DENVER FAMILY INSTITUTE

Therapy and Trainings for Stronger Relationships

DENVER FAMILY INSTITUTE
Faculty and Supervisor Handbook
2019-2020

*Faculty and Supervisors always refer to the Handbook for the current academic year.

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Section 1: Program Standards/Program Overview

1.1 Preamble

Denver Family Institute (DFI) is a community of people dedicated to understanding the human condition at the relational level first and foremost. We seek to improve lives, heal hurts, treat emotional, mental and behavioral problems, and unleash potential through effective couples and family therapy. As such, the DFI Post-Graduate Degree MFT Certificate Program in couples and family therapy focuses on mentoring the next generation of MFT Professionals based on core couples and family therapy principles.

The DFI Training Program values diversity in all aspects of our programming, hiring, and recruitment of students, faculty, and other community members consistent with our Diversity Statement.

To operate our training program, DFI operates a low-fee clinic open to all in the community who can afford our greatly reduced clinic rates, are able to transport themselves to and from the program, and agree to video recording and live observation of the sessions. We welcome families, couples, and individuals from all walks of life, all sexual orientations, ethnicities, cultures, faiths, spiritual practices, ages, genders, including transgendered individuals, and more congruent with our Diversity Statement (within the practical limitations outlined in the previous sentence).

These training standards and the clinical competencies focused on in the program were developed organically from the knowledge and experience of our faculty, student feedback, and the field of marriage and family therapy.

As a program we are grounded in our involvement with the profession through the American Association for Marriage and Family Therapy, the Commission on Accreditation for Marriage and Family Therapy Education and related professional groups such as the NASW, AASECT, and ICEEFT. Therefore, we welcome the ongoing conversation among accrediting bodies, training programs, trainees, trained professionals, employers, and consumers from which accreditation standards and other aspects of our program evolve. As such, we seek to demonstrate in our actions and worldview and commitment to continuous quality improvement (CQI), as well as commitment to contributing to the field of clinical training in couples and family therapy.

DFI has long-held **a competency-based** view of training in couples and family therapy. We embrace the philosophical shift from input-driven standards to a more outcome-based evaluation. As such we are earnestly interested in and actively seek comments and suggestions for modification and improvement in our own training standards and processes. We hold a singular goal: to help trainees become the best couples and family therapists that they can within the professional principles of the field while allowing each trainee the opportunity to develop their own unique therapy model, style, and contribution to the ever evolving field. We believe that our profession will need a new generation of therapists capable of integrating the latest science of relationships with the practical realities of helping couples and families to strengthen their relationships.

DFI standards for the training of couples and family therapists come from a relational view of life in which an understanding and respect for human connection and our need for one another is valued. From there naturally arises a core valuing of diversity such that non-discrimination is fundamentally addressed, practiced, and valued. Based on this view, marriage and family therapy is a professional orientation toward life and is applicable to a wide variety of circumstances, including individual, couple, family, group, and community problems. It applies to all living systems; not only to persons who are married or who have a conventional family. DFI embraces diverse family forms, diverse adult relationships, and diverse communities, seeking always to further understanding of difference while recognizing core similarities inherent in the human experience.

DFI believes that a great area of concern for our profession is the inclusion of diversity in our training contexts and in the student body of our programs. As such, students in the program will have had graduate level training in cultural and racial diversity issues. DFI will add to this foundational knowledge by integrating issues of context and diversity in to our course curriculum, including an intensive course in sexual diversity, a topic not as frequently addressed in graduate training programs. We also value diversity in our student body and express this through the availability of scholarship for bi-lingual students who see Spanish speaking clients in our clinics.

DFI believes our graduates are prepared to practice as couples and family therapists and clinical mental health practitioners. We adopt with modification the Standard Occupational Classification of the Bureau of Labor and Statistics which states that MFTs are qualified to *"[d]diagnose and treat mental and emotional disorders, whether cognitive, affective, or behavioral, within the context of marriage and family systems. [They]Apply psychotherapeutic and family systems theories and techniques in the delivery of professional services to individuals, couples, and families for the purpose of treating such diagnosed nervous and mental disorders."* DFI modifies this statement to bring it more in line with our focus on relationships by adding, *"MFTs treat emotional and mental disorders, relational problems, developmental issues, life transitions, and other issues from a strength-based, relational view. They integrate the DSM and other individual models of treatment in to a systemic, relational lens privileging possibility over pathology. MFT's assess and intervene in clinical approaches that include one or more of the following: action-oriented, therapeutic use of self, honoring multiple perspectives, expanding and contracting the definition of problems to generate possibilities, respect for diverse worldviews and experiences, belief in family's, couple's and individual's resilience and strengths, empathy and validation of client realities and experiences, and a deep sense of the importance of relationships in the well-being of clients, including the relationship to self. Such therapists may or may not work from or integrate a DSM, medical model approach in to their clinical work based on their clinical model and approach to therapy."*

DFI training focuses primarily on the relational level. It relates to context, and is culturally sensitive, whether contact hours are relational or individual, whether assessment procedure is traditional or relational, and whether a presenting problem is explicitly related to a marriage, a family, or to neither. Trainees learn to move their therapeutic lens across these various domains, and to move from an individual, to a dyadic, to a family, and to a community level and back again.

The development of these standards included numerous dialogues amongst faculty members, a survey of the DFI community including students, board members, staff, and faculty, and direct feedback from students regarding the clinical competency rubric developed by the faculty.

The content of the training program is roughly equivalent in focus and time to the 5 Domains of the AMFTRB National Exam, copyright, AMFTRB, modified below to be congruent with DFI language, original available at www.amftrb.org These percentages used as a guide in developing and implementing standards. Between coursework and supervision, the focus of program is approximately:

The Practice of Marriage and Family Therapy (22.5%): This domain encompasses tasks related to incorporating theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with client systems.

Assessing, Hypothesizing, and Diagnosing in MFT (22.5%): This domain encompasses tasks related to assessing the various dimensions of the client system, forming and reformulating systemic hypotheses, and assessing the client system in order to guide therapeutic activities (including adjustment of activities based on client, system feedback, progress or lack thereof).

Designing and Conducting MFT Treatment (32.5%): This domain encompasses tasks related to developing and implementing systemic, relational, strength-based interventions with the client system.

Evaluating Ongoing Progress and Terminating Treatment (7.5%): This domain encompasses tasks related to continuously evaluating the therapeutic process and incorporating feedback into the course of treatment, as well as planning for termination.

Maintaining Ethical, Legal, and Professional MFT Standards (15%): This domain encompasses tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism. The focus is on relational ethics grounded in the person of the therapist guided by legal standards, the AAMFT Code of Ethics, and DFI Policy and Procedures.

The Standards also address the six primary domains of the AAMFT Core Competencies, copyright AAMFT, 2004 (from www.aamft.org)

Admission to Treatment – All interactions between clients and therapist (*and/or agency*) up to the point when a therapeutic contract is established.

Clinical Assessment and Diagnosis – Activities focused on the identification of the issues to be addressed in therapy.

Treatment Planning and Case Management – All activities focused on directing the course of therapy and extra-therapeutic activities.

Therapeutic Interventions – All activities designed to ameliorate the clinical issues identified.

Legal Issues, Ethics, and Standards – All aspects of therapy that involve statutes, regulation, principles, values, and mores of MFT's.

Research and Program Evaluation – All aspects of therapy that involve the systemic analysis of therapy and how it is conducted effectively.

To this we add,

Therapist Use of Self – All aspects of therapy that engage the therapeutic self, including such aspects as counter-transference, use of self in session, therapist's cultural context and identity and more.

1.2 A Brief History of DFI

Denver Family Institute was formed in 1982 as a post-graduate continuing education program that was sponsored by Denver University. Prior to 1982, the "Denver Family Therapy Project" was formed in 1979 by Steve Litt and Don Krill in the hopes to provide ongoing education about family therapy. This took place in the form of annual conferences.

After several successful years, the team decided to start the post-graduate continuing education program. In 1988 the organization was moved off Denver University's campus and continued as a post-graduate continuing education program. In 1992, Denver Family Institute was incorporated, had formed an official Board of Directors and Governors, was granted non-profit status, and the initial COAMFTE accreditation process was completed. The certificate program became a two-year accredited program, allowing graduates to pursue a License in Marriage and Family Therapy (LMFT) upon completion.

In the subsequent years, the clinic was established to support the post-graduate program. Interns were accepted and helped to maintain the administrative functioning of the organization under the Executive Director and Faculty leadership. Jim Thomas served as Executive Director following Steve Litt from approximately 2007 to 2012. During this time, the beginnings of a hired administrative structure took place, and the finances were reconciled.

In 2012 Will Bishop was elected Executive Director. The financial health of the organization continued to be established, and the organization moved to a new primary campus location in 2013. COAMFTE reaccreditation was established again in 2015, and officially granted in Spring of 2016. The current Executive Director is Emily Dorn.

1.3 Educational Outcomes

The Educational Outcome of DFI is a competent couples and family therapist who self-monitors their own clinical work with ethical standards providing quality relational therapy to clients using couples and family therapy competencies as outlined in the DFI Competencies Database.

Graduates must complete the core curriculum of the Denver Family Institute and meet the minimal clinical hour requirements as outlined (500 hours with a minimum of 250 relational hours and up to 125 individual direct client contact hours and 125 professional hours as defined in the DFI Procedure Handbook and congruent with the Colorado MFT Board of regulations for hours required for the LMFT). In addition, a minimum of 10 live case presentations are required, eight of which must be with a DFI Faculty supervisor observing, and two may be observed by a student mentor.

Having met these foundational input-based standards in which students to gain intensive education, support, and observation of their work, students must demonstrate competency as outlined below from the DFI Couples and Family Therapy Competency Rubric (see DFI Competency Database).

Competency based requirements for graduation at the time of this writing are a minimum of level 3 on all DFI competencies, with an average of a 4. Students demonstrate these competencies throughout the program and in a capstone phase of the Clinical Integrity Course, including a capstone final project of a live presentation or transcribed video session presentation (Capstone Syllabus for Details).

DFI Faculty with input from DFI Students and Alumni using couples and family therapy principles developed the core competencies needed for CFT work. Those competencies have been placed in to rubrics with descriptions of the competency from “absent” to “advanced”. These rubrics are the focus of coursework and supervision for all students. A narrative is also added briefly describing the evidence for the change in competence level within the database.

Respect for diversity, working across diverse populations, and understanding contextual issues is embedded in a significant number of the competencies.

The program also obtains feedback from clients in the clinic and integrates this feedback in to the continuous improvement and evolution of the DFI Competencies.

1.3.1 Key Elements to Educational Outcomes:

Students will gain key couples and therapy knowledge and skills as outlined in the DFI Competencies and recorded in the DFI Competency Database.

A significant portion of the DFI Educational Outcomes as expressed in the DFI Competencies include respect for Cultural Diversity, working with diverse populations, and working with and across differences, including a strength-based view that finds value in client experience, heritage, and diversity.

The DFI educational outcomes are reviewed on an ongoing basis informally through feedback on course evaluations, supervision evaluations, and student feedback about internal validity, clarity, and usefulness of the identified competencies, and more formally through an annual survey, updates based on new research and theory developments, and a review by the faculty.

