



MMFT Program Handbook

Master of Marriage and Family Therapy Program

Faculty of Education

FALL 2020

<https://www.uwinnipeg.ca/marriage-family-therapy/index.html>

September 2020

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1 INTRODUCTION

1.1 WELCOME

Welcome to the Master of Marriage and Family Therapy Program at the University of Winnipeg!

You are now part of a community of instructors, supervisors, and students who are passionate about, and committed to making a difference in people's lives. The MMFT program is one of the few programs in the country that offers a master's degree to prepare students for careers as marriage and family therapists. The program is known for its academic and clinical rigor, training students to work within a systemic/relational framework.

This MMFT Program Handbook is designed to assist you as you begin the journey to becoming a therapist, and progress through the program. We look forward to you taking part in shaping this community, and we are pleased to be part of your incredible journey.

Special thanks to Carl Heaman-Warne (MMFT Practicum Coordinator) for his help in drafting the original handbook.

Please note that some sections of the Handbook have been revised for the 2020 Fall edition (labeled **REVISED**). Similarly, new sections are labeled **NEW**.



Narumi Taniguchi, Ph.D., RMFT
Program Director

1.2 HISTORY

The University of Winnipeg's MMFT Program had its first graduating class in 1992, but the roots of the Program go back to the 1970s. Its history overlaps with that of Aurora Family Therapy Centre. The MMFT Program and Aurora are a partnership of separate legal entities that collaborate to teach, train and provide exceptional systems-based therapy.

The predecessor of Aurora/MMFT, the Interfaith Pastoral Institute (IPI), opened in 1972. Representatives of several faith communities with a shared interest in theological education founded the Institute in the Faculty of Theology at the University of Winnipeg. The group was led by Dr. Gordon Toombs, a counsellor and professor with a background in pastoral training, family counselling and human sexuality education. Since the founders believed that a member of the clergy was often the first person couples or family in distress turned to, the founders wanted the Institute to address the lack of family therapy training in seminaries and colleges preparing people for ministry.

The Institute initially offered an eight-month course that included theory and supervised practice. It became clear that more instruction and practice were needed. Two six-credit-hour courses – one in theory and one offering supervised practice – were developed.

In 1976-77, the Canadian Association for Pastoral Education granted the training program accreditation. The Institute developed an intern-in-training program for students who wanted to develop more specialization in family therapy. Over the next decade, the composition of interested students began to shift from theological to secular – fewer trainees were in ordained ministry; more were social workers, school counsellors and other helping professionals.

The Institute received ongoing funding from United Way in 1982. As the training program grew, the supervised clinical practice increased. With this growth, there was a need to move from satellite sites throughout the city to a centralized service.

In 1987, the Institute moved into a suite of offices at the University of Winnipeg's Sparling Hall that had spaces suitable for supervised therapy sessions, including two-way mirrors and video equipment. A number of theory courses were added to create two certificates – one in Marriage and Family Theory and another in Marriage and Family Therapy.

Only four years later, in 1991, the program began offering a Master of Marriage and Family Therapy (MMFT) degree. In 1993, the Interfaith Pastoral Institute changed its name to the Interfaith Marriage and Family Institute (IMFI).

The program continued to grow and develop through the 1990s and 2000s, first under the direction of Richard Dearing and subsequently Marilyn Boyd. After Richard Dearing's retirement in 2003, IMFI moved out of the Faculty of Theology and began to float in the

Faculty of Graduate Studies. In 2005, the Interfaith Marriage and Family Institute changed its name to the Aurora Family Therapy Centre, and the move from a pastoral training program to a secular family therapy centre was complete.

By 2010-11, the MMFT Program Director and Aurora Executive Director roles were divided into two positions, acknowledging the growth, autonomy and interconnectedness of the academic program and the family therapy centre. Dr. Mary Warmbrod became the MMFT Program Director.

In 2015, Dr. Narumi Taniguchi began her tenure as MMFT Program Director. The MMFT Program became part of the Faculty of Education, where it is well supported within the University. In 2016, the MMFT Program and Aurora moved to newly-renovated offices at the Rice Centre.

1.3 ACCREDITATION REVISED

The MMFT Program was accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) from January 1995 to April 2013. The Program earned COAMFTE accreditation again on November 1, 2017. The initial accreditation period is for 6 years, contingent on the Program continuing to meet the COMAFTE standards.

The MMFT Program also received accreditation with the new Canadian Association for Marriage and Family Therapy (CAMFT) on January 1, 2019 for the initial period of 5 years.

1.4 MMFT PROGRAM STRUCTURE

The MMFT Program is housed within the Faculty of Education and the Faculty of Graduate Studies. Aurora Family Therapy Centre is a separate unit within the University and a primary practicum site for the MMFT Program.

2 MISSION AND PROGRAM GOALS

2.1 UNIVERSITY MISSION AND GUIDING PRINCIPLE

2.1.1 Mission

The University of Winnipeg is committed to excellence in post-secondary education through undergraduate and selected graduate programs, rooted in the liberal arts and culminating in degrees such as those in Arts, Science, Education, and Theology. In pursuit of our mission, we

are guided by the knowledge that our primary responsibility is to our students, to whom we strive to offer a community which appreciates, fosters, and promotes values of human dignity, equality, non-discrimination and appreciation of diversity. We view both accessibility and excellence as important goals, and will endeavour to make the University as accessible as we can while maintaining high standards of quality in our academic programs. In the practice of scholarly enquiry through both teaching and research, we provide students with breadth and depth of knowledge, the skills to communicate effectively and to make informed decisions, an understanding of the ethical problems facing our society, and an appreciation of the full range of human, aesthetic, and environmental values. The University of Winnipeg values academic freedom, self-governance and community service.

2.1.2 Guiding Principles

The following abilities are central to a sound undergraduate liberal arts and science education: the ability to express oneself clearly and to read and listen critically; the ability to think logically and analyze quantitatively and qualitatively; the ability to relate the methods of the natural and social sciences to our natural and social environment; the ability to make informed and discriminating ethical and other value judgements; and the ability to interpret persons, things, events and circumstances from multiple philosophical, historical, cultural, and scholarly perspectives. An undergraduate liberal arts and science education enhances professional programs and provides a basis for life-long learning.

In keeping with the traditions of our founding colleges, The University of Winnipeg is concerned with developing our students' intellectual capacities, and their sense of self-worth and of responsibility to the community. We seek to increase their awareness of important moral issues, to develop and foster their concern for the welfare of others, and to enrich their understanding of the interdependence of all aspects of life in the modern world. This may be achieved through the application of multi-disciplinary approaches to the study of important issues wherever possible.

The unique character of The University of Winnipeg derives from the fact that we are a medium-sized university with a primary focus on undergraduate liberal education. This enables us to offer considerable breadth and depth in our programs while maintaining reasonable class sizes and enhanced interaction among students and between students, faculty and staff. It is an important part of our mission to preserve and, wherever possible, to enhance this character through carefully planned academic development and attention to the needs of our students, both full and part-time. The University will continue to seek improvements in its physical facilities and amenities, including ways in which the University can have a positive impact on the broader environment. These actions will require increased attention to matters of funding, through continued advocacy before the provincial government and the public on the University's financial needs, and through efforts to raise funds from the private sector in support of programs, facilities and scholarships.

In the true spirit of the nature of universities, The University of Winnipeg has an important role in the creation of new knowledge and the exploration of new ideas. Through support of the research and other scholarly activities of faculty members, including participation in graduate studies both within the institution and in collaboration with other universities, the University ensures that teaching and learning keep pace with the ever-changing state of knowledge. Further, we are committed to providing our undergraduates with opportunities to participate in, and contribute to, these activities at a relatively early stage in their academic development.

Through the United Centre for Theological Studies, The University of Winnipeg will work in partnership with other colleges and universities and with various denominations and religious traditions to provide certificate and graduate programs in Theology and Counselling.

Our commitment to excellence is extended to include secondary education through The Collegiate, and to life-long learning through Professional, Applied and Continuing Education (PACE).

As essential components of the University tradition, the values placed on equality and diversity, academic freedom, self governance and community service, provide the environment whereby a community of scholars, students, and faculty may have the freedom to examine ideas responsibly, and to participate in the academic operations of the institution through processes which reflect a balance between democracy, efficiency, innovation, and accountability. Our mission and role in society requires that we foster an exemplary employment environment and adopt policies and measures which foster an atmosphere free from racism, sexism, and all other forms of stereotyping, harassment, and discrimination. The University of Winnipeg values the contributions of all staff members to our academic enterprise, and will endeavour to provide a healthy work environment, improved career opportunities, and job satisfaction.

The University of Winnipeg strives to pay particular attention to ways in which institutional resources – human, cultural, athletic, and recreational – can improve the quality of life in the broader community. This includes cooperation with business, industry, government, and community groups, and actions which ensure that the public is well-informed about the University and has ample opportunities to communicate with it.

