **Internship Requirements**

Students begin their internship after completing all required core coursework. For full-time students, this generally means beginning in the ninth or tenth quarter; half-time students will have more quarters before starting internship. Drama therapy students can expect the specialization to take at least three years to complete.

The Director of Clinical Training, MA, serves as a liaison between the student, the internship site, and the Drama Therapy specialization. The Director offers information for academic advisors and students regarding internships. The student has the responsibility for locating a placement, subject to the approval of the student's Faculty Advisor and the Director of Clinical Training, MA. AUS provides professional liability insurance for its students working at internship sites.

The internship hours are typically completed within 20-24 hours of work per week in a community mental health setting. Included as part of the internship experience is a weekly Case Consultation/Supervision course; this course must be taken during each quarter in which the student is registered for internship. No student may complete an internship in less than four consecutive quarters or register for less than 14 credit hours of a combination of Case Consultation/Supervision and Internship. If students are able to complete all their internship hours in four quarters, they must use the three credits from the internship area to take an additional elective course. See the DT/CFT Plan of Study in Part A of the Handbook for further details. Most students will, however, require five quarters, as indicated in the DT/CFT Plan of Study. If students need to go into a sixth quarter, they will need to register for one additional

credit of case consultation/supervision for the extra quarter; and if necessary, an additional credit of internship.

The onsite supervisor at the internship site must be an AAMFT or Antioch CFT Approved Supervisor for the hours to count towards fulfillment of the internship requirements. Students' whose onsite supervisors are not CFT Approved Supervisors must register for Case Supervision. Drama Therapy with a CFT internship must conform to the following minimum criteria:

| <b>Drama<br/>Therapy &amp;<br/>CFT</b>  |
|---|
| Four to five quarters totaling a minimum of 12 credits for a minimum of 800 onsite agency hours. Drama Therapy students should expect to exceed this. <b>At no time may a DT/CFT student complete an internship in less than four quarters as required by state regulations.</b>  |
| Direct Client Contact Hours: 500 direct client contact, 250 of the 500 must be relational (with couples and families). No more than 100 of the required 500 direct client contact hours may be obtained via psychoeducational activities.   |
| Drama Therapy Client Contact Hours: 300 direct client contact hours using drama therapy (these hours can include family or relational hours). No more than half (150 hours) of direct client contact hours for Drama Therapy may be counted for individual therapy. Drama Therapy hours must include work with at least two client populations. |
| Supervision: 100 hours of face to face supervision, with at least 50 hours based on direct observation, video, or audiotape, and at least an hour of weekly individual or group supervision onsite, in addition to case consultation/case supervision.  |
| Drama Therapy Supervision at AUS: Weekly Drama Therapy Case Consultation groups are taught by an RDT for 3 hours. Students receive 120 hours over the course of a year. Case Consultation/Supervision Faculty are also CFT Approved Supervisors. Groups do not exceed 8 students.   |

DT/CFT internships require 500 direct client contact hours, of which 250 must be relational. Due to NADTA<sup>[JH4]</sup> requirements, 300 of the direct client hours must include the use of drama therapy. AUS, in compliance with the professional association with which this clinical specialization is aligned, the American Association of Marriage and Family Therapists (AAMFT), requires 500 client contact hours using verbal therapy. As the diagram indicates, student interns may be able to accrue a portion of those 300 Drama Therapy hours by counseling clients that meet the requirements of Drama Therapy and CFT. However, due to the diverse client population at most internship sites, students should be prepared for the strong likelihood that they will need to exceed the requirement of 300 hours in order to meet the expectations of both specializations.

## **Investigating Potential Internship Sites**

General Guidelines a DT/CFT internship setting should provide training in a range of assessment and treatment activities that will expand students' current skills and knowledge. In other words, internships should provide students with new learning rather than be an opportunity to continue doing what they already know. With this in mind, students should select two or three agencies that seem appropriate for them and their learning needs. Students will find a list of agencies with descriptions and contact information on the "Community Placement" database available on the Sakai project site the AUS MA Clinical Training Hub. Students should call to find out about each agency's procedure for handling applications for internships. In addition, students should be prepared to send a letter of introduction and a resume outlining their skills and experience, and if possible, arrange for an interview. It is important to treat each internship inquiry like a professional job interview.

During the initial interview, students should take a copy of their resume with them. Be prepared to discuss the agency's philosophy, services provided, client populations served, previous work experiences, current level of skills, learning and supervision needs, expectations, professional interests, and future occupational goals. Finding an internship is similar to finding employment; students will want to know what the agency has to offer them and what they have to offer the agency. Guidance in beginning the search for an internship placement will come in several ways:

1. Consult the "Community Placement" database located on Sakai. This database can be sorted by geographic location and by client population.
2. During some DT/CFT courses, students may have an opportunity to interview professionals in the field who may also have ideas about potential internship sites.
3. Consult with fellow students; contact advisors as needed. Consult with the Director of Clinical Training, MA if difficulties arise.
4. The Competency Assessment I class will offer valuable preliminary information about securing an internship.

5. The required 0-credit Internship Preparation class will also provide valuable internship information.

## **Finding and Securing an Internship**

There are four steps to finding and securing a DT/CFT internship. Each step is mandatory and is designed to guide students in their process of securing an appropriate internship site. These steps include: (1) Complete the minimum 27 credits required prior to beginning internship, (2) complete Competency Assessment I and II, (3) no later than two and preferably three quarters prior to starting internship complete the required 0-credit Internship Preparation class and (4) schedule and attend a Pre-Internship Advisor Meeting.

## **Competency Assessment I**

DT/CFT students enroll in the required 0 credit Competency Assessment I class at the beginning of their academic studies. During this class students are oriented to the CFT Program and competency-based education. Students also receive important information about the requirements and processes for securing and beginning a clinical internship. Internship Preparation Class Students will complete the required 0-credit Internship Preparation Class three quarters before starting internship. Students will complete the insurance Liability Questionnaire form. This form is submitted to the MA Clinical Training Office along with the signed Pre-Internship Advisor Meeting form after the student has meet with their Academic Advisor. These forms are provided during the Internship Preparation class.

