The marriage and family therapy profession

Marriage and Family Therapy is a distinct international mental health profession based on the premise that relationships are fundamental to the health and well-being of individuals, families, and communities. Marriage and family therapists (MFTs) evaluate and treat mental and emotional disorders and other health and behavioral problems; and address a wide array of relationship issues within the context of families and larger systems. The federal government has designated marital and family therapy a core mental health profession—along with counseling, social work, psychiatry, psychiatric nursing, and psychology. All 50 states also support and regulate the profession by licensing or certifying marriage and family therapists.

Mission statement

The Doctor of Marital and Family Therapy (D.M.F.T.) degree curriculum is consistent with Loma Linda University’s vision of transforming lives through whole person health care. The mission of this curriculum is to bring health, healing, wholeness, and hope to individuals, families, and communities through education, research, clinical training, and community service. The D.M.F.T. degree curriculum accomplishes this by focusing on developing, evaluating, and administering intervention programs that benefit individuals, couples, families, and communities.

Ongoing program review

The M.S. and D.M.F.T. degrees engage in ongoing review of student outcomes and use this information to improve program effectiveness. Data on student outcomes are collected through aggregate scores on the following: quarterly evaluations of clinical competency, results of qualifying examinations and clinical demonstrations, client session and outcome data, and exit surveys and interviews of students at graduation. Alumni surveys are also conducted every two years to track graduates’ attainment of marital and family therapy licensure, data on employment, and feedback regarding how well the program prepares graduates for their job responsibilities. The program faculty also maintains regular contact with community agencies and educational institutions in the region to obtain input into curriculum planning and improvements in clinical training.

Core ideas guiding the marriage and family therapy doctoral program

Relational systems: People are best understood within the cultural, spiritual, and relational systems in which they are embedded. Change, therefore, occurs in the context of family, community, and interpersonal relationships. This program focuses on both the structured relational patterns of communication and interaction and on the systems of meaning that define and shape these patterns.

Wholeness: The program encourages wholeness by attending to the physical, mental, social, and spiritual dimensions of human experience, which reciprocally interact at every level.

Social forces: The program is guided by a belief that social contexts and processes influence meanings, values, and people’s understandings of self, family, and others. Particular emphasis is placed on:

• research focusing on social forces relevant to the distinctive multicultural mix of families in the Southern California region
• the interrelationship between faith and family relationships throughout the world
• the effects of the changing health-care system and of medical technology
• collaboration among education, family, work, and legal systems

Healing power of relationships: As people become more connected to each other and their communities, the potential for growth and healing are enhanced; and the opportunity for making positive contributions is maximized. Students are encouraged to develop their therapeutic relationship and community involvement skills such that they can co-create an environment of safety, respect, compassion, openness, and community participation.

Diversity: Congruent with an appreciation of the importance of social forces is an interest in and respect for the diverse experiences and perceptions of human beings. Different social contexts—such as race, ethnicity, religion, gender, and socioeconomic status—result in a wide variety of meanings and behavior patterns in marriages, families, and intimate relationships. The program seeks to create a diverse mix of students and faculty, and to challenge all who are involved to learn from the richness of multiple perspectives.

Empirical process: The program encourages clinical work and theory development grounded in an empirical understanding of human experience. Students are offered the opportunity to develop their capacities to utilize inductive and deductive reasoning; as well as objectivity, subjectivity, and intersubjectivity in therapy, program development and evaluation, and research.

Education and prevention: Connections at family, school, and community levels are important components of resilience. The program emphasizes helping individuals and families access their relational competencies as an important part of prevention, as well as the resolution of their current difficulties.

Spirituality: This program sees spirituality as central to wholeness and healing. Students are encouraged to integrate their practices of faith with their professional work. The program places strong emphasis on active demonstration of moral and ethical principles as exemplified by, but not limited to, Judeo-Christian teachings.

Global focus: The mission of the program reaches beyond the local and national levels to the international community. This includes collaboration and experience with people from other nations and cultures to promote mutual understanding, resolve problems, and strengthen families.

Advanced standing policy

National accreditation and certification processes ensure that degrees are comparable across institutional boundaries. This advanced standing policy recognizes the value of these professional review processes on the part of the Department of Counseling and Family Sciences and facilitates cooperation in professional training within the marital and family therapy discipline. The policy assures that at least 60 percent of
doctrinal academic credit will be earned at Loma Linda University, while enabling cooperative relationships with other accredited programs.

