Canadian Association for Marriage & Family Therapy
L'association canadienne pour la thérapie conjugale et familiale

CAMFT/ACTCF Accreditation Standards

Approved January 4, 2023

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This document is the culmination of five years of work and cooperation between representatives of CFT programs across Canada, including in-person meetings in Winnipeg (2018), Calgary (2019), and Halifax (2023), and hundreds of hours on zoom in between.

The CAMFT/ACTCF gratefully acknowledges the work of the Accreditation Working Group including (from West to East):

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PROGRAM ACCREDITATION STANDARDS

This document includes the following six sections:

- Introduction
- Program eligibility requirements
- CFT specific entry-to-practice competencies
- Curriculum
- Supervised practice
- Accreditation process procedures

INTRODUCTION

This document was co-constructed through the collaborative effort of a core group of 13 representatives from Universities with Couple & Family Therapy (CFT) programs across Canada and the CAMFT/ACTCF board. Throughout this process, there has been a concerted effort to deepen the conversation about common standards across Canada while allowing for differentiation among the programs. Considerations have been given to different types of programs, regional interests, the potential for new programs developing in underserved areas, social justice issues, and the needs/voices of marginalized communities. The document was co-written in real time on a weekly or biweekly basis over more than two years.

Some of the challenges have been to account for varying approaches to supervised practice including substantial differences in required hours across programs, setting common standards without prescribing the content for entire programs, and cultivating rich and diverse approaches to training CFTs.

The purposes of these CAMFT/ACTCF Program Accreditation Standards are to develop, advance, promote, and support the field of Couple and Family Therapy (CFT) within the Canadian context. This field is also known by other names including but not limited to Couple and Family Therapy (CFT), Marriage and Family Therapy (MFT), Family Therapy (FT), Relational and Family Therapy (RFT) and others. To achieve these purposes, we propose the following Program Accreditation Standards to ensure that education and training programs meet or exceed recognized fundamental qualities within the field in order to be accountable to students and to CAMFT/ACTCF as an organization.

Quality education in the field of CFT need not follow traditional or customary patterns, and we want education to be organized around three pillars: a Systemic-Relational Praxis, Integrated Reflexivity, and Attunement to Socio-Cultural Contexts (see next section for definitions). The didactic parts of programs must be integrated with supervised practice (see next section for definition) and grounded on these three pillars. It is important to CAMFT/ACTCF that Canada's regional, cultural, and language variations are reflected within the Standards. To this end, the Standards are written with sufficient flexibility for programs to design curriculum and clinical training that both honour these variations while also upholding the three pillars listed above.

CAMFT/ACTCF is committed to expanding the concept of accreditation to be inclusive of 'yet-to-come' programs and pathways. We want to encourage those who may or may not be located in universities and colleges to develop educational programs in CFT. Our programs need to demonstrate value and contributions locally, regionally, and nationally. We have written these Standards with an eye to creating opportunities for developing couple and family therapy practitioners in remote or underserved areas of Canada, thus making couple and family therapy available nationwide. We recognize that emergent programs may have difficulty in meeting all accreditation Standards. Therefore, programs may consult to develop alternative ways to meet and demonstrate the spirit of the Standards.

PROGRAM ELIGIBILITY REQUIREMENTS

Pillars

Educating effective family therapists rests on these three foundational pillars:

Systemic-Relational Praxis

> A systemic/relational Praxis (see glossary) means that all persons are understood as interacting in relation to others and the circumstances in which they are located. We come to understand people and their actions based on the relational spaces that are created between and among them and their situations. Therefore, we are looking at the system of interpersonal interactions and not viewing individuals as free-standing actors in the world. We make sense of human interaction by looking for patterns of interaction and mutual influence.

Integrated Reflexivity

> Integrated reflexivity refers to the following deliberate processes: reflective practice which promotes critical awareness of the self in relationship and uses this information to interact with both self and others in congruent and effective ways. These processes promote ethical practices and life-long learning. CFTs are always "becoming" and maintain that initiative by consistent attention to the ways they practice and are in relationship with others.

Attunement to Socio-Cultural Contexts

> Attunement to socio-cultural contexts means that CFTs understand people and families within their larger socio-cultural contexts, and attend to the impacts of differences in cultural power, systemic oppression and marginalization. This includes recognizing the influences (facilitative and/or constraining) that people experience within larger systems. Further, we are looking at how issues of social oppression and violence are being addressed to expand our understanding from the personal to extra-familial dynamics. Acknowledging these extra-familial influences extends systemic thinking to the systems within which families are nested.

We believe that these pillars inclusively guide our mission to help individuals, couples, and families live more satisfying lives within their communities and society.

All programs must consistently demonstrate these three pillars throughout all program components and partnerships (including but not limited to):

- mission, vision, values, and program goals
- admission
- curriculum and course content
- supervised practice
- pedagogy
- administration
- assessment

PROGRAM ELEMENTS

These program elements describe minimum requirements. Programs are encouraged to add their own requirements congruent to their mission, vision, values and goals, and make recommendations to CAMFT/ACTCF for further accreditation requirements.