The University of Winnipeg recognizes that our most valuable community resource is our alumni. We are committed to maintaining our ties with our graduates through open communication, through increased involvement of our alumni in the activities of the University and the Alumni Association, and by providing opportunities for further education.

2.2 PROGRAM MISSION

The Mission of the Marriage and Family Therapy program at the University of Winnipeg is to prepare ethical, effective and competent Marriage and Family Therapists who work within a systemic/relational framework. This includes training students to be able to recognize the influence of their self-of-the-therapist in the therapeutic relationship, appropriately manage and integrate their “self” in their clinical work, and demonstrate an understanding of and an appreciation for diversity in clinical settings as they serve the community.

2.3 PROGRAM GOALS

The Master of Marriage and Family Therapy program at the University of Winnipeg will:

1. Graduate ethical, effective and competent MFTs who are able to work in the field, using their knowledge to integrate research and theory into practice.
2. Develop students' ability to recognize the influence of their self-of-the-therapist in the therapeutic relationship and appropriately manage and integrate their self in their clinical work through MFT courses and clinical training.
3. Produce MFTs who demonstrate an understanding of and appreciation for diversity in clinical settings.

2.4 STUDENT LEARNING OUTCOMES (SLOs)

Students of the Master of Marriage and Family Therapy program at the University of Winnipeg will:

(Program Goal 1: Graduate ethical, effective and competent MFTs who are able to work in the field, using their knowledge to integrate research and theory into practice.)

- 1a. Demonstrate understanding of Marriage & Family Therapy
- 1b. Demonstrate proficiency in the practice of Marriage & Family Therapy in clinical settings.
- 1c. Demonstrate ability to utilize relevant MFT research and practices.
- 1d. Obtain employment in the field upon graduation.
- 1e. Demonstrate knowledge of and adherence to the current AAMFT Code of Ethics.
- 1f. Demonstrate MFT professional identity.

(Program Goal 2: Develop students' ability to recognize the influence of their self-of-the-therapist in the therapeutic relationship and appropriately manage and integrate their self in their clinical work through MFT courses and clinical training.)

- 2a. Demonstrate an integration of self-awareness and an ability to use their understanding of the self-of-the-therapist through MFT courses and clinical training.

- 2b. Demonstrate ability to regulate, understand and work with own issues of reactivity through MFT courses and clinical training.

(Program Goal 3: Produce MFTs who demonstrate an understanding of and appreciation for diversity in clinical settings.)

- 3a. Demonstrate competence in cross-cultural understanding in MFT courses and clinical training.
- 3b. Demonstrate understanding of one's own privilege and vulnerability/oppression in a systemic/relational context through MFT courses and clinical training.
- 3c. Show ability to work from a social justice framework.

2.5 DIVERSITY STATEMENT

We believe that the social and cultural context affects all participants in therapy and training necessitating exploration and knowledge of power and discrimination. This requires faculty, staff and therapist-trainees to continually examine our values and beliefs which can perpetuate injustice. Instructors and supervisors give ongoing attention to both the personal and professional development of our students. A high value is placed on exploring how our perceptions and reactivity impact our learning environment and our service provision.

We embrace humans in their diversity. We recognize the many different circumstances of humans, including age, race, gender, sexual orientation, physical and mental abilities, education, economic status, and history of discrimination and marginalization; and varieties in cultures, ethnicities, legal and political systems, and religious and spiritual values. We welcome the wide diversity of human beliefs and values which underlie our lives.

We foster diversity both through a broad base of academic discovery and through encouraging meaningful conversations, participation and accommodation in the educational and therapeutic environments. We welcome faculty, students and clients who are reflective of our larger community. We expose ourselves to the widest possible variety of human experience. We spotlight and support understanding of larger social justice issues which affect all human relationships and interaction.

2.6 PROGRAM OUTCOME REVIEW SCHEDULE

The following charts outline the Program outcome review schedules:

SLOs	Benchmarks	Assessment Tools	Data Collection Schedule	Review Schedule
<p>1a. Demonstrate understanding of Marriage & Family Therapy (CC 1.1.1, 1.1.2, 1.2.1, 3.1.1, 4.2.2, 4.5.3, CE-ACV 2, 4, 6, CE 1.9, 3.1)</p>	<p>In a given academic year, at least 85% of students who took 7551 (Graduate Seminar) achieve a B+ or higher on the Personal Applied Theory Paper assignment.</p> <p>In a given academic year, at least 85% of practicum students achieve a rating of “expected” or “above expected” on the “SLO 1a” item of the Practicum Evaluation Form (PEF).</p>	<p>Score on PAT paper in 7551 (Graduate Seminar)</p> <p>Final PEF – 1a</p>	<p>End of 7551</p> <p>End of each practicum</p>	<p>Winter Program Meeting</p>
<p>1b. Demonstrate proficiency in the practice of Marriage & Family Therapy in clinical settings (CC 1.1.1, 1.1.2, 1.2.1, 2.3.3, 2.3.8, 3.1.1, 3.3.4, 3.3.7, 4.2.2, 4.3.2, 4.5.3, 5.1.2, CE-ACV 4, CE 3.10)</p>	<p>In a given academic year, at least 85% of practicum students achieve a rating of “expected” or “above expected” on the PEF “SLO 1b” item.</p>	<p>Final PEF – 1b</p>	<p>End of each practicum</p>	<p>Winter Program Meeting</p>
<p>1c. Demonstrate ability to utilize relevant MFT research and practices (CC 1.1.1, 1.1.2, 1.2.1, 3.1.1, 3.3.4, 4.2.2, 4.5.3, 6.3.2, CE-ACV 6)</p>	<p>In a given academic year, at least 85% of practicum students achieve a rating of “expected or “above expected” on the PEF “SLO 1c” item.</p>	<p>Final PEF – 1c</p>	<p>End of each Practicum</p>	<p>Winter Program Meeting</p>

1d. Obtain employment in the field upon graduation (CE-ACV 2)	75% or higher employment rate for graduating MFTs within 1 year post graduation	Grad survey	Yearly – 1 year post graduation (November)	Fall Program Meeting
1e. Demonstrate knowledge of and adherence to the current AAMFT Code of Ethics (CC 5.1.2, CE-ACV 5, CE all)	In a given academic year, at least 85% of practicum students achieve a rating of “expected or “above expected” on the PEF “SLO 1e” item.	Final PEF – 1e	End of each Practicum	Winter Program Meeting
1f. Demonstrate MFT professional identity (CC 3.3.7, CE-ACV 2, 6, CE 3.1, 3.10)	At least 80% of the graduates who graduated a year ago refer to themselves as Marriage & Family Therapists as identified on our annual MFT Program Survey 85% of practicum students achieve a rating of “expected or “above expected” on the PEF “SLO 1f” item.	Grad survey Final PEF – 1f	Yearly – 1 year post graduation (November) End of each practicum	Fall Program Meeting
2a. Demonstrate an integration of self-awareness and an ability to use their understanding of the self-of-the-therapist through MFT courses and clinical training (CC 2.5.1, 3.4.5, 5.4.2, CE 3.3., 3.10)	In a given academic year, at least 85% of students who took 7554 (Self in the Family Lab) achieve satisfactory for the “Self-Awareness” items on the Self in the Family Lab Evaluation Form. In a given academic year, at least 85% of practicum students achieve a rating of “expected” or “above expected” on the PEF “SLO 2a” item.	Self in the Family Lab Evaluation Form Final PEF – 2a	End of 7554 End of each practicum	Winter Program Meeting

<p>2b. Demonstrate ability to regulate, understand and work with own issues of reactivity through MFT courses and clinical training (CC 2.5.1, 3.4.5, 5.4.2, CE 3.3)</p>	<p>In a given academic year, at least 85% of students who took 7554 (Self in the Family Lab) achieve satisfactory for the “Differentiation and Reactivity” items on the Self in the Family Lab Evaluation Form.</p> <p>In a given academic year, at least 85% of practicum students in each practicum receive a rating of “expected” or “above expected” on the PEF “SLO 2b” item.</p>	<p>Self in the Family Lab Evaluation Form</p> <p>Final PEF – 2b</p>	<p>End of 7554</p> <p>End of each practicum</p>	<p>Winter Program Meeting</p>
<p>3a. Demonstrate competence in cross-cultural understanding in MFT courses and clinical training (CC 1.2.1, 4.3.2, EG 201.7, CE-ACV 1,4, CE 1.1)</p>	<p>In a given academic year, at least 85% of practicum students receive a rating of “expected” or “above expected” on the PDF “SLO 3a” item.</p> <p>In a given academic year, at least 85% of students who took 7560 (Issues of Diversity in Family Therapy) achieve satisfactory rating for the “Cross-Cultural Understanding” item on their final paper.</p>	<p>Final PEF – 3a</p> <p>7560 Final Paper</p>	<p>End of each practicum</p> <p>End of 7560</p>	<p>Winter Program Meeting</p>