**Guidelines**

Advanced standing may be granted for previous course work equivalent in content and scope to required counseling and family sciences (CFS) courses. This reduces the number of units to be taken at Loma Linda University. Determination of advanced standing is based on the following guidelines:

1. **Residency requirements**
   a. Doctoral degree. Advanced standing may not reduce total units below 60 units for a Ph.D. degree in systems, families, and couples with marital and family therapy specialty; or below 40 units for a Doctor of Marital and Family Therapy (D.M.F.T.) degree.

2. **Determination of equivalency**
   a. Courses applied to advanced standing must be graduate-level courses earned at an accredited institution. No credit may be applied for grades lower than B-.
      i. Courses completed in programs accredited by the Commission on Accreditation for Marital and Family Therapy Education (COAMFTE) or certified family life education (CLFE) programs approved by the National Council on Family Relations (NCFR) will be reviewed as a whole in relation to CFS program requirements. It is anticipated that comparable course content from these schools may be divided into different course configurations than that of Loma Linda University. Students wishing advanced standing based on units earned at other institutions will be evaluated on a case-by-case basis in accordance with COAMFTE or NCFR standards.
   b. Advanced standing is not granted for religion courses.
   c. Doctoral courses taken more than five years previously may be considered for advanced standing only if the content has been used professionally on a regular basis and the student can demonstrate current knowledge in the field.
   d. Approved prior client contact hours may also be applied. See CFS doctoral handbook for approval process.

3. **Approval process**

   Students seeking advanced standing should meet with their program director prior to admission or within the first two quarters of study and supply copies of each syllabus of prior course work. Following course review, the program director will write a letter to the School of Behavioral Health that outlines which courses from previous institutions qualify for advanced standing and which equivalent CFS courses will be waived. The letter will specify how many units and client contact hours the student will need to complete the degree. Rather than completing separate academic variances for each course, the student will submit one academic variance accompanied by the program director’s letter outlining the advanced standing.

**Financial assistance**

Students who are accepted into the M.S., Ph.D., or D.M.F.T. degree curriculums may apply for work-study and department-funded research, teaching, and administrative assistantships awarded by the Department of Counseling and Family Sciences. Departmental awards are contingent on the availability of funds. Students may also apply for need-based financial aid, such as a loan or other work-study programs on campus. Students accepted into Ph.D. or D.M.F.T. degree curricula in marital and family therapy are eligible for and encouraged to apply for the AAMFT minority fellowships. See <http://www.aamft.org/> for information.

Students may apply for financial aid by writing to:

**Student Financial Aid Office**

Student Services
Loma Linda University
Loma Linda, CA 92350
909/558-4509

**Accreditation**

The Doctor of Marital and Family Therapy degree program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred Street, Alexandria, Virginia 22314; telephone: 703/838-9808; e-mail: <coa@aamft.org> (coa@aamft.org).

**Program Requirements**


**Marital and Family Therapy Courses**

- **MFTH 501. Fundamentals of Supervision in Marital and Family Therapy.** 3 Units.
  Research and theory regarding the supervision of marriage and family therapy trainees and interns. Can be used toward the requirements for certification as an AAMFT-approved supervisor.

- **MFTH 502. Advanced Supervision in Marital and Family Therapy.** 1 Unit.
  Mentoring of supervision of MFT trainees and interns in a clinical setting. Hours earned apply toward certification as an AAMFT-approved supervisor. Must complete 30 hours of supervision and 5 hours of supervision mentoring. Prerequisite or Corequisite: MFTH 501.

- **MFTH 504. Advanced Theory in Marital and Family Therapy.** 4 Units.
  Provides a metaperspective for analysis and development of systemic-relational theories guiding marital and family therapy practice. Conceptualization and deconstruction of philosophical, religious, political, sociological, and ecosystemic notions. Preparation to critique and develop MFT theory with an emphasis on ethical and social-contextual aspects of case conceptualization and implications for recovery-based practice.

- **MFTH 505. Advanced Family Studies.** 4 Units.
  A critical survey of the research and theory growing out of the fields of human development and family studies. Provides students with a background on the social and historical factors that form the context in which families are defined and function. Students apply course material to the practice of family life education and family therapy.