Organizational Design

Programs need to demonstrate:

- a central administrative location in Canada
- alignment with applicable regulatory bodies
- a stable organizational structure that is conducive to their program's sustainability
- facilities conducive to program mission, vision, values and goals.
- commitment to Inclusion, Diversity, Equity and Accessibility
- congruence with the mission, vision, values, and goals of CAMFT/ACTCF
- clearly defined philosophical orientation to CFT; program mission, vision, values, and goals; and how these are integrated with each other and made public
- representation from many diverse constituents, particularly those whose voices are under-represented and marginalized, demonstrating awareness and integration of contextual considerations throughout all aspects of the program
- a coherent program that is fully delineated in terms of requirements and expectations
- coursework and supervised practice at the graduate or post-graduate (see Appendix for definition) level
- quality assurance in terms of measures, outputs, and feedback

Leadership

In terms of leadership and organization, programs must demonstrate that they have the following:

- an identified and stable program leadership structure
- sufficient academic and supervisory staff (full-time and contract)
- sufficient academic staff who hold the RMFT designation, or are Approved Alternate Supervisors (see Approved Supervisor Form for definition)
- sufficient Faculty to Student ratio to ethically and adequately meet program, faculty, and student needs (a minimum of 3 full-time equivalent faculty dedicated to the CFT program, and a minimum of a 1:15 faculty to full-time equivalent student ratio)

- requirements that all supervisors hold RMFT-S or RMFT-S (Qualifying) designation or are Approved Alternate Supervisors (AAS)

Quality Assurance

Programs must demonstrate that they

- use reflexive practices to regularly monitor and communicate strengths, challenges, and concrete plans for program improvement
- publish clear and accessible information about the program,
- have documented methods for
    - identifying and supporting struggling students
    - evaluating and supporting student performance
    - disciplinary measures including addressing students who require removal from the program
    - supporting/monitoring staff and faculty performance through professional development, teaching support, and teaching evaluations
    - engaging students and other stakeholders in program evaluation and feedback
    - ensuring accountability of all parties in Supervised Practice
    - regular evaluation of program admission processes
- have a plan for community engagement and relevance
- have an advisory board or equivalent
- hold regular staff and advisory board meetings
- demonstrate appropriate record-keeping practices
- have a means for maintaining contact with alumni
- engage in regular integrative program reflexivity for program change and enhancement

CAMFT/ACTCF CFT SPECIFIC
ENTRY-TO-PRACTICE COMPETENCIES

This list of competencies is focused on the practice of couple and family therapy, which is a specialty within the psychotherapy field in Canada. The following three pillars serve as the foundation of the competencies articulated in this document: Systemic-Relational Praxis, Integrated Reflexivity, and Attunement to Socio-Cultural Contexts.
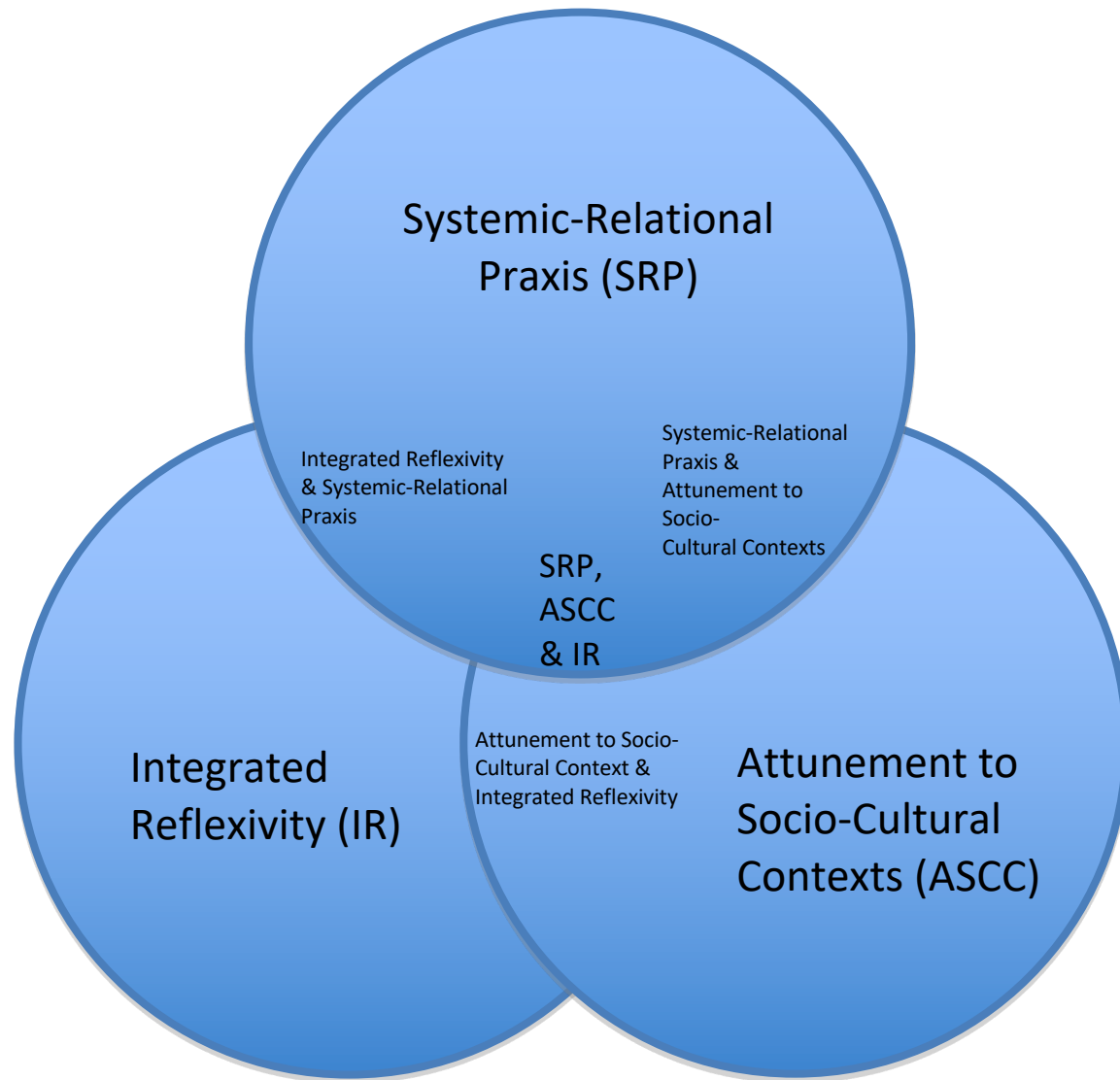
The three pillars of this model are complementary and overlap. Ongoing integration of these pillars is necessary for competent CFT practice. While each competency is located within a specific pillar, all competencies can be enriched by considering their relationship to the other pillars.

