Healing Arts Institute of South Florida, International, Inc.

Volume 9

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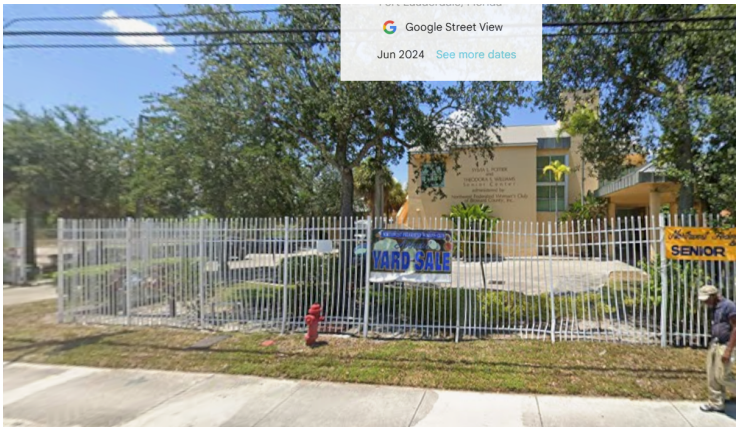
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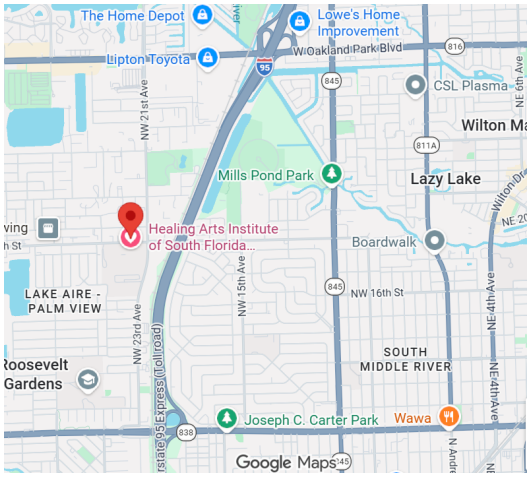
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Healing Arts Institute Campus

2185 NW 19th St, Fort Lauderdale, FL 33311

Driving Directions





Directions From 95

If you are traveling NORTH on I-95
1. Take Exit 27 – Sunrise Blvd (FL-838)
2. Turn left (west) onto Sunrise Blvd
3. Continue about 1 mile west
4. Turn right onto NW 21st Ave
5. Turn right onto NW 19th St
6. Continue to 2185 NW 19th St - Healing Arts will be on your Left

If you are traveling SOUTH on I-95
1. Take Exit 27 – Sunrise Blvd (FL-838)
2. Keep right, then merge onto Sunrise Blvd West
3. Continue about 1 mile west
4. Turn right onto NW 21st Ave
5. Turn right onto NW 19th St
6. Arrive at 2185 NW 19th St - Healing Arts will be on your Left

Directions From Florida's Turnpike

If you are traveling SOUTH on the Turnpike
1. Take the exit for Sunrise Blvd (FL-838 East)
2. Merge onto Sunrise Blvd heading EAST (toward Fort Lauderdale)
3. Continue for about 3–4 miles
4. Turn left onto NW 21st Ave
5. Turn right onto NW 19th St
6. Continue to 2185 NW 19th St – Healing Arts will be on your Left

If you are traveling NORTH on the Turnpike
1. Take the exit for Sunrise Blvd (FL-838 East)
2. Merge onto Sunrise Blvd EAST
3. Drive about 3–4 miles
4. Turn left onto NW 21st Ave
5. Turn right onto NW 19th St

Message from the President



Welcome to Healing Arts Institute of South Florida.
As President, it is my distinct honor to welcome you to our institution, where your journey of academic growth and professional development in the field of sexology begins. Your decision to join us reflects not only your passion for advancing human understanding but also your commitment to addressing one of the most vital and evolving disciplines in the world today. The field of sexology thrives on the contributions of innovative and dedicated students like you, whose insights will shape its future.

I want to take a moment to commend you for your dedication to expanding the boundaries of sexology through continued learning, rigorous research, and a profound commitment to service. At the Healing Arts Institute, you will have the privilege of learning from a faculty comprised of accomplished, distinguished, and deeply committed educators. These experts are here to guide and inspire you as you pursue your goals and enrich your understanding of this transformative field.

Our institution stands apart through its unwavering dedication to the professional growth of our students, faculty, and alumni. This commitment is reflected not only in the academic rigor of our programs but also in the collaborative community we cultivate. At Healing Arts, we believe that education is a shared journey—one that brings together diverse voices to advance knowledge, foster inclusivity, and encourage lifelong learning.

To support this shared mission, our comprehensive catalog serves as a vital resource for students, faculty, and staff alike. It provides clear guidance on instructional policies, institutional procedures, and the wide array of resources available to you throughout your time here. Whether you are navigating the nuances of your curriculum or seeking support in your academic endeavors, the catalog is designed to ensure transparency and accessibility.

At Healing Arts Institute, our chief goal is to partner with you in achieving your aspirations. Together, we will not only advance your personal and professional development but also contribute to a field that has the power to transform lives, foster understanding, and drive meaningful societal change.

Welcome to the Healing Arts family! We are thrilled to support you on this exciting journey and look forward to celebrating your successes along the way.

Thelma Carter, PhD, LMFT.
President, Healing Arts Institute

Message from the Dean of Students



It is with great enthusiasm that I welcome you to the Healing Arts Institute, an institution dedicated to the advancement of knowledge, research, and practice in the transformative field of sexology. Your decision to join us is a testament to your passion for growth and your commitment to making a meaningful impact in this evolving discipline. At Healing Arts, you will find a vibrant and inclusive community where your talents and aspirations will be nurtured, celebrated, and guided toward excellence. Specializing in sexology is both a bold and rewarding step in your academic and professional journey.