- **MFTH 506. Foundations of Systems Thinking: Theory and Neuroscience.** 3 Units.
  Connects philosophical underpinnings of foundational systemic and relational theories to current social neuroscience research with implications and applications for relational practice. Examines the theory and neuroscience of interplay among biological systems, social processes, relational dynamics and behavior; with a particular emphasis on recursive epistemology, the construction of relational experiences, emotions, attachment, and trauma.
Applies postmodern theories and clinical applications to family therapy. Focuses on social constructionist thinking and solution-focused therapy that reflects a paradigm shift from a problem-centered approach to one of resilience. Facilitates personal empowerment in the face of societal inequities and pathologizing discourses. Includes the collaborative language systems approach. Prerequisite: Admission to a CFS doctoral program or MFAM 564.

MFTH 508. Clinical 3—Larger and Multiple Systems in MFT Practice. 3 Units.
Examines a multisystemic framework that includes biological, interpersonal, family, community, school, and organizational systems. Emphasizes the influence of contextual issues—such as gender, race, class, sexual orientation, and ethnicity—on emotion, behavior, and relationship patterns related to mental health and family issues in couples and family therapy practice.

MFTH 509. Clinical Issues. 3 Units.
Special topics related to systems/relational practice in marital and family therapy.

MFTH 519. Teaching in Higher Education. 2 Units.
Discusses theory, techniques, and processes in the teaching of MFT, including an examination of didactic and experiential techniques.

MFTH 520. Practicum in Teaching. 3 Units.
Provides the bridge between state-of-the-art pedagogical skills and the practical application of those skills in teaching in the classroom and other community settings. With a focus on teaching, students engage in curriculum planning, testing, course delivery in family science, and development of teaching and self-evaluation skills toward continuous quality improvement in the art and science of teaching.

MFTH 521. E-Learning: Construction and Design. 2 Units.
Responding to movement of universities toward technology-based instruction, prepares doctoral students to design and construct online and distance education curricula. Emphasizes utilization of Blackboard and Desire2Learn applications. Students create online course modules for undergraduate or master’s-level instruction in a family or counseling-related field of study. Prerequisite: Prior teaching or teaching assistance experience. MFTH 519 recommended.

MFTH 522. E-Learning: Delivery and Management. 2 Units.
Emphasizes mastery of online course development and delivery of virtual class communities in higher education. Presents cutting-edge online course instruction; including, Website maintenance, student communications, and grading.

MFTH 524. Marital and Family Therapy Administration: Organizational Structure, Process and Behavior. 3 Units.
Helps students understand how organizations operate and the effect of different contingency factors on the choices managers make. Covers essential theories and concepts for managing in the twenty-first century. Treats behavioral processes with reference to organizational structure and design. Employs larger-systems theory to assist in the development of effective leadership skills.

MFTH 525. Advanced Marital and Family Therapy Assessment and Testing. 3 Units.
Examines testing, diagnosis, and assessment in the practice of marital and family therapy. Emphasizes development of a comprehensive assessment model that integrates traditional models of mental health assessment with cybernetic, developmental, and interactional perspectives. Case material spans individual, couple, and family assessments in clinical and research settings. Students administer instruments and integrate findings into an overall systemic framework.

MFTH 526. Advanced Marital and Family Therapy and Organizational Assessment. 4 Units.
Prepares marriage and family therapy doctoral degree students with skills and knowledge to become competent with methods of relational assessment in clinical and research settings. Emphasizes understanding, evaluation, and utilization of both individual and family-based assessments in organizational settings. Students assess the strengths and weaknesses of instruments in order to determine the best fit for a program, clinical topic, or research project.

MFTH 528. Organizations: Structure, Process, and Behavior. 3 Units.
Helps students understand how organizations operate and how different contingency factors can affect the choices managers make. Covers essential theories and concepts for managing in the twenty-first century. Treats behavioral processes with reference to organizational structure and design. Larger-systems theory and leadership skills.

MFTH 534. Family Therapy and Medicine. 3 Units.
Examines the interface of medical practice and family therapy in common medical family therapy settings. Explores the culture of medicine, including usual medical practices and procedures. Outlines adaptations of the medical model used by family therapists. Offers models for collaboration of medical family therapists with medical practitioners. Addresses behavioral health intervention strategies for families with health and wellness issues.