## **Competency Assessment II**

Students then enroll in the no-credit required course Competency Assessment II three quarters before they are eligible to begin their clinical internship. During this course, students review their CFT portfolio, and complete a self-assessment in preparation for beginning their internship. During Competency Assessment II, students review their work in the DT/CFT Program to date, and document their satisfactory completion of coursework required prior to beginning internship. This review process is guided by the Domain & Credit Analysis and CFT Portfolio Review. DT/CFT students should schedule a Pre-Internship Advisor Meeting with their Faculty Advisor to take place between weeks eight through nine of the Competency Assessment II course to discuss their progress and plans for internship.

## **Formalizing an Internship**

Securing a DT/CFT internship requires the completion of the following steps:

### **1) Affiliation Agreement**

a) The Director of Clinical Training, MA secures an Affiliation Agreement with any agency that provides internship experiences to AUS degree program students. The agreement spells out basic rights and responsibilities of the agency and the SAPCFT.

b) Students are not responsible for securing Affiliation Agreements but are responsible for checking with the Director of Clinical Training, MA to verify that

agreements are current. However, if the Affiliation Agreement is not current and/or is not on file, then the student must inform the Director of Clinical Training, MA so that an agreement may be secured with the agency before the student begins his or her internship.

## **2) CFT Approved Supervision**

a) CFT students need to assure that adequate supervision is available through an onsite supervisor. A CFT student's onsite supervisor must meet specific clinical and supervision qualifications, including:

i) Clinical Qualifications -The onsite supervisor must have at least one of the following credentials:

(1) Clinical member of AAMFT

(2) Licensed MFT in Washington

(3) Licensed in Washington as a mental health counselor, social worker, psychologist, or psychiatrist with a minimum of 5 years' experience working with couples and families.

ii) Supervision Qualifications – The onsite supervisor must also demonstrate education and/or experience in marriage and family therapy supervision in any one of the following ways:

(1) Met the Washington Department of Health requirements for becoming a Washington State approved clinical supervisor.

(2) Attained 10 or more years of experience supervising MFT students as well as completed training in supervision, which is acceptable to the CFT Program.

(3) Completed coursework or continuing education in MFT supervision, including one of the following:

(a) Completion of a workshop in supervising MFTs that is acceptable to the CFT Program.

(b) Completion of an AAMFT-sponsored workshop in the supervision of MFTs (for more information about these opportunities consult the AAMFT website at [www.aamft.org](http://www.aamft.org))

(c) Completion of a 5-hour training program in MFT supervision sponsored by the CFT Program.

b) Students need to obtain a current resume and/or curriculum vitae (CV) and license from the person who will serve as their internship supervisor if one is not already on file with the MA Clinical Training Office. Students then determine if their onsite supervisor is a current CFT Approved Supervisor by checking to see

that the onsite supervisor's name is on the list of current CFT Approved Supervisors available on the AUS MA Clinical Training Hub.

i) If an onsite supervisor is already a CFT Approved Supervisor, students can assume he or she has met the qualifications listed above. However, it is recommended that CFT students have a brief discussion with their onsite supervisor regarding these qualifications.

ii) If an onsite supervisor is not a CFT Approved Supervisor, the student will need to provide them with the "Guidelines and Application for Becoming a CFT Approved Supervisor," which are located in the AUS MA Clinical Training Hub. The onsite supervisor should be asked to complete and return the application, along with the required documentation, to the Director of Clinical Training, MA. If, after a review, the student's proposed supervisor does not meet the qualifications and is not able to do so within the near future, CFT students may still choose to do their internship at the site in question; however, these students will need to register for Case Supervision instead of Case Consultation.

c) Supervision Hour Requirements: No less than 100 hours of supervision are required for CFT students. These 100 hours are obtained through onsite supervision and on-campus supervision. A minimum of 50 hours of supervision must be based on direct observation of raw data, rather than self-report data. Direct observations are conducted in person, via audio- or videotapes, or by one-way mirror. Students will need to document direct observation from fully licensed clinicians other than the students' assigned supervisors using the Clinical Observation Form, which is available in the AUS MA Clinical Training Hub on SAKAI. This form must be submitted to the student's assigned on-site supervisor in order for the observation to be counted in the direct observation hours. Please Note: Students are required to follow the Management of Electronic Client Records CFT, outlined in a document of the same name located on the Clinical Training Hub.

i) Onsite Supervision with a CFT Approved Supervisor: In addition to the onsite supervisor's qualifications, he or she must also be able and willing to provide appropriate supervision. Onsite supervision should be obtained at a rate of no less than one hour a week and can include individual and/or group supervision. The onsite supervisor will also be required to directly observe the student's clinical work. Students are encouraged to negotiate with the internship site for additional individual and group supervision by a CFT Approved Supervisor, if available, and other training and professional development opportunities.

ii) Onsite Supervision with a Non-Antioch Approved Supervisor: Any CFT student whose onsite supervisor is not a CFT Approved Supervisor must register for Case Supervision. These students are Revised 09/01/15 5 required to meet with their onsite supervisor on a weekly basis, but they



cannot count these hours of onsite supervision toward the required 100 hours. For these students, Case Supervision course hours are the only supervision hours that can be formally counted. All direct observations of clinical work are done in the Case Supervision class, and students are required to provide video and/or audio tapes for this class.

iii) On-Campus Supervision: The time attending Case Consultation/Supervision can count toward students' 100 hours of required supervision. All DT/CFT Case Consultation/Supervision faculty members are CFT Approved Supervisors and Registered Art Therapists.

d) Student Evaluation Requirements: Onsite supervisors are expected to submit an assessment of students' work at the end of each quarter that addresses their attainment of the competencies delineated on the Onsite Supervisors Assessment form.

### **3) Internship Syllabus**

a) At the beginning of each quarter DT/CFT students should provide their onsite supervisors with an Internship Syllabus and Onsite Supervisors Assessment form reflecting the learning and assessment requirements for all DT/CFT internships. The syllabus provides the guidelines for DT/CFT students and their onsite supervisors regarding the learning experience the students will undertake during the course of the year in order to develop the skills of beginning-level master's practitioners. The assessment form delineates how those various skills will be evaluated throughout the duration of the DT/CFT internship.

b) DT/CFT students and the onsite supervisors should discuss their different responsibilities for the internship, review the Internship Syllabus, and review the Onsite Supervisors Assessment form. Special attention should be paid to the requirements for use of client feedback in the Internship syllabus.