These entry-to-practice competencies, while not exhaustive, form the core of high-quality practice. These competencies also serve as the grounding for developing advanced practitioners and for the purposes of this document they are intended for CFTs at the entry-to-practice level. Students completing graduate programs in CFT and beginning to work in the field are expected to have acquired these competencies through their time in their graduate programs.

In addition to the competencies outlined in the model, programs need to adhere to an established and recognized set of competencies for psychotherapeutic practice. In jurisdictions where there is relevant regulation, programs need to demonstrate adherence to the established competencies in these jurisdictions as well as the CAMFT/ACTCF list of competencies. In jurisdictions that are unregulated, programs need to select a recognized and established set of competencies from a regulated jurisdiction in Canada and demonstrate adherence to these as well as the CAMFT/ACTCF list of competencies.

Our figure below shows a holistic picture of competencies and how they relate and integrate with one another.

All programs need to integrate the three pillars and the intersections between the pillars into their program elements. All programs have discretion regarding how and where elements are integrated. This should be documented and demonstrated in the course outlines or their equivalent in the didactic and practice components of programs.

Systemic-Relational Praxis (SRP)

Integrated Reflexivity & Systemic-Relational Praxis

Systemic-Relational Praxis & Attunement to Socio-Cultural Contexts

SRP, ASCC & IR

Integrated Reflexivity (IR)

Attunement to Socio-Cultural Context & Integrated Reflexivity

Attunement to Socio-Cultural Contexts (ASCC)

Systemic-Relational Praxis

CFTs integrate a systemic-relational praxis in all of their professional activities including but not limited to, therapeutic practice, supervision, teaching, research, administration, and professional relationships. Elements of systemic-relational praxis include the integration of systemic relational theory and practice skills, the critical application of the CFT literature and research, adherence to the CAMFT/ACTCF Code of Ethics, and demonstration of an CFT professional identity.

Systemic-Relational Theory

- consistently upholds a systemic-relational perspective
- demonstrates ability to differentiate systemic-relational theories from other psychotherapeutic theories
- applies systemic relational theories to understand and describe the dilemmas clients bring to therapy as well as a means for orienting therapy
- articulates theory and skills which inform systemic-relational practice
- demonstrates ability to work consistently from a systemic-relational perspective with all clients (i.e., both those seeking individual and relational therapy)
- demonstrates ability to co-construct and explore the relevant contexts of presenting issues
- demonstrates ability to understand clients within the contexts of their relational systems, relevant to their presenting concern.

Systemic-Relational Practice Skills

- applies systemic-relational skills throughout all stages of therapy with all clients (i.e., both those seeking individual and relational therapy)
- demonstrates ability to work collaboratively with multiple members of a system to create shared goals and plans for therapy
- demonstrates ability to facilitate conversations using systemic-relational language to generate movement and change
- demonstrates ability to attend to process in session and recognize how it is distinct from content

- demonstrates ability to pace interventions according to the needs, characteristics, and preferences of the client system

Literature and Knowledges

- critically examines research, literature, and information from a variety of sources using a systemic-relational perspective
- remains current with and integrates systemic-relational literature into practice
- acquires knowledges from multiple sources (including local and client knowledge) to expand their ways of knowing
- integrates understanding of ecological/environmental implications in systemic practice
- actively studies one's own practices systematically to generate new knowledges and practices