3b. Demonstrate understanding of one’s own privilege and vulnerability / oppression in a systemic/relational context through MFT courses and clinical training (CC 1.2.1, 2.3.8, 4.3.2, CE-ACV 4, CE 1.7)	In a given academic year, at least 85% of practicum students receive a rating of “expected” or “above expected” on the PEF “SLO 3b” item.	Final PEF – 3b	End of each practicum	Winter Program Meeting
	In a given academic year, at least 85% of students who took 7560 (Issues of Diversity in Family Therapy) achieve satisfactory rating for the “Understanding of Privilege and Vulnerability” item on their final paper.	7560 Final Paper	End of 7560	
3c. Show ability to work from a social justice framework (CC 4.3.2, CE-ACV 4)	In a given academic year, at least 85% of Students in each practicum receive a rating of “expected” or “above expected” on the PEF “SLO 3c” item.	Final PEF – 3c	End of each practicum	Winter Program Meeting
	In a given academic year, at least 85% of students who took 7560 (Issues of Diversity in Family Therapy) achieve satisfactory for the “Working from Social Justice Perspective” item on their final paper.	7560 Final Paper	End of 7560	

Program Component Reviews	Data Source	Data Collection	Review Occurs
Review of Program Mission, Goals, SLOs	1) SLO Benchmarks 2) Program Survey	1) Winter Program Mtgs 2) A-year in October	A-year* Spring Program Mtg
Student Achievement Review	1) Graduation Rate	1) Fall	Spring Program Mtg

Graduate Achievement Review	1) Grad Survey	1) May	Fall Program Mtg
Review of Curriculum & teaching/learning practices	1) SLO Benchmarks 2) Summary of Grades 3) Program Survey 4) Supervisor evaluations	1) Winter Program Mtgs 2) End of each term 3) A-year in October 4) End of each practicum	B-year Fall Program Mtg
Review of Faculty Sufficiency	1) Feedback from faculty / instructors / student rep 2) Program Survey	1) Direct feedback 2) A-year in October	B-year Spring Program Mtg
Review of Program Director's Effectiveness	1) Program Survey	1) A-year in October	B-year Spring Program Mtg
Review of Practicum Sites, & Supervisor Sufficiency	1) Practicum Site & Supervisor Evaluations 2) Program Survey	1) End of each practicum 2) A-year in October	A-year Spring Program Mtg
Review of Application Process to Program & Practicum	1) Application Survey	1) May	Fall Program Mtg
Review of Student Support Services	1) Program Survey	1) A-year October	A-year Program Fall Mtg
Review of Diversity Plan	1) Program Survey 2) Review of Program Applicants	1) A-year in October 2) Annually in Spring	B-year Winter Program Mtg
Review of Feedback from Communities of Interest (including climate)	1) Program Survey	1) A-year in October	A-year Winter Program Mtg
Review of Technology	1) Program Survey	1) A-year in October	A-year Fall Meeting

*A-year: 2019-20, 2021-22, 2023-24... B-year: 2020-21, 2022-23, 2024-25...

3 PROGRAM REQUIREMENTS

3.1 ADMISSION REVISED

Applicants must have a completed four-year bachelor's degree with an overall GPA of 3.0 from a recognized post-secondary institution.

International applicants whose first spoken language is not English must submit an official TOEFL or IELTS score. Applicants must have a minimum TOEFL iBT score of 100, with a score of at least 22 on the writing and speaking component, or a PBT score of 600. Alternately, a minimum IELTS score of 7.5 is required. On a trial basis for the 2021 fall intake, we accept a minimum score of 125 on Duolingo English Test. English language tests older than two years from the date of application will not be considered.

We expect that students will enter the Program with maturity, significant life experience and some related work experience. Applicants who have no opportunity in their workplace for acquiring such experience are encouraged to seek volunteer opportunities that offer counsellor training and related work experience under supervision.

Applicants must submit the following documents and the application fee by February 1 for enrolment in September: 1) official transcripts from all previous academic work, 2) a resume, 3) an essay, and 4) three references. The application form includes more information and can be downloaded from the Program website.

Applications are reviewed in the following areas: previous academic performance, relevant employment and volunteer experiences, references, and autobiography. Selected applicants are invited for an interview.

Successful applicants will need to submit and be cleared on a formal Criminal Records Search Certificate (must include a Vulnerable Sector Search), and a formal Child Abuse Registry check before admission can be finalized.

3.2 ACADEMIC AND CLINICAL REQUIREMENTS

The MMFT Program of study consists of 63 credit hours (59 required and 4 elective credits) across Foundational Curriculum Areas (i.e., Theoretical Foundations, Clinical Practice, Human Development and Family Studies, Professional Identity and Ethics, and Research) and Foundational Practice Component (i.e., Supervised Clinical Training). Supervised Marriage and Family Therapy courses make up 24 of the 63 credit hours in the Program. Students are required to provide 500 hours of therapy under supervision in order to graduate with a Master's degree. A minimum of 200 hours of clinical supervision is required, though students

typically receive 300-400 hours of supervision. Many students complete these hours at Aurora Family Therapy Centre, located on the University of Winnipeg campus. Part-time students typically apply for practicum and start seeing clients in their third year, while full-time students do so in their second year. Other clinical requirements are outlined in the *MMFT Practicum Handbook*. During the last year of practicum, students are required to take Graduate Seminar (GMFT 7551). This course brings together students' learning across the degree and provides a capstone experience in the final paper. Students research and articulate their own integrated theory of therapy with examples from their client work.

To assist students in meeting curriculum requirements, the Master's Degree Graduation Checklist (Appendix A) and 2020-26 Course Offerings (Appendix B) are provided.

Practicum sites (including Aurora) require all students to submit and be cleared on a formal Criminal Records Search Certificate (must include a Vulnerable Sector Search), and a formal Child Abuse Registry check before starting practicum.

3.3 COURSE DESCRIPTIONS REVISED

Course descriptions are also found in the Graduate Studies Calendar (<http://www.uwinnipeg.ca/academics/graduate-calendar/docs/grad-mft.pdf>). Where this handbook and calendar disagree, the calendar takes precedence.

GMFT-7551(2 credit hours) Graduate Seminar in Marriage and Family Therapy Theory

This seminar is designed to correlate theory, research and clinical practice. Students select research topics stimulated by their clinical practice. Research will include an examination of relevant literature, reflection on best practices relative to the student's clinical interest, and the presentation of findings for peer examination and reflection. The course provides opportunities for peer assisted research, inclusive of assisting the student with defining the area of interest, helping the student conduct the research and examining the results of the research. The major objective of this research is to examine the implications of the theory for the best clinical practice. **RESTRICTIONS:** This course is limited to 4th Practicum students (GMFT-7584 or 7594).

GMFT-7552(4) Survey of Family Therapy Theories

This course introduces the student to the systemic concepts that form the background for family therapy as a discipline and the family therapy theorists who have shaped the development of family therapy. Specific attention is given to the philosophical views that inform the various theories studied. (This course should be among the first a student takes as it is a prerequisite for several of the other core courses).

GMFT-7553(3) Couple Therapy

This course examines the dimensions and dynamics of couple relationships and therapies for couple problems. The research on the emotional, sexual, power, gender, cultural and spiritual aspects of the couple relationship is explored. Therapies available for addressing problems that a couple faces are studied with particular attention to systemic interventions and sex therapy.

GMFT-7554(3) Self in the Family Laboratory

The self of the therapist is the subject of this laboratory. Resources, blind spots, and expectations of the self are examined. Isomorphic concepts and intergenerational theories are explored and applied. Experiential learning processes (inclusive of family of origin work and role plays) are extensively used. No letter grade is given, only pass or fail. This is a 12 week, 48 hour laboratory. Full participation and attendance are mandatory. **RESTRICTIONS:** Due to the intense, personal nature of the work involved, students may only register by permission of the instructors. A 'Screened Course Application' is required. **PREREQUISITE:** GMFT-7552 Survey of Family Therapy Theories

GMFT-7555(3) Children and Adolescents in Family Therapy

This course addresses family therapy with children, adolescents and parents. It attends to issues of parenting, child and adolescent development, special issues of childhood and adolescence, models of therapy, interventions and the self of the therapist. **PREREQUISITE:** GMFT-7552 Survey of Family Therapy Theories

GMFT-7556(1) Human Sexuality and Sex Therapy

This course offers a brief overview of sexual issues to assist marital therapists working with couples. The course includes a history of sexuality, the major sexual dysfunctions, and ways of helping therapists feel comfortable in addressing sexual issues with their clients.