MFTH 539. Health and Illness in Families. 4 Units.
Examines the biopsychosocial-spiritual aspects of illness and their impact on individuals, couples, and family systems across the lifespan. Students locate, interpret, and critique the scholarly literature used to study illness as it pertains to families. Highlights major issues, trends, theories, and models in health care; and their implications.

MFTH 540. Medical Family Therapy. 3 Units.
Provides an overview of medical family therapy and the theoretical models that can be applied to clinical work within medical settings. Addresses contextual issues that impact health of patients and family members. Includes personal and professional aspects of providing ethical, holistic, and collaborative clinical care in medical settings.

MFTH 541. Medical Family Therapy Seminar 1. 1 Unit.
In a workshop format incorporating presentation and discussion with faculty and peers, students develop their expertise in researching specific issues relevant to their practice. Focuses on evidence-based interventions and relevant psychotropic medications. Prerequisite or Concurrent: MFTH 540.

MFTH 542. Medical Family Therapy Seminar 2. 1 Unit.
In a workshop format that incorporates presentation and discussion with faculty and peers, students develop their understanding of the impact of spiritual practices on health, illness, grief, and loss. Focuses on culturally sensitive interventions.
MFTH 543. Medical Family Therapy Seminar 3. 1 Unit.
In a workshop format that incorporates presentation and discussion with faculty and peers, students enhance their professional development. Students learn to market their services to physicians and those in the healthcare field, to network professionally, and to prepare for a job search.

MFTH 545. Research and Practice with Couples and Families. 3 Units.
A scholarly and critical review of the literature in family social science, with application of this literature to the practice of family life education and/or marital and family therapy. Students interact with the material to critically challenge historical approaches and develop new insights and understandings that would shape present and future practice of interventionists that work with families.

MFTH 546. Advances in Family Sciences. 3 Units.
Focuses on current issues, trends, and approaches in the field of family social science; and interacts with newer advances in the field resulting from changes in practice, sociocultural, political, and technological arenas. Presents professional practice as an evolving process for practitioners in the twenty-first century.

MFTH 555. Organizational Development and Change. 3 Units.
Helps students understand the application of behavioral and family science knowledge to improve organization performance and organization functioning. Discusses the process of planned change and the change process. Includes interpersonal and group processes such as Tgroups, process consultations, and team building. Addresses conflict resolution, organizational lifespan, leadership skills, and critical incident stress debriefing.

MFTH 556. Management Consulting and Professional Relations. 3 Units.
Capstone course for the system consultation and professional relations concentration in the doctoral programs in the Department of Counseling and Family Sciences. Students integrate theories, knowledge, and skills from MFTH 528, 555, and 557. Assists students to apply expertise in organizational assessment, behavior, and change to practical and real life.

MFTH 557. Organizational Assessment. 3 Units.
How to make an assessment of an organizational system. Addresses data collection and analysis, outcome evaluation, and how to present assessment in a systematic manner.

MFTH 564. Social Context of Health. 3 Units.
Explores ways inequalities in health and illness are patterned by social context. Provides an overview of the mental and physical health-care system in the United States. Focuses on social contextual and structural factors that affect individual and family health and resilience which give rise to disparities in access and treatment within the health-care system.

MFTH 601. Statistics I. 4 Units.
First in a series of three statistics courses. Focuses on basic, foundational behavioral statistics. Includes causality, levels of statistical measurement, frequencies distribution, measures of central tendency, dispersion, probability theory, normal distribution, and ANOVA.

MFTH 602. Statistics II. 4 Units.
Second in a series of three statistics courses. Focus on multivariate techniques. Includes ANOVA, ANCOVA, MANOVA, MANCOVA, formulation and computation of multiple regression models using scalar and matrix algebra, multivariate analysis of variance, regression diagnostics and solutions, regression with categorical dependent variables.

MFTH 603. Statistics III. 4 Units.
Third in a series of three statistics courses. Includes nonlinear regression models, logistic regression, discriminant analysis, path analysis, factor analysis, and structural modeling; and, social network analysis and multilevel modeling. Prerequisite: MFTH 602.

MFTH 604. Advanced Qualitative Methods. 4 Units.
Preparation to conduct and evaluate qualitative research in marital and family therapy and family studies. Introduction to a social constructionist critique of research which includes considering questions such as the researcher’s role and relationship to the research process, objectivity, reflexivity, credibility, and the construction of knowledge. Examination of qualitative methodologies including grounded theory.