1.4 Composition of the DFI Board of Directors

Officers:
The officers of the BOD shall be a Chair, Vice Chair, Treasurer, and Secretary. These officers shall be elected from the current body of Directors, and resignation or removal from these seats shall constitute resignation from such office as well.

Election and Term of Office:
The elected officers of Chair, Vice Chair, Treasurer and Secretary, shall be elected by the BOD at the annual meeting of the BOD and shall serve a term consistent with their current BOD term limits, beginning January 1 until such officer's successors has been elected.

Vacancies:
A vacancy in any office due to death, resignation, removal, disqualification or other cause may be filled by the BOD for the unexpired portion of the term.

Chair:
The Chair of the Board shall be the chief governing officer of the Board. The Chair shall preside at all meetings of the Board and shall have such other authority and responsibilities as may be designated by the BOD in its policies. The primary job "product" of the Chair is the integrity of the BOD's process, and secondarily, occasional representation of the BOD to outside parties on behalf of DFI. The Chair is the only BOD Member authorized to speak for the BOD (beyond simply reporting BOD decisions), other than in rare and specifically authorized occasions. The Chair shall have all the privileges and responsibility customarily given to a presiding officer within Robert's Rules of Order, regarding BOD process, including setting BOD agenda in collaboration with BOD officers, BOD members and the ED. The Chair is the "leader" of BOD meetings and presides in a manner to assure healthy discussion and proper use of Robert's Rules when deliberating specific motions. The Chair's presiding officer privileges shall not be used to stifle legitimate concerns of BOD members, to limit the introduction of new business by the BOD, or to otherwise hinder the operation of the BOD in an open, inclusive manner with respect to diversity of opinions. The Chair may limit discussion only within the rubric of Robert's Rules of Order. The Chair has no authority independent of the BOD to supervise or direct the ED. The Chair shall assign coverage when he or she is unavailable to respond to DFI issues.

Vice-Chair:
In the absence, disability, or refusal to act by the Chair, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair.

Treasurer:
Shall assist the Board in monitoring the financial condition of the organization and will review with the ED and Vice Chair the monthly financial reports. Financial information will be brought to the attention of the BOD, including any significant changes or updates, during regularly scheduled BOD meetings. The Treasurer shall call to the attention of the BOD information that might suggest fraud or illegal behavior of a member of the staff, ED or other person to determine whether the matter warrants investigation by the BOD. The Treasurer shall, with the Chair and Vice Chair, and as part of the annual budgeting process, lead a review of the ED's salary at the end of each year based on the BOD's evaluation

of ED performance, the DFI budget and current market conditions related to director salaries as available, and make a recommendation to the BOD regarding that salary. The Treasurer's role will not substitute for the BOD's group responsibility for the fiscal integrity of the organization. Such duties of the Treasurer will neither lessen nor add to the ED's accountability to BOD policies on fiscal condition and budgeting. The Treasurer will recognize the lack of individual authority over the organization and the ED.

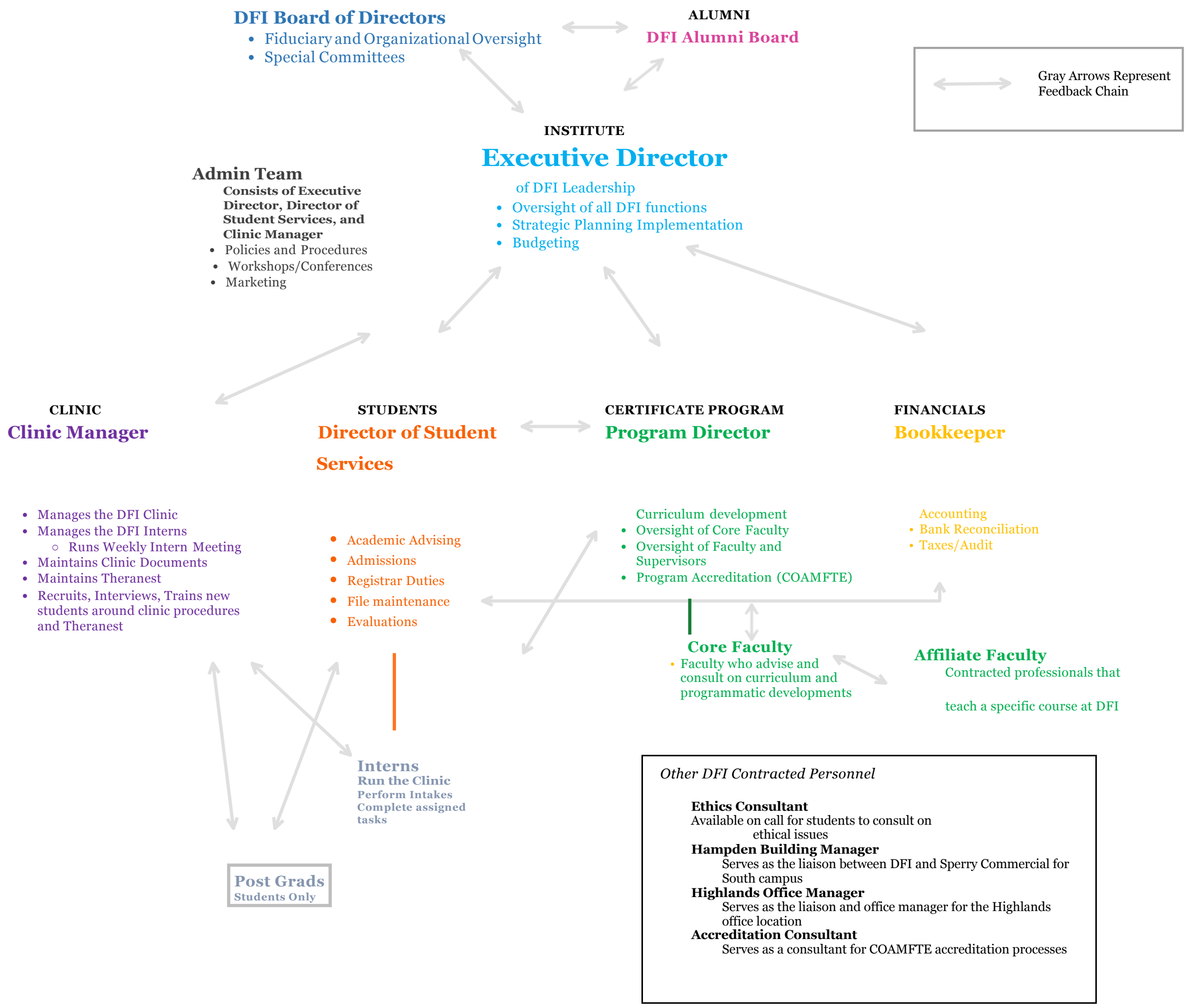
Secretary:
The Secretary shall keep, or cause to be kept, a record of all proceedings, minutes of meetings, current governing policies, certificates, contracts, and corporate acts of the BOD, which shall be open to inspection by the electors of the BOD, constituents of DFI, and other interested parties. The Secretary shall see that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Student Representatives:
At any such time, there shall be two student representatives with positions on the BOD, with the intention that this will consist of one first year student representative, and one second year student representative. The term for each respective member will be for a period of two years. The student representatives' general responsibilities and communications to the BOD will be to serve as a liaison between the student body and the BOD. This is further established and memorialized in the supplementary document titled, "Student Representative Job Description."

Faculty Representative:
The term for the faculty representative will be for a period of one year. The faculty representative's general responsibilities and communications to the BOD will be to serve as a liaison between the DFI faculty and the BOD. This is further established and memorialized in the supplementary document titled, "Faculty Representative Job Description."

All Directors:
All Board Members share responsibility for the governing process of the BOD and no officer's job description shall release other BOD members from exercising independent thought, voicing their views on matters before the BOD and aiding in holding the BOD accountable to itself for excellence, ethical work and quality Board product. All individuals seeking to become a member of the BOD will submit a formal application as part of the selection and onboarding process (see "Application for Appointment to the BOD"). Based upon the application and discussions with the potential candidate, it is then determined whether both parties would like to further pursue. If yes, the candidate will be invited to come to a regularly monthly BOD meeting during the fall of the applicable year. Subsequently, based on all factors, the BOD will hold a formal vote during the December meeting, utilizing an acceptable voting form, including, but not limited to, written or vocal form. To ensure validity, quorum must be met (as described previously). Approval shall require the affirmative vote of a majority of the votes cast.

DFI Organizational Chart



1.5 Student Representation and Feedback

Students are represented on the Board of Directors by two student member representatives, one from each cohort. Students are invited to give feedback about the program to the Board of Directors on a regular basis. Students also give feedback through course and supervisor evaluations, and surveys are used to capture feedback, suggestions, and concerns from students. Student proposals for continuous quality improvement are welcomed and acted upon.

Examples include, but are not limited to:

- ➢ Changes in intake paperwork (2008, 2010, 2012, 2015, 2017)
- ➢ Changes in the treatment plan for beginning students (2010)
- ➢ Redesign of the play therapy room to create additional office space (2010, 2012, 2016)
- ➢ Placing therapy office schedules on a Yahoo calendar at both clinic sites (2007)
- ➢ Feedback on faculty instructors impacting retention (2010)
- ➢ Improving the recording equipment for ease of use (2008)
- ➢ Improving the recording equipment at the north office (2009)
- ➢ Improved communication through creating a north office liaison (2009)
- ➢ Lowering tuition for full-time students (2008)
- ➢ Pursuing Title IV students so students can defer graduate school loans or obtain financial aid (initiated 2010)
- ➢ Changing Diversity course to Sexual Diversity in response to feedback that students do extensive study regarding cultural diversity in graduate programs (2009)
- ➢ Redesign of student orientation based on intern feedback (2009, 2017)
- ➢ Moving from dyadic individual supervision to one student in individual supervision (2007)

1.6 Faculty Representation and Responsibility

The DFI Program Director, and Core Faculty hold primary ownership for development, implementation, and ongoing refinement of the DFI Educational Outcomes (DFI Competencies). The DFI Program Director and Core Faculty members develop the core curriculum for the MFT certificate program, and instructors develop their syllabi and teaching activities with a great deal of autonomy and respect for their knowledge, experience, and skills. Core Faculty members produce, implement, and maintain the DFI Competencies, and have direct involvement in assuring that students obtain these competencies while in the program. The DFI Program Director and Core Faculty may, by majority vote, change the competencies currently in use as long as they remain grounded on couples and family therapy principles, and the mission of the DFI MFT certificate program. Faculty approve of any changes in procedures and policies that impact the curriculum and the educational outcomes of the program.

Section 2: Policy and Procedures

2.1 Safe Environment Policy

In congruence with the DFI mission and the core values of "excellence, integrity, and service," the Denver Family Institute Board of Director's established this **Safe Environment Policy**. The intent of the policy is to establish clear parameters, and offer any person at DFI a means to address any concerns that arise in this area. The Board of Directors of DFI desire that the learning and clinical environment at DFI be characterized by integrity and respect for differences. Faculty members, instructors, supervisors, and students may challenge each other as part of the learning process. However, such behaviors will not be acceptable if they involve sexual harassment, abuse, discrimination, or violations of the AAMFT Code of Ethics.