Ethical Decision-making

- articulates and applies a systemic-relational ethical decision-making model throughout their practice that incorporates awareness of the rights and needs of different members of the system, socio-cultural contexts, standards of practice, and laws and regulations for the relevant jurisdiction
- demonstrates knowledge of the CAMFT/ACTCF Code of Ethics and the ability to apply the Code to ethical decision-making processes

Professional Identity and Stance

- demonstrates ability to engage in the professional community from a systemic-relational perspective (e.g., interprofessional meetings, networking, presentations, consultations)
- integrates a systemic-relational mindset in all professional activities (e.g., therapeutic practice, note-writing, research, presentation, administration)

Integrated Reflexivity

CFTs engage in reflexivity and supervision to grow in their awareness of their own processes and experiences and how these may facilitate and constrain interpersonal interactions. These processes are critical to developing the self-of-the-therapist and to maximize the ability to utilize supervision.

Self-of-the-Therapist

- demonstrates ability to create and sustain therapeutic connections with clients to maintain and advance the therapeutic focus
- demonstrates awareness of competencies and areas for growth and the appropriate scope of practice
- demonstrates the ability to be transparent with the development of one's thinking and learning
- demonstrates awareness of self-of-the-therapist and how responsibility for this may facilitate and constrain growth in the therapist, their clients, and their therapeutic relationships
- demonstrates awareness of the interface between the personal and the professional, and the ways these can both influence and activate one another
- demonstrates the ability to solicit and hear feedback, and use it to revise and improve practice
- recognizes, takes responsibility for, and systemically/relationally manages the ways that they are activated in professional relationships (e.g., peer, client, and supervisory relationships; teaching; research)

Supervision

- demonstrates ability to engage actively, effectively, and appropriately in supervision and consultation from systemic-relational and self-of-the-therapist perspectives
- demonstrates ability to discern when an issue is appropriate for supervision, and when it is appropriate for one's own therapy or other personal resource
- demonstrates awareness that supervision takes place within the context of multiple systems

- demonstrates awareness of the isomorphic patterns in systemic supervision
- demonstrates ability to apply systemic-relational learning from supervision to therapeutic work
- challenges oneself to grow as a person and a therapist in the context of supervision
- demonstrates ability to engage in multiple methods of supervision (including individual, dyadic, and group supervision) and across multiple modalities (including face-to-face, virtual, live observation, and recorded, etc)

Attunement to Socio-Cultural Contexts

CFTs work within a social justice framework actively seeking and valuing diverse perspectives, and demonstrate attunement to the socio-cultural context through the following competencies:

- demonstrates understanding of families' racial, cultural, and socio-political contexts and their impact in relational interactions
- demonstrates understanding of the colonization, historical legacy, and current experiences of Indigenous Peoples in Canada
- demonstrates understanding and sensitivity to the complexity of social locations, intersectionality, diversity, and power dynamics
- demonstrates critical understanding of the power inherent in the role of an CFT
- demonstrates critical analysis of how the CFT's own social location, values, and beliefs shape their professional identity and relationships
- attends to the impact of multiple intersections of oppression and privilege, and intervenes within client systems accordingly
- demonstrates ability to collaborate and align with clients and other stakeholders to address systemic oppression
- demonstrates ability to engage in advocacy from an informed ally position
- demonstrates ability to address socio-cultural context explicitly in therapeutic conversations and across professional relationships

Integration among the Pillars

Systemic-Relational Praxis and Integrated Reflexivity (SRP & IR)

At the heart of this integration is the therapist's ability to use reflexivity and systemic-relational praxis reciprocally to inform their therapeutic decision-making.

Integrated Reflexivity and Attunement to Socio-Cultural Contexts (IR & ASCC)

At the heart of this integration is the therapist's ability to use their attunement to socio-cultural contexts to be reflexive about how these affect the therapeutic relationship.

Systemic-Relational Praxis and Attunement to Socio-Cultural Contexts (SRP & ASCC)

At the heart of this integration is the therapist's ability to be attuned to socio-cultural contexts and to incorporate this awareness into their systemic relational praxis.

Systemic-Relational Praxis, Integrated Reflexivity and Attunement to Socio-Cultural Contexts (SRP, IR & ASCC)

At the heart of this integration is the therapist's ability to draw from all three pillars and demonstrate an awareness of how the three contribute to a richer understanding of the complexities of practice.

CURRICULUM

Our specified curriculum elements in this document are necessary to offering a systemic-relational educational program and accreditation with the CAMFT/ACTCF. We expect programs to describe their pedagogical strategy and demonstrate how the strategy is congruent with the program's mission, values, and CAMFT/ACTCF foundational pillars and the isomorphic layers of relationships among faculty (instructors and/or supervisors), students, and clients.

In considering pedagogical strategies, programs have many choices to make between in-person and virtual formats as well as different teaching modalities. Programs must demonstrate that the format and teaching methods that they use are systemic-relational, congruent with their mission and values, and effective in integrating theory into practice.