### **4) Internship Learning Contract**

a) After determining that adequate supervision is available onsite and discussing the internship activities through the use of the Internship Syllabus and Onsite Supervisors Assessment form, DT/CFT students and onsite supervisors need to discuss, complete, and sign the Internship Learning Contract. The signed Internship Learning Contract, along with the onsite supervisor's application materials (if required), is part of the paperwork that should be completed as part of the Competency Assessment II course.

b) If a student has secured an internship, the Internship Learning Contract (now signed by the onsite supervisor) must be presented to the student's Faculty Advisor during the Pre-Internship Advisor Meeting. The Faculty Advisor must sign the Internship Learning Contract during that meeting. Once the signatures of the Faculty Advisor, onsite supervisor, and student intern are obtained, the student should make a personal copy of the contract, and one for the onsite supervisor.

The original form will be submitted to the Director of Clinical Training, MA after an internship has been secured.

### **5) Concerns**

a) If students have concerns about any aspect of their potential internship site, they should discuss those concerns immediately with their instructor for Competency Assessment II, or the Director of Clinical Training, MA, as well as with their Faculty Advisor during their Pre-Internship Advisor Meeting.

### **6) Please Note**

Students must keep a copy of all required documentation for their personal records.

## **Pre-Internship Advisor Meeting**

Students schedule the Pre-Internship Advisor Meeting with their Faculty Advisor, usually during their enrollment in Competency Assessment II. During the Pre-Internship Advisor Meeting students present their Faculty Advisor with a completed Domain & Credit Analysis, and all internship forms (which have been completed under the guidance of the student's Competency Assessment II instructor). During their Pre-Internship Advisor Meeting, students should be prepared to discuss their internship site placement, including any concerns or questions they have. Together, student and advisor confirm that the student's internship site meets specialization requirements and the student's individual career interests. The Faculty Advisor signs the student's Pre-Internship Advisor Meeting form to indicate that the student is in good standing in the DT/CFT Program, is ready to begin internship, and has secured an appropriate internship site. If the Faculty Advisor has any concerns about the student's academic standing or readiness to begin the internship, such concerns will be stated at this meeting, and an action plan for resolving them will be formulated. The student submits the Pre-Internship Advisor Meeting form, along with all other internship paperwork, to the Director of Clinical Training, MA.

## **Submission of Paperwork**

The paperwork submitted to the Director of Clinical Training, MA:

1. Liability form Revised 09/01/15 6
2. Pre-Internship Advisor Meeting Completion form (signed by student and advisor)
3. DT/CFT Internship Learning Contract, if a site has been secured, (signed by student, advisor, and onsite supervisor)
4. Onsite supervisors application materials (if required)

## **Case Consultation/Supervision**

DT/CFT students' internships include concurrent enrollment in either Case Consultation or Case Supervision. In these courses, DT/CFT students meet three hours per week or 30 hours per

quarter of classroom time. Case Consultation/Supervision instructors serve as the DT/CFT Program's direct liaisons with the internship sites, the students' onsite supervisors, and Faculty Advisors. As such, it is vital that the students' Case Consultation/Supervision instructors be kept informed about relevant issues and concerns pertaining to the clinical work at their internship sites. In some cases, instructors might suggest that students take up their concerns directly with their onsite supervisors, and will be available for follow-up or additional contact with onsite supervisors as needed. In other cases, instructors might initiate a contact with a student's onsite supervisors or other agency personnel on the students' behalf, or may refer the matter to the Director of Clinical Training, MA, or to students' Faculty Advisors for consultation and/or problem solving. In any case, it is essential that students keep their Case Consultation/Supervision instructors fully informed during their internship experience. As a result, students' concerns can be better addressed in a timely fashion and difficulties can be resolved so that their internship experience contributes positively to their professional growth.

### **Case Consultation**

Students enroll in Case Consultation when their onsite supervisor is a CFT Approved Supervisor. All DT/CFT Case Consultation instructors are Registered Drama Therapists. The Case Consultation course is designed to provide faculty and peer support to interns in order to help them improve the quality of their case conceptualization and clinical skills. DT/CFT students will engage in weekly supervision with their onsite supervisors and weekly consultation with their Case Consultation instructors. Students will present clinical cases for discussion and feedback at both locations. Over the course of the internship, students will receive no less than 100 hours of group and/or individual supervision. These hours are accumulated from onsite supervision and Case Consultation course hours.

### **Case Supervision**

Students enroll in Case Supervision when their onsite supervisor is not a CFT Approved Supervisor. All DT/CFT Case Supervision instructors are Registered Drama [JH5]Therapists. Case Supervision provides the necessary clinical supervision of students' direct client contact, including observation of their clinical work by audio and/or videotape. Students in Case Supervision are required to obtain and submit all their required tapes to the Case Supervision instructor. Students will engage in weekly supervision with both their onsite supervisors and their Case Supervision instructors. Students will present clinical cases for discussion and feedback at both locations. Over the course of the internship, students must receive weekly supervision from their onsite supervisors and no less than 100 hours of individual and/or group supervision from their Case Supervision Instructors. DT/CFT students without a CFT approved supervisor cannot count onsite supervision hours on their DT/CFT Log and Summary forms. Only Case Supervision hours can be formally counted.

### **Case Consultation and Case Supervision Registration Guidelines**

Students who initially enroll in a section of Case Consultation/Supervision are encouraged to register for the same section, with the same instructor and the same cohort until they complete their internship, when the course schedule allows for this. If the instructor is no longer teaching that cohort, students should attempt to register for the same cohort with a new instructor.

The rationale for this guideline is as follows: The curricula in Case Consultation and Case Supervision are designed to guide students toward the achievement of course related skills by the end of their final quarter. In each quarter prior to the final quarter, students are expected to make satisfactory progress toward the attainment of those skills. That progress will be most accurately tracked when students remain with the same instructor for more than one quarter of Case Consultation/Supervision courses. Additionally, greater familiarity with other students in cohorts that remain together tends to engender increased familiarity and trust that translates into more effective mutual support and clinical feedback on presented cases.

Registration is opened to students based on the number of credits they have earned. So, in order to increase their chance to remain with their instructor and cohort of students for subsequent quarters, students are encouraged to register on time, at their very first opportunity, once their registration period has opened. If a section is full, the student can place herself or himself on the waitlist for their section of choice, however they should then register for another section, to insure they are in a case consultation/supervision section. Students will be notified by email from the registrar's office, up to the start of the quarter, if a seat opens up in the class for which they are waitlisted.