PREREQUISITE: GMFT-7553 Couple Therapy

GMFT-7559(1) Post-Divorce Families

Divorce is a relatively common occurrence with generally unpredictable consequences. Attention is paid to the controversy around these consequences particularly for children, to high conflict post-divorce families, and to the special challenges faced by stepfamilies. No letter grade is given; only pass or fail.

GMFT-7560(3) Issues of Diversity in Family Therapy

Individual and relational systems, including therapeutic systems, do not exist in a vacuum. They are embedded in a larger context and strongly shaped by culture, gender, race, society,

(dis)ability, and many other factors. This course explores the person of the therapist as an ethnic, gendered and diverse being, and examines ways in which contextual factors influence the process of therapy. Special attention is given to feminist thought in family therapy and to developing sensitivity in working therapeutically with people belonging to diverse and marginalized groups. **PREREQUISITE:** GMFT-7552 Survey of Family Therapy Theories

GMFT-7563(3) Group Theory and Therapy

Group therapy theory is presented. Special attention is given to the examination of group processes, leadership functions, and member interactions. The use of group theory and therapy in the treatment of couples and families is explored. Experiential learning is extensively used.

GMFT-7564(1) Selected Assessment Topics

This selection of courses presents concepts and skills useful to the practicing therapist in making clinical assessments and for consulting with allied clinical service providers. Specific assessment topics are presented, each in a 1 credit hour course format. No letter grade is given; only pass or fail. The topics are:

1) Assessing Addiction in the Family This course provides students with tools for assessing various types of addictions. Students learn how to recognize signs and symptoms of addictive processes in family members as well as in family systems. Students are exposed to treatment resources in the community and to various literature resources.

2) Multiple Social Systems Interventions This course presents concepts and methods appropriate for understanding multi-system treatment programs and working with clients where the systems are not coordinated.

3) Legal Issues and the Family Therapist This course presents the major ways in which legal systems impact upon clinical involvement with clients. This course introduces the student to the mandate, processes, and consequences of selected legal systems and the significance of these for the practice of family therapy.

4) Standardized Assessment Procedures and Instruments This course introduces the student to selected psychometric instruments commonly used by allied professions in the social service sector and to standardized family therapy assessment instruments. The student is also introduced to the concepts and methods associated with writing standardized reports.

5) Post-Traumatic Stress Assessment This course introduces the student to the impact of acute and chronic trauma on individuals, couples, families and social systems. Specific attention will be given to etiology, assessment and treatment from a biophysical systemic perspective.

6) Working with Families and Serious Mental Illness (SMI) This course reviews the history of family treatment in SMI treatment, the impact of SMI on the family, the needs of these families and finally new developments and best practices in this area. Registrants normally complete one practicum (or the equivalent) before registering for this course.

GMFT-7565(1) Spirituality and Family Therapy

The goals of this course include training in opening a dialogue with individuals and families about spiritual issues, discerning when a referral may be appropriate, expanding an awareness of wisdom traditions through comparative religious material, and identifying from current practice many of the spiritual issues that arise in the clinical setting. No letter grade is given; only pass or fail.

GMFT-7566(1) Psychopathology & Therapeutics

The purpose of this course is to introduce the student to the psycho-social, pharmacological and clinical concepts related to the current diagnostic classification system for psychopathology. The relevance of the classification system to the practice of marriage and family therapy underlays the topical content and theoretical focus of this course.

PREREQUISITE: GMFT-7581 or 7591 Supervised Marriage and Family Therapy (can be taken concurrently)

GMFT-7569(3) Health, Aging and Work of Adulthood

This course examines the health and productive aspects of adulthood along with their impact on personal and relational dynamics. Means of coping with illness, handicaps, physical changes with age, and types of workplaces and work histories are identified. The influences of gender, families and culture on the health, aging and work opportunities of individuals are identified. Consideration will be given to the roles of physical well-being and productive activities for personal identity and a sense of meaning. Limited attention will be given to implications for therapeutic interventions.

GMFT-7571(2) Abuse in the Family – Theory

This first part of the Abuse course offers an understanding of how trauma impacts on our clients at the level of their bodies, their cognitions, and their relationships within the life cycle. It also attends to how different ideas and theoretical perspectives about healing shape clients' and therapists' ability to learn how to cope in healthy ways. Included is attention to how culture, gender, spirituality and other beliefs shape our approaches to healing. **PREREQUISITE:** GMFT-7552 Survey of Family Therapy Theories

GMFT-7572(3) Marriage and Family Therapy as a Profession

This course gives attention to the interface between the practice of marriage and family therapy and other professions, family law, professional ethics, and managing the professional affairs of a practicing therapist.

GMFT-7573(3) Family Reconstruction

With a better understanding of their family of origin through reexperiencing key events and learnings in their family history, participants gain new perspectives on past experience in order to change patterns that are no longer useful. This transformation creates room to discover and accept one's own personhood and the personhood of significant others. No letter grade is given; only pass or fail.

GMFT-7574(3) Family Therapy Research Methods

This course gives attention to concepts and methods used in marriage and family therapy research. The object of this course is to assist students with becoming informed and critical consumers of research in the marital and family therapy field.

GMFT-7575(3) Family Therapy Plans and Interventions

This course teaches the development of systems-based treatment plans for family therapy clients. Special attention is given to interventions and techniques that are appropriate to such treatment plans. **PREREQUISITE:** GMFT-7552(4) Survey of Family Therapy Theories

GMFT-7576(2) Death in the Family

The course aims to provide the participants with insight into the dynamics of grief in response to change, loss and death. Students have the opportunity to develop the skills needed to work with individuals, families and groups. Participants are invited to process their own personal and professional experience with grief and loss.

GMFT-7577(1) Treating Relational Trauma

The focus is on practical application of the therapist's understanding of trauma to actual cases and working on the self of the therapist. **RESTRICTIONS:** Students cannot receive credit in this if they already have standing in GMFT 7571 Abuse in the Family: Practice. **PREREQUISITES:** GMFT-7571 Abuse in the Family - Theory and in or completion of GMFT-7581 or 7591 Supervised Marriage and Family Therapy

GMFT-7581(6) Supervised Marriage and Family Therapy

The content of this course is the supervision of marriage and family therapy. Student will learn to use supervision for professional development and to learn basic skills of therapy (e.g. joining with clients, contracting for services, creating interventions, and planning terminations).

Supervision will be provided through a one-way window as well as through recordings and transcriptions of clinical sessions. Cases are assigned at an approved practicum site. Students conduct 100 hours of therapy. **RESTRICTIONS:** This is a screened course and a 'Screened Course Application' must be submitted.

GMFT-7582(6) Supervised Marriage and Family Therapy

The content of this course is the supervision of marriage and family therapy. The objects of the course will be to enable the student to more efficiently use the skills that were introduced in the first level of training and to add such other skills and concepts as are appropriate.

Supervision will be provided through a one-way window as well as through recordings and transcriptions of clinical sessions. Cases are assigned at an approved practicum site. Students conduct 120 hours of therapy. **PREREQUISITES:** The student has successfully completed GMFT-7581 or 7591. **RESTRICTIONS:** A 'Screened Course Application' must be submitted.

GMFT-7583(6) Supervised Marriage and Family Therapy

The content of this course is the supervision of marriage and family therapy. The object of the course will be to enable the student to expand his/her range of interventions and therapy concepts while maintaining the skills learned in sections GMFT-7581 or 7591 AND GMFT-7582 or 7592 of the supervised program. Supervision will be provided through a one-way window as well as through recordings and transcriptions of clinical sessions. Cases are assigned at an approved practicum site. Students conduct 135 hours of therapy. **PREREQUISITES:** The student has successfully completed courses GMFT-7581 or 7591 AND GMFT-7582 or 7592.

RESTRICTIONS: A 'Screened Course Application' must be submitted.

GMFT-7584(6) Supervised Marriage and Family Therapy

The content of this course is the supervision of marriage and family therapy. The object of the course will be to assist the student with solidifying his/her grasp of the skills taught in the earlier sections of the supervised program while moving toward more autonomy when providing clinical services. Supervision will be provided through a one-way window as well as through recordings and case notes of clinical sessions. Cases are assigned at an approved practicum site. Students conduct 145 hours of therapy. **PREREQUISITES:** The student has successfully completed courses GMFT-7581 or 7591, GMFT-7582 or 7592, AND GMFT-7583 or 7593. **RESTRICTIONS:** A 'Screened Course Application' must be submitted.

GMFT-7591(6) Supervised Marriage and Family Therapy

The content of this course is the supervision of marriage and family therapy. The student will learn to use supervision for professional development and learn the basic skills of therapy (e.g. joining with clients, contracting for services, creating interventions, and planning terminations). Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at an approved practicum site. Students conduct a minimum of 90

hours of therapy. This course is offered over two terms. **RESTRICTIONS:** A 'Screened Course Application' must be submitted and approved. Students may not hold credit for this course and GMFT 7581

GMFT-7592(6) Supervised Marriage and Family Therapy

The content of this course is the supervision of marriage and family therapy. The main objectives are to enable the student to use the skills that were introduced in the first level of training more efficiently, and to add other skills and concepts as appropriate. Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at an approved practicum site. Students conduct 120 hours of therapy.