MFTH 605. Advanced Quantitative Methods. 4 Units.
Focuses on survey research design and data analysis. Includes research idea development, relational hypotheses formation, survey planning and management, questionnaire and item design, sampling, systemic clinical data measurement, logic of analysis, and problems of statistical interpretation and threats to internal and external validity.

MFTH 606. Issues in MFT Research. 4 Units.
Addresses current issues in marriage and family therapy (MFT) research as a basis for on-going inquiry and program development in the field. Emphasizes research history, trends in the field, and evidence-based approaches to recovery. Focuses on the process of designing, implementing, and disseminating research to support the field of MFT.

MFTH 607. Scholarly Skills. 1 Unit.
Orientation to bibliographic search engines and databases for writing critical literature reviews. Emphasizes search terms, development of a bibliographic database, and organization of a scholarly review.

MFTH 608. Analysis and Presentation Issues in Research. 3 Units.
Third of three research courses. Identifies issues such as specifying research questions/problems, using relevant literature, selecting and using appropriate analytical tools, summarizing empirical results, and presenting results for proposals in a variety of settings. Focuses on quantitative approaches, meta-analyses, and mixed methods approaches.

MFTH 624. Program Development for Families and Communities. 3 Units.
Examines core components of systemic/relational programs designed to address mental health problems within the context of families and larger systems. Explains the elements of systemic programming that address clinical treatment problems/populations, as well as prevention and intervention issues affecting schools, neighborhoods, and other communities. Using the systemic/relational paradigm of the field, students create programs reflecting their areas of interest.

MFTH 625. Grant Writing. 3 Units.
Study and practice in locating, developing, and responding to great grant opportunities of interest to marriage and family therapists and the mental health populations they serve. Students develop their own systemic/relational program, training, research, or dissertation grant ideas; locate potential funding sources; tailor applications and proposals to each funding source; and critique and refine proposals to meet professional and grantor standards.

MFTH 626. Program Evaluation and Monitoring. 3 Units.
Addresses formative and summative evaluations using quantitative, qualitative, and mixed method designs. Emphasizes program evaluation and clinical outcomes, and collaboration with stakeholders to ensure evaluation reports meet intended purposes. Includes assessment of program need, theory and adherence, process and performance, outcomes, impact, and efficiency.
MFTH 627. Advanced Program Development and Evaluation. 2 Units. Participants develop D.M.F.T. degree project proposals through intensive literature review, consultation with organization and community stakeholders, discussion with faculty and peers, and refinement resulting from feedback following formal presentations. The D.M.F.T. degree proposal is the expected outcome from this two-quarter class. For D.M.F.T. degree students only. Prerequisite: MFTH 624, MFTH 625, MFTH 626.

MFTH 634. Practicum in Marital and Family Therapy. 3 Units. A three-quarter practicum applying systems/relational therapy to relational distress and mental health symptoms. Emphasizes a positive, strengths-based approach to resilience. Section 1: addresses gender, culture, socioeconomic, and political aspects of practice. Section 2: focuses on student’s mode of systemic conceptualization and how to work with in-session process. Section 3: emphasizes religious beliefs and spirituality, and moral and ethical imperatives in relationally-based practice.

MFTH 637. Special Projects in Health and Illness in Families. 1,3 Unit. Independent study in which students who have taken MFTH 544 participate in research, program development or evaluation, or clinical activities related to the integration of relational health and wellness. Prerequisite or concurrent: MFTH 544.

MFTH 668. Qualitative Research Practicum. 3 Units. Gives students the opportunity to continue developing the skills needed to conduct and report the qualitative research begun in MFTH 604. Students expected to engage in a research project, with particular emphasis on analysis and manuscript preparation.

MFTH 694. Doctoral Seminar. 1 Unit. Ph.D. degree students develop and refine their dissertation proposals in a workshop format through presentation and discussion with faculty and other students.

MFTH 695. Project Research. 1-12 Units. Required research associated with the capstone project for the D.M.F.T. degree.

MFTH 697. Research. 1-6 Units. Independent research relating to marital and family therapy or family studies under the direction of a faculty advisor.

MFTH 698. Dissertation Research. 1-10 Units. Completes independent research contributing to the field of marital and family therapy.