I commend you for choosing this path and for trusting the Healing Arts Institute to support your goals. As the Dean of Students, my foremost priority is to ensure that your experience here is both enriching and empowering. My open-door policy reflects my deep commitment to our students—you are always welcome to reach out, whether you seek guidance, support, or simply a listening ear. Your success is the cornerstone of our mission, and we are here to help you achieve it.

Your time with us will be filled with opportunities to engage with distinguished faculty, collaborate with peers, and immerse yourself in a curriculum designed to push boundaries and inspire innovation. Every step you take at the Healing Arts Institute will contribute to your personal growth and professional development, preparing you to become a leader and advocate in this critical field. Together, we will create an experience that not only shapes your future but also leaves a lasting impact on the communities you serve.

Once again, welcome to the Healing Arts Institute! We are delighted to have you as part of our community and look forward to supporting you on this remarkable journey. Let this be the beginning of a transformative chapter filled with discovery, achievement, and connection. Our number one priority is a firm commitment to our students and your professional and educational needs. Furthermore, I have an open-door policy so that our students are free to stop by with or without an appointment. I have dedicated myself to go above and beyond to serve all students—your success is my success.

Together we will make your journey at Healing Arts Institute one that you will remember as the defining time of your educational career.

Welcome again and Cheers!

Debra A. Harris, PhD, LMFT
Dean of Students, Healing Arts Institute

Healing Arts Institute's Future

Healing Arts Institute of South Florida International, Inc. also known as (Healing Arts) (HAI) (Healing Arts Institute), (utilized interchangeably throughout all Healing Arts Institute documents), President Thelma Carter, DCS joined forces with board members, faculty members, staff members, and community members to create a vision, mission, and core values for Healing Arts. These will jointly guide Healing Arts now and into the future.

Vision Statement

By 2025 through culturally competent teaching, community research, service, and learning, Healing Arts Institute will be recognized by the academic community, accrediting agencies, and the communities which we serve, as a premier private not-for-profit institute of quality and distinction that engages all students and produces alumni who serve with cultural competency in their fields of study and healthcare careers.

Mission Statement

Healing Arts Institute is a private, not-for-profit institution, with the mission to offer an affordable degree that is flexible for working professionals. To produce culturally competent Certified and Doctorate level professionals to better serve the community by providing a dynamic on-campus educational opportunities fostering academic excellence, intellectual inquiry, leadership, research, and commitment to community through the engagement of students, the community and faculty members in a dynamic, life-long learning environment.

Core Values

Healing Arts University is dedicated to the core values which are instilled within the institution, faculty, staff, and students. These core values further stimulate our movements.

Academic Excellence	**Student Centered Integrity**	**Cultural Competency**
Opportunity	**Scholarship/Research Diversity**	**Community**

Academic Excellence

Academic excellence is the provision of the highest quality educational and learning experience made possible by academically culturally competent and professionally qualified instructional faculty and staff. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff who can relate to each other.

Opportunity

Healing Arts Institute provides the opportunity to enhance the field of mental health and sexology. With this, comes the ability to further develop the student's learning and understanding while providing an additional advantage to attend at a low cost a Master of Science, certificate and Doctorate programs for marginalized bachelors and master's level healthcare professionals.

Student Centered Integrity

Healing Arts Institute is centered around students and their ability to follow ethical considerations, in other words to do the right thing even when no one is watching. As a result, student centered integrity is not only something found within the faculty and staff of HEALING ARTS but within the students as well. With students being the center focus and with promotion of integrity amongst all students, this allows students to demonstrate their abilities to maintain integrity as they continue to attend and learn while at HEALING ARTS and after completion of the Master of Science, certificate and Doctorate programs.

Scholarship/Research Diversity

As the need for the field mental health and sexology continues to grow and expand, Healing Arts Institute will produce more culturally specific research to further enhance cultural competences of the students. As a result, this advanced cultural and diverse research aims to promote utilization of research for personal or professional advancement within the field of sexology and sexologists.

Cultural Competency

Healing Arts Institute strives to graduate culturally competent students which understand and apply various cultural aspects to the field of sexology. Collectively, cultural competency will enhance the field, while individually developing the students in their prospective fields.

Community

As a not-for-profit institution, Healing Arts Institute, looks to serve and give back to the community. By improving the cultural competency of students serving the community, this instills healthcare providers to work within the community. This increases students' abilities and resources, especially to aid the communities' mental health needs.

Notice of Nondiscrimination

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title III, Title VI, Title VII, Rehab Act, ADA, Title IX), it is the policy of Healing Arts Institute to not engage in discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

This nondiscrimination policy applies to all Healing Arts Institute to include admissions, enrollment, scholarships and loan programs, athletics, employment, and access to and treatment in all institution centers, programs, and activities. Healing Arts Institute admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs to all the rights, privileges, programs, and activities generally accorded or made available to students at Healing Arts Institute, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Licensure Status

Healing Arts Institute is licensed by the Florida Department of Education by the Commission for Independent Education (CIE) and is authorized to grant a Certificate and Doctoral degrees. Additional information regarding Healing Arts Institute may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399- 0400, or toll-free telephone number (888) 224-6684.

Introduction to Healing Arts Institute

Purpose of the Institution

Healing Arts Institute of South Florida International, Inc. (Healing Arts) (HAI) (Healing Arts Institute) offers stimulating programs of study that challenge and engage students through inclusive excellence and academic innovation in teaching, research, and community outreach. Healing Arts Institute provides three degrees and one certificate (1) Master of Science, in Marriage and Family Therapy (1) Certificate in Clinical Sexology (1) Doctorate degree in Marriage and Family Therapy (1) Doctorate in Clinical Sexology (DCS).

Family therapy is a branch of psychology that works with families and couples in intimate relationships to nurture change and development. It tends to change in terms of the systems of interaction between family members.