PREREQUISITES: Successful completion of GMFT-7591 or 7581 or Program Director's permission. **RESTRICTIONS:** 'Screened Course Application' must be submitted and approved. Students may not hold credit for this course and GMFT 7582.

GMFT-7593(6) Supervised Marriage and Family Therapy

The content of this course is the supervision of marriage and family therapy. The main objectives are to enable the student to expand her/his range of interventions and therapy concepts while maintaining the skills learned in the previous levels of training. Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at an approved practicum site. Students conduct 135 hours of therapy.

PREREQUISITES: Successful completion of GMFT 7591 or 7581 AND GMFT-7592 or 7582 or Program Director's permission. **RESTRICTIONS:** 'Screened Course Application' must be submitted and approved. Students may not hold credit for this course and GMFT 7583.

GMFT-7594(6) Supervised Marriage and Family Therapy

The content of this course is the supervision of marriage and family therapy. The main objectives are to assist the student with solidifying her/his grasp of the skills taught in the earlier levels of training while moving toward more autonomy when providing clinical services. Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at an approved practicum site. **PREREQUISITES:** Successful completion of GMFT-7591 or 7581, GMFT 7592 or 7583, AND GMFT-7593 or 7583, or Program Director's permission. **RESTRICTIONS:** 'Screened Course Application' must be submitted and approved. Students may not hold credit for this course And GMFT 7584.

3.4 SCREENED COURSES

Students must apply for these courses and be accepted before they can register:

- GMFT 7554 Self in the Family Laboratory
- GMFT 758x Supervised Marriage and Family Therapy

- GMFT 759x Supervised Marriage and Family Therapy

You may be asked to meet with an instructor for the course and/or the Program Director to assess your readiness for screened courses. The deadline for applications is in March. Please see detailed application instructions and course information on the application/registration forms ([http://www.uwinnipeg.ca/marriage-family-therapy/Current Students/forms.html](http://www.uwinnipeg.ca/marriage-family-therapy/Current%20Students/forms.html)). You will receive notification of the decision on your acceptance approximately six weeks after the deadline for submissions.

3.5 TIME LIMITS FOR DEGREE COMPLETION

The normal time to complete all degree requirements for full-time and part-time students are 3 years (9 terms) and 6 years (18 terms), respectively. Continuing fees are applied after the normal completion time (not applicable for course-based students who enrolled before 2019). The maximum time to complete all degree requirements is 7 years or 21 terms. Students who enrolled before 2019 must complete all degree requirements by the end of the 2025/26 academic year.

After this time has expired, students not yet fulfilling graduation requirements shall be required to withdraw from their graduate studies program at the University of Winnipeg, unless they appeal for and are granted an extension of time limit.

To appeal for an extension, students shall submit a written request to the MMFT Graduate Program Committee by the beginning of the term prior to the degree time limit. The request shall be supported by relevant documentation. This documentation, along with a recommendation from the appropriate GPC, shall be submitted to the Graduate Studies Committee for approval. For more information, please refer to the Faculty of Graduate Studies Policies and Guidelines (<https://www.uwinnipeg.ca/graduate-studies/docs/current-student/policies-and-guidelines.pdf>, p. 30).

4 PROGRAM POLICY AND PROCEDURES

4.1 REGISTRATION

Students are required to enroll in a course each term until they complete all degree requirements. Fall/Winter course registrations start on the first business day after the Canada day holiday in July. Spring/Summer registrations start on the first business day in February. Students must register for their courses online via WebAdvisor/Student Planning

(<https://www.uwinnipeg.ca/student-planning/>). Online registration day/time is assigned in order of priority* and years in the program. Prior to registration, students must request a review of their planned courses/sections from their advisor through Student Planning.

*Priority Level

- | | |
|--------------------------------------|---|
| 1. In or accepted into 4th practicum | 5. Continuing students not yet in a practicum |
| 2. In or accepted into 3rd practicum | 6. First year student |
| 3. In or accepted into 2nd practicum | |
| 4. In or accepted into 1st practicum | |

Current registration fees information can be found on the Faculty of Graduate Studies website: <http://www.uwinnipeg.ca/graduate-studies/fees/index.html>. For fee payment information, visit the here: <https://www.uwinnipeg.ca/graduate-studies/fees/fee-payments.html>.

4.2 COURSE WITHDRAWAL

Students who wish to withdraw from a course before the designated voluntary withdrawal deadline for the course (see course outline for the VW deadline) must submit Withdrawal/Course Change Form (<http://www.uwinnipeg.ca/marriage-family-therapy/Current Students/forms.html>) to the MMFT Program office with a brief reason for the withdrawal request. If the Program Director or the Graduate Program Committee approves the request, the form is forwarded to the Student Services (Graduate Studies) for processing.

4.3 COURSE CHALLENGE

Students are eligible to apply for course challenge or prior learning assessment, and receive either credit or exemption. A course challenge is generally based on having taken a similar Master's level course elsewhere. A prior learning assessment is based on having acquired relevant knowledge through work and life experience. The maximum credit that can be claimed through course challenge or prior learning assessment is 12 credit hours towards the Master's degree. Normally, course challenges or prior learning assessment do not reduce the total credits required for the graduate degree. Students wishing to apply should contact the Program Director within the first term and submit the Course Challenge form.

4.4 PROGRAM ATTENDANCE POLICY

Students in the MMFT Program are expected to adhere to the following attendance policy set by the Faculty of Graduate Studies (<http://www.uwinnipeg.ca/academics/graduate-calendar/docs/grad-regandpols.pdf>):

“Students are expected to be regular in their attendance at lectures and in the completion of work required in each course. Absence may be excused by instructors on the grounds of illness, physical disability, or challenging personal circumstances which are beyond the student’s control. The instructor may require a medical certificate or other evidence if many classes are missed. Poor attendance may result in loss of term marks.”

Attendance policies for each course are described in the course outline. Please refer to the *MMFT Practicum Handbook* for practicum attendance policy.

4.5 LEAVE OF ABSENCE

Students must enroll in at least one course each term until they complete all degree requirements. If circumstances develop that make it difficult to continue their studies, students should discuss options with their Advisor or the Program Director.

Graduate Studies policy states (<http://www.uwinnipeg.ca/academics/graduate-calendar/docs/grad-regandpols.pdf>), “Students may be granted an approved Leave of Absence for personal, health, lack of course availability, or other reasons which temporarily prevent continuation in the graduate program as a full-time, part-time, or continuing student. During a leave of absence approved by the Graduate Studies Committee, students will not be required to register or pay fees. The time away on an approved leave of absence is not counted toward the residency requirement nor is it counted towards the time required to complete the degree program. The Leave of Absence is normally granted up to a maximum of one year. A leave will not be granted to a student whose registration is not current. Students who apply for a leave of absence after the dates for course withdrawal has passed will have to appeal to the Senate Student Appeals Committee for retroactive withdrawal from courses.”

If taking a leave of absence is deemed appropriate after discussions with the Advisor or the Program Director, the student should submit a copy of the Application for Leave of Absence Form (<https://www.uwinnipeg.ca/graduate-studies/docs/application-for-leave-of-absence.pdf>) along with any required supporting documentation to the MMFT Graduate Program Committee. Should the GPC decide to support the student’s request, they shall forward the leave request along with relevant documentation to the Graduate Studies Committee for decision.

Please consult the Regulations and Policies section of the Graduate Studies Calendar for complete leave of absence information.

4.6 INACTIVE STUDENT STATUS

If a student does not register for three terms, they will be deemed inactive and ineligible to enroll in subsequent courses. Inactive students must contact the Program Director requesting to be re-activated and become eligible to enroll. The MMFT Graduate Program Committee will review the re-activation request.

Students who do not register for more than six terms will be involuntarily withdrawn from the Program. Students who have been withdrawn must apply for re-admission through the Faculty of Graduate Studies. Re-admission is not guaranteed. An application fee will be charged.

4.7 VOLUNTARY WITHDRAWAL FROM THE PROGRAM

Students wishing to withdraw voluntarily from the MMFT Program shall contact the Program Director first. After all options are considered and withdrawal is deemed appropriate, a written request for voluntary withdrawal must be submitted to the MMFT Program office. The request should be addressed to the MMFT Graduate Program Committee and include 1) the reasons for withdrawal, 2) supporting documents (if any), and 3) the effective date of withdrawal. The request must be submitted no later than the earliest voluntary withdrawal dates for all courses in which the student is registered.

Please consult the Regulations and Policies section of the Graduate Studies Calendar for complete information on withdrawal from the MMFT Program.