MFTH 785. Professional Clinical Training in MFT. 1.5,3 Unit. Supervised experience in the practice of marital and family therapy. Hours represent face-to-face direct client contact. May be repeated.

MFTH 785A. Begin Clinical Training in Couple, Marital, and Family Therapy. 0 Units. Enables students to consult with clinical director to set up and begin supervised clinical practice in the field of couple, marital, and family therapy. Acceptance into a CFS doctoral program.

MFTH 785B. Clinical Training in Couple, Marital, and Family Therapy. 4 Units. Provides direct client contact in the practice of couple, marital, and family therapy and documents completion of a minimum of 200 hours of direct client contact. Meets AAMFT-approved standards and applies toward 40 hours of clinical experience. May cover up to five quarters and be repeated five times.

MFTH 786. Professional Development Proposal. 0 Units. Must be registered for at least one quarter prior to eligibility for 786A. The student’s professional development plan must be formulated and approved by the faculty during this course.

MFTH 786A. Professional Development in Marital and Family Therapy. 1.5-12 Units. Doctoral-level experience in marital and family therapy under the supervision of a senior-level family therapist/mentor. Must be arranged in advance in the department. A total of 36 units required for graduation. Prerequisite: MFTH 786.

MFTH 786B. Professional Internship in Marital and Family Therapy—Clinical. 2,4 Units. Supervised client contact (face-to-face hours only) in the practice of marital and family therapy.

Marriage and Family Courses


MFAM 502. Research Tools and Methodology: Qualitative. 3 Units. Qualitative methodology. Prepares students to undertake research projects using the intensive interview method of qualitative research. Explores practical and epistemological issues and problems in qualitative research in a workshop format. Cross-listing: COUN 502.


MFAM 516. Play Therapy. 2 Units. Experiential course that teaches practitioners and graduate students to apply play therapy techniques in dealing with childhood problems such as molestation, physical abuse, depression, trauma, and family conflict.

MFAM 524. Psychopharmacology and Medical Issues. 3 Units. Introduces common physical and medical issues related to the practice of marriage and family therapy. Students learn a biopsychosocial-spiritual model to assess and intervene—with emphasis given to psychopharmacology, neuroanatomy, the mind-body relationship, and research relative to the field of medical family therapy.

MFAM 528. Culture, Socioeconomic Status in Therapy. 3 Units. Addresses current information and historical narratives related to cultural diversity that impact belief systems, communication patterns, roles, and expectations within human relationships and systems. Examines SES and a wide range of social, racial, and ethnic factors that create meanings for individuals, couples, families, and mental health counselors. Emphasizes populations that become professional partners or clients served within this geographic region. Cross-listing: COUN 528.
MFAM 535. Case Presentation and Professional Studies. 3 Units.
Introduction to mental health recovery-oriented care. Exploration of personal biases toward various cultures/ethnicities, and how poverty and social stress impact consumers. Reviews ethics developed by the Board of Behavioral Science, the American Counseling Association, and the American Association of Marriage and Family Therapists. Examines spirituality and client-centered advocacy as important processes. Explores the interface between MFTs, counselors, and other professionals.

MFAM 536. Case Presentation and Documentation. 3 Units.
Through observation of live cases, trains student in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, couple, family, aging population, the severely mentally ill, and child relationships. Examines dysfunctional and functional aspects, including recovery process, health promotion, evaluation from a systems perspective, documentation, and illness prevention.

MFAM 537. Case Presentation. 3 Units.
The third of six quarters of training work that the student will be expected to complete during the course of his/her on-campus practicum experience. Focuses on the development of a theoretical orientation as a way to develop, critique, and refine the personal and theoretical perspectives of the therapist. A clinically oriented seminar in which students are asked to prepare brief and focused presentations of individual, marital, or family cases.

MFAM 538. Theory and Practice of Conflict Resolution. 2 Units.
Overviews the field of conflict management and resolution. Basic theories and methodologies in the field, with opportunity to develop basic clinical mediation skills.

MFAM 539. Solution-Focused Family Therapy. 2 Units.
Provides an in-depth understanding of solution-focused family therapy and practice. Focuses on the work of de Shazer and Berg, along with the foundational constructs of MRI.

MFAM 540. Gender Perspectives. 2 Units.
Explores the identities, roles, and relationships of women and men in light of social, cultural, and historical perspectives. Explores implications for behavioral health professionals who work with families.