Challenges and Discomfort in the Learning Environment: In DFI's intensive clinical training, students may experience discomfort when dealing with:

- their own self-understanding
- processing difficult clinical case content
- addressing cultural and other differences
- receiving feedback
- being stretched to learn new skills
- resolving conflict with clients, students, or faculty
- Role-plays also may involve evocative material that can cause discomfort
- or other possible ways

We want students to be aware that emotional discomfort can at times, be a natural part of the MFT training program. However, creating or maintaining an unsafe environment involving harassment, intimidation, abuse, unethical behavior, or discrimination against any person or persons is **not acceptable** at DFI.

Safety and comfort therefore are seen as on the same continuum, but qualitatively different within the program. The establishment and maintenance of safety is a shared responsibility for all members of the DFI community. A healthy balance of comfort and discomfort is a necessary, and sought after tension at DFI, as students, faculty members, and even clients seek to learn and grow.

2.1.1 Sexual Harassment Policy

Board members, faculty, employees, and students *must avoid* sexual harassment of any board member, faculty, employee, or students at DFI. Examples of sexual harassment may include, but is not limited to, the following:

- Making unwelcome comments about a person's clothing, body, or personal life
- Addressing an individual with a nickname, or term of endearment not of that individual's choosing
- Telling sexual jokes, or making sexual innuendoes
- Subtle or direct pressure for sexual activities accompanied by implied or overt threats concerning one's job, promotion, performance evaluation, etc.
- Touching, panting, pinching or kissing and/or unwanted hugs, or other physical gestures
- Leering at a person's body
- Displaying sexually explicit or offensive pictures or materials

Sexual actions of mutually consenting adults at DFI outside of DFI facilities where a power differential does not exist relative to their roles at the institute will not be the under the purview of the Board of Directors, or Executive Director. However, sexual relationships between people on the same power level (students with students, instructors with supervisors, etc.) may distract from the work and mission of DFI. Therefore, are respectfully discouraged. Sexual activity or romantic relationships between people where a power differential does exist (faculty with students, etc.) are **not permitted.** Relations of this nature may result in the immediate termination of any form of employment of said faculty member, instructor, supervisors, employee, or executive director.

If any Board member believes that they have witnessed or been the recipient of sexual harassment from a fellow Board member, they should bring the matter to the attention of the Executive Director (or Co-Directors) of DFI. If the allegation involves the Executive Director, then the complaint may be forwarded to the President of the Board of Directors. The President of the Board of Directors will investigate the charges promptly, fairly and completely while protecting the rights of all parties and determine any sanctions or actions pursuant to by-laws, board policies, and operating procedures of DFI.

If any employee of DFI believes they have witnessed or been the recipient of sexual harassment by a DFI Board member, employee, faculty member, instructor, or supervisor they shall bring the matter to the attention of the Executive Director. The Executive Director will cause the allegations to be investigated promptly, fairly and completely while protecting the rights of all parties, and determine whether to pursue further action. If the employee allegation involves the Executive Director, then they shall bring the matter to the attention of the Board President.

Mutual respect, consideration and courtesy is expected of every member of the Board of Directors, faculty, instructors, supervisors, employee, and students. DFI will not tolerate any retaliation or intimidation directed towards a recipient of sexual harassment. In the same light, frivolous allegations by either a fellow Board member, faculty member, instructor, supervisor, employee, or student are not acceptable.

Actions available to the Executive Director (or the Board regarding the Executive Director) include, but are not limited to, termination of an employee, terminating contract work with a faculty member, instructor, or supervisor, and expulsion of student from the program. In a case involving a member of the Board of Directors, a recommendation of the impeachment of a member of the Board of Directors will be made to the Board President.

Informal complaints involving behaviors that, though they might not constitute sexual harassment, do cause discomfort or concern that the behaviors might escalate, may be forwarded to the Executive Director, and addressed in a more informal manner at a student's request.

** Policy adapted from AAMFT Board of Directors Sexual Harassment Policy, AAMFT Governance Policies, Revised, April, 2001.*

2.1.2 Abusive Behaviors, Discrimination, and Unethical Conduct Policy

The procedures outlined in the DFI Sexual Harassment Policy shall apply to instances where a person believes they have witnessed, or been the recipient of, abusive behavior, unethical conduct in violation of the AAMFT Code of Ethics, or discriminatory behavior based on a person's race, color, creed, gender, age or sexual orientation (in violation of DFI's Diversity Policy).
This policy is not meant to prohibit open dialogue regarding differences that often occur as part of a class, supervision, or other formal activity at DFI when such discussion takes place in a respectful manner.

Personal beliefs may not excuse behaviors, or exempt a person from this policy, if said person engages in a sexually harassing, abusive, unethical, or discriminatory behavior towards a student at Denver Family Institute.

Students shall retain the right to stop participating in any experiential activity in which they feel unsafe. Further, students are encouraged to address a situation if they feel the activity is unsafe for another student.

Abusive behaviors include displays of intense anger such as screaming at a person, threatening, intimidation, derogatory name-calling or belittling of another person.

Conflict is a normal, expected occurrence in any organization where individuals work to achieve a common goal. In situations where conflict arises between students, faculty, instructors, supervisors, employees, or board members, and no violations of the safe environment policy occur; persons are encouraged to address those conflicts directly with one another wherever possible. In the clinical training experience, students learn about their personal conflict style, and congruent with systemic practices, the use of triangulation when in conflict at DFI is discouraged.

2.1.3 Safety at DFI

The safety of our staff and students is critical. We take every effort to ensure that these concerns are steadfastly addressed. The following policies are intended as guidelines in these matters, and are not considered to be all inclusive:

1. Classes and clinic hours end at 9pm. No one is to see clients or teach classes past this time.
2. You are encouraged to avoid walking out of the building by yourself at night. If no other staff is there, please use every precaution available to you.
3. All windows and doors must be locked when the building is empty. Please sign in on the board so other clinicians know who is left in the building. **Check to see if you are the last one out.**
4. Please **do not assume someone else will lock the building.** If you are the last one out please check the clinic manual for last person out procedures.
5. We are all responsible for the safety of each other. Please take the safety of your fellow DFI community members seriously, and practice as much consideration as possible.
6. Keys, or combinations, are given only to board members, staff, and students, no exceptions.
7. Specific safety concerns are to be brought to the Executive Director. If unavailable, please do not hesitate to bring concerns to any available administration personnel.
8. All equipment must be returned to its original site and locked.
9. Please be courteous and pick up after yourself before you leave.

2.1.4 Classroom and Supervision Dress Code

Denver Family Institute expects employees to dress appropriately in attire of a casual nature. The Denver Family Institute supervision and classroom environment encourages student therapists to dress comfortably for work.

Within the casual professional attire, these rules always apply:

- All students should be reasonably clean and well-groomed. Grooming styles dictated by religion, gender identity, and ethnicity are **not** restricted.

- Clothes that are too revealing or inappropriate are not allowed.

- Do not wear anything that other employees might find offensive or that might make coworkers uncomfortable. This includes clothing with profane language statements or clothing that promotes causes that include, but are not limited to, politics, religion, sexuality, race, age, gender, and ethnicity.

Our goal is to provide a classroom and supervision environment that is comfortable and inclusive for both administration, faculty, and students. We expect that your casual attire will exhibit common sense and professionalism.

Courtesy towards administration, faculty, clients, and other students are the factors you need to use to assess whether you are dressing in attire that is appropriate.

Denver Family Institute administration will deal with students who wear attire that is inappropriate in the classroom or supervision setting on an individual basis rather than subjecting all students to a more stringent dress code for appropriate attire.

2.1.5 Non-Discrimination Policy

The Denver Family Institute does not discriminate in the admission of students, the provision of services, or in employment based on the basis of age, culture, ethnicity, gender, physical ability, nationality, race, religion, and sexual orientation.

In congruence with our Diversity Statement and Safe Environment Policy, DFI fosters understanding of and respect for differences in our training program, clinical services and employment practices. We actively recruit students, faculty and board members who will add to the diversity of our program and services provided.

2.1.6 Student Privacy Policy

Several laws provide for significant safeguards for the protection of the privacy rights of students with the respect to educational records and/or personally identifiable information. The applicable laws provide guidance regarding a student's right of privacy with respect to their educational records. Personally identifiable records, or reports of a student and any personal information contained therein are to be maintained in a confidential manner that is consistent with Denver Family Institute policy and procedure.

The Family Educational Rights and Privacy Act of 1974 (FERPA) places certain limitations on the disclosure of personally identifiable information maintained by Denver Family Institute with respect to students and limits access to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information that he or she believes to be inaccurate or misleading.

The Denver Family Institute has adopted a policy with respect to its educational records consistent with the requirements of FERPA and the regulations promulgated under the act. DFI authorized persons work with Student Records and share information only within DFI on a professional need to know basis.

The Denver Family Institute maintains a system of records that includes, but is not limited to:

- Application forms and documents

- Letters of recommendation
- Official transcripts of students' previous academic records
- DFI grades and instructor feedback
- Student Progress Logs
- CPH student malpractice insurance coverage
- Student academic work
- SPDC & SCC meeting minutes and materials

These records are available for review by current, and former students upon written request to the Denver Family Institute. Student completing the program who starting their course 2014 and after, will have electronic access to their student files through box.com.

Note: ***Denver Family Institute will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.***

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information:
(a) student's name
(b) address on file
(c) dates of attendance
(d) degree and awards received
Requests for such information must be submitted in writing to Denver Family Institute. Denver Family Institute reserves the right to refuse the above information if the reason for the request is not considered to be sufficient.

DFI releases transcripts to third parties only with the written consent of the student.

Any student or parent not wishing to have this information disclosed should notify the Denver Family Institute in writing before September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually been attending the Denver Family Institute. There is no prohibition from disclosing such information to the parents of students who are listed in the parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the Denver Family Institute if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

Students or parents may file a complaint with the DFI Board of Directors if the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party.

Past examples of changes made by DFI faculty include, but are not limited to, the following:

- The faculty approved a change in the clinical hour's requirement (2009)
- Focusing the first year of the program on Family Therapy Foundations and second year on Couples and Special Populations (2009)
- Developing the DFI Competencies (2006-10)
- Integrating competencies into supervision and coursework (2008-10)
- Redesign of faculty meeting (2006, 2007, 2010)
- Implementing quarterly supervision faculty meetings
- Showing each other our supervisory work (2007)

- Implementing an approved supervisor course, and refresher course and design by part of the faculty (2006)
- New competency-based educational requirements (2010)

The faculty also oversees consistency and accuracy of publications regarding the program and the clinic at Denver Family Institute.

DFI maintains policies related to student recruitment, retention, graduation, formal grievance procedures, diversity, and maintaining a safe learning environment. These are outlined in the DFI Procedure Handbook.