## **Learning Documentation for DT/CFT Internship**

### **DT/CFT Log Form**

To document direct client contact and supervision hours, DT/CFT students must complete the DT/CFT Log Form and submit it on a regular basis to their onsite supervisor for a signature. DT/CFT Log Forms are submitted at the end of each quarter, along with the Internship Hours Summary Form and the Onsite Supervisors Assessment, to the Case Consultation/Supervision instructor.

### **Internship Hours Summary Form**

At the conclusion of each quarter, the student must complete a DT/CFT Internship Hours Summary Form and submit it to the Case Consultation/Supervision instructor. The onsite supervisor must sign this form. The instructor subsequently uses this information, and his or her own evaluation of the student's work, to complete a competency assessment that is submitted to the Registrar's Office and becomes part of each student's permanent record. It is required that students save all documents should they be needed in the future. SAPCFT neither stores nor takes responsibility for such documentation.

## **Assessment of Students' Clinical Performance**

Evaluation of the learning that occurs in a student's internship is an integral part of the educational process. In lieu of grades for evaluating student performance, AUS uses quarterly competency assessments. As part of this competency assessment, onsite supervisors complete the Onsite Supervisors Assessment (OSA).

### **Onsite Supervisors Assessment (OSA)**

At the beginning of each quarter, the student provides the onsite supervisor with the Onsite Supervisors Assessment (OSA) form, which will be used to evaluate the competency attainment levels of student work for each quarter of internship. This form can be used during the quarter to periodically gauge the progress of a student's development in various clinical areas. The onsite supervisor should complete this assessment during the ninth week of the quarter in accordance with the guidelines on the form. After discussing this assessment with the student, the assessment is submitted to the student's Case Consultation/Supervision instructor by week ten of the quarter, along with the required signed DT/CFT Log and Internship Hours Summary forms. If the supervisor is unable to complete the assessment by the thirteenth week of the quarter, the Case Consultation/Supervision instructor may decide to grant an In Progress (IP). Otherwise, the potential for credit for that quarter of internship is lost. Finally, the ethical code 4.7 of the AAMFT Code of Ethics and the AATA Code of Ethics regulate the flow of information between and among supervisors, instructors, students, and supervisees at both the internship site and the University:

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

The onsite supervisor is asked to complete evaluations of students' clinical work for each quarter of internship. This is accomplished according to the following steps:

1. During the eighth week, the student intern verifies that the onsite supervisor has a copy of the OSA, which was given to the onsite supervisor at the beginning of the quarter. If the onsite supervisor does not still have a copy of this form, the student downloads the form from the AUS MA Clinical Training Hub and forwards or delivers it to the onsite supervisor.
2. The form is to be completed by the onsite supervisor. Please note that this form designates specific skills in a number of areas that are to be evaluated. The DT/CFT Program requests that each onsite supervisor write supplemental comments in the spaces provided in order to further clarify skill levels. The combination of skill ratings and narrative commentary provide the necessary evaluative data needed to determine how well the student is performing in his or her clinical training and professional development.
3. After completing the OSA, the onsite supervisor should place a copy of the assessment and a copy of the Internship Hours Summary Form in an agency envelope, seal the envelope, sign across the seal, Revised 09/01/15 8 and give the envelope to the student intern to return to their Case Consultation/Supervision instructor by week ten of the quarter. Students also provide copies of signed log forms to the Case Consultation/Supervision instructor with these completed materials.

4. The Case Consultation/Supervision instructor reviews the evaluation. Credit is awarded each academic quarter based on a competency assessment completed by the instructor. Students are granted or denied credit based on a combination of the onsite supervisor's and the instructor's evaluation of students' performances at their internship sites. Students should read the "Graduation Requirements" in this DT/CFT Student Handbook – Part A for more information regarding the levels of competency attainment required throughout internship.

## **Credit for Internship and Case Consultation/Supervision**

Case Consultation/Supervision instructors are the faculty on record to grant credit for both Case Consultation/Supervision and Internship. Students will inform their onsite supervisors who their Case Consultation/Supervision instructor is and will supply them with contact information. During each quarter of the student's internship the onsite supervisor will be contacted by the Case Consultation/Supervision instructor to confer about the student's internship progress. The instructor will also maintain contact with the onsite supervisor on an "as needed" basis to continue monitoring and evaluating the quality of the student's clinical work. If students are not able to retain an internship for any reason, they must withdraw from the companion Case Consultation/Supervision course. If students are dismissed from an internship, they may receive No Credit (NC) for both the Internship and the Case Consultation/Supervision class for that quarter. If any problems arise between students and their onsite supervisor, students should discuss these as they arise with their Case Consultation/Supervision instructor. Students should be proactive in this regard and should not wait until the problems become more difficult to manage.

## **Problems or Concerns**

Student internships are monitored not only by Case Consultation/Supervision instructors, but also by Faculty Advisors who are responsible for the overall evaluation of student work. If problems or concerns arise regarding a student's performance, the first level of contact is the student's Case Consultation/Supervision instructor. If further questions arise, the second level of contact is the student's Faculty Advisor. The Director of Clinical Training, MA may also be advised of concerns and assist in the problem resolution process as needed. In the event of a withdrawal from Internship, whether initiated by the student, the internship site, or the DT/CFT Program, the student may be administratively withdrawn from Case Consultation/Supervision until he or she secures another internship placement. Furthermore, if the student is withdrawn due to concerns of either the DT/CFT Program or the internship site, the student may be required to re-enroll in the first quarter of internship and the first quarter of Case Consultation/Supervision. In such cases, accumulated hours up to the point of withdrawal may be forfeited. In addition, various disciplinary actions appropriate to the situation may be taken, including but not limited to academic probation, loss of client-contact hours, required leave of absence, and termination

# **Part C: Academic Resources, Requirements & Procedures**

- Admissions Status
  - Student Advising
  - Concerns Regarding Advisor
  
- Special Learning Activities
  - Independent Studies
  - Mutual Curriculum Planning Courses
  - Other Special Learning Activities
  
- Concerns and Guidelines
  - Course Work & Satisfactory Status AUS Policies and Procedures
  - Failure to Successfully Complete a Required Course
  - Academic Grievance Procedure
  - Student Status and Private Practice
  - Self-Disclosure
  - Basic Skills Competency
  - Writing Standards
  - Computer Competency
  
- State & Professional Organizations

## **Admissions Status**

Students in the Couple and Family (CFT) and Clinical Mental Health Counseling (CMHC) Programs may be admitted either as “Full Admit” or “Conditional Admit.” If accepted under Conditional Admit Status (CAS), students may enroll for up to 12 credits of coursework (with a maximum of 6 graduate credits per quarter) while completing their remaining prerequisites.