“Sexology” is the study of sex or of the interaction of the sexes, especially among human beings. “Clinical” is relating to or based on work done with real clients. Therefore, the objective of this program is to educate and prepare healthcare providers with the knowledge and skills needed to incorporate clinical sexology into their practices. “Healthcare” encompasses the fields to include but not limited to psychotherapy, psychology, medicine, ministerial service, education, family therapy, mental health counselors, social workers, coaching, and other human service professions.

Reservation of Power

Healing Arts Institute reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the institution and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgement of the administration such changes are required in the exercise of its educational responsibility.

Updates

All faculty, staff, and students will be notified in writing prior to the effective date of any changes to the institution policies, procedures, class schedules, catalog to name a few.

Degrees Awarded

Upon completion of the required courses of study, Healing Arts Institute students will be awarded degrees and or certificates in the following areas of study: Master of Science in Marriage and Family

Therapy (M.S. MFT); Certification in Clinical Sexology; Doctorate of Marriage and Family Therapy (DMFT); and Doctorate (DCS) of Clinical Sexology.

To be awarded degrees or certificate in the respective fields, students must complete the following hours of study: MFT Master's degree, (60) credit-hours; Certificate in Clinical Sexology (48) credit-hours; Doctorate of Marriage and Family Therapy (96) credits-hours; and Doctorate (DCS) Clinical Sexology (96) credit-hours. Degrees awarded by Healing Arts Institute are in accordance with the Commission for Independent Education, Florida Department of Education.
Additional Information regarding Healing Arts Institute may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888) 224-6684.

Eligible Practice as an MFT

Healing Arts University's Master of Science in Marriage and Family Therapy (MSMFT) prepares student with the qualifying coursework to begin the licensure process in accordance to the state of Florida Statue Chapters 490 (Psychological Services) and 491 (Clinical, Counseling, and Psychotherapy Services) under 64B4-7.004,

*Students licensed outside the state of Florida, should contact their state licensure board to verify what constitutes the eligibility for MFT practice within their state of residence.

*Healing Arts does not have any affiliation or articulation with other certifying bodies.

Eligible Practice as a Clinical Sexologist

Graduates of the certificate program and doctorate program at Healing Arts Institute aligns the curricula to be eligible to practice as a Sex Therapist in accordance to Florida State Statue Chapters 490 (Psychological Services) and 491 (Clinical, Counseling, and Psychotherapy Services) under 64B4-7.004 (Use of the Title "Sex Therapist").

*Students licensed outside the state of Florida, should contact their state licensure board to verify what constitutes the eligibility to practice as a sex therapist within their state and individual licensure.

For additional certification, students are encouraged to identify and seek certification as a sex therapist from an additional certification program which specializes in Clinical Sexology. Some examples include, but are not limited to, The American Board of Sexology (ABS), The Society for the Advancement of Sexual Health (SASH) and The American Association of Sexuality Educators, Counselors and Therapists (AASECT).

*HEALING ARTS does not have any affiliation or articulation with these certifying bodies.

Continuing Education

Healing Arts Institute provides Continuing Education under: Thelma Carter, DCS, LMFT

Faculty and Board Members



Thelma Carter, PhD, LMFT
President, Administrator, and Program Director,
Associate Professor (SA)

Dr. Thelma Carter is Healing Arts Institute Founder, President, Administrator and Program Director. Dr. Thelma Carter earned her Doctorate (DCS) in Clinical Sexology from American Academy of Clinical Sexologist. She holds a DCS in Family Therapy from Nova Southeastern University (ABD). Dr. Carter holds a Master of Science in Family Therapy and is a licensed Marriage and Family Therapist (LMFT).
Dr. Carter strives to deliver on Healing Arts University's mission to offer an affordable degree that is flexible for working professionals, producing culturally competent Certified and Doctorate level professionals to better serve the community by providing a dynamic on-campus educational opportunities fostering academic excellence, intellectual inquiry, leadership, research, and commitment to community through the engagement of students, the community and faculty members in a dynamic, life-long learning environment.



Debra Harris, PhD, LMFT

Dean of Students, Advisory Board Member, Full Professor (SA)

Dr. Debra Harris Nixon has been in practice for over 30-years with experience in community service, corporate training and coaching. Dr. Nixon is a social scientist, researcher, former university psychotherapy professor, and inclusion and diversity expert. Dr. Nixon has appeared on CNBC, FOX, and other local, regional and national media. Dr. Nixon earned her Doctorate (DCS) in Family Therapy from Nova Southeastern University and holds a Master of Arts in Educational Psychology. Dr. Nixon spent 15 years as a professor at Nova Southeastern University's School of Humanities and Social Sciences, teaching Family Therapy, and Assessment and Clinical Practice. Dr. Nixon is currently an active Board Member and Faculty member at Healing Arts Institute.



Anna Lynn Schooley, PhD
Advisory Board Member,
Full Professor (SA)

Dr. Anna Lynn Schooley has been in practice for over 20-years. Dr. Schooley earned her Doctorate (DCS) in Family Therapy from Nova Southeastern University and holds a Master of Science in Counseling Psychology. Dr. Schooley is an AAMFT Approved Supervisor and is a licensed Marriage and Family Therapist (LMFT) for the state of Florida. Dr. Schooley is a Professor at the Capella University in the School of Counseling and Human Services Department of Counseling. Dr. Schooley is currently an active Board Member and Faculty member at The Healing Arts Institute.

Administrative Staff

Librarian: Stacy Allsop Admissions
Staff: Dr. Thelma Carter

Stacy@healingArtsSfl.org
info@healingArtsSfl.org

Admission Requirements

Healing Arts Institute is looking for dedicated professionals in the mental health and medical fields to enhance our designated fields of study: family therapy and sexology by completing the following degree or certificate programs: Master of Science in Marriage and Family Therapy, Certification in Clinical Sexology, Doctor of Clinical Sexology, and Doctorate (DCS) in Clinical Sexology. Applicants must meet the minimum requirements listed below to be considered for HEALING ARTS admission.