1.7 Curriculum

The curriculum is developed in accordance with clear statements of expected results derived from the educational outcomes of the program and the field of marriage and family therapy with clear congruence between the teaching/learning experience, and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

1.7.1 Key Elements of Curriculum

DFI's curriculum reflects the DFI Competencies as outlined in the DFI course syllabi. Each instructor shares with the students the competency domains being introduced in that course, and this is also indicated on the syllabus for the course. Students are expected to do readings, assignments, role plays, and/or apply concepts in their clinical work. Supervisors offer support of the student learning objectives for the courses through individual and group supervision. Students bring specific competency guidelines to supervision for feedback and to practice new skills.

The DFI Curriculum is based upon a comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and the cultural context in which they are embedded. In terms of family therapy theories, the curriculum focuses on Structural, Strategic/MRI, Bowenian, Solution-Focused, Feminist, and Narrative, along with specialized applications of these foundational theories in the form of Schnarch's approach to sex therapy, attachment theory, Emotionally Focused Therapy, Gottman's work with Couples, Eliana Gil's work with family play therapy, etc.

Our curriculum is focused on clinical theory and application, and we find and implement assessment tools to measure student outcomes including the DFI Competency Rubrics.

Curriculum and teaching/learning practices are formally evaluated after each course based on student feedback and instructor review. Supervisor evaluations prompt supervisors to review their own supervisory practices, and review one another's supervisory work in quarterly meetings. For example, several courses now require video demonstration of selected educational outcomes-competencies as a course assignment. Review of students work in the capstone project for graduation further prompts evaluation of teaching and learning practices.

The didactic and clinical teaching/learning practices are based on the DFI Competencies.
The learning environments support the achievement of expected and actual student learning outcomes through creating a "culture of feedback" in which students give each other feedback, faculty give students feedback, and students give faculty feedback are all focused on obtaining clinical competence.

1.8 Mission Statement

Denver Family Institute (DFI) is a private, nonprofit organization that exists to strengthen relationships in our community through quality marriage and family therapy (MFT) training and services. The provision and continuous improvement of these services is the core mission of DFI.

To achieve this mission, we provide marriage and family therapy training, consultation to community agencies, and relational therapy to families, couples, and individuals regardless of income. Our focus is on strength-based, systemic therapy, rooted in multicultural, social justice, and ethical principles and practices congruent with the values of our accrediting body and the Mission of the American Association of Marriage and Family Therapy (AAMFT).

1.9 Vision

Denver Family Institute is committed to remain a participant on the leading edge of relational, systemic therapy knowledge, training, and clinical services for the diverse families and couples of the Denver area.

1.10 Overarching Goals for all Trainees

1. To develop a conceptual framework based on "systemic hypotheses" that views each unique client system from a multitude of lenses (ex. going from the individual to the family and including larger community and contextual issues).
2. To develop a relational clinical approach that honors clients based on the integration of systemic work and each student's heritage, knowledge, strengths, values, and experiences.
3. To be an ethical, competent therapist who will grow, learn, enjoy, and thrive in their work and in turn inspire and mentor the next generation of MFT's.

1.11 Operating Values

We strive for inclusiveness and to honor diversity.
We continuously create a healthy learning community.
We seek ongoing improvement in our work.
We desire to contribute to the larger community.

1.12 DFI "Family Therapy Model" Treatment Philosophy

Our treatment philosophy arises from our vision, mission, and operating values.

The DFI Community strives to:

Honor and Value all clients who come to DFI for services. Clinicians actively look at and challenge their own biases that hinder welcoming all clients.

Safety first: When in doubt, we contract for safety with our clients, and take care to keep ourselves safe. We use the four steps to safety planning in all high risk situations (**gather info**, **estimate risk**, **co-create safety plan**, and **communicate the plan**). We do not collude with abusive behaviors.

Our work is relational at multiple levels. We form therapeutic relationships with our clients, recognize the central importance of attachment and emotions in family life, and support an individual's relationship to self.

Work from a systemic lens; we use multiple views at multiple levels to better understand our clients. We develop useful hypotheses.

Our work is strength-based. We observe and foster resilience in client systems. Congruently, we foster strengths and resilience in each other.

We establish **treatment goals based on client goals and aspirations**. Each clinician maintains a working contract with each family to focus their work.

Systemic Hypotheses: clinicians develop a working hypothesis using systemic models (structural, strategic, Bowenian, narrative, solution- focused, feminist, and others as needed) to guide their work.

Clinical work at DFI is strategic in nature. We take responsibility for fostering conditions that facilitate positive change. Clinicians actively assess, plan interventions, provide therapeutic direction, and make adjustments.

We recognize power differentials and differences that exist between clinician and clients, and between supervisors and supervisees. Clinicians actively strive to allow discussion of these in sessions.

We hold a profound reverence for Self-Determination for clients which include respect for the diverse ways in which humans live and relate.

Teaching and Supervision Protocol

Course Instructor Standards

Contractual Agreements/Expectations

1. The affiliate faculty member will teach a five-week 20-hour course during the scheduled time on the 2018-2019 academic calendar.

2. The affiliate faculty member agrees to the extra time commitment involved in teaching this course including, but not limited to: preparation for the course, grading assignments, answering student questions or concerns, communications with DFI administration and Core Faculty.

3. The affiliate faculty member agrees to take attendance for all five classes of the entire courses and report attendance on the final grade form. Additionally, the affiliate faculty member will inform the Director of Student Services immediately following each class of any student absences.

4. The affiliate faculty member agrees to be systemic, strength-based, and in support of DFI's Mission, Vision, and Values.

5. The affiliate faculty member agrees to and will adhere to DFI's diversity statement, and under no circumstance will behave in a discriminatory or disrespectful manner.

6. The affiliate faculty member agrees to meet with the Teaching Consultant after evaluations are complete each year. The affiliate faculty member agrees to meet with the Teaching Consultant and Program Director when needed to improve upon performance.

7. The affiliate faculty member agrees to complete all necessary tasks involved with box.com, Google Classroom, DFI email address (@denverfamilyinstitute.org domain), and agrees to having a base level aptitude with technology. The affiliate faculty agrees to stay updated with emails from Denver Family Institute throughout the academic year.

8. The affiliate faculty member agrees to have all invoices and grades turned in on or before the set deadlines. The affiliate faculty member agrees that he/she will not receive payment for services in which the invoice was not turned in by the deadline. The affiliate faculty member understands that this policy was created by the Board of Directors to ensure proper oversight and management of the annual budget.

9. The affiliate faculty member agrees to upload their syllabus in accordance to the Denver Family Institute template for the 2017-2018 academic year a minimum of **one month prior** to the start of their course according to the academic schedule.

10. The affiliate faculty member agrees to communicate directly with their class members after receiving contact information, and to maintain their Google classroom. Affiliate faculty member agrees to set up Google classroom and that materials should be uploaded at least **two weeks prior** to the start of their course according to the academic schedule.

11. The affiliate faculty member will be licensed as a LPC, LMFT, or LCSW with the Colorado Department of Regulatory Agencies.

12. The affiliate faculty member agrees to participate in ensuring that DFI stays accredited by COAMFTE. This includes contributing to the DFI self-study, and meeting with the COAMFTE re-accreditation site visitors if needed.

13. The affiliate faculty member agrees to read the DFI handbook stay informed of updates to the policies and procedures manual.

14. The affiliate faculty member agrees to attend DFI's faculty meetings every other month.
    a. The faculty member understands that missing one or more meetings in an academic year will result in a meeting with the program director to decide if their contract will be renewed for the following year.

15. The affiliate faculty member agrees to have updated contact information available to DFI employees and DFI students.

16. The affiliate faculty member agrees to take a shared responsibility of ensuring that DFI is meeting internal expectations along with the expectations of AAMFT, COAMFTE, local regulatory bodies, and all relevant ethical codes.

17. The affiliate faculty member agrees to take all of DFI's communities of interest into consideration when participating in the continual development specific course curriculum and syllabus for their designated course.

18. The affiliate faculty member will maintain liability insurance coverage of at least $1 million/$3million coverage, and will upload their proof of insurance to box.com.

19. The affiliate faculty member agrees to cultivate a culture of participation through attending, as able, outside events related to DFI.

Supervision Standards

Contractual Agreements/Expectations

1. The affiliate faculty supervisor will supervise assigned DFI student supervisees during the four quarters of the 2018-2019 academic year (Fall, Winter, Spring, Summer) according to the supervision schedule and type of DFI student supervisee (Individual or Group).

20. The affiliate faculty supervisor agrees to the extra time commitment involved in supervising these students, including, but not limited to: preparation for supervision, filling out and submitting the supervisor checklist, checking supervisee's Theranest files randomly, answering student questions or concerns, communications with DFI administration and Core Faculty.

21. The affiliate faculty supervisor agrees to complete and submit the DFI supervisor contract for each DFI student supervisee upon the start of each academic year. They will submit their sign supervisor contracts to the Clinic Manager within the first three weeks of working with their DFI student supervisee.

22. The affiliate faculty supervisor agrees to submit a completed "supervisor checklist" for each supervisee at the end of each quarter with their invoice for payment. The supervisor agrees to complete all items on the checklist.

23. The affiliate faculty supervisor agrees to notify the Clinic Manger, Director of Student Services, and Program Director of any unethical or illegal behavior of their supervisee.

24. The affiliate faculty supervisor agrees to be systemic, strength-based, and in support of DFI's Mission, Vision, and Values.

25. The affiliate faculty supervisor agrees to and will adhere to DFI's diversity statement, and under no circumstance will behave in a discriminatory or disrespectful manner.

26. The affiliate faculty supervisor agrees to meet with the Supervising Consultant after evaluations are complete each year. The affiliate faculty supervisor agrees to meet with a Core Faculty Supervision Consultant and Program Director when needed to improve upon performance.

27. The affiliate faculty supervisor agrees to complete all necessary tasks involved with box.com, Google Classroom, DFI email address (@denverfamilyinstitute.org domain), and agrees to having a base level aptitude with technology. The affiliate faculty agrees to stay updated with emails from Denver Family Institute throughout the academic year.

28. The affiliate faculty supervisor agrees to have all invoices and supervisor checklists turned in on or before the set deadlines. The affiliate faculty supervisor agrees that he/she will not receive payment for services in which the invoice was not turned in by the deadline. The affiliate faculty supervisor understands that this policy was created by the Board of Directors to ensure proper oversight and management of the annual budget.

29. The affiliate faculty supervisor will be licensed as a LPC, LMFT, or LCSW with the Colorado Department of Regulatory Agencies, and will have AAMFT approved supervisor status, or will be an approved supervisor candidate.

30. The affiliate faculty supervisor agrees to read the DFI handbook stay informed of updates to the policies and procedures manual.

31. The affiliate faculty supervisor agrees to attend DFI's quarterly faculty meetings.
    a. The faculty supervisor understands that missing one or more meetings in an academic year will result in a meeting with the program director to decide if their contract will be renewed for the following year.

32. The affiliate faculty supervisor agrees to have updated contact information available to DFI employees and DFI students.

33. The affiliate faculty supervisor agrees to take a shared responsibility of ensuring that DFI is meeting internal expectations along with the expectations of AAMFT, COAMFTE, local regulatory bodies, and all relevant ethical codes.