Students in CAS need to meet the conditions specified in the Admission Status letter within the first two quarters of enrollment. Students in CAS are to submit all final documentation to fulfill those conditions no later than the first week of their third quarter. The Admissions Committee will review all materials and render a decision by the end of week five of the third quarter.

Students may be advanced to full admissions status, kept in CAS with stipulated conditions, or be administratively withdrawn from the degree program upon that decision. A statement will be given to each student acknowledging his or her status. A copy of this statement will also be given to the student’s advisor and placed in the student’s file and given to the Registrar’s office notifying all parties of the student’s new status.

CAS students are required to maintain a satisfactory level of academic performance to avoid a Statement of Academic Concern (SAC). Situations that result in SAC may include receiving an In Progress (IP) or No Credit (NC) for a class. In the event CAS students do receive a Statement of Academic Concern, they will be administratively withdrawn from the MA Program.

## **Residency/Degree Completion Limit**

SAPCFT students, regardless of specialization, have six years from their date of entry to complete their degree.

## **Transfer Credits & Course Waivers**

SAPCFT recognizes previous academic work through: (1) waiver of specified required courses, or (2) transfer of graduate credits from an accredited institution. Please note that all requests for course waivers should be made prior to any request for transfer of credits.

To submit a transfer and/or a waiver request, a student must complete the Transfer Credit and/or Course Waiver form located in the SAPCFT Office. Students submit this form and all supporting documents to their Faculty Advisor, who will then submit the application and supporting documents to the Core Faculty Teaching Liaison designated for the course in question. Faculty may request a meeting with the student to discuss her or his request in more detail before rendering a decision.

Students should be advised that there are degrees of approval, which include "approved, approved with conditions, or denied." If a student’s request is approved with conditions, the student will need to engage in the specified learning activity (such as an independent study



covering the particular areas of the required course not included in her or his previous work) as an alternative to the course. If a student's request is denied, she or he will need to take the course. The Faculty Liaison notifies the student's Faculty Advisor of the outcome of the request.

### **Waiver of Required Courses**

If students believe they have completed comparable graduate level work before entering a SAPCFT specialization, and do not wish to engage in the learning activity offered by Antioch, they may request waiver of certain required courses in SAPCFT. ***This may be done at any point in your application process, but must be done no later than the end of your first quarter of enrollment in the program.***

Courses may be waived with documentation of recent (within the past 10 years), graduate-level course work from a regionally accredited institution for which you received a grade of "B" or better. To be eligible for a waiver, the previous course work must cover at least 75% of the material covered in the course offered at Antioch. To apply for a waiver, students should complete a Request for Waiver or a Credit Requirement form, which can be picked up in the SAPCFT office. Students should attach a copy of their transcript, the syllabus of the course, and any other requested documentation to this form. Students should submit the entire package to their advisor.

***Family of Origin Systems, Multicultural Perspectives, and Psycho-diagnostics and Treatment Planning are not eligible for waiver.*** It is the faculty's judgment that the design of these required courses are comprehensive and important to the essential learning and competencies earned towards the Master of Arts in Marriage and Family Therapy/Master of Clinical Mental Health Counseling at Antioch University Seattle. The full range of the learning and competency involved cannot be completed on the basis of previous course work.

Waiver of a required course does not result in a reduction of the number of credits required for the master's degree. If students are given permission to waive a required course, they will have room to take additional elective courses, an independent study, or practicum as part of their required credits.

### **Transfer of Graduate Credits**

Students may transfer up to twelve (12) quarter credits that are transcript-verified for prior or concurrent graduate level work from a regionally accredited institution. They must have earned a grade of "B" or better, and the course should have been completed within the last 10 years. If students would like to propose the inclusion of transfer credits towards completion of their degree at Antioch, ***they need to initiate this request during either the admissions process or their first quarter of enrollment.***

# **Student Advising**

## **Faculty Advisor**

During initial orientation, students will be assigned a Faculty Advisor from their chosen specialization within the SAPCFT. If, after reading about the degree requirements, procedures, and processes described in this handbook, students still require assistance with questions or concerns about their progress and/or other relevant matters, they may want to consult with their advisor. Students are responsible for ensuring that they complete requirements as described in this handbook and that they meet all relevant deadlines for turning in their work. By doing their part to keep up with the necessary procedures and activities, students contribute to creating a positive learning environment for themselves, and will be free to engage with their advisor in substantive discussions of their learning needs.

## **Meetings with Faculty Advisor**

During the initial meeting with a Faculty Advisor, students are advised to determine the most efficient way to communicate and set up appointments. Some advisors ask that students sign up for advising appointments using a form located on the advisor's office door. Some prefer email, while others prefer a call on an office or cell phone. All Core Faculty and Staff have mailboxes located in the SAPCFT Office.

There are important meetings that occur at specified times during SAPCFT students' graduate studies. These meetings may be quite brief for some students and longer for others. All SAPCFT specializations require checkpoints, or "gates" through which students must pass before going on to the next step toward their degree. These special meetings are intended for students and their advisors to maintain contact at critical moments in their passage through the degree process.

## **Regarding Registration**

Registration is done electronically through the *AU View* system. During orientation, students learn how to access and utilize the *AU View* system. It is highly encouraged that students are in contact with their Faculty Advisor early in each quarter to discuss plans for registration so that they are insured of following the specialization's plan of study as smoothly as possible.

## **Additional Advisor Contact**

Besides meeting with their advisor at the required times, students may also request additional contact/meetings to talk about special questions, interests, or problems they are having. Students sign up for an advising time by using the advisor's preferred approach to scheduling as discussed in the initial advising session (see above, *Meetings with Faculty Advisor*).