Further, the content in the curriculum should be delivered in ways that facilitate the integration of the concepts into supervised practice. The curriculum should directly support the development of systemic-relational competencies and the specific criteria for credentialling in CFT. All content should be grounded in the ethics and values of the field of CFT and fit within the three foundational pillars presented in this document.

The curriculum elements listed below indicate the minimum number of teaching/presenting hours that should be dedicated to each area. We use clock hours instead of credit hours to account for the diversity of ways courses are constructed in various programs. This allows for curriculum material to be organized differently, from discrete courses dedicated to certain topics, to content that is integrated with other related content, from semester-long courses, to seminars and learning modules that may be more compressed. Programs are encouraged to integrate content areas into multiple classes to show how elements augment and relate with each other. When core content is integrated, programs must delineate how that content counts toward the required hours in each required subject area. While we encourage integration, programs cannot count the same hours towards multiple areas. For content hours that are completely integrated between two areas, programs should allocate half the hours to each area.

Core Content

Programs need to show how their core content is related to the three pillars and the corresponding competencies. Programs are required to have a minimum of 360 didactic

hours taught from a systemic-relational perspective, 270 of which must include focused instruction in the following subject areas:

- systems theory (foundations and history, family and larger systems, family life-cycle) (30 hours)

- systemic understanding of topics related to mental and physical health, wellbeing and illness, DSM, health systems, impacts on individuals and families (30 hours)

- family systems therapies (e.g., Strategic, Structural, Milan) and post-structural approaches (e.g., Narrative, Solution-Focused, Collaborative) (60 hours)

- therapeutic skills (e.g., facilitating and navigating difficult/challenging conversations, listening, self-of-the-therapist reflexivity, therapeutic alliance, writing, reflecting teams, teamwork) (60 hours)

- diversity (e.g., decolonizing practice, anti-oppressive practice, anti-racist practice, intersectionality, social justice, advocacy) (20 hours)

- Indigenous perspectives, ways of knowing, ways of being, history of colonization and the TRC (20 hours)

- ethics, professional issues, and justice/fairness policies and issues (Code of Ethics, jurisprudence, decision-making, private practice) (20 hours)

- Research (emphasis can be on a critical application of research and/or conducting primary research) (30 hours)

Note: Post-masters programs may be deemed to meet some of the above criteria through requiring prior learning assessments for students coming into their programs.

Additional Content

Programs are encouraged to add content to address their local issues, contexts, and interests with explicit attention to the socio-cultural implications of relational work. Special emphases are valued alongside the required content.

Core Content as Related to Supervised Practice

While there are relationships between the learning in the core content and the learning through supervised practice, the hours counted in order to fulfill core content are distinct from supervised practice hours. Ideally, the learnings in both are mutually supporting, but hours counted in core content categories cannot also be counted as supervised practice hours (and vice versa).

SUPERVISED PRACTICE: DIRECT CLIENT HOURS AND SUPERVISION

Hours

CAMFT/ACTCF differentiates programs applying for accreditation into two streams based on the number of supervised practice hours programs require their students to complete. The CAMFT/ACTCF will consider programs for accreditation in the A stream if they require 350 or more supervised direct contact hours; programs requiring a minimum of 150 supervised direct contact hours (but fewer than 350 hours) will be considered for the B stream. Programs with a requirement of fewer than 150 supervised direct contact hours will not be considered for accreditation.

Graduates from programs accredited through the A stream are eligible to apply for the RMFT-Qualifying designation and membership in CAMFT/ACTCF at that level. Graduates from programs accredited through the B stream are eligible to apply for Associate membership in CAMFT/ACTCF but must complete the rest of the 350 supervised clinical hours required for the RMFT-Qualifying designation. All supervised direct contact hours completed within an accredited program count towards the 1000 hours required for RMFT status. Please see CAMFT/ACTCF membership requirements for more information.

Supervised direct client contact hours are defined as time spent in direct contact between the therapist and the client(s) in the active process of therapy that can be supervised through any type of in-person or virtual/electronic means. Although CAMFT/ACTCF counts direct client contact hours, it is assumed that there are many other indirect client hours that go into the student Supervised Practice Component. Activities such as scheduling, case planning, observation of therapy, documentation, and community consultation are not considered direct client contact. Programs need to make clear distinctions concerning what hours count as direct client contact hours that are in agreement with CAMFT/ACTCF's definitions.

Students should have exposure to both virtual and face-to-face direct client contact. Programs need to incorporate teaching and supervision about both virtual and in-person therapy contexts.

Unique skills are needed to engage multiple persons simultaneously in therapy and these aspects of training cannot be sufficiently covered through simulations. While

CAMFT/ACTCF sets minimum numbers of direct client contact hours, all programs need to show that the hours they require are sufficient to meet the entry-to-practice competencies above. Programs must require that their students provide a minimum number of direct client contact "relational therapy" hours (i.e., more than one client concurrently in the session where there is an ongoing relationship between the clients that pre-dates the therapy) and using a systemic/relational perspective.