Masters in Marriage and Family Therapy (MFT) Program

1. An undergraduate degree awarded in the United States or the equivalent as applicable for international students in a healthcare service, medical, or mental health field from an accredited college or university.
2. GPA of 3.0 or higher for the last sixty (60) credits earned.
3. The English Proficiency Exam (as applicable). See the international student section for more information. The English Proficiency Exam is waived if prospective student completed a degree in the United States.

Clinical Sexology Certificate Program

1. Graduate degree of master or doctorate (or United States equivalent, if applicable for international students) in a healthcare service, medical, or mental health field from an accredited college or university.
2. GPA of 3.0 or higher from last obtained degree or cumulative 3.0 GPA for the last sixty (60) credits earned.
3. Professional Licensure (including Registered Intern status- substitute title as determined by individual state and/or license)
   OR
   Certification (or United States equivalent, if applicable for international students) in a healthcare service, medical, or mental health field as approved by the state(s)
4. The English Proficiency Exam (as applicable). See the international student section for more information. The English Proficiency Exam is waived if prospective student completed a degree in the United States.

Two Doctoral Programs

1. Doctorate in Clinical Sexology
2. Doctorate in Marriage and Family Therapy

1. Graduate degree of master or doctorate (or United States equivalent, if applicable for international students) in a healthcare service, medical, or mental health field from an accredited college or university.
2. GPA of 3.0 or higher from last obtained degree or cumulative 3.0 GPA for the last sixty (60) credits earned.
3. Professional Licensure (including Registered Intern status- substitute title as determined by individual state and/or license)
   OR
   Certification (or United States equivalent, if applicable for international students) of in a healthcare

service, medical, or mental health field as approved by the state(s)
4. The English Proficiency Exam (as applicable). See the international student section for more information. The English Proficiency Exam is waived if prospective student completed a degree in the United States.
5. Completion of a Research Methods and/or Statistics Class with a "B" or higher (or United States equivalent, if applicable for international students). Additional research class(es) may be substituted at the pronouncement of HEALING ARTS during the admission process.

Application Requirements (All Programs)

Location and Deadlines of Application

The Healing Arts' application may be downloaded from the website at www.healingartssfl.org or requested via email from info@healingartssfl.org. Healing Arts Institute accepts applications no more than one (1) calendar year in advance from the desired start time. The Committee will provide a decision, acceptance or denial, approximately thirty (30) days after the application process is completed.

Intervals or time-frame of study at Healing Arts Institute is by trimesters. A *Trimester* is defined by Healing Arts as the segment of time containing eight (8) courses.

Application Packet

Healing Arts' method of assessing a student's ability to successfully complete the course of study for which he or she has applied will be based on the following documents to complete the application packet:

1. A completed application
2. Remittance of the application processing fee (credit card, money orders, treasurer or bank checks made payable to Healing Arts Institute are accepted forms of payment)
3. A governmental form of identification: current Driver's License or State Identification Card or Passport
4. A Curriculum Vitae or Resume
5. A writing sample
6. An official transcript (International Students check International Students Section)
7. One of the following documents applicable relative to the degree sought:
   a. Professional Registered Intern status (substitute title as determined by individual state), license, or certification. The professional license or certification must be in a healthcare service, medical, or mental health field from the relevant state or jurisdiction, in which a master's degree is necessary to hold the registered intern status, license, or certification.

   OR

   b. Official Transcript of an earned master's degree from a College or University accredited by an agency recognized by the United States Department of Education (or United States equivalent, if applicable for international students).

   OR

c. Official transcript indicating proof of a bachelor's degree and transcripts or certificates confirming sixty (60) graduate level credits in a healthcare field (or United States equivalent, if applicable for international students).

8. Two letters of recommendation from the student's current and/or formal employers; current and/or previous faculty and/or advisors which will speak to the applicant's ability to successfully complete the certificate or doctorate level research. If applying for the doctorate degree, letters of recommendations should be from persons with the following credentials of a PhD level, Ed.D., Psy.D., M.D., D.O. or other professional able to speak to the applicant's ability to successfully complete doctoral level research.

Application Packet Review and Interview

The student will submit the completed application with all application documents for the application to be considered a *complete application packet*. Upon receipt of the non-refundable application processing fee by Healing Arts Institute, the application packet will go for review. The Admissions Committee considers all applicants for admission based on their academic record, personal and professional accomplishments, motivation, talents, recommendations, personal statement, and test results, as applicable. All required application documents must be submitted to the Office of Admissions before the application packet will go to the Committee for review. Based on the application packet, the Committee will determine to call the prospective student for an interview. All documents become the sole property of HEALING ARTS and cannot be forwarded to another institution or returned to the applicant.

Once the application packet is submitted, all application packets will be reviewed by the Committee. All programs require a face-to-face interview with the Committee. The applicant will respond to interview questions regarding past training, clinical experience, how the degree will be used, and any other information relevant to the applicant's ability to successfully complete the program. If any Committee member deems an applicant to not meet admission requirements or goodness of fit into the program, they will submit their rationale in writing to be added to the prospective student's record. The Committee will make a recommendation of acceptance or denial. The applicant will be notified in writing not to exceed thirty (30) days of the application packet completion, as to their acceptance or denial. If the Committee decides that an applicant does not meet requirements, and has a correctable reason, the applicant will be given the opportunity to correct their application and resubmit with an answer of decision to not exceed 30 days from the date of application correction. If the decision is made to not admit the applicant at this time, the applicant will be informed in writing of the decision. The applicant will be eligible to reapply in six (6) months provided the reasons for non-acceptance are reversible. Each application will result in a non-refundable application processing fee. No waiver or credit will be applied for previous submitted applications to be used on current applications.

Upon submission of the initial application packet, Healing Arts will further assess a student's ability to successfully complete the course of study by conducting an interview. Interviews are required to be conducted face-to-face, in person at Healing Arts campus in Tamarac, Florida. If the applicant is accepted into Healing Arts Institute, they will need to complete the Enrollment Agreement. This would need to be returned to the Office of Admissions before students can enroll/register in classes.