MFAM 541. Social Ecology of Individual and Family Development. 3 Units.
Studies human individual development and its relationship to the family life cycle from birth through aging and death of family members. Discusses biological, psychological, social, and spiritual development in the context of family dynamics involving traditional two-parent families, alternative partnerships, single parents, blended families, and intergenerational communities. Cross-listing: COUN 547.

MFAM 542. Christian Counseling and Family Therapy. 2 Units.
Integrates Christian concepts and family therapy in a conceptual and clinical context.

MFAM 543. Family Therapy: Foundational Theories and Practice. 3 Units.
Provides an overview of the major theories in marriage and family therapy. Explores systems theory concepts in light of the major models of family therapy. Exposes students to the recovery process and consumer advocacy. Examines evidence-based models—such as cognitive behavioral, multidimensional family therapy (MDFT), and emotional-focused therapy. Through MDFT, exposes students to the treatment of addicted adolescents and their families.

MFAM 544. Cognitive-Behavioral Couples Therapy. 2, 3 Units.
An experiential course that surveys major cognitive-behavioral family therapy therapists, and integrates treatment techniques into practice in laboratory.

MFAM 545. Family Systems Theory. 3 Units.
Explores Bowen theory of family systems. Introduction to family psychotherapy as an outgrowth of the theory. Students examine their own families of origin.

MFAM 546. Family Therapy: Advanced Foundational Theories and Practice. 3 Units.
Compensively surveys more recent therapy models, such as narrative, collaborative language systems, and solution-focused theory. Using these models, student learns to assess and consider diagnosis; as well as learn the role of language, meaning, and process in relationships. Class examines the theoretical strengths and limitations of these models in relation to culturally diverse populations.

MFAM 547. Treating the Severely and Persistently Mentally Ill and the Recovery Process. 3 Units.
Addresses identification, treatment, and referral procedures for severely mentally ill consumers in diverse populations. Focuses on the recovery process and on evidence-based or agreed-upon approaches during treatment. Includes etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders, and dysfunctional behavior.

MFAM 548. Groups: Process and Practice. 3 Units.
Surveys major theoretical approaches, including individual theories, marital groups, network, and family therapy groups. Group laboratory experience provided wherein students apply theory to practice and develop group leadership skills. Cross-listing: COUN 568.

MFAM 549. Advanced Child and Adolescent Development. 3 Units.
Psychodynamics involved in child and adolescent problems with respect to the family relationship. Demonstrates a variety of counseling approaches to the treatment of children and adolescents, with emphasis on diverse settings (e.g., education, hospital, and agency). Cross-listing: COUN 584.
MFAM 604. Social Context in Clinical Practice: Gender, Class, and Race. 3 Units.
Introduces social inequalities that result in unfairness, health disparities, assaults to personal dignity, and family stress. Focuses on how one's position within social hierarchies—such as gender, socioeconomic status, race, and sexual orientation—affects psychological and relational health. Examination of how family therapists and counselors address these social contextual factors as part of a recovery-based approach that empowers people within their relationships and social systems. Cross-listing: COUN 604.

MFAM 605. Gestalt Family Therapy. 2 Units.
Principles of Gestalt psychology and therapy; the relationship between the individual and the physical, emotional, societal, and spiritual environment. Group experience that permits the spiritual and affective aspects of Gestalt therapy to be expressed and integrated with systems theory.

MFAM 606. Emotionally Focused Couples Therapy. 2 Units.
Students examine the theory of emotionally focused therapy and concentrate on the work and research of Susan Johnson.

MFAM 614. Law and Ethics. 3 Units.
Examines child welfare, separation, and divorce law, and financial aspects of family maintenance. Includes case management, referrals, professional and client interactions, ethical and interprofessional relations, legal responsibilities, and confidentially. Explores interactions among the practitioner's sense of self and human values, professional behavior, scope of practice, and ethics. Examination of impacts of culture, SES, poverty, social stress, and biology on the recovery process.

MFAM 624. Individual and Systems Assessment. 3 Units.
Applies psychological testing methods in the diagnostic assessment of individual, family, and group behavioral dynamics as encountered in marriage and family counseling. Observations and/or laboratory experience. Cross-listing: COUN 624.