34. The affiliate faculty supervisor will maintain personal liability insurance coverage of at least $1 million/$3million coverage, and will upload their proof of insurance to box.com.

35. The affiliate faculty supervisor agrees to cultivate a culture of participation through attending, as able, outside events related to DFI.

Supervisor Guidelines

The individual supervisor is the student's primary supervisor and advisor. Students generally see their individual supervisor first with questions, especially regarding clinical issues. Monitoring of the student's caseload is the responsibility of the individual supervisor with the support of the group supervisors. Group and individual supervisors consult with each other on critical issues regarding shared cases to avoid confusion with students.

The individual supervisor monitors the student's professional growth in the training program. Supervisors must inform the administration immediately when a supervisee stops attending group or individual supervision for any reason. Financially, it is essential that group supervisors have at least four students in each group. Otherwise, the provision of supervision becomes cost prohibitive. As stewards of the program, supervisors are asked to give due diligence to this important issue.

<u>Initial Supervision Guidelines</u>: At the beginning of the supervision process, the individual supervisor will do the following:

Complete the **"Trainee Approval to See DFI Clients/General Supervision Contract"** Form with each supervisee. This form covers the following areas:

____Review the student's expectation toward obtaining AAMFT certification to be certain the student is aware of the requirements.

____Assure that the practice of each supervisee is to provide a mandatory disclosure form for client review and that they obtain the client's signature at the initial face-to-face client contact.

____Review the AAMFT Code of Ethics with each student.

____Complete a supervisor/supervisee working supervision contract in which the student outlines their goals for supervision and what they are requesting from their supervisor. The supervision contract goals focus on supervisory objectives for the next three to six months generally. DFI expects that those goals will evolve and change over time. This contract becomes the primary basis for evaluating supervisee progress on the supervisee evaluation form.

<u>DFI Individual Supervisor Check List</u>

To be completed each quarter and turned in to the Director of Student Services with your quarterly invoice

<u>Supervisor Name:</u>
<u>Supervisee Name:</u>
<u>Quarter and Year:</u>

☐I have gone over my supervisee's treatment plans for all their clients, and I followed up on their progress with their cases

☐I have checked in with my supervisee a minimum of one time per month basis that their progress notes are complete and up to date for all their active clients

☐I have also checked in with my supervisee that they are using the ledger feature on Theranest and that their ledgers are staying up to date and accurate

☐I have assisted my supervisee on the termination/transfer process when applicable

☐I have reviewed my supervisees progress log with them and discussed if they are accomplishing the number of sessions weekly in order to graduate on time

☐At least 50% of my time with my supervisee has been informed by "raw data" (live sessions or video)

☐My supervision sessions integrate the DFI competencies consistently

☐I am aware of my supervises personal growth goals and therapist development goals and am actively checking in on their subjective progress

☐ I ask my supervisee for feedback regularly, and continually provide constructive strength-based feedback for my supervisee

☐ I have scheduled and completed all supervision hours for their quarter with my supervisee

☐ I have performed a random audit of my supervisee's Theranest client files (can be done in supervision) and determined that they meet all legal and DFI standards.

For Practicum One Supervisees Only (Fall of First Year in Program)

☐ I have taught my supervisee how to properly write a treatment plan, treatment goals, progress notes, how to explain first session paperwork to a client, and run initial session with the client in accordance with DFI standards and policies.

☐ We have discussed emergency protocols and steps to take if a client is suicidal, arrives intoxicated, or if there is a situation that requires the supervisee to break confidentiality and file a report.

☐ We have discussed what appropriate communication with a client looks like in regards to text messaging, phone calls, and no-shows.

☐ We have discussed what termination of a client would look like and how to close the client case at DFI.

For Practicum Two, Four, and Six Supervisees Only (Winter first year, Summer first year, Winter second year)

☐ I have completed the supervisor evaluation for my supervisee, and gone over my assessment with my supervisee.

All Faculty, Instructors, and Supervisors Information

Collegial Behavior/Teamwork:

1) DFI Core faculty, Instructors, and Supervisors strive to provide a quality academic and clinical training environment. Each member participates actively in assuring continuous quality improvement in his or her classes and in the institute. We celebrate our successes as individuals and as a team.

2) Parallel to the systemic principles taught at DFI, DFI team members of any title attempt to resolve conflict directly with one another whenever possible except in cases of possible sexual harassment, discrimination, or abusive behavior. In those cases, please notify the faculty chair and then the executive director respectively. We also encourage students to address their conflicts or concerns directly.

3) Conflict is an expected outcome of passionate persons working together towards a common goal. With mutual respect, we use conflict as an opportunity for creativity and problem solving.

Visioning/Long-Term View:

1) As Core Faculty, Instructors, or Supervisors we focus our efforts on the long-term well-being of the MFT program, its students, its clients, and one other. We do this through integrity in our actions, generosity in sharing our knowledge and experience, and support of each other's growth. We avoid self-promotion of our businesses through DFI, and openly identify any conflicts of interests that arise in our association with the program.

2) At the macro-level, the Core Faculty along with Instructors and Supervisors when relevant, all focus their efforts on the goals and objectives of the DFI strategic plan as set by the Board of directors. All look for opportunities that will achieve the most impact for that strategic plan. All hold ourselves accountable as stewards of the program.

Core Faculty Requirements

Attendance:

- ➢ Attend all monthly faculty meetings, as able
- ➢ No more than 3 total absences permitted per year, unless prior consent is obtained for extreme circumstances
- ➢ Cultivate a culture of participation through attending, as able, outside events related to DFI

Participation in the DFI certificate program through:

- ➢ Teaching a minimum of one course per year

Governance of the DFI certificate program curriculum:

- ➢ All core faculty members will contribute to the development and maintenance of the DFI curriculum in accordance to COAMFTE standards
- ➢ Core faculty will be in charge of establishing and maintaining program outcomes (domains) that will be measured through the use of evaluations
- ➢ Core faculty will be in charge of establishing and maintaining student learning outcomes that will be measured through the use of evaluations
- ➢ Core faculty is in charge of gathering feedback and implementing relevant programmatic change and tracking progress to discern effectiveness
    - ➢ Defining communities of interest
    - ➢ Feedback
    - ➢ Proposals
    - ➢ Implementation
    - ➢ Tracking

Programmatic Requirements

DFI Clinical Hours Requirements

DFI's graduation protocols are based on gaining MFT competencies and demonstrating these competencies through a portfolio and review of work juried process. Students may determine that they need additional hours to achieve these competencies or demonstrate them sufficiently for graduation. The **minimal** clinical hours required are as follows:

- **200 Relational Direct Clinical Contact Hours** as described by the MFT Board of Examiners in the Board Rules for the MFT license by examination. These are **direct clinical contact hours** with couples and families. DFI defines marriage and family therapy as being therapy from a strength-based perspective that is primarily systemic and relational through the use of systemic hypotheses, a relational perspective, and interventions congruent with a MFT approach. In compliance with COAMFTE Accreditation Standards, Version 12.0, Denver Family Institute's MFT Certificate program requires a **minimum** of 200 relational hours for the certificate program *must* have more than one-person present and actively engaged in the therapy session for that hour to be considered relational.
    - **"Relational direct contact":** shall include clinical work occurring directly with the client system that occurs with a couple or family. This means that more than one member of the family system is involved in the session.

- **200 Clinical Direct Contact Hours** that may be with families, couples, individuals or in group therapy. Students will only be allowed to count 200 hours **maximum** of clinical direct contact hours toward DFI clinical hour requirements.
    - **"Direct contact"** or **"Face-to-face contact"**: shall include clinical work with families, couples, and individuals in which the clinician is working directly with the client system, subsystem, or individual and providing marriage and family therapy services.

- **100 Alternative Hours** are defined as clinical activity (e.g., couple or family groups, live cases where reflecting teams are directly involved in working with clients, etc.) that is directly related to the program's mission, outcomes, and goals. Some examples of alternative hours are:
    - Couple/Family groups
    - Teaching/conducting a psychoeducation workshop (ie. Parenting skills, couples communication, etc.)
    - Phone intake where assessment is involved
    - Reflecting teams (when there is direct contact – not just observation)
        - ** Observation is **not** included in alternative hours when direct contact with a client is absent
            - Observation is a part of Practicum 1-8 requirements and is also strongly encouraged and part of the DFI culture.

- **Total Hours Required**: 500 hours. All of these hours may be relational clinical contact hours. At least 200 of these hours must be relational. As many as 200 of the clinical contact hours may be with individuals or in group therapy that do not meet the definition of relational hours above. Up to 100 of the total 500 hours may be alternative hours as described above. Thus, any graduate must have at least 200 relational clinical contact hours and at least 400 total clinical contact hours.

- **Total DFI Clinic Hours requirement**: 250 direct clinical contact hours must occur within the DFI clinic (please read below for details).

No Double Dipping at DFI: For example, case observation or watching of tapes as a part of individual or group supervision also cannot be counted towards professional hours at DFI as the student is already receiving credit for supervision hours. There is one important exception outlined below:

The only **exception** is:

- The presentation of a live case in supervision may count for both direct clinical contact and supervision for the therapist presenting the case.

DFI Hours in Relationship to Licensure Hours:

Students in our program can use DFI program hours toward their licensure requirements. It is the student's responsibility to be educated and aware of the specific requirements needed for the licenses they intend to pursue, and track them accordingly.

<u>DFI Clinical Hours Location Requirements</u>

DFI Clinic Requirement*: 250 Direct Clinical Contact Hours must occur at DFI.
This is non-negotiable

Students need to take both relational and individual referrals while seeing clients at DFI clinic. A surprisingly large percentage of individual referrals can become relational cases. All reasonable efforts are then made by the clinician to involve family members or partners in the therapy process where ethical and clinically appropriate. This may sometimes be contraindicated due to safety, so always follow ethical and legal standards.

Non-DFI Clinical Hours: Hours conducting couples & family therapy outside of DFI may account for up to 250 of the remaining clinical contact hours as described above but must involve DFI supervision and the work performed must be approved by the individual supervisor.

<u>5.1.1 Class Time Program Requirements</u>

3 ***<u>Hours</u>*** a week each quarter are spent in class on a quarter system schedule. This class provides a time where interns and post-grads all come together to learn about family therapy, practice family therapy, and partake in great discussions.

- These hours count toward your total internship hours (professional hours) and constitute your first year of classes in the MFT certificate program.

<u>DFI Intern Hours Breakdown</u>

The DFI Internship is approximately a ***20 hour a week** commitment.
Estimated hours are as follows:

- ***<u>10 Hours (scheduled)</u>* are spent on site at the DFI Hampden office in the clinic doing either intake phone calls or administrative task assignments.** While you are in the clinic waiting for intake phone calls, you may work on your charting/treatment planning/scheduling for your clients if you do not have assigned administrative tasks. Please note: you cannot schedule direct client sessions during this time.