4.8 GRADE POLICY

To receive credit, students must obtain a grade of A+, A, A-, B+, B, C+, C, D, or S (Standing). A grade of "Standing" indicates successful completion of a pass/fail course. Total credit hours earned in "Standing" courses are counted towards the degree but are not included in the GPA calculation. Students receive no credit for a failing grade (F). The MMFT Program uses the following grading scale:

A+	98% - 100%	B+	86% - <90%	C+	75% - <80%	D	60% - <70%
A	93% - <98%	B	80% - <86%	C	70% - <75%	F	<60%
A-	90% - <93%						

Please consult the Regulations and Policies section of the Graduate Studies Calendar for complete Grade Policy information.

4.9 STUDENT RETENTION

The MMFT Program has a number of initiatives and policies in place to assist our students in the completion of their degree. Students should familiarize themselves with the resources available through the University (see Section 7). Our faculty, instructors and supervisors are available to assist students in their courses and practicum and are the first point of contact for students encountering difficulties in their studies. As student advisors, core faculty members can meet and help students plan their studies.

4.10 DIVERSITY PLAN

The MMFT Program values diversity within our student body, faculty, instructors and supervisors and actively seeks inclusion of underrepresented voices in our Program. We are committed to diversifying these bodies within our Program, and we adjust our annual recruitment efforts based on the feedback from communities of interest through our Annual Program Survey. The MMFT Program Diversity Plan is reviewed according to the Review Cycle (see 2.6).

4.11 SATISFACTORY PROGRESS

Students in the MMFT Program are expected to meet the following *Minimum Academic Standing and Performance Requirements* set by the Faculty of Graduate Studies:

“Students are expected to maintain a minimum degree grade point average (GPA) of 3.0 in order to maintain continuance in their Program of graduate studies. Students who receive one course grade of C+ shall be placed on probationary status. A second grade of C+ or lower will require withdrawal according to the regulations set out in ‘Involuntary Withdrawal for Academic Reasons’. Students who receive one course grade of C or lower shall be required to withdraw according to the regulations set out in ‘Involuntary Withdrawal for Academic Reasons.’”

Please consult the Regulations and Policies section of the Graduate Studies Calendar for complete information on Minimum Academic Standing and Performance Requirements.

4.12 PROFESSIONAL UNSUITABILITY

The MMFT faculty, instructors, and supervisors carry a responsibility as gatekeepers of the marriage and family therapy profession. Students are assessed on their professional suitability throughout the study. Behaviours that may require withdrawal from the Program include but are not limited to:

- Academic misconduct outlined in the Graduate Studies Calendar (e.g., plagiarism, cheating, aiding academic misconduct, etc.)
- Non-academic misconduct outlined in the Graduate Studies Calendar (e.g., threatening, abusive, disruptive or violent behavior, etc.)
- Violation of the AAMFT Code of Ethics
(https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)
- Violation of the CAMFT Code of Ethics
(<https://camft.ca/Code-of-Ethics>)
- Violation of the Human Rights Code of Manitoba
(<https://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php>)
- Impaired functioning that prevents the student from carrying out the essential responsibilities as a practicum therapist

Please consult the Regulations and Policies section of the Graduate Studies Calendar for information regarding student discipline policies and procedures.

4.13 PROBATIONARY STATUS, REMEDIATION & DISMISSAL

Students who fail to meet the standards for satisfactory progress, or who are found to be professionally unsuitable will have their status referred to the Graduate Program Committee (GPC). The GPC will make a recommendation concerning their status to the Dean of Graduate Studies which may include probationary status with a remediation plan or involuntary withdrawal from the Program.

4.14 APPEALS

Grade appeal on an individual item or work, final grade appeal, and other Senate appeal procedures are outlined in the Regulations and Policies section of the Graduate Studies Calendar (<https://www.uwinnipeg.ca/academics/graduate-calendar/docs/grad-regandpols.pdf>). Students wishing to appeal must consult the Program Director to discuss their situation, to seek information on appeal procedures, and to obtain the appropriate appeal form as required. Students should familiarize themselves with the timelines and deadlines for various appeals.

4.15 COMPLAINTS & GRIEVANCES

During a student's training, they may encounter difficulties with faculty, instructors, supervisors, Program administration or other students. Students are encouraged to attempt to resolve these difficulties through the most directly involved student, instructor, supervisor,

faculty or director, at the lowest institutional level first. If they are unable to resolve the issue at that level, or for extenuating circumstances it would be inappropriate to involve these individuals directly (e.g., harassment, ethical violations, etc.), students should address their concerns to the Practicum Coordinator and/or the Program Director.

The Regulations and Policies section of the Faculty of Graduate Studies Calendar outlines the processes for formal Senate appeals. Students can also refer to the Respectful Working and Learning Environment Policy procedures (<https://www.uwinnipeg.ca/hr/policies/docs/respectful-work-learn-enviro-procedures.pdf>) for informal resolution options or formal complaints.

4.16 RESPECTFUL WORKING & LEARNING ENVIRONMENT

The MMFT Program adheres to the University of Winnipeg's Respectful Working and Learning Environment Policy and Procedures, available through the Human Rights and Diversity office (<http://www.uwinnipeg.ca/respect/respect-policy.html>).

These policies and procedures include the University's anti-discrimination and harassment policies. All MMFT students, staff, instructors, supervisors and faculty are required to make themselves aware of and accountable to these policies.

4.17 PORTABILITY OF DEGREE REVISED

Marriage and Family Therapy is not yet a regulated profession in Manitoba and other provinces and territories in Canada. Quebec regulates Marital and Family Therapy. In Ontario, MFTs must be a member of the Colleges that regulates the practice of psychotherapy. In Nova Scotia and New Brunswick, counselling therapists are regulated. Alberta has recently passed legislation to create a College of Counselling Therapy.

MFTs along with some other professionals in other provinces are working towards regulation (see <https://www.ccpa-accp.ca/profession/regulation-across-canada/> and <https://camft.ca/Regulation>). Students who are relocating to areas where services are regulated or licensed should check with regional authorities about the portability of their degree.

4.18 TECHNOLOGY REQUIREMENTS REVISED

Students in the MMFT Program are required to have access to a computer with Internet access sufficient for word processing, producing presentations, running WebAdvisor/Student Planning program, Nexus learning management system, and the University of Winnipeg webmail, and

watching HD videos from a USB drive. Students are also required to have the necessary equipment (e.g., webcam and microphone) for videoconferencing. Students in Aurora practicum are required to use the high security USBs for recording of sessions, available to students with a security deposit and nominal fee.

4.19 FACULTY OF GRADUATE STUDIES POLICIES & PROCEDURES

In addition to the above mentioned policies and procedures, MMFT Program students, staff, faculty, instructors and supervisors are bound by the policies and procedures of the Faculty of Graduate Studies (<http://www.uwinnipeg.ca/graduate-studies/>).

5 ROLE & RESPONSIBILITIES

5.1 PROGRAM DIRECTOR

The Program Director (PD) must be a core-faculty and is responsible for the year-round direction of the MMFT Program. The PD reports to the Dean of the Faculty of Education. The PD's responsibilities are outlined in the University of Winnipeg Faculty Association's Collective Agreement (<http://www.uwinnipeg.ca/hr/collective-agreements.html>). It indicates that "the administrative responsibilities of a Director shall be determined by the Dean and shall be subject to annual evaluation in accordance with the relevant criteria of Clauses 22.09 and 22.10" (p. 54).

As per the Faculty of Graduate Studies Policies and Guidelines (<https://www.uwinnipeg.ca/graduate-studies/docs/current-student/policies-and-guidelines.pdf>), the "Department Chair or Program Director of a unit offering a graduate program shall recognize and support all departmental faculty, staff, and students engaged in Graduate Studies. The Department chair or Director shall work in cooperation with the Graduate Program Committee Chair on all matters of mutual concern" (p. 6).

The PD also serves the roles of the MMFT Graduate Program Committee (GPC) Chair and the Graduate Student Advisor. Responsibilities of the GPC Chair, and Graduate Student Advisor are outlined in the Faculty of Graduate Studies Policies and Guidelines (<https://www.uwinnipeg.ca/graduate-studies/docs/current-student/policies-and-guidelines.pdf>). The GPC, through its Chair, reports to the Dean of Graduate Studies on all matters related directly to graduate studies.

The Program Director must be an AAMFT Approved Supervisor and has the leadership qualifications and capacity to carry out their duties.

5.2 PRACTICUM COORDINATOR

The Practicum Coordinator must be a core faculty and is responsible for overseeing the clinical training aspects of the Program as per the MMFT Practicum Handbook.