Students are required to register for classes for the start of the following term after acceptance into the program. Failure to register for classes results in one (1) automatic deferral of classes to the next term. If students do not register for classes after the first automatic deferral, students will not be eligible to register for classes until they meet with the Admissions staff to devise a plan of action. If a student does not enroll in courses after acceptance, they have six (6) months to register for classes. Failure to register

for classes before the six (6) month time requirement, nulls student's acceptance into the program. As a result of having a nulled acceptance, an applicant is still interested in attending Healing Arts, they would need to submit another application, non-refundable application fee, along with a re-admit fee, and a review of application documents to be considered as a readmit student into the program. If a denial of acceptance is determined for the applicant, they may reapply after six (6) months. Reapplying will result in another non-refundable application fee, and a re-admit fee. Other documentation of the application will be evaluated, and it will be determined what, if anything, needs to be resubmitted.

International Students

International students are required to provide official transcript(s) evaluations from one of the agencies found at National Association of Credential Evaluation Services (NACES) (https://www.naces.org/members). Transcript(s) need to be evaluated as a course-by-course evaluation with GPA to ensure meeting admission requirements of Healing Arts Institute. Transcript Evaluations may be waived if the last degree was completed in the United States

Along with evaluated transcript(s) international students need to provide proof of professional registered intern status, licensure, or certification equivalent to United States standards.

International students must be able to demonstrate they can read and write in the current curriculum language of English. As a result, international students might be required to take an English Proficiency Exam. Below is the International English Examinations Equivalency Table. The following examinations will be accepted at HEALING ARTS, along with the score that is required to pass for each exam. English Proficiency Exams may be waived if a prospective student completed a degree in the United States.

Examination	**Score(s)**
International English Language testing System (IELTS)	6.0
Test of English as a Foreign Language (TOEFL)	550 (paper)/ 213 (computer)/ 79-80 (IBT)
University of Cambridge Local Examinations Syndicate English as a Foreign Language Examination (UCLES EFL)	C
Michigan English Language Assessment Battery (MELAB)	80%

Admissions Committee

The Admissions Committee will include, but not limited to, the Program Director (hereinafter referred to as the "Director") transfer and the Dean of Students.

Transferability of Credits

Certificate Program: Healing Arts Institute does not accept transfer of credits towards the completion of the certificate program.

Master's and Doctorate Programs: Units or credits may be earned at and transferred from other postsecondary institutions, when congruent and applicable to the Healing Arts Institute programs. Transfer of credits will be validated and confirmed by Healing Arts after acceptance into the program. Such institutions include but are not limited to colleges and universities; institutions approved to offer post-graduate continuing education in sex therapy and sexology; or institutions approved to offer post-graduate continuing education in one of the Healing Arts specialty areas. Coursework must be comparable to the Healing Arts curriculum. All credits will be reviewed by the Admissions Office and approved or excluded in part or in total. Credits will only be considered for transfer if they are completed five (5) years or less. Credits completed over five (5) years will not be considered for transfer credit.

Upon acceptance into Healing Arts, a student is eligible to apply for transfer of credits. The student will work with the Office of Admissions, submitting the transfer of credit form(s) along with the syllabus/syllabi for the credits transfer. The maximum number of transferable credits accepted from other institutions may not exceed twenty-four (24) credits. Transfer of credit form is available on Healing Arts student resources page (www.healingartssfl.org).

Transferability of Healing Arts Institute credit(s) ***to*** another institution is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether credits will be accepted by other institutions.

Healing Arts Certificate to Healing Arts Doctorate Degree Transferability

If a graduate from Healing Arts University's Certificate program wanted to obtain the Doctorate (DCS) from HEALING ARTS, the graduated student would need to apply and get accepted into the DCS program. They would need to complete the application packet including and pay the application processing fee. Application documents will be reviewed on a case-by-case basis to determine which, if any, would need to be resubmitted to complete their application packet. If a graduate student from the certificate program at HEALING ARTS is accepted into the DCS program at HEALING ARTS, up to a total of forty-five (45) credits would be eligible for transfer into the DCS program at HEALING ARTS. Credits will only be considered for transfer if they are completed five (5) years or less. Credits completed over five (5) years will not be considered for transfer credit.

ACADEMIC POLICIES

Definition of Credit Hours

Healing Arts Graduate School awards academic credit in trimester credit hours. Courses are offered within a compressed time period and are designed to meet all instructional and learning outcome requirements established by applicable Florida regulations.

Each course in the program carries three (3) trimester credit hours. Tuition is assessed at the rate of $200 per credit hour.

A **Trimester Credit Hour**, as defined by Rule 6E-1.003(58), F.A.C., means either:
(a) A unit consisting of a minimum of fifteen (15) hours of instruction appropriate to the level of credential

sought, during a trimester, plus a reasonable period of time outside of instruction which the institution requires a student to devote to preparation for learning experiences, including preparation for instruction, study of course material, research, assignments, and completion of educational projects; or
(b) Planned learning experiences equivalent to the learning and preparation described above, as determined by duly qualified instructors responsible for evaluating learning outcomes for the award of academic credit.

A **Compressed Time Period** means the delivery of required contact hours or credit hours in a significantly shorter period than those typically associated with a traditional academic term while maintaining the academic rigor, learning outcomes, and credit-hour requirements established by applicable regulations.

The institution's curriculum is designed to satisfy the educational requirements established by applicable professional and state regulatory standards. Students are responsible for meeting any additional licensing, certification, practicum, examination, or professional requirements established by the applicable credentialing authority.

Tuition Rate: $200 per Trimester Credit Hour.

Flexible Program Formats (Hybrid)

All programs are available on campus-based and online learning formats. Healing Arts Institute applicants may select their preference of program delivery format. Both campus-based and online learning formats will be made available to students. Program formats and requirements are outlined below. When choosing degree-plans, students are encouraged to make course selections compatible with specific learning styles, workload, and other life complexities. In short, during any given trimester, students may have the option of both campus-based classes and online learning environments.