- ***1-3 Hours*** are spent in supervision (individual or group)
- ***3-6 Hours*** a week are spent on direct client contact
- ***1-2 Hours*** a week spent observing other student sessions

The DFI Internship is not recommended for students who work full time, if you would like to attend our program and still complete your internship with your graduate program, please consider applying as a “pre-grad”

Technology Competency and Requirements for the MFT Training Program

Students in the MFT program must be able to do the following things in order to insure successful completion of the program

- ✓ Microsoft/Apple, and Google Documents – especially word processing skills
- ✓ Utilize email effectively
- ✓ Upload attachments to an email
- ✓ Download attachment from an email or website
- ✓ Be familiar with cloud-based platforms
- ✓ Navigate the use of a printer, scanner, USB drive, and internet navigation
- ✓ Familiar with PDFs
- ✓ File management (software based)
- ✓ Downloading software
- ✓ Keyboard typing and navigation skills

Programs students are required to use that are specific to the MFT training program:

- **Theranest** – for calendar, client files, and ledger
- **Square Reader** – for the collection of client fees by credit card
- **Google Classroom** – for class assignments, readings, as well as the community forum for general DFI communications
- **Box.com** – to be able to view important documents related to the MFT training program.
- **Google Email (DFI domain)** – all students are required to use and maintain an @denverfamilyinstitute.org email account
- **Asana** – task management software (required for interns only)
- **Use of a Tablet –** for the collection of client fees by credit cards, you will need to be able to use a tablet and navigate apps
- **Google Sheets** – to update therapist availability
- **Google Voice** – required by interns for client assignment, recommended to students for client contact
- **Video Capturing Software** – for the recording of client sessions

DFI Training for technology use:
DFI will provide training videos, in person trainings, and consultation around the use of required technology. New students will participate in a clinic orientation that will help them utilize Theranest, Google Sheets, Square Reader/Tablets, and Video Capturing Software. Additionally, guides and training videos will be made available for additional required technology such as Google Classroom. Helpful tips will be posted around the office, and there is also a basic technology guide available.

Supervision Requirements within the Training Program

Intensive supervision that goes beyond the licensing regulations ratio is a core part of the DFI training program. Students are developing specific MFT skills, and the individual/group supervision combination and schedule is designed to support this learning process.

- Students must be involved in both individual and group supervision during the first 21months (7 quarters) in the program as a full-time student (prorated for longer time if attending part-time during the first 18 months).
- After 21 months, group supervision may be dropped if a student has met the 10live supervision presentation requirement for DFI and participated in 7 quarters of group supervision.
- For the first 125 clinical contact hours, the clinical contact to supervision hour ratio must be 5 to 1 or less.
- The ratio of direct clinical contact hours to supervision hours is to be no more than 15 clinical practice hours to each supervision hour thereafter.
- Joint students with 2 or less clients at DFI can have supervision 1x per month (minimum) Please see academic advisors if you are interested.
- Students may then graduate with more than 500 practice hours for two reasons:
  - They remained in the program beyond 500 hours to develop certainskills and competencies.
  - Students after the first 125 clinical contact hours increased their case loads and non-DFI supervised work.

Individual Supervision

50% or more of supervision minimum must be based on Raw Data; video, audio or live.

Individual Supervision of cases counted towards the 500 hours must be received from a DFI faculty member and AAMFT approved supervisor or supervisor-in-training. If you are seeing clients outside the DFI clinic, you must receive supervision with your DFI supervisor regarding those cases to count them towards graduation.

Individual supervision at DFI is **defined as supervision with one person**. Only therapists in the room with clients in live supervision may count that time as direct client contact (up to two therapists) or if only one student is observing a live session with a supervisor (see below for this exception under Supervision Credit for observing cases.

Group Supervision

50% of supervision minimum must be based on Raw Data; video, audio or live

By COAMFTE standards, group supervision shall not exceed six persons per group. Board of Examiners for Marriage and Family Therapy rules state that group supervision will not exceed six persons. During times of transition when one student is completing the program, for example, an additional student may be added to group supervision or if someone joins a group to observe a live case presentation (again not to exceed six students for supervision credit).

Supervision Credit for Live Case Observation:
Students observing someone else's clinical work may receive credit for group supervision provided that:
(1) at least one faculty supervisor is present with students
(2) there are no more than six students altogether
(3) the supervisory experiences involve an interactional process between the therapist(s), the observing students, and the supervisor.

Live Supervision and Session Recordings
Students need to present a live case each quarter that they attend DFI to have the optimal training experience, contribute to their group supervision process, and to graduate from DFI. Supervision sessions need to have a 50% raw data (live and tapes) ratio, meaning at least half of supervisory sessions involve a live case or viewing a portion of a taped session. Live supervision is a core element of the training program. The minimum number of live presentations to graduate is ten for students entering the program.

2019-2020 Supervision Breakdown

Fall 2019 Quarter*

First Year – individual	Aug 16 2019 to December 21 2019	16 on a weekly basis
Second Year Post Grad – individual	Sept 09 2019 to December 21 2019	8 on a bi-weekly basis

**Note*: Fall Quarter is the only time a second-year supervisee can switch their supervisors*

Winter 2019 Quarter

First Year – individual	Jan 6 2020 to Mar 29 2020	10 on a weekly basis
Second Year Post Grad – individual	Jan 6 2020 to Mar 29 2020	5 on a bi-weekly basis

Spring 2019 Quarter

First Year – individual	Mar 30 2020 to June 5 2020	10 on a weekly basis
Second Year Post Grad – individual	Mar 30 2020 to June 5 2020	5 on a bi-weekly basis

Summer 2019 Quarter

First Year – individual	June 6 2020 to Sept 14 2020	7 on a bi-weekly basis
Second Year Post Grad – individual	June 3 2020 to Sept 14 2020	7 on a bi-weekly basis

Group Supervision

Daytime Group	5 two-hour (10 hr total) group supervisions per quarter
Evening Group*	5 two-hour (10 hr total) group supervisions per quarter

Note: *Evening group supervisions are not guaranteed, and is purely based on the scheduling needs of our students*

Supervision *does not* roll over and ALL supervision sessions <u>must</u> be completed in the quarter in which they are billed

Grading Policy

1. Students will receive a grade of "Pass," "Fail," or "Incomplete" on all academic courses at the end of each quarter.

2. Faculty and Instructors are responsible for outlining specific criteria for grades. This criterion is discussed during the first class of each course and included in the course syllabus.

3. Extension Request: A written request to the course instructor is required to receive an extension. Requests for extensions following the assigned due date(s) will not be considered.

4. Incompletes: Students will have two (2) weeks after the course ends to make-up the work unless student initiated a pre-approved extension request. If the student does not finish the incomplete, the grade automatically becomes a "Fail," and no credit is given for the course. A student will be required to repeat the course the following year in order to finish the program.

5. Instructor Initiated Incomplete: An Incomplete grade may be recorded for the purpose of providing the student extra time to complete an assignment. In this scenario, the course instructor will assign a workable deadline for the work to be completed. If the student does not finish the work by the assigned deadline, the grade will automatically become a fail and no credit will be given for the course. Students may appeal the issue to the Program Director following consultation between the student, the faculty member, and the Director of Student Services.

6. Signed transcripts are maintained and available to students post completion of the program. To order a transcript, please fill out the online request form on denverfamilyinstitute.org and select the preferred fee and delivery method. Please follow instructions online to order an unofficial transcript.

Attendance, Late Assignments, Extensions, SPDC & SCC, and Course Failure

Attendance Policy

<u>Course Attendance Policy (per five weeks):</u>
One (1) class absence will result in the student contacting the instructor and making up the four-hour course material within the following time frame:

Class Number Missed	Make Up Work Due By:
First (1)	Class three (3)
Second (2)	Class four (4)
Third (3)	Class five (5)
Fourth (4)	Exactly One (1) week following the end of the course
Fifth (5)	Exactly Two (2) weeks following the end of the course

If more than two (2) class absences are recorded, the student will need to provide proof of reasonable explanation for the second absence (hospitalization, death, accident, etc). If the student is unable to provide proof explaining their absence, they will receive an automatic “fail” for the course, and will need to retake the course again the following year to complete the program.

Upon proof of absence, the student will receive an automatic incomplete for the course, and will be required to make up the eight-hour course material within exactly two (2) weeks following the end of the course, along with all other assignments from the class. Additionally, the student will need to pay for additional time required by the course instructor to review and grade the make-up material, the fee for this will be $170 for two hours of the course instructors time.

Annual Academic Year Policy for Classes:
If student is absent for two (2) classes (all courses combined) within an academic year, the Director of Student Services will notify them that any further absences during the academic year may result in the initiation of a SPDC Referral.

If student is absent for three (3) but no more than five (5) total classes (all courses combined) within an academic year, an automatic performance improvement plan will be initiated specific to the courses missed. Extra fees will apply equal to or greater than the cost of an additional course.

More than six (6) total class absences during an academic year may result in the student failing the program.

Group supervision absences:
A total of five (5) group supervisions ten (10) hours total must be attended in order for that quarter of group supervision to count toward the graduation requirements. If a student misses a group supervision for any reason, they must make arrangements to attend another group supervision within *the same quarter* to make up for the time. The student must notify their group supervisor of the date and group they attended. Should a student fail to make up the missed hours, that quarter of group supervision will not count toward the seven (7) quarters required to graduate the program.

Individual supervision absences:
Please note that all individual supervisions must take place within the quarter they were purchased. If you do not use your individual supervisions in the quarter they were paid for, you lose those sessions and they will not count toward your program hours. If you no call, no show your individual supervisor you forfeit that supervision hour.

Failure of a course
In the event that a student fails a course within their two-years in the academic program, they will need to make arrangements to retake the course the following year in order to complete the program. The student will not be able to complete their capstone until the Summer following the completion of the course, or they will need to pay the additional fees for a private capstone session (see current capstone syllabus for details on these fees). Additionally, if the student completes all 500 of their required program hours prior to completion of this class, they must still remain in quarterly individual supervision until

their capstone has been completed. Video selection for their capstone must still occur no more than six (6) months prior to the capstone, so it may be necessary for the student to continue seeing clients.

Should a student fail one or more of their practicum quarters, they will need to make up those quarters in the year following their completion of the two-year academic program. The same rules apply as above regarding capstone, hours, and supervision.

Student Professional Development Committee Referral
SPDC referrals will be initiated in the event that a student does not meet minimum requirements academically or clinically, or violates the professional expectations of DFI.

Plans will be created individually to address the remedial needs of the student, and will be created by the Program Director and the Director of Student Services. A faculty member will be assigned to track the students' progress and assess if the performance improvement plan has met appropriate standards, allowing the student to continue in the program. Consequences of failing the performance improvement plan will be outline in the individual contract provided to the student, as the consequences are dependent on the cause for the performance improvement plan.

Failure or Removal from the Program
Should a student not complete all program requirements within five years from their start date, they will automatically fail the program.

Failure from the program voids all completed program hours, and the student will not be able to reapply to the program.

A student will be referred to the Student Conduct Committee and may be counseled out of the program in the event of legal or ethical violations, harassment of any kind, negligence or failure to meet academic or clinical requirements. This decision would be made by the Student Conduct Committee. The student will not receive a refund of tuitions paid, and will not be allowed to reapply to the program.

Academic Credit Portability
Credits from Denver Family Institute are not portable among other institutions. In order to receive the MFT certificate from Denver Family Institute, all credits and program hours must be completed at Denver Family Institute (with the exception of the 125 allotted off site hours).