Programs in the A stream must have a minimum of 40% of their required direct client contact hours be relational therapy (see above), or 175 hours, whichever is greater.

Programs in the B stream must have at least 40% of their required direct client contact hours be relational therapy (see above), or 100 hours, whichever is greater.

CAMFT/ACTCF recognizes that becoming a systemic therapist involves developing an epistemological relational/systemic orientation (i.e., the way we think about people, relationships, and change). Therefore, programs need to demonstrate that supervised practice components are completed over a minimum of one calendar year. Programs must show that they integrate didactic and practice components (both simultaneous and sequential models are acceptable).

Both the therapist and the supervisor must work from a relational/systemic orientation regardless of the number of clients in the room. Supervised direct contact hours can include a reasonable combination of individual, family/relational, and group therapy.

Students must participate in supervision for a minimum of 1 hour per week, with an overall ratio of 1 supervision hour for every 5 direct client contact hours. Supervision must be with a registered RMFT-S, CAMFT/ACTCF Supervisor Candidate, or a CAMFT/ACTCF Approved Alternate Supervisor. Supervisors must use sufficient direct observation of the students' clinical work (video or live) for the consistent and ongoing assessment of the student's work. Programs must define sufficient use of direct observation and demonstrate how it is sufficient to meet program goals. For programs that integrate regular individual and group supervision, the maximum ratio of supervisors to supervisees is 1:8. For programs that only do group supervision models, the maximum ratio is 1:6. Programs can decide for themselves their balance of individual to group supervision and must demonstrate how this balance is sufficient to achieve program goals.

PROGRAM ACCREDITATION PROCESS

INTRODUCTION:

The accreditation process is conceptualized as an accountable transformative model built on reflection and collaboration, paralleling the learning process of CFT. It is founded on the values of excellence, collaboration, congruence, and accountability across CFT training programs in Canada. This process is iterative, incorporating continual reflection and growth. It is designed to be accountable to the CAMFT/ACTCF, CFT programs, the students they train, and to the general public.

Consideration has been given to the potential benefits and challenges of utilizing this collaborative model. One of the benefits of being a small community of programs is the opportunity to collaborate transparently with each other and for each program to make meaningful contributions to the development of CFT training in Canada. As there are multiple relationships among programs, care needs to be taken to maintain accountability of the process to ensure the integrity of the resulting accreditation.

The role of the Registrar is key to ensuring accountability for the process and final decision-making. The Registrar is responsible to the Board of Directors of the CAMFT/ACTCF to make this process accountable to the governance of CAMFT/ACTCF. The Registrar also acts with the capacity for sober-second-thought regarding recommendations by the Advisory Committee. It is the Registrar's responsibility to ensure that proper process is followed and to adhere to principles of accountability, fairness, and justice across accreditation decisions.

Accreditation Cycle (2 year process)

The Accreditation process begins with a preliminary conversation with the Registrar and unfolds over a two-year period:

	Deadlines*	Details
Step 1	open	Program may approach Registrar for preliminary conversation about potential accreditation application
Step 2	Any time prior to step 3	Prepare and submit application & application fee
Step 3	Year 1: Apr 1st	RPR Overview and Review Fee due to Registrar
	Year 1: Jul 2nd	Response from Advisory Committee due to Registrar
	Year 1: Aug 2nd	Registrar forwards response to applicant
	Year 1: Oct 31st	Revised RPR (if required) due to Registrar
	Year 2: Feb 2nd	Response from Advisory Committee to Revised RPR due, including recommendations for accreditation to Registrar
	Year 2: Mar 2nd	Registrar writes Summative Report and informs applicant of accreditation decision
Step 4	Annual AGM (currently in April)	Applicants present at Showcase attached to CAMFT/ACTCF AGM

* Deadlines are by end of day local time of applying program

Step 1: Preliminary Conversation

- Programs meet with the Registrar to discuss the intention to apply for or renew accreditation a minimum of 12 months before their Reflective Program Review (RPR) is due

- The Registrar will help programs understand the requirements and process for accreditation
    - During this conversation, the Registrar and the program should discuss any potential areas of concern (i.e. areas where programs may not meet the standards) that programs will need to consider prior to applying
        - This conversation is not definitive or exhaustive, but is intended as a supportive conversation regarding the possibility of accreditation / re-accreditation

- Addressing the suggestions arising from this meeting does not guarantee a successful accreditation as there are multiple stages to the process
  - o If a program decides to proceed with the accreditation process, the Registrar will provide the program with the Accreditation Application Package including the RPR Overview and Fee Schedule