## **Concerns Regarding Advisor**

If, at some point, students have concerns regarding their advisor, the first step is to have a meeting with their current advisor to discuss those concerns. Often such a discussion serves to clear the air and leads to an enhanced working relationship. After this meeting, if students wish to pursue a change in advisors, and if they and their current advisor mutually agree to terminate their working relationship, the student indicates this through completing a Request to Change Advisors form, found at the front desk of the SAPCFT Office. This form requires the current advisor's signature as well as the signature of the

requested advisor. If the requested advisor has a current opening, the student can be reassigned to the new advisor right away.

## **Special Learning Activities**

The following guidelines are intended to help students in planning and documenting special learning activities. For additional information about any of these topics, consult the written guidelines.

### **Independent Studies**

Independent Studies (IS) are available to support students in meeting their individual academic needs when those needs cannot be met by courses offered by SAPCFT. To be eligible for an Independent Study, the IS must directly support the student's area of academic concentration. Independent Studies that duplicate core and elective courses offered by SAPCFT will not be approved. A packet that describes the IS process is available in the SAPCFT office.

#### **Rationale**

Independent Studies take a great deal of independent and concentrated effort. Students' written proposals should reflect both their willingness to participate with the necessary rigor and their academic need for this alternative learning experience. Granting of permission for an IS not automatic. It is recommended that students apply for an IS option after their core requirement courses have been completed.

#### **Credits**

To determine the number of credits, per quarter, to take for a single IS course, calculate the amount of time based on the ratio of credits to hours of work as 1 to 33. This means that 1 credit is earned for each 33 hours of focused work. In a typical three-credit course, this represents approximately 100 hours of independent work supervised by your evaluator. The number of Independent Study credits that a student may take varies. The differences are based on the individual nature of each specialization, the number of courses offered, and the number of elective credits students may take. Most specializations within the SAPCFT allow students to take no more than three (3) IS credits.

#### **Evaluator**

The minimum credential for the evaluator of an Independent Study is a master's degree in a Mental Health related field. The evaluator can be a Core, Teaching, Affiliate, or Adjunct Faculty member here at AUS or someone from the community who has appropriate expertise in the area of a student's IS. If a student's preferred evaluator is an expert from the community, approval from the student's Faculty Advisor is needed before starting the IS. The evaluation process, including evaluator criteria, is described in the IS packet. If the student's evaluator is not AUS faculty, the Faculty Advisor is the faculty on record to grant credit.

## **Other Special Learning Activities**

### **Cross Program Option**

Students may enroll in any graduate course offered on the AUS campus as a Cross Program (CP) course. The Cross Program (CP) option provides an opportunity for students to enrich their course work by Cross Program enrollment with other AUS programs. CP courses are typically taken as electives and, like all other courses, require the approval of the student's Faculty Advisor. Please consult the Quarterly Schedule of Classes for a listing of CP courses. Questions about a specific CP course should be discussed with the particular instructor involved.

### **Enrollment at Other Institutions**

In order to continue as a matriculated student in good academic standing, all students are encouraged to take their degree course work at AUS. However, the program recognizes that from time to time, students may wish to pursue course work at another degree granting institution.

Courses acceptable for transfer meet the following criteria:

1. The college or university is a regionally accredited institution.
2. The course is at the graduate level.
3. The course description and/or syllabus meet a minimum of 75% level of equivalence to the AUS course.
4. Course work must be pre-approved by the student's Faculty Advisor.
5. There is a maximum of 12 credits acceptable for transfer from another accredited institution.
6. The student's enrollment conforms to total credit limits for the quarter.
7. AUS students may not matriculate in a degree program at another institution for purposes of taking a course.

### **Process**

Complete the [Request to Take Credits at Another Accredited Institution in a Future Quarter Form](#), found at the SAPCFT front desk, and attach the official course description and/or syllabus. Students submit the form and documents to their advisor who will then forward the material to the specialization chair for approval. Submit all documents 3-4 weeks before the start of the course.

### **Approval**

The relevant chair will grant final approval/denial in writing, on the request form. Once approval is granted, students may register at the institution. Course work, taken at other accredited institutions and applied towards your AUS degree, is subject to the AUS transfer and waiver of credits process and requirements (see above).

## **Concerns and Guidelines**

### **Course Work & Satisfactory Status**

Courses for the MA degrees in SAPCFT offer a specific number of graduate-level credits only, and are nonnegotiable. Students are granted full credit for a course after satisfactorily completing all course requirements, including the completion of assignments and course attendance. Due to the nature of experiential learning that is an integral part of all course work, students are expected to attend all classes and satisfactorily complete all assigned work.

Failure to attend 90% of the class meeting time will result in no credit for the course unless appropriate makeup work is completed. Failure to attend 80% of classes automatically forfeits the possibility of gaining credit for the class. If a student falls below the minimum standard of attendance, it is the student's responsibility to arrange for appropriate makeup work with the instructor. The Evaluator's Assessment, issued at the end of each quarter, confirms or denies credit for the course. The Office of the Registrar then officially enters the credit status into the student's academic records (i.e. transcript).

### **Course Prerequisites**

Prerequisites are a specific set of conditions or prior course work required before a student may enroll in a course. Students should pay particular attention to prerequisites that may exist in order to take a course. Please consult the Quarterly Schedule of Classes for prerequisites for each course. Questions about pre-requisites should be discussed with students' Faculty Advisor, the course instructor, or the Core Faculty Liaison.

### **Linked Courses**

Certain courses are considered "linked" in that students must take them sequentially, and when done in back-to-back quarters, students will have the opportunity to be with the same group of students and often the same instructor. Students cannot under any circumstances take these courses simultaneously or out of sequence. Students should please consult with their Faculty Advisor if they have any questions.

### **Satisfactory Status**

In order to maintain satisfactory status in SAPCFT, students will be expected to:

1. Adhere to the ethical standards of the profession. Please log in to the appropriate web site on the internet for the current codes of ethics for each professional organization;
2. Maintain a satisfactory level of academic performance, including work in courses, internships, and other structured learning activities;
3. Maintain Satisfactory Progression through the degree process;
4. Meet the guidelines for University Satisfactory Academic Progress as stated in the University-wide Academic Requirements; and
5. Maintain a satisfactory level of personal/interpersonal and professional functioning, as determined by faculty.
6. Note that graduate students in the SAPCFT may often be encouraged to disclose information about themselves during their studies at Antioch. Further information on this subject is located later in this handbook.