DFI Grading and Assignments Policy
Grading will be Pass/Fail for all DFI courses and for Practicum 1-8 and will be determined according to the rubric provided for each class. For Practicum 1-8, it will be determined by completion of all general and specific requirements for each quarter.

Assignment Deadlines and Late Work
Students must complete ALL coursework by the date assigned. Failure to turn in assignments by the due date, may result in an additional fee the initiation of a performance improvement plan, or a "fail" for the course. Out of respect for the instructor, other students, and integrity of the program, **NO late work will be accepted past the**

assigned due date.

Forms

DFI CLINICAL SUPERVISION CONTRACT

This is the clinical supervision contract between_________________________(DFI supervisor) and_________________________________(DFI student supervisee). The fees for clinical supervision will be paid to DFI (please see current tuition tables for accurate pricing).

DFI clinical supervisor contact information:
Phone number to call in case of an emergency:
Email address:

____
____
____
____
____

Supervisor Credentials and Scope of Competence

Supervision will occur: Weekly or Bi Weekly (circle one) for_____hours

Both DFI supervisor and DFI student supervisee agree to keep accurate records concerning the dates and times on which supervision occurs, and information concerning as to whether the supervision was considered individual or group.

Student Learning Outcome Expectations:

DFI student learning outcomes and benchmark framework will inform the DFI supervisory relationship and experience.

1. DFI student supervisees will self-assess their benchmarks for student learning outcomes on a quarterly basis (as part of Practicum 1-8 requirements)
2. DFI supervisors will evaluate their DFI student supervisees on the benchmarks on a quarterly basis (following the Practicum 1-8 evaluation schedule)

The DFI supervisor and DFI student supervisee also agree as follows:

1. DFI student supervisee will maintain a policy of professional liability insurance during the clinical supervision process, and will provide a copy of her Certificate of Insurance to supervisor. This policy is in addition to the “blanket” coverage policy of Denver Family Institute.

2. Supervisee agrees to comply with the Code of Ethics adopted by the American Association of Marriage and Family Therapists, and hereby acknowledges access to a copy of the AAMFT ethical code. In addition, the DFI student supervisee agrees to comply with the rules adopted by the Colorado Board of Marriage and Family Therapist Examiners, and acknowledges receipt of a copy of the current rules. These rules are posted on the Board’s website.

3. DFI student supervisee agrees to comply with the Prohibited Activities Statutes, C.R.S. 12-43-222, and the other mental health statutes posted on the DORA website for the Mental Health Boards. Specifically, the DFI student supervisee agrees to provide each counseling client of theirs with a DFI client disclosure statement in compliance with C.R.S. 12-43-214, and agrees to name ____________________ (DFI Supervisor), as their clinical supervisor in their disclosure statement. The DFI student supervisee also agrees not to engage in any dual relationship with a counseling client in violation of C.R.S. 12-43-222(1)(i andj).

4. DFI supervisor and DFI student supervisee agree in compliance with C.R.S. 12-43-218, HIPAA Standards and Ethical Provisions that clinical supervision is a confidential process. The limitations on confidentiality for this confidential process are recorded in the Denver Family Institute Mandatory Disclosure document.

5. DFI student supervisee agrees to obtain informed consent in writing from any counseling clients (DFI or external) whose treatment session is to be videotaped, recorded, or observed through 1-way glass.

6. In compliance with Colorado Statutes and Ethical Provisions, the duty of the DFI clinical supervisor will be to direct the therapy process and to assist the supervisee in complying with all legal and ethical standards.

7. The DFI student supervisee agrees to charge clients their assigned DFI client session fee, and to keep an ongoing and accurate ledger on Theranest.

8. As part of the supervision process, the DFI student supervisee agrees to provide treatment records and billing statements to the clinical supervisor for approval at least once per month. The DFI student supervisee agrees to maintain treatment records in compliance with the LMFT Board’s record-keeping rule, and DFI standards.

9. DFI clinical supervisor agrees to keep notes concerning case consultations, issues discussed in clinical supervision, and training provided in supervision.

10. Should it apply, MFT supervision with the DFI clinical supervisor will be considered secondary to the DFI student supervisee’s administrative and clinical supervision that takes place at a DFI student supervisee’s place of employment. The only exception being the DFI clinical supervisor approves oversite of cases that the

DFI student supervisee sees as part of DFI student supervisee's private practice (in which a separate form will be filled out and signed, and placed in the DFI supervisee's student file).

Dated: ____________ ____
Clinical Supervisor

Dated: ____________ ____
Supervisee

Additional Faculty and Supervisor Resources

2.8 Student Professional Development Committee Policies and Procedures

I. Purpose and Scope

The Student Professional Development Committee (SPDC) and DFI faculty share the role of student academic and professional performance evaluation. Faculty and supervisors evaluate student academic performance in the classroom and during clinical work. They monitor student interactions and behaviors with the faculty members, staff, supervisors, peers, and clients. As the initial step, faculty members and supervisors are strongly encouraged to discuss concerns about academic, professional, or interpersonal performance directly with students. Through these discussions faculty will assess how a student accepts supervision and feedback. If concerns remain, the faculty member and/or supervisor, staff, or tenant, may then refer the student to the SDPC if the problems are not resolved or are serious enough to raise ongoing concerns about professional competence.

Monitoring Academic Progress
Academic difficulties that come before the committee may be managed in various ways, including:

- Sending a letter of concern to the student.
- Notifying the student's supervisor of the expressed concern.
- Requesting a meeting with the student.

The committee may meet with the student if:

- The occurrence of a single event or a continuing pattern exists suggesting the possibility of academic, professional, or ethical unsuitability in the program and/or the need for remediation.
- Attendance is a continual issue.
- Failure to meet course requirements needed to demonstrate SLO competence.

Monitoring Professional Competence and Conduct
All students are expected to demonstrate professional behavior that conforms to the standard codes of conduct of their respective disciplines. It is the responsibility of all faculty, administration, staff, and supervisors to evaluate students for clinical and/or professional competence during their entire course of study at DFI. For example:

i. Interpersonal and professional competence; examples of which include the following:
   - Demonstrates respectful peer and faculty interactions
   - Demonstrates respect of the ideas and integrity of others
   - Demonstrates maturity in interactions with others
   - Demonstrates ability to interact respectfully with people of diverse backgrounds
   - Demonstrates ability to react with appropriate empathy and sensitivity
   - Sample behaviors that could result in referral to the committee are:
     a. Student demonstrates an inability to control anger using insulting or profane words
     b. uses intimidating tactics
     c. Demonstrates inability to tolerate cultural or lifestyle differences
     d. Demonstrates dishonest or unethical behavior

ii. Self-awareness, self-reflection, and self-evaluation; examples of which include:
   - Ability to formulate and express observations/impressions
   - Interpersonal interactions provide evidence that the student understands how one's behavior affects relationships with others
   - Sample behaviors that could result in referral to the committee are:
     a. Student demonstrates a lack of awareness or inability to manage own limitations and responsibilities; for example, does not allow enough time to study, turns assignments in late with some regularity, avoids responsibility for situations by blaming others

iii. Openness to process of supervision; examples of which include:
   - Uses professional language to communicate even when agitated, uses the appropriate

chain of command, etc.

- Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback
- Sample behaviors that could result in referral to the committee are:
    a. Student demonstrates overt hostile reaction to supervision, refuses or is unable to adjust behavior in response to clearly communicated feedback

iv. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner; examples of which include the following:

- Demonstrates ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness
- Is able to acknowledge own role in creating problems such as, contributions to or exacerbation of a situation
- Offers appropriate responses given a situation
- Demonstrates ability to act constructively to prevent and resolve issues and openness to solutions proposed by others
- Demonstrates tolerance for the shortcomings and mistakes of others
- Sample Behaviors that could result in referral to the committee are:
    a. Student consistently fails to give appropriate credit to others
    b. Demonstrates a pattern of overreactions to a small slight
    c. Demonstrates inability or refusal to accept academic injury or disagreement or to work collaboratively in a professional or academic environment

v. Demonstrates professional skills associated with the required SLO competencies.

vi. Supervision or internship changes due to problems or issues that interfere with professional development or functioning in a satisfactory manner

- Examples of issues that could results in referral to the committee are:
    a. Violation of internship contract
    b. Violation of DFI supervision contract

II. Procedures

Referral Procedure

Any member of the staff, faculty, supervisor or tenant of the DFI community who wishes to bring a student concern before the SPDC must submit a formal letter of referral (including the SPDC Referral Form) addressed to the Student Professional Development Committee. The letter should include specific descriptions of academic insufficiencies and subsequent remediation attempts by faculty/supervisor, and/or descriptions of behaviors that raise concerns about clinical competence and/or professional conduct. Once the referral form has been completed, please send an email to the SPDC email below informing the committee of your referral.

Referral Form Link: SPDC Referral Form
Referral Email: SPDC@denverfamilyinstitute.org

The committee will evaluate any written referral and respond in one of the following ways:

a. Request additional information
b. Reject the referral
c. Refer the student back to the student's supervisor, faculty member, and/or relevant administrative staff with instructions
d. Refer the complaint to the Student Conduct Committee (SCC) or
e. Accept the referral.

Once a referral is accepted, a meeting date is determined and the student in question is notified in writing of the meeting date and the concerns brought before the committee. The committee may request additional information from any source available to it.

Committee Procedures

The following procedures govern the actions of the SPDC:

- The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the complaint.
- In advance of the meeting date, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance of the meeting.
- The student may submit written information relevant to the situation to the Director of Student Services within 48 business hours prior to the meeting. All written documentation to be considered by the committee should be made available for review by the student in advance of the meeting.
- If a student does not attend a duly noted meeting, the SPDC may continue its action and render a decision.
- The student is permitted to have a support person for example, another student, faculty, staff member, friend or family present during the meeting. The support person must not act as an attorney or advocate. Students are expected to speak on their own behalf.
- The student is not permitted to bring legal counsel to committee meetings.
- Verbatim transcription or electronic recording of the meeting is not normally permitted, and never without consent of all parties in the room.
- The committee should assure itself that the student has had a fair opportunity to understand the concerns reported and that the student has had an opportunity to respond.
- After the meeting the committee members shall render a decision on what course of action, if any, is required. The outcomes may include, but are not limited to the following:
    - No action required
    - Letter of concern for student file
    - Individual consultation with faculty member and/or supervisor recommended by the committee
    - Tutorial assistance
    - Referral to supervisor or administration for remediation
    - Recommendation for referral to outside resources
    - Academic or behavioral remediation; note that any remediation should include specific desired outcomes and consequences and a process for monitoring
        - Specific examples of remediation plans include (but are not limited to):
            - Reparative letters
            - Clinical or academic continuing education trainings
            - Revision and resubmission of previous unsatisfactory assignments
            - Reparative meetings
            - Additional required supervision
            - Additional required academic support
    - Structured monitoring of progress with specific and structured remediation actions required
    - Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements.
    - Referral to the Student Conduct Committee (SCC) with recommendations for program dismissal
    - The committee should also consider whether any follow up action is required with clients, faculty, supervisors, peers, etc.
    - The committee shall inform the student and appropriate faculty/supervisors of its decision and any remediation requirements in writing within 30 business days of the date of the meeting. In all cases, the faculty should describe the problems before it and the recommended solutions in specific detail.