Campus Based Class Logistics

Campus based programming format is available for all degree plans: certificate, Master of Science, and doctoral studies. Classes are designed with the working student in mind. Classes are offered online and on campus on Weekdays 6:00 p.m. – 9:00 p.m., Saturdays and Sundays from 9:00 a.m.-5:00 p.m. EST.

Online Class Logistics

Upon completion of the required courses of study, Healing Arts Institute students will be awarded degrees and or certificates in the following (4) areas of study:

1. Master of Science in Marriage and Family Therapy (M.S. MFT): (60) credit hours. (Offered Online and on Campus)

2. Certification in Clinical Sexology: (48) credit hours. (Offered Online and on Campus)

3. Doctorate of Marriage and Family Therapy (DMFT): (96) credit hours. (Offered Online and on Campus)

4. Doctorate (DCS) in Clinical Sexology: (96) credit hours. (Offered On Campus Only)

Synchronously: Students join the faculty in Zoom, which allows for teaching-learning interaction.
Asynchronously: Students submit work, papers and questions or requests via email and CANVAS. Faculty will respond within 24 hours (though likely sooner).
Electronic Platforms: CANVAS— a distance educational platform for course work, zoom for directed (face-to-face engagement); LIRN via online delivery for books and articles.

1. Platform to be used: CANVAS and Zoom

☐ 100% Online ☒ Hybrid
☒ Synchronous ☒ Asynchronous

2. Program Delivery: Hybrid

During a given trimester, students will have the option to decide which course of action will best meet their specific lifestyle needs. As within most institutions of higher learning, the professor's availability will largely influence the direction of a given class's format. Healing Arts 'professors are seasoned and proficient in residential (campus based) and online (electronic) instruction; accordingly, Healing Arts students will have an optimal classroom learning experience.

New Student Orientation: Students are required. Students must attend the new student orientation at the beginning of their desired program, offered as needed. HEALING ARTS will determine new student orientation dates as enrollment occurs. This will allow students to start the program on a solid foundation at HEALING ARTS.

Residential Institute (RI): RI is a scheduled intensive academic learning time in which online students spend in-person time with instructors and learning cohorts in both academic and social pursuits. RI is designed to help students build a learning community and establish network and connections with their colleagues. During the RIs, students participate in experiential exercises, role-plays, group simulations, guest speaker presentations, panel discussions, career development seminars, poster presentations, social events, etc. There is also time allotted for degree plan advising and research skills training, often including library visits and related training. Scheduled time for RI will be determined by the program office and listed on the academic calendar.

Failure to attend RI from the Office of Admissions will result in the reduction of a student's final grade by one letter grade. Online media and interactive methods are used throughout the instructional sequence, such as Canvas, distance library services, electronic library, plus a range of online activities that facilitate frequent student to faculty, and student to student interaction. Online activities include real-time and/or synchronized forums using threaded discussion boards, chat rooms, email, and electronic classroom sessions. Healing Arts Institute offers an extensive distance and electronic library services. For more information, visit Healing Arts Institute's student resources page at www.healingartssfl.org.

*Student is responsible for any fees and costs endured for the required in person events, listed in this catalog.

Student Enrollment

Healing Arts Institute University students are expected to maintain an active enrollment status. In short, unless given prior approval they must maintain continuous registration (class enrollment) through the completion of certification or award of degree. Failure to register each term will be considered a formal withdrawal from the program.

Registration Requirements

Student Enrollment Agreement (SEA): All students registering for classes must complete the Student Enrollment Agreement as part of the registration process. A copy of the Healing Arts' SEA is available on the Healing Arts student resources page (www.healingartssfl.org).

Registration Process: Students will participate in course selection in conjunction with the Office of Admissions. During each registration period, students will submit in writing the course(s) which they would like to register for. The Office of Admissions will register the student in the desired class(es). Students are responsible to verify the registration of all courses and complete the SEA for each term registered. Courses should be selected in accordance with the provided program/degree plan. If program/degree plan needs to be altered, it is the student's responsibility to notify and work with the Office of Admissions to devise a new plan, ensuring the new plan projects an accurate program/degree completion and adheres to when the courses are offered.

Failure to Register: Students who fail to register for a trimester without an approved leave of absence are considered to have terminated their studies. Such students may petition for re-entry into the program if they wish to reenter the program. As a result, students will need to pay a re-entry fee.

Attendance Policy

At Healing Arts, satisfactory attendance is considered a vital part of each student's performance. Absences and/or tardiness in excess of 25% of the class hours for any subject may cause the student to be ineligible to take the final examination in that subject. This decision is at the discretion of the course instructor in consultation with the applicable Program Director. The student may be reinstated to classes following an evaluation of his/her abilities and performance by the Instructor and the Dean. Students are expected to attend classes. At the beginning of the semester, instructors will define specific requirements for successful completion of each course.

Excessive absences may also result in the following administrative actions: academic warning, probation, student suspension, student termination. Students are responsible for contacting the faculty for make-up.

Drop/Add Period

A student's drop/add period will be calculated based on date of enrollment. Students will have seven (7) days from signing the application to withdraw from the program without the 5% administrative fee or any penalty.

Textbooks and Supplies

Students are required to purchase their own textbooks, supplies, and materials from either retail or online suppliers. Any purchases of textbooks, supplies, and materials are not included in the cost, tuition, and fees outlined. Textbooks, supplies, and materials are the property of the student and as a result are not subject to refund from Healing Arts. Textbooks, supplies, and materials needed will be outlined in the syllabus for each course at the start of the class. Currently, Healing Arts does not offer specialized concentration which would require additional textbooks and supplies to fulfill the requirements for the concentration.