### **AUS Policies and Procedures**

Many of the requirements governing the SAPCFT are found in the *AUS Catalog* and on the AUS website's *Student & Campus Resources* under "*Policies.*" Included are areas of requirements pertaining to: (1) academic progress, (2) academic action for unsatisfactory progress including academic concerns, academic warnings, and academic holds, (3) satisfactory progress and financial aid eligibility, (4) communication protocol including Gmail procedures, (5) AUS plagiarism policy, (6) student rights & privacy, and (7) library and computer services. Students are advised to

familiarize themselves with AUS Policies and Procedures and to refer to the AUS Catalog or *AU View* when necessary.

### **Failure to Successfully Complete a Required Course**

In alignment with the AUS Academic Policies, students who do not receive credit for a required course in their program's curriculum may retake the required course once, and must do so within two quarters, or the next time the specific course is offered, whichever comes first. If the student does not receive credit in their second attempt of the required course, they will be administratively withdrawn from MA degree program in SAPCFT. Future reentry to the program or a different graduate program within AUS requires a full admission process; admission is not assured.

### **Academic Grievance Procedure**

Clear, effective communication is an element critical to the many relationships that support student success at Antioch University. For faculty, supervisors and students, the best first recourse is always to address a concern directly. If, however, support is required to efficiently resolve an academic (or non-academic) issue, Antioch from among AU Student Policies on the AUS website's Student & Campus Resources. University has a formal grievance procedure in place. You can access the Student Grievance Policy (Policy 6.109).

### **Student Status and Private Practice**

1. SAPCFT does not encourage the private practice of counseling or therapy by those who have not completed the appropriate advanced training and supervision.
2. Students who are not engaged in private practice at the time of entry to the MA Clinical Programs are not to begin private practice while engaged in their graduate training.
3. New students accepted into the MA Clinical Programs who are engaged in private practice are required to provide the following information before their admission will be confirmed:
  - a. The nature and extent of their private counseling work (populations or issues addressed, modalities used, approximate number of client hours per week).
  - b. The length of time they have been in private practice.
  - c. The name, title, and business address of the professional(s) supervising their work in private practice and the number of hours of supervision received per month.
  - d. If counseling services are offered for a fee, in Washington State, a copy of the student's State registration card must also be provided.
4. New or continuing students engaged in private practice, who do not notify the program of their private practice activities, will be considered in violation of this requirement. Their status in the program will become the subject of review by the Program Chair.
5. Students practicing privately while enrolled in the MA Program are required to obtain appropriate professional supervision on a regular on-going basis. The program accepts no liability for oversight or responsibility for supervision of the

- conduct of a student's private practice.
6. Private practices are not generally considered appropriate settings for graduate internship experiences. Students seeking to affiliate with an existing private practice for internship must receive written approval from their Faculty Advisor and the Director of Clinical Training, MA. Written criteria for the approval of specific private practice internship arrangements will be available. Under no circumstances will approval be given for an internship or part of an internship consisting of the student's own private practice.
  7. Students who graduate with the intention of engaging in private practice are urged to complete at least two years' post-master's supervised experience, in an organized practice setting, before offering their services to the public as practitioners of counseling or therapy. At the least, students must adhere to the state mandates regarding practice by Marriage and Family or Mental Health Counseling Associates, the licensure designation required for those who are post-masters but still working towards their final licensure under the supervision of an approved supervisor (see professional organizations information below).

### **Self-Disclosure**

Students may often be encouraged to disclose information about themselves during their studies in psychology at Antioch. Such encouragement may be communicated by an instructor verbally or in writing or may simply be communicated verbally by other students. Generally speaking, members of the Core Faculty consider such encouragement to be reasonable, given the clinical nature and professional goals of the curriculum. However, students are also advised that disclosing personal information is always optional for any particular activity or assignment in any particular course. Therefore, students are equally encouraged to exercise discretion in their personal disclosures and to assume full responsibility for the consequences of any particular disclosure. If a student is in doubt about their options for making personal disclosures in any particular course, they are advised to speak with the instructor accordingly. Doing so as soon as possible would be prudent. If necessary, students may, of course, also seek the counsel of the Course Liaison and/or their Faculty Advisor.

### **Basic Skills Competency**

Students in SAPCFT are expected to have a basic level of competency in writing, operating computers, and using the Internet.

### **Writing Standards**

Students in the MA Clinical Programs are expected to be able to write in a scholarly manner that meets APA style and composition standards. Accordingly, all students enrolled in these programs are assessed for their writing ability as part of the application process. For those students whose writing assessment indicates that they could benefit from additional development in this area, there will be a required writing class during their initial quarter: either WRTG 606 Inquiry and Research or WRTG 611 Writing in Psychology. These courses offer individual support and tools for first year graduate students' scholarly writing.

## **Computer Competency**

Students are expected to own their own computers and possess general computer skills (keyboarding, word processing, use of research databases). If students' computer skills are insufficient, they may be asked to take a computer course.

## **Student Performance Problems**

Students are expected to adhere to all AUS and academic program-related policies and procedures, to demonstrate competency in their coursework and internship, and to maintain satisfactory progress toward completing their degree requirements. Consistent and/or egregious failure to meet these performance standards can result in dismissal from the University. These standards are not intended to be punitive; rather, they are intended to represent the high level of integrity and capability SAPCFT expects of its graduates.

SAPCFT employs two major assessment systems to monitor and correct performance problems: the Student Competency Review (SCR) and the Corrective Action Planning (CAP).

The SCR initially involves faculty formally reviewing each student's performance at the beginning of the third quarter of their studies. Subsequently, it involves the SAPCFT faculty assessing the performance of their advisees when they begin to fall--or actually fall--below the minimum satisfaction levels for these standards. These reviews take place every quarter at a regularly scheduled faculty meeting and involve SAPCFT faculty advisors.

In preparation for the SCR, SAPCFT faculties formally review the course evaluations for the beginning students and all other students who may not be complying with the aforementioned standards. In the SCR meeting, faculty advisors present their assessments and make one of the following recommendations: (1) pass with no concerns, (2) no-pass with the stipulation to continue monitoring progress again next quarter, (3) no-pass with concerns that require corrective action, and (4) no-pass with concerns that require disciplinary action.