Step 2: Application

- Programs complete and submit Accreditation Application and application fee
- Application includes:
  - o Brief statement of intent
    - Program Name and contact information for program representative
    - Intent to apply for new accreditation or renewal
  - o Brief Program overview (1-3 pages):
    - The program's philosophy and orientation
    - The history of the program's relationship with professional associations and regulatory bodies
    - The program's complement of students, staff and faculty; institutional setting; geographical location
- Upon receipt of application, the Registrar will establish the Advisory Committee
  - o The Advisory Committee is made up of representatives from programs detailed on the accreditation schedule (see page 26)
  - o The Advisory Committee and the Registrar both have decision-making capacity and work in collaboration with each other
    - The Advisory Committee is responsible for making recommendations
    - The Registrar is responsible for the final decision
    - The Registrar is responsible to the Board of Directors
    - The Registrar, with board approval, has the option of appointing an alternate or additional reviewer to the advisory committee should the need arise (e.g. conflicts of interests between the Registrar, Advisory Committee and the applicant; a reviewer becoming unavailable; and/or other significant challenges to the review process)
    - While the Accreditation process has a fundamental gatekeeping function, the spirit of any recommendations by the Advisory

        Committee and Registrar is intended to focus on generative and formative assessments

Step 3: Reflective Program Review (RPR)

- The Advisory committee, Program and Registrar adhere to the following deadlines concerning the RPR review:
  - Year 1, April 1st: The Program submits the RPR (see overview) and Review Fee to the Registrar
  - Year 1, July 2nd: Advisory Committee reviews RPR and submits response to Registrar
    - Response options:
      - recommend Registrar approve accreditation
      - recommend or require changes
    - The Registrar reviews the RPR and the response from the Adivisory Committee. The registrar has discretion to accept or reject proposed recommendations from advisory committee and to add recommendations of their own. The Registrar compiles the response to the initial RPR and forwards it to the applying program by August 2nd
  - Year 1, October 31st: Programs resubmit RPR with any revisions
  - Year 2, February 2nd: Advisory Committee responds to revised RPR
    - Advisory Committee recommends one of the following to the Registrar:
      - approve accreditation
      - approve accreditation with recommended changes for consideration
      - approve accreditation with required changes and timeline for implementation
      - deny accreditation
  - Registrar reviews recommendations from advisory committee and writes final summative report.
    - The summative report is sent to the program which includes:
      - Accreditation decision
      - Details of any recommended changes and/or required changes including implementation timeline

- Programs have right to appeal accreditation decision (process to be developed)
  - Programs have until Showcase (see below) at AGM to prepare presentation. Programs submit approved RPR to *Participator* (Journal of the CAMFT/ACTCF) for publication.

Step 4: Showcase at AGM (attached to AGM as pre or post conference day, date to be decided annually)

The Annual Showcase is attended by designates of all accredited programs, and those seeking initial accreditation and renewal. The showcase is open to members of CAMFT/ACTCF, as well as to representatives from programs interested in Accreditation. All attendees are invited to participate in meaningful reflection and dialogue.

- Recognizing the collaborative nature, importance of peer-review and co-learning experience of CAMFT/ACTCF accreditation, all programs are expected to send at least one delegate to the Showcase

- Each Program's designate introduces themself with a brief (5-10 min) annual Program Reflection including progress, learnings, strengths and challenges over the past year. The Registrar or designate collects themes from these reflections which may be published in the CAMFT/ACTCF journal *Participator*

- Programs beginning the initial accreditation application process introduce themselves and have an opportunity to participate in reflective discussion, bring questions, ask for support, etc.

- Program(s) identified for accreditation/renewal of accreditation at this Showchase make their presentation focusing on an overview of their RPR, the integration of the Pillars, crossovers and interconnections between the Pillars, and videos of sites, practicum placements, and stakeholder comments to other program representatives.
  - The presentation has a time limit of 1 hour
  - The Registrar delivers response to presentation, highlighting strengths and any recommendations from accreditation process
  - Other program representatives in attendance reflect on Showcase presentations. This is intended to be a thoughtful and generative process. Time limit of 1 hour
  - The Registrar collects themes from reflecting team and sends them to all programs for their consideration

- In the case of serious concerns expressed during or arising from the reflection process, the Registrar has discretion to revisit requirements for changes to sustain any program's accreditation
- Discussion of and reflection on overall CAMFT/ACTCF accreditation process
  - Recommendations for changes to process. Registrar to determine implementation timeline for any changes to the accreditation process and consider the needs of programs who have already submitted their RPR for the following year

APPENDIX A

Fee Schedule:

Purpose – to: support CAMFT organization, grow the profession, contribute to the cost of the Registrar's salary, and set out in-kind responsibilities. Fees are non-refundable.

For: (suggestions but may change as we discover what this actually costs)	
Initial application fee	$500
Review Fee (Registrar's salary, other costs of review process)	$2250
Annual Sustaining fee (due annually for everyone) (support org, grow profession)	$975
Services in-kind	Representative to participate on Advisory Committee in annual review cycle and to represent the program at annual showcase

APPENDIX B

Accreditation Schedule: (Initial accreditation of 2 programs per year for 4-5 years to update all provisional accreditations and then re-accredit for 6 or 7 years to stagger out the accreditation cycle ongoing)

A – University of Guelph
B – University of Winnipeg
C – University of Calgary
D – Briercrest Seminary
E – Trinity Western
F – McGill
G – St. Paul