5.3 FACULTY, INSTRUCTORS & SUPERVISORS

Faculty, instructors and supervisors are responsible for planning and delivering their course materials and/or supervision in a manner consistent with the MMFT Program's mission, goals and SLOs. They are accessible and responsive to student concerns, and participate in Program enhancement activities. All faculty, instructors and supervisors must carry out their roles (including but not limited to instruction, scholarship, service and/or practice) in a manner that is congruent with the mission, goals, and outcomes of the MMFT Program. Practice can include clinical work, supervision and/or mentoring of supervisor candidates.

The roles and responsibilities of the core faculty (Regular Academic Staff) and instructors (Contract Academic Staff) are outlined in the collective agreement with the University of Winnipeg Faculty Association. (<http://uwinnipeg.ca/hr/collective-agreements.html>)

Supervisors are required to fulfill the requirements set out by the MMFT Practicum Handbook, Supervisor Contract, and Practicum Site Contract.

5.4 STUDENT REPRESENTATIVES

There are two student representatives who represent the MMFT students in two different areas: academic (non-practicum) and practicum. Student representatives act as a bridge between students and faculty/instructors/supervisors. They are resources for students seeking information about the MMFT program, and spokespersons who convey student concerns to faculty, instructors, and/or supervisors. They also participate in the Program's governance and decision-making process by providing feedback from the student body. They may also serve as guides, supporters and advocates for students experiencing difficulties with an instructor, faculty or supervisor, and for students who are considering an appeal.

As advocates, Student Representatives may offer support by:

- Being accessible
- Actively listening to student concerns

- Encouraging the student with concerns to speak with their instructor or supervisor to resolve issues
- Offering to attend meetings as a third party to support the student
- Attending Appeal Board proceedings as a third party offering support for the student

Student representatives will be viewed without prejudice while completing the requirements of their own studies.

Every September, MMFT students elect an Academic Student Representative and a Practicum Student Representative through a confidential online nomination and election process. Students may nominate others, themselves, or choose to re-elect the current Reps. Students may run as co-representatives.

5.4.1 Academic Student Representative

The Academic Student Representative (ASR) is a Master of Marriage and Family Therapy (MMFT) student who has not started practicum at the time of the election. The ASR represents students in academic (non-practicum) area and works in collaboration with a Practicum Student Representative (PSR).

Responsibilities: The ASR attends program meetings (one per term), new student orientation, information sessions (two to three meetings during the fall term) and admission interviews (two sessions in April). Students who have questions, concerns or suggestions can consult with the ASR who will bring their concerns to instructors and/or faculty at the appropriate meeting. The ASR will provide students with summaries of discussions from meetings as appropriate. The ASR may assist students with grievances and complaints (see section 4.15). The ASR facilitates the following year's ASR nomination and election in collaboration with the PSR. If the current ASR intends to run for another year, it is their responsibility to ask another student to facilitate the ASR nomination and election.

5.4.2 Practicum Student Representative

The Practicum Student Representative (PSR) is a Master of Marriage and Family Therapy (MMFT) student who is currently enrolled in clinical training (practicum). The PSR represents students in clinical training areas and works in collaboration with an Academic Student Representative (ASR).

Responsibilities: The PSR attends supervision meetings (monthly), program meetings (one per term), new student orientation, information sessions (two to three meetings during the fall term) and admission interviews (two sessions in April). Practicum students who have questions, concerns or suggestions can consult with the PSR, who will bring their issues to supervisors and/or the Program Director at the appropriate meeting. The PSR will provide students with summaries of discussions from meetings. The PSR may assist students with practicum related grievances and complaints (see section 4.15). The PSR facilitates the following year's ASR nomination and election in collaboration with the PSR. If the current PSR intends to run for

another year, it is their responsibility to ask another student to facilitate the PSR nomination and election.

6 FACULTY, INSTRUCTORS & SUPERVISORS REVISED

Miriam Baron

Instructor, Practicum Supervisor (Aurora)
Education: MMFT, University of Winnipeg

Mary Basta

Practicum Supervisor (Aurora)
Education: MMFT, University of Winnipeg

Mary-Jo Bolton

Instructor
Education: MMFT, University of Winnipeg

Deb Bomek

Practicum Supervisor (IERHA-Selkirk)
Education: MMFT, University of Winnipeg

Shannon Daniels

Instructor, Practicum Supervisor (Aurora)
Education: MMFT, University of Winnipeg

Vicki Enns

Practicum Supervisor (Aurora)
Education: MMFT, University of Winnipeg

Tereza Gomes

Instructor
Education: MSc, Counselling, University of Oregon

Roberta Graham

Instructor
Education: MMFT, University of Winnipeg

Carl Heaman-Warne

Core Faculty, Practicum Coordinator
Practicum Supervisor (Aurora)
Education: MMFT, University of Winnipeg

Jennifer Heinrichs

Practicum Supervisor (UW Wellness Centre)
Education: MMFT, University of Winnipeg

Donna Johnson

Instructor
Education: MEd, MMFT, University of Winnipeg

Petra Kaufmann

Practicum Supervisor (Aurora)
Education: MMFT, University of Winnipeg

Joanne Klassen

Practicum Supervisor (Aurora)
Education: MA in MFT, Fresno Pacific University

Michelle Kreutzer

Instructor, Practicum Supervisor (Aurora, Macdonald Youth Services)
Education: MMFT, University of Winnipeg

Bonnie Lee

Instructor
PhD in Religious Studies
University of Ottawa

Holly Lowe

Practicum Supervisor (Klinik)
Education: MMFT, University of Winnipeg

Sarah Hunter Murray

Instructor
Education: PhD in Human Sexuality
University of Guelph

Melissa Muir

Instructor
Education: MA in Clinical Psychology (MFT),
Antioch University

Kristine Pau

Practicum Supervisor (New Directions)
Education: MMFT, University of Winnipeg

Shayna Plaut

Instructor
Education: PhD, University of British
Columbia

Cori Reimer

Practicum Supervisor (New Directions)
Education: MMFT, University of Winnipeg

Ron Sigurdson

Practicum Supervisor (Aurora)
Education: MMFT, University of Winnipeg

Narumi Taniguchi

Core Faculty, Director
Education: PhD, Marriage and Family
Therapy, Texas Tech University

Erwin Thiessen

Practicum Supervisor (Aurora)
Education: MMFT, University of Winnipeg

Tammy Vermette

Practicum Supervisor (St. Amant)
Education: MMFT, University of Winnipeg

Tanis Wiebe

Practicum Supervisor (Klinik)
Education: MMFT, University of Winnipeg

Tanya Zubert

Practicum Supervisor (Women's Health
Clinic)
Education: MMFT, University of Winnipeg

7 RESOURCES

7.1 BURSARIES

Small bursaries are available to those MMFT students who require financial assistance. Bursaries are awarded for fall or winter courses. Bursary awards are normally applied directly to the students' fees due on courses for which they are registered in the upcoming term. All

courses except one credit-hour courses are eligible for bursary assistance. The MMFT Bursary Application form is available on the MMFT website.

For awards and scholarships information, please see: <https://www.uwinnipeg.ca/awards/> and <https://www.uwinnipeg.ca/graduate-studies/funding/index.html>

7.2 LIBRARY

The University of Winnipeg's Library and Information Services (<http://library.uwinnipeg.ca/>) has a subject librarian for the MMFT Program. Joshua Herter's contact information may be found here: http://libguides.uwinnipeg.ca/prf.php?account_id=107311

7.3 ACCESSIBILITY SERVICES

Students with invisible/visible disabilities or medical conditions are encouraged to contact Accessibility Services (AS) at 204.786.9771 and set up an appointment for a new student intake. Students requesting academic accommodations are required to contact an AS professional within the first two weeks of lectures/labs of each term and discuss their situations with each faculty member from whom they are seeking academic accommodations. Visit <http://www.uwinnipeg.ca/accessibility-services/> for more information.

7.4 GRADUATE TUTOR

The University of Winnipeg's Writing Centre offers free one-on-one peer tutoring for graduate students. Visit <http://uwinnipeg.ca/writing-centre/for-graduate-students.html> for more information.

7.5 THERAPISTS

The University of Winnipeg provides comprehensive general and specialized counselling and health services to all students for free at the Wellness Centre, located on the first floor of Duckworth Centre (1D25). Visit <http://uwinnipeg.ca/student-wellness/> for more information. Additionally, a list of therapists who see students is available via the MMFT Practicum Coordinator.

7.6 TECHNOLOGY SERVICES & TRAINING REVISED

All students are encouraged to familiarize themselves with the Technology Service Desk (<https://www.uwinnipeg.ca/tech-sector/index.html>) on campus (UPLINK - 4C32B) for training and assistance opportunities with WebAdvisor, student webmail, etc. The Technology Service Desk receives requests by phone (204.786.9149) and electronic mail (servicedesk@uwinnipeg.ca) from faculty, staff and students who need assistance with computer software, computer hardware and electronic equipment used in teaching, research and the administration of the university.