Transcripts

Students will be able to access unofficial transcripts online from Canvas. Official transcripts can be ordered from the Office of Admissions, via email and CANVAS, for a transcript fee of $10.00.

Degree Conferral

Students that have completed all program or degree requirements must submit an application for a degree. A fee is required upon submission of the degree application form, which is available on the HEALING ARTS student's resource page (www.healingartssfl.org).

Upon approval, the application is presented to the Institution's Board Members for conferral. Degrees are conferred at the end of the month in which the application for the degree/diploma was approved and recommended to the Board Members by the academic department and the Office of Admissions.

Graduation Requirements

In order to be considered to meet requirements for graduation, students must complete all program or degree requirements within the stated time limits. In addition, doctoral students must have a minimum of a 3.5 GPA and certificate program a minimum of 3.0 GPA at the time of degree completion. Students must not be in financial arrears with any office at HEALING ARTS.

Alumni Association

All graduates of Healing Arts Institute are automatically members of the HEALING ARTS Alumni Association.

Tuition and Fees

Healing Arts Institute does not charge tuition and fees based on In-State or Out-Of-State cost. As a result, Healing Arts has a flat rate of cost for tuition and fees. The tuition and fees are succeeding. Healing Arts Institute does not offer general tuition discounts or fee waivers except for institutionally approved employee/staff tuition benefits or other discounts expressly authorized in writing by the Institute.

Master of Science in Marriage and Family Therapy (MFT) Program Tuition

The Master of MFT cost is as follows: 60 credit hours at $200 (USD) per credit hour.
The 60 credit hours satisfies the Florida law requirement.

Total Tuition Cost: $12,000.00 (USD)

Total Clinical Sexology Certification Program Tuition

The Certificate in Clinical Sexology cost is as follows: 48 credit hours at $200 (USD) per credit hour.
The 48 credit hours satisfies the Florida law requirement of 120 hours of approved education: Rule Chapter 64B4-6.

Total Tuition Cost: $9,600.00 (USD)

Doctorate of Marriage and Family Therapy (DMFT) Program Tuition

The Master of MFT cost is as follows: 96 credit hours at $200 (USD) per credit hour.
The 96 credit hours satisfies the Florida law requirement. The 48 credit hours satisfies the Florida law requirement 120 hours of approved education: Rule Chapter 64B4-6.

Total Tuition Cost: $19.200.00 (USD)

Doctorate (Ph.D) Program Tuition (Offered On Campus Only)

The Master of MFT cost is as follows: 96 credit hours at $200 (USD) per credit hour.
The 96 credit hours satisfies the Florida law requirement. The 48 credit hours satisfies the Florida law requirement of 120 hours of approved education: Rule Chapter 64B4-6.

Total Tuition Cost: $19,200.00 (USD)

Administrative Fees and Costs

Books and course materials are purchased independently by the student and are not included in the Tuition/Fee schedules printed here.

The current fee schedule is as follows:

Registration Fee (one-time): $ 100.00 (non-refundable)
Transcript Request Fee: $ 10.00 (non-refundable)
Administrative Fee (withdraw): $ 100.00 (non-refundable)

Re-Entry Fee:	$ 50.00 (non-refundable)
Textbooks and Supplies:	$ 600.00 (approximate)

TERMS OF PAYMENT OF TUITION AND FEES

The following payment options are available for all students:

1. Students may choose to pay for the entire program in full at any time. However, there is no reduction in fees based on prepayment. HEALING ARTS reserves the right to increase the cost per credit, registration fee, and/or education fees on an annual basis.

2. Students may negotiate, at the time of registration, a weekly, monthly, or quarterly payment plan. The balance may be paid in full at any time.

CANCELLATION AND REFUND POLICY

Healing Arts has open enrollment, so a student's start date will be based on the first class that student attends.

Cancellation can be made in writing, by electronic mail with return receipt, by Certified Mail or by institution termination. Withdraw from the program prior to taking any classes will be refunded in full, notice must be received the day before class starts.

*Refunds will be made within 30 days of termination of students' enrollment or receipt of Cancellation Notice from student.

1. All classes have credits assigned to them and tuition for each credit is $200. Once a student has begun classes, refunds or tuition owed will be calculated based on classes attended. Cancellation after attendance has begun, through 20% completion of the term, will result in a Pro Rata refund computed on the number of hours completed to the total term hours.
2. Cancellation after completing more than 20% of the term will result in no refund.
3. A student's drop/add period will be calculated based on date of enrollment. Students will have seven (7) days from signing the application to withdraw from the program without the 5% administrative fee or any penalty.
4. Textbooks are not purchased from Healing Arts and are therefore the property of the student. Students must refer to the purchaser of books for their individual refund policies.
5. If a student is terminated, the Cancellation and Refund Policy will be applied. Students may be terminated from the program by the Healing Arts Board for just cause as described under the Student's Responsibility section. Refunds in this case will be the same as student withdrawals.
6. The $100 application fee will not be refunded if the school does not accept the applicant.
7. Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.
8. Students are encouraged to notify Healing Arts prior to the start of their program segment should they need to take an academic interruption during the program. All schedule changes must occur no later than the end of the first week of the start date to not incur all segment charges.
9. The withdrawal date used for refund calculations shall be the student's last date of documented attendance, unless earlier written notice of withdrawal is received by the institution.
10. Students requesting an approved academic interruption or leave of absence must notify the institution in writing before the interruption begins. Tuition adjustments, if any, will be determined in accordance with this

Cancellation and Refund Policy and institutional leave procedures.

Calendar

All national holidays in the United States are recognized and no classes will be held on those days. All religious holidays are respected, regardless of the religion. Should a student have a conflict between a non-national holiday (religious or national holiday from native country) and class or campus schedule, contact the administration or appropriate faculty member for assistance in scheduling.

Withdrawal: The dates for withdrawing from a course can be found in the academic calendar. Withdrawal from a course during the timeframe designated on the academic calendar will result in a W as a grade on the student's transcript.