## **Follow-up Review**

Students who receive SCR no-passes with stipulations for follow-up review are generally considered to be in compliance, but the faculty advisors want to make sure that the students involved can handle the issues of concern by themselves and will show due diligence in remaining compliant. In contrast, no-passes with concerns that require corrective and disciplinary action are considered more serious. In these cases, the faculty recommends that the seriousness of these concerns necessitate that the faculty should take a more active role in addressing these problems; and, in some instances, that the faculty recommend that the concerns are so serious that they necessitate more unilateral action, i.e., removing a student from an internship and/or from the University.

## **Corrective Action**

Students who require corrective action are given the opportunity to rectify academic deficiencies and/or unprofessional behaviors that are interfering with their capacity to satisfactorily complete the requirements for their degree program. These corrections are delineated in a Corrective Action Plan proposed by the faculty advisor and negotiated with the involved student. Most of these problems are typically concerned with problems related to class-room performance, including: no-credit granted for courses, academic progress warning, academic progress probation, chronically late assignments, failure to utilize corrective feedback, difficulties with class participation, chronic absenteeism and tardiness, insufficient English proficiency, substandard scholarship and academic writing. In addition, after students have completed their course requirements, these problems are also related to internship related matters such as: inability to obtain a clinical internship site, inability to retain a clinical placement, lack of client retention during clinical placement, onsite supervisor concerns, and excessive quarters needed to complete clinical placement.

Corrective actions are determined by the faculty advisor and in consultation with the student. Examples of typical corrective measures include students: enrolling in a writing course, completing a particular academic course, repeating a failed course, taking off-site skills training, writing a reflection paper, taking a leave of absence, engaging in psychotherapy, accepting a credit limit, adding more clinical supervision, and making a formal presentation on ethics. In most cases, these corrective actions rectify the problems involved and no further remedial measures are required. However, repeated failures to carry out these corrective measures, it can result in dismissal of the student from their degree program.

## **Disciplinary Action**

Students who require disciplinary action have been found to violate criminal law, professional and ethical standards, and/or Antioch University (AU) policies related to physical violence, property damage, and behaviors that interfere with AU's mission and community function. These breaches are considered the most serious problems and are addressed in accordance with the Student Conduct (6.103) and Academic Integrity (6.105) policies in the *AUS Student Handbook*. Because these problems are considered much more serious, they are much more likely to lead to more strenuous disciplinary actions, and when it has determined that there is a clear violation of these standards, they are much more likely to lead to dismissal of students from the University. Furthermore, due process for Grievance (6.109), and Appeal (6.111) policies contained in the *AUS Student Handbook*.

## **Appeals & Grievances**

Formal student complaints are primarily addressed through the appeal and grievance policies delineated in Appeal Policy 6.111 and Grievance Policy 6.109 available on the AUS website.

To access AUS Policies:

- Navigate to the home page of the AUS website
- At the top right-hand corner, under *Student & Campus Resources*, choose *Policies* from the pull-down menu.

The purpose of the appeal process is to provide students with a mechanism to address academic actions taken by the faculty or administration which students believe they have legitimate grounds to appeal. Complaints related to academic warning, academic probation, and academic dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may also be appealed under this policy. In contrast, the purpose of grievance process is to provide students with a mechanism to address non-academic actions taken by others within the University community about which students believe they have legitimate grounds to grieve.

### **Scope of Appeal & Grievance Policies**

The appeal and grievance policies provide the main means by which students can formally complain about unfair treatment; however, not all remedial actions are covered under these policies. The following areas of concern have their own specific policies and procedures for seeking redress:

- Failure to be provided reasonable accommodation for a disability; see complaint rights under the Disability Support Services Policy 6.101.
- Complaints of sexual harassment or violations of Title IX of the Education Amendments Act of 1973; see complaint rights under Title IX and Sexual Harassment Policy 4.607.
- Discipline or sanctions imposed under the Student Conduct Policy; see complaint rights under Student Conduct Policy 6.103.

### **Appeal Investigation Process**

When a student wishes to institute a formal appeal about an evaluation made by a faculty member, the student must access and follow the Complaint & Investigation Process provided within the *Student Grievance Policy* (6.109), located within the *Student Rights & Responsibilities* (6.100), a *Student Policy* within the *Academic Policies*, which are housed in the *Student & Campus Resources* section of the AUS website.

### **Other Academic Appeals**

Complaints related to academic warning, probation, and dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may be appealed. Resolution must be pursued through the policy most relevant to the problem at hand. An overview of Policies and links to access details for each can be consulted at the Policy link within the Student & Campus Resources section of the AUS website.

### **State & Professional Organizations**

#### **Codes of Ethics**

- **American Association for Marriage and Family Therapy (AAMFT) Code of Ethics**  
Generally applies to CFT students.  
[http://www.aamft.org/iMIS15/AAMFT/MFT\\_Resources/Legal\\_and\\_Ethics](http://www.aamft.org/iMIS15/AAMFT/MFT_Resources/Legal_and_Ethics)
- **American Counseling Association (ACA) Code of Ethics**  
Promoting the profession & practice of counseling with dignity and diversity.  
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- **American Art Therapy Association (AATA) Code of Ethics**
- **North American Drama Therapy Association (NADTA) Code of Ethics**  
Generally useful as a guide for practicing Drama Therapists.  
<http://www.nadt.org/about-nadt/code-ofethics.html>

#### **State Organizations**

- **Washington Association for Marriage and Family Therapy (WAMFT)**

Generally applies to CFT students with resources for student members.

[www.wamft.org](http://www.wamft.org)

- **Washington Mental Health Counselors Association (WMHCA)** Generally applies to MHC students with resources for student members. [www.wmhca.org](http://www.wmhca.org)
- **Evergreen Art Therapy Association (EATA)**  
Generally applies to AT students with resources for student members.  
[www.evergreenata.org](http://www.evergreenata.org)

#### **HIV/AIDS Information**

- **Lifelong AIDS Alliance** - <http://www.lifelongaidsalliance.org/>
- **King County Department of Health** -  
<http://www.kingcounty.gov/healthservices/health.aspx>

#### **Washington State Department of Health**

- **DOH Home Page** - <http://www.doh.wa.gov/>
- **Licensing – CFT:** <http://www.doh.wa.gov/hsqa/Professions/MFT/Default.htm>  
**MHC:** <http://www.doh.wa.gov/hsqa/professions/mentalhealth/>
- **Revised Code of Washington (RCW)** - <http://apps.leg.wa.gov/rcw/>