Helpful links:

WebAdvisor/Student Planning <https://www.uwinnipeg.ca/student-planning/index.html>

Using technology (Nexus, Zoom) <https://www.uwinnipeg.ca/remote-hub/learning/using-the-technology.html>

Nexus <https://www.uwinnipeg.ca/student-learning-technologies/nexus/index.html>

Zoom <https://www.uwinnipeg.ca/student-learning-technologies/zoom.html>

Remote Learning FAQ <https://www.uwinnipeg.ca/covid-19/remote-learning-faq.html>

8 APPENDICES

Appendix A MASTER'S DEGREE GRADUATION CHECKLIST

	GRADUATION CHECKLIST Master of Marriage & Family Therapy	Year & Term Completed (e.g.,2015F)	Credit hours earned	Name of Instructor if grade missing
39	Foundational Courses – 35 required credit hours, (4) elective hours			
2	GMFT-7551 Graduate Seminar in MFT Theory			
4	GMFT-7552 Survey of Family Therapy Theories			
3	GMFT-7553 Couple Therapy			
3	GMFT-7554 Self in the Family Laboratory			
3	GMFT-7555 Children & Adolescents in Family Therapy			
(1)	GMFT-7556 Human Sexuality & Sex Therapy			
(1)	GMFT-7559 Post-Divorce Families			
3	GMFT-7560 Issues of Diversity in Family Therapy			
(3)	GMFT-7563 Group Theory & Therapy			
1	GMFT-7566 Psychopathology and Therapeutics (previously GMFT-7564 SAT: DSM IV)			
(1)	GMFT-7564 SAT: Assessing Addiction in the Family			
(1)	GMFT-7564 SAT: Multiple Social Systems Interventions			
(1)	GMFT-7564 SAT: Legal Issues & the Family Therapist			
(1)	GMFT-7564 SAT: Standardized Assessment Proc. & Instruments			
(1)	GMFT-7564 SAT: Post-Traumatic Stress Assessment			
(1)	GMFT-7564 SAT: Working w/ Fam. & Serious Mental Illness			
1	GMFT-7565 Spirituality and Family Therapy			
2	GMFT-7571 Abuse in the Family – Theory			
1	GMFT-7577 Treating Relational Trauma (previously GMFT-7571 Abuse in the Family – Practice)			
(3)	GMFT-7573 Family Reconstruction			
(2)	GMFT 7576 Death in the Family			
3	GMFT-7575 Family Therapy Plans and Interventions			
3	GMFT-7569 Health, Aging and Work of Adulthood			
3	GMFT-7572 Marriage and Family Therapy as a Profession			
3	GMFT-7574 Family Therapy Research Methods			
24	Foundational Practice – 24 required credit hours			
6	GMFT-7581/7591 Supervised Marriage and Family Therapy			
6	GMFT-7582/7592 Supervised Marriage and Family Therapy			
6	GMFT-7583/7593 Supervised Marriage and Family Therapy			
6	GMFT-7584/7594 Supervised Marriage and Family Therapy			
63	Total Required Credit Hours for Master Degree			

Appendix B 2020-2026 COURSE OFFERINGS
(Subject to Change)

Credits	COURSE OFFERINGS (Subject to change)	2020 Fall	Winter (2021)	Spring (2021)	2021 Fall	Winter (2022)	Spring (2022)	2022 Fall	Winter (2023)	Spring (2023)	2023 Fall	Winter (2024)	Spring (2024)	2024 Fall	Winter (2025)	Spring (2025)	2025 Fall	Winter (2026)	Spring (2026)	2026 Fall	Winter (2027)	Spring (2027)
Foundational Courses – 35 required credit hours, (4) elective hours																						
2	GMFT-7551 Graduate Seminar / Pre – in 7584	X	--		X	--		X	--		X	--		X	--		X	--		X	--	
4	GMFT-7552 Survey of Family Therapy Theories	X			X			X			X			X			X			X		
3	GMFT-7553 Couple Therapy	X			X			X			X			X			X			X		
3	GMFT-7554 Self in the Family Laboratory / SCA		X		X	X		X	X		X	X		X	X		X	X		X	X	
3	GMFT-7555 Children & Adolescents in Family Therapy / Pre 7552			X			X			X			X			X			X			X
(1)	GMFT-7556 Human Sexuality & Sex Therapy / Pre 7553	X					X						X						X			
	GMFT-7559 Post-Divorce Families																					
3	GMFT-7560 Issues of Diversity in Family Therapy / Pre 7552		X			X			X			X			X			X			X	
(3)	GMFT-7563 Group Theory & Therapy			X						X						X						X

Credits	COURSE OFFERINGS (Subject to change)	2020 Fall	Winter (2021)	Spring (2021)	2021 Fall	Winter (2022)	Spring (2022)	2022 Fall	Winter (2023)	Spring (2023)	2023 Fall	Winter (2024)	Spring (2024)	2024 Fall	Winter (2025)	Spring (2025)	2025 Fall	Winter (2026)	Spring (2026)	2026 Fall	Winter (2027)	Spring (2027)	
		(1)	GMFT-7564 Selected Assessment Topics: Assessing Addiction in the Family	X						X						X							X
	GMFT-7564 SAT: Multiple Social Systems Interventions																						
	GMFT-7564 SAT: Legal Issues & the Family Therapist																						
	GMFT-7564 SAT: Standardized Assesst Proc. & Instruments																						
(1)	GMFT-7564 SAT: Post-Traumatic Stress Assessment									X										X			
(1)	GMFT-7564 SAT: Working w/ Fam. & Serious Mental Illness						X									X							
1	GMFT-7565 Spirituality and Family Therapy	X			X			X			X			X			X			X			
1	GMFT-7566 Psychopathology and Therapeutics (previously GMFT-7564 SAT: DSM IV) / Pre 7581 (concurrent OK)		X			X			X			X			X			X			X		

Credits	COURSE OFFERINGS (Subject to change)	2020 Fall	Winter (2021)	Spring (2021)	2021 Fall	Winter (2022)	Spring (2022)	2022 Fall	Winter (2023)	Spring (2023)	2023 Fall	Winter (2024)	Spring (2024)	2024 Fall	Winter (2025)	Spring (2025)	2025 Fall	Winter (2026)	Spring (2026)	2026 Fall	Winter (2027)	Spring (2027)
2	GMFT-7571 Abuse in the Family – Theory / Pre 7552			X			X			X			X			X			X			X
1	GMFT-7577 Treating Relational Trauma (previously GMFT-7571 Abuse in the Family – Practice) / Pre 7571, 7581 (concurrent ok)		X			X			X			X			X			X			X	
(3)	GMFT-7573 Family Reconstruction																					
(2)	GMFT 7576 Death in the Family					X						X						X				
3	GMFT-7575 Family Therapy Plans and Interventions / Pre 7552	X		X			X			X			X			X			X			X
3	GMFT-7569 Health, Aging and Work of Adulthood	X			X			X			X			X			X			X		
3	GMFT-7572 Marriage and Family Therapy as a Profession	X				X			X			X			X			X			X	
3	GMFT-7574 Family Therapy Research Methods		X			X			X			X			X			X			X	

Credits	COURSE OFFERINGS (Subject to change)	2020 Fall	Winter (2021)	Spring (2021)	2021 Fall	Winter (2022)	Spring (2022)	2022 Fall	Winter (2023)	Spring (2023)	2023 Fall	Winter (2024)	Spring (2024)	2024 Fall	Winter (2025)	Spring (2025)	2025 Fall	Winter (2026)	Spring (2026)	2026 Fall	Winter (2027)	Spring (2027)
Foundational Practice – 24 required credit hours																						
6	GMFT-7581/7591 Supervised Marriage and Family Therapy / SCA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	GMFT-7582/7592 Supervised Marriage and Family Therapy / SCA, Pre 7581 or 7591	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	G MFT-7583/7593 Supervised Marriage and Family Therapy / SCA, Pre 7582 or 7592	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	GMFT-7584/7594 Supervised Marriage and Family Therapy / SCA, Pre 7583 or 7593	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Total: 63 Credit Hours for Master of Marriage and Family Therapy (MMFT) Degree																						

Note: Multiple courses may be offered on the same evening. GMFT 758x courses are scheduled over 40 weeks and various start months are available. GMFT 759x courses are scheduled over two terms (14 weeks per term) and start in September.

Pre – prerequisite **SCA** – Screened Course Application Required

SCA (7554) – Preference will be given to students who have already completed the following core courses: 7552 (Survey), 7553 (Couple), 7560 (Diversity), 7575 (Plans), 7571 (Abuse)

SCA (7581/7591) – Preference will be given to students who have already completed the following core courses: 7552 (Survey), 7553 (Couple), 7560 (Diversity), 7575 (Plans), 7571 (Abuse), 7554 (Self)