Requesting Additional Evaluation by Professionals

Referral for mandatory evaluation is the purview of the Student Conduct Committee (SCC). The SCC may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected). In such cases, the evaluation is to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone at DFI is threatened, the proper authorities will be contacted immediately, followed by the available administrative staff.

III. Committee Membership

The SPDC consists of at least three (3) voting members to be comprised of faculty and administration.
In the event that a member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused and another will be recruited by the Director of Student Services as a temporary replacement.

2.9 Student Conduct Committee Policies and Procedures

Student Conduct Committee

Any student suspected of violating the Denver Family Institute Ethical Code of Conduct may be referred to the Student Conduct Committee (SCC) which is responsible for investigating the allegations. In addition, students may be referred to the SCC by the programmatic Student Professional Development Committee (SPDC) for failure to comply with the remediation recommendations of the SPDC and failure to meet the academic and professional standards of the program. Students found in violation the DFI Ethical Code of Conduct by the SCC or failing to meet the academic and professional standards of Denver Family Institute as determined by their respective SPDC shall be subject to disciplinary action. Sanctions include but are not limited to the following:
a. Issue a warning to the student
b. Place the student on administrative leave of absence and establish conditions for re-entry.
c. Place the student on general probation
d. Remove the student from school premises.
The SCC is the only committee that has the authority to dismiss the student from Denver Family Institute. Referrals to the SCC can be made by any member of the DFI community, including students, faculty, administration, tenants, and/or the SPDC.

Student Conduct Committee Policies and Procedures

I. Purpose and Scope

The SCC is responsible for investigating suspected violations of DFI's policies and procedures. Additionally, the SCC accepts referrals from a SPDC, where a determination has been made that a student has not complied with the remediation actions set forth by that committee and whereby that committee is making a recommendation that program dismissal be considered. The SCC is the only institutional committee with the authority to dismiss a student.

II. Procedures

a. Grievance Procedures

Any member of the DFI community including faculty, staff, students, supervisors, or tenants, may file a grievance against any student for misconduct or for otherwise being in violation of DFI policies. The grievance must be prepared in writing and directed to the Executive Director through the SCC email account: SCC@denverfamilyinstitute.org.
In the Executive Director's absence, the grievance should be directed to the acting Chair of the DFI Board of Directors. Grievances should be submitted within 30 business days after the alleged violation occurred. Students may also be referred to the SCC for disciplinary action by the SPDC when previous remediation and disciplinary actions imposed by the SPDC have been unsuccessful or if they have failed to meet the academic and professional standards of the program. The SPDC shall prepare a referral in writing to the Director of Student Services or designee. As co-chair of the SCC, the Director of Student Services or designee shall review and investigate the grievance to determine if the allegations have merit, to identify specific violations of DFI's policies and procedures, and to coordinate the Student Conduct Committee proceedings.

b. Committee Procedures

The following procedures govern the actions of the SCC:

- The student should be notified in writing of the charges and pending action of the SCC.
- The Director of Student Services (or designee) will schedule a committee hearing within 7 to 21 business days of notifying the student of the charges and pending action by the SCC.
- The student should receive written notification of the time and date of the hearing as well as specific allegations against them including any supporting documentation that will be reviewed by the SCC prior to the hearing.
- In the event that the student does not attend the proceedings, the SCC should commence deliberation and render a decision.
- The student is permitted to have a support person, for example, another student, faculty, staff member, friend or family presenting during the hearing. The support person must not act as an attorney or advocate. Students are expected to speak on their own behalf.
- The student is not permitted to bring legal counsel to committee meetings.
- Witnesses with knowledge of circumstances related to the alleged infraction are permitted to present information during the hearing and pertinent records, exhibits and written statements may be accepted as evidence for consideration by the SCC.
- Any procedural questions raised during the process should be addressed by the committee.
- After the hearing, the SCC shall render a decision regarding the merits of the allegations. If the SCC determines that a violation has occurred, the SCC will determine what sanctions are appropriate, including, but not limited to: a) issue a warning to the student, b) place the student on general probation with a remediation plan, c) place the student on administrative leave of absence and establish conditions for reentry, or d) dismiss the student from Denver Family Institute.
- Within 30 business days of the hearing, the student should be informed in writing of the disciplinary action, as well as the conditions that must be met in order to be remove the disciplinary action, if appropriate. Information regarding the student's right to appeal should be included.
- Copies of the referral letter, evidence of notification, minutes, and the letter sent to the student describing the disciplinary action are retained in the SCC records and a copy of the disciplinary letter is placed in the student file. The referral source, faculty, and administration will be informed of the outcome on a need to know only basis in accordance with the Family Educational and Privacy Rights Act (FERPA).

c. *Mandatory Evaluations*

The SCC may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected) in order to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the proper authorities will be contacted immediately, followed by available administrative staff.

d. Administrative Leave of Absence

In addition to other reasons for administrative leave, the organization may place a student on an administrative leave of absence prior to a conduct hearing when, in the judgment of DFI, the student's presence may pose a threat of harm to himself, to others, or to property of DFI.

e. *Violations of Law*

Disciplinary procedures may be instituted against a student charged with violation of a law that is also a violation of DFI's policies and procedures. Proceedings under this policy may be carried out prior to, concurrent with, or following civil or criminal proceedings off campus. Denver Family Institute will cooperate fully with law enforcement and other agencies in the enforcement of criminal laws on DFI property.

f. *Appeal Process*

Students wishing to appeal a disciplinary decision may do so by submitting their appeal to the Executive Director. No further appeals will be heard.

- Any sanctions issued as a result of the SCC proceedings will remain in place until the designated appeals committee or campus official assigned by the Executive Director renders a decision otherwise. This designated appeals committee or campus official will be comprised of staff and faculty members not involved in making the initial disciplinary decision. The student must obey the terms of the decision pending the outcome of the appeal.

II. Committee Membership

The SCC consists of at least three (3) up to five (5) voting members, a core faculty member and Executive Director, faculty, and a student representative. The referring SPDC will be notified of the hearing and informed that a representative may be asked to provide information to the SCC. The administration and Program Director accept nominations from the Core Faculty and selects the members. A student member may be selected by the core faculty members of the committee.

Members shall serve for staggered two-year terms, with half of the seats expiring in even-numbered years and half of the seats expiring in odd-numbered years. The Executive Director may assign certain seats temporarily to one-year terms to meet this requirement.

In the event that a member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused and another will be recruited by the Executive Director as a temporary replacement. In carrying out its responsibilities, the committee operates within the published policies of Denver Family Institute's governing standards for academic progress, academic and administrative sanctions, and professional competence.

General Probation

The administration and/or faculty may request that the Student Professional Development Committee (SPDC) or Student Conduct Committee (SCC) review any student whose professional performance indicates deficiencies in performing the work required of students within their respective programs. The SPDC may refer students to the SCC with a recommendation of general probation. The SCC may place the student on general probation and require remediation steps as deemed appropriate. The student must agree to all reasonable conditions in order to remain enrolled.

Criteria for Removal from General Probation

The body that placed the student on general probation (SPDC or SCC) determines the conditions under which students placed on general probation shall be removed. The conditions must be clearly stated in writing and sent to the student.

Schedule for Removal from General Probation

The body that placed the student on general probation (SPDC or SCC) will determine the schedule under which the student placed on general probation shall be removed, as well as make the determination as to the satisfaction of the requirements of the terms of the probation.

Other Reasons for Dismissal

Students may be dismissed from Denver Family Institute if the organization determines that a student cannot satisfactorily meet the academic, professional, or ethical expectations, the expectations detailed in the student responsibility policy, or other expectations of the program. Dismissal normally occurs when the Student Conduct Committee or Executive Director makes a decision for dismissal and communicates that decision to the student. It is the responsibility of all students to be familiar with the DFI policies and procedures outlined in the DFI Handbook.

2.10 Student Learning Outcome Review Protocol

1.) The Program Director and Core Faculty discuss the desired outcomes of the students in the MFT certificate program
2.) The Program Director and Core Faculty discuss a means of evaluation that would be beneficial in class and in supervision; further, the evaluation process should be helpful to the student.
3.) The Program Director and Core Faculty discuss perceived strengths and weaknesses of various evaluation methods.
4.) The Program Director and Core Faculty creates Student Learning Outcomes based on input from communities of interest. This informs potential SLOs or edits to SLOs and evaluation procedures.
5.) The Program Director and Core Faculty vote on proposals once every year, and adapt SLOs and related evaluation method for an entire school year.
6.) Students, instructors, and faculty use SLOs and related evaluations throughout the school year.
7.) The Program Director, Core Faculty, administration, and academic advisor collect feedback from communities of interest on SLO evaluation processes, and the SLOs themselves.
8.) Feedback on SLOs and related evaluations processes in talked about in Core Faculty meeting, and themes are summarized.
9.) The Program Director requests that the Core Faculty create proposals to improve SLOs for the next year.
10.) The Core Faculty assist with advising on the validity of the evaluation tool. 11.)The Program Director and Core Faculty vote on a method to improve SLOs
12.)Feedback about improvements is requested from communities of interest.

2.11 Protocol for Program Change

1. An area of desired change is identified through the various evaluation and feedback processes.
2. The Program Director and Core Faculty create a method for program improvement
3. The Program Director and Core Faculty vote to implement the revised method, or to reject the method, and repeat steps 1-2.
4. The Program Director and Core Faculty ensure that the new method is consistent with DFI's mission and in-line with the expectations of our communities of interests (mainly our accreditors and regulators).
5. The approved method is implemented by the Program Director and Core Faculty collaboratively with the students, the board, the administration, instructors, and supervisors.
6. The Program Director and Core Faculty ask for feedback from communities of interest on the program change.
7. All communities of interest offer feedback and the Core Faculty discuss if there is a need to change the outcomes or the evaluations.
8. Program Director is ultimately responsible for directing this entire process, and implementing collaborative program change.
9. The Program Director and Core Faculty are responsible for recording and following up on the progress of the process.
10. Any program change is included in the following year's handbook, and updated immediately the DFI website in the interim. This task is completed by administration personnel under the supervision of the Program Director.

11. A statement of the minutes around all the above processes is recorded and kept in a record, and managed by The Program Director and Core Faculty.
12. Any implemented program change influences the way feedback is collected for the following year.

2.12 Educational Outcomes Review Process and Policy

Policy – Educational Outcomes will be reviewed throughout the year, and DFI will solicit feedback from our communities of interest to improve the program on an annual basis.
Educational Outcomes can be changed only between June and July by the Program Director and Core Faculty, in order to ensure consistency throughout a given school year.
Review Process – Changing educational outcomes follows the 'protocol for program change' above. Information from communities of interest is gathered using the relevant review policies found above.
Communities of interest – It is the Program Director's responsibility to ensure that DFI Educational Outcomes are congruent with both the AAMFT educational guidelines and the professional marriage and family therapy principles along with all other communities of interest.