MFAM 635. Case Presentation and Legal Issues. 3 Units.
A clinically oriented course in which students prepare brief and focused oral and/or video presentations of individual, marital, or family cases with which they are currently working at their clinical placements that demonstrate an understanding of systems theory; as well as of legal, ethical, cultural, SES, spiritual, and developmental issues. Students discuss how cases support consumer advocacy.

MFAM 636. Case Presentation and Client-Centered Advocacy. 3 Units.
Examines the recovery process in relation to case write-ups. Ongoing individual, marital, and family cases formally presented by trainees discussing how consumer advocacy is supported; as well as collaboration with other mental health practitioners. Requires an in-depth case write-up on a couple or family that demonstrates an understanding of legal, ethical, cultural, SES, spiritual, client-centered advocacy, recovery model, disability act and services, and developmental issues.

MFAM 637. Case Presentation and Global Practices. 3 Units.
Students receive case supervision and prepare for a final oral comprehensive examination that requires four videotaped segments of the case over a minimum of six sessions or six hours, depending upon the clinic site; a write-up of the case; an epistemology paper; and a vignette.

MFAM 638. Family Therapy and Chemical Abuse. 3 Units.
Examines current theories of etiology of substance use disorders and the effects of psychoactive drug use. Emphasizes assessment and evaluation strategies; impact on mental, biological, relational, and community systems; evidence-based prevention and treatment approaches within a recovery process orientation. Explores issues of regional multicultural competence, human diversity, and access to care. Cross-listing: COUN 638.

MFAM 644. Child Abuse and Family Violence. 3 Units.
Presents characteristics of physical and emotional abuse, neglect, sexual molestation, and family violence including offender and nonoffender traits. Focus on treatment including individual, group, and family therapy. Ethical and legal issues, community resources, and multidisciplinary approaches to child abuse. Examines cultural, SES, poverty and/or social stress impacts on mental health and recovery. Cross-listing: COUN 644.

MFAM 645. Advanced Substance Abuse-Treatment Strategies. 3 Units.
Presents information about addictions treatment for adults, adolescents, families, groups, and those with multiple diagnoses. Prerequisite: MFAM 638.

MFAM 654. Practicum in Drug and Alcohol Counseling. 1 Unit.
PRACTICUM course in which students discuss with individuals and families and apply current theories and strategies for treating substance use disorders. Explores issues of multicultural competence, human diversity, and access to care. Prerequisite: Acceptance into the Drug and Alcohol Counseling certificate.

MFAM 665. Structural and Multidimensional Family Therapy. 2 Units.
Enhances observational, conceptual, planning, and intervention skills. Increases ability to understand verbal and nonverbal communication and evidence-based family therapies. Broadens understanding of structural and multidimensional family therapy.

MFAM 674. Human Sexual Behavior. 3 Units.
Sexuality in contemporary society from the sociopsychological viewpoint. Anatomy and physiology of human sexuality: reproduction, normal and abnormal sexual response, psychosexual development, human fertility, human sexual dysfunction. Integration of systems theory. A minimum of thirty contact hours.

MFAM 694. Directed Study: Marriage and Family. 1-4 Units.
Individual study in areas of special interest concerning the family and its problems. May be repeated for credit at the discretion of the faculty.

MFAM 731. Clinical Training. 6 Units.
For MFT students beginning their clinical training. An IP grade will be assigned until student completes 200 hours at an approved site.

MFAM 732. Clinical Training. 9 Units.
For students who have completed MFAM 731 and are at an approved clinical site. Students register for 9 units and receive an IP grade until 500 hours or five consecutive quarters have been completed.

MFAM 734. Professional Clinical Training. 1.5-3 Unit.
Supervised clinical counseling of individuals, couples, families, and children. At least one hour of individual supervision per week and two hours of case presentation seminar per week. Continuous registration for this portion of the clinical training until completion of at least 300 clock hours.

MFAM 734A. Professional Clinical Training. 1.5-6 Units.
Supervised clinical counseling of individuals, couples, families, and children. At least one hour of individual supervision per week and two hours of case-presentation seminar per week. Continuous registration for this portion of the clinical training until completion of at least 300 clock hours.
MFAM 744. Clinical Internship. 1 Unit.
Supervised clinical counseling of individuals, couples, families, and children. One hour of individual supervision per week. Postgraduates only. Approved by internship coordinator.