Year (Spring AGM)	Prepares	Submits	Presents	Advisory Committee	Off
2023	A B				
2024	C D	A B			E F G
2025	E F	C D	A B	E F G	-
2026	G	E F	C D	G A B	-
2027		G	E F	A B C	D
2028	A		G	C D E	B F
2029	B	A (+5)			C D E F G
2030	C D	B(+6)	A	E F G	
2031	E F	C D (+6)	B	D E F	A G
2032	G	E F (+6)	C D	G A	B
2033	A	G (+6)	E F	A B	C D
2034	B	A (+5)	G	B C D	E F
2035	C	B (+5)	A	D E F	G
2036	D	C (+5)	B	E F G	A
2037	E F	D (+6)	C	F G A	B
2038	G	E F (+6)	D	A B	C
2039	A	G (+6)	E F	B C	D
	B	A (+6)	G	C D	E F
	C	B (+6)	A	D E	F G
	D	C (+6)	B	E F	G A
	E	D (+6)	C	F G	A B
	F	E (+6)	D	G A	B C
	G	F (+7)	E	A B	C D
		G (+7)	F	B C	
			G	C D	

APPENDIX C
Accredited Program Reflection
Guidelines

All accredited programs provide a 10-min reflection at the Accreditation Showcase each year.

The intent of this reflection is to increase accountability and inspiration through sharing with other programs any developments since the last report.

Programs may choose to share any of the following or something of their own choosing:

- Innovations in the program
- Ways in which the program is foundationally grounded in relational / systemic practice
- How they think their program is unique
- Strengths / resources they have relied on in the past year
- Ongoing program development, challenges and successes
- Trends in students / graduates / program / jurisdiction / field
- Ways the program has engaged communities
- Continuing education offerings
- How the program added to the MFT field beyond meeting the accreditation minimums

GLOSSARY OF TERMS

AAS: Approved Alternate Supervisor.

ACTCF: L'Association Canadienne pour la Thérapie Conjugale et Familiale

AGM: Annual General Meeting.

CAMFT: Canadian Association for Marriage and Family Therapy.

CFT: Couple and Family Therapy / Couple and Family Therapists.

FT: Family Therapy.

IDEA: Inclusion, Diversity, Equity and Accessibility.

MFT: Marriage and Family Therapy / Marriage and Family Therapists.

RFT: Relational Family Therapy / Relational Family Therapists.

RMFT: Registered Marriage and Family Therapist.

RMFT-S: Registered Marriage and Family Therapist Supervisor.

RMFT-SQ: Registered Marriage and Family Therapist Supervisor - Qualifying.

RMFT-SM: Registered Marriage and Family Therapist Supervisor Mentor.

RPR: Reflective Program Review.

SRP: Systemic Relational Praxis.

IR: Integrated Reflexivity.

ASCC: Attunement to Socio-Cultural Contexts.

Attunement to Socio-Cultural Contexts: Attention to socio-cultural contexts includes noticing and appreciating the influences and relationships that people have with larger systems. We recognize that relationships with the dominant culture constrain the lives of all families and persons such that the distress that they face may be more connected to issues of social oppression and violence than to personal or intra-family dynamics. We also recognize that relationships with larger socio-cultural contexts can be sources of strength and resilience. These extra-familial influences extend the systemic thinking to systems within which families are nested.

Faculty: People the program identifies as being representatives of the program in ongoing employment with responsibilities for teaching, supervising, administrating and/or continuing to maintain the integrity of the program.

Graduate Level Course Work: By graduate level course work we mean that course materials and the learning is offered at the master's, post-master's or doctoral degree level. We consider master's level work to be more advanced in terms of depth and intensity with regard to understanding and application. Graduate level courses are not only an overview of the subject matter; rather, they promote mastery of advanced theory and research underpinnings as related to the practice. The learning and practice are at the levels of integration, synthesis, and appraisal. Graduate courses are taught by those who possess at least a master's degree and demonstrated competence.

Integrated Reflexivity: Integrated reflexivity refers to the following deliberate processes: critical self-exploration, awareness of the self-of-the-therapist in relationship, and use of this information to intentionally interact intra-personally and inter-personally in congruent and effective ways. These processes promote ethical practices and life-long learning. CFTs are always "becoming" and maintain that initiative by consistent attention to the ways they practice and are in relationship with others.

Self-of-the-Therapist: Refers to the inner experience and personal narratives of therapists, inclusive of their thoughts, feelings, values, processes and experiences in relationships.

Supervised Practice: Supervised practice is the term used to describe a discrete and required portion of an accredited program in which students must practice their relational and systemic skills with clients under direct supervision. This may be variably named practicum, internship, or externship by programs.

Systemic Relational Praxis: We are intentionally using the word praxis as it is an integration of theory and action, therefore a Systemic Relational Praxis integrates systemic relational theory with congruent action. A systemic/relational theory is one where all persons are understood as interacting in relation to others and the circumstances in which they are located. We come to understand people and their behaviour based on the relational spaces that are created between and among them and their situations. Therefore, we are looking at the system of interpersonal interactions and not viewing individuals as free-standing actors in the world. We make sense of human interaction by looking for patterns of interaction and mutual influence and bring these forward in professional conversations and activities.