Leave of Absence and Voluntary Withdrawal

Students may take a temporary Leave of Absence from the program and return within one year to continue (WP-Withdrew Passing) with written consent from the Director and Dean of Students Failure to enroll in classes the next term after the year has passed, will result in being dropped from the program. Student will need to re-apply to be considered for the completion of the program.

Students who voluntarily withdraw from the program may reapply at any time within two years from the date of termination. If the student reapplies, an application processing fee will need to be provided with the application. Individual application documents will be reviewed on a case-by-case basis. They will be credited with previous passed courses and paid tuition of those courses. However, they will be considered a new student and responsible for the tuition fee at the time of current acceptance. Re-acceptance is not guaranteed.

Masters MFT Program
Course Calendar

Master of Arts in Marriage and Family Therapy (MAMFT)

The MAMFT Program is delivered in six trimesters. Courses are offered according to the schedule below. Students may begin enrollment at the start of any trimester, subject to admission requirements and seat availability.

Academic Event	Date
Fall Enrollment Period Opens	**July 1, 2026**
Fall Registration Deadline	August 15, 2026

New Student Orientation	August 20, 2026
Trimester A Begins	**August 24, 2026**
Last Day Add/Drop Courses	August 31, 2026
Labor Day Holiday	September 7, 2026
Mid-Term Evaluations	October 5–9, 2026
Last Day to Withdraw	October 30, 2026
Trimester A Ends	November 13, 2026

Academic Event	**Date**
Winter Registration Deadline	**November 20, 2026**

Trimester B Begins	November 30, 2026
Winter Break	December 21, 2026 – January 1, 2027
Mid-Term Evaluations	January 11–15, 2027
Last Day to Withdraw	February 5, 2027
Trimester B Ends	February 19, 2027

Academic Event	**Date**
Spring Registration Deadline	**February 26, 2027**

Trimester C Begins	March 1, 2027
Mid-Term Evaluations	April 5–9, 2027
Last Day to Withdraw	April 30, 2027
Trimester C Ends	May 14, 2027

Academic Event	**Date**
Summer Registration Deadline	**May 21, 2027**

Trimester D Begins	May 24, 2027
Memorial Day Holiday	May 31, 2027
Mid-Term Evaluations	June 28 – July 2, 2027
Last Day to Withdraw	July 23, 2027
Trimester D Ends	August 6, 2027

Academic Event	**Date**
Fall Registration Deadline	**August 13, 2027**

Trimester E Begins	August 16, 2027
Labor Day Holiday	September 6, 2027
Mid-Term Evaluations	September 20–24, 2027
Last Day to Withdraw	October 15, 2027
Trimester E Ends	October 29, 2027

Academic Event	**Date**
Winter Registration Deadline	**November 5, 2027**

Trimester F Begins	November 8, 2027
Thanksgiving Break	November 25–26, 2027

Winter Break	December 20–31, 2027
Comprehensive Examination Period	January 3–7, 2028
Program Completion Requirements Due	January 14, 2028
Trimester F Ends	January 21, 2028
Graduation Clearance Review	**January 24–28, 2028**
Graduation	**February 4, 2028**

Course Number	Course Title	Credit Hours	When Offered
	Trimester A		
MAMFT 4210	Introduction to Systems Theory (CORE-1)	3	Fall
MAMFT 4220	Marital and Family Therapy: Personality Theory and Techniques (CORE-2)	3	Fall
MAMFT 4230	Family Therapy and Counseling Theory and Techniques (CORE-3)	3	Fall
	Trimester B		
MAMFT 4240	Diversity, Inclusion Theory and Practice (3 credits) (CORE-4)	3	Winter
MAMFT 4310	Legal, Ethical, and Professional Issues in Marriage and Family Therapy	3	Winter
MAMFT 4320	Research in Marriage and Family Therapy	3	Winter
	Trimester C		
MAMFT 4330, 4331	Internal Practicum (IP) I-II	6	Spring
MAMFT 4340	Psychosocial Theory and Group Psychotherapy	3	Spring
MAMFT 4350	Substance Abuse/Addictions and Critical Issues in Systems Theory		Spring
	Trimester D		
MAMFT 4360	Clinical Practice in Marital & Family Therapy	3	Summer
MAMFT 5300, 5301	External Practicum I-II	6	Summer
MAMFT 5310	Assessment in Marital and Family Therapy	3	Summer
	Trimester E		
MAMFT 5320	Human Development Throughout the Lifecycle	3	Fall
MAMFT 5330	Diagnosis, Appraisal, Assessment, and Testing for Individual or Interpersonal Disorder or Dysfunction	3	Fall
MAMFT 5340	Couples Therapy: Theory and Application	3	Fall
	Trimester F		
MAMFT 5350	MAMFT Professional Practice & Human Sexuality and Gender	3	Winter
MAMFT 5400	Program Comprehensive Exam	3	Winter

Masters MFT Program

Disclosure of Guiding Principles of our program

Greetings and welcome from the students, faculty and administration of the Healing Arts Institute Department of Marriage and Family Therapy (MFT). We are aware of the many educational choices that our field offers, and we are elated that you are considering our Masters in MFT as a viable training option. We believe that our practice of inclusion, diversity and intentional therapeutic behavior infuses everything we do within the classroom as well as our therapeutic practice environment. We believe that these practices should not be limited to coursework and theoretical discussions—what we say but to our behavior and perspectives in general—how we engage our students, staff and clients.
We are committed to training our students in a manner that is respectful of and sensitive to religious/spiritual beliefs, cultural traditions and practices, gender identities and in all areas that distinguish individuals. Our goal is to be self-reflexive practitioners, holding ourselves accountable for our commitment to our principles. We further strive to train students to respond to each other with the same honor and respect. Subsequently, we expect students will treat fellow students, staff, and clients accordingly. We stress a commitment to servicing clinical populations in an affirmative, supportive and competent manner including but not limited to underprivileged, minority, and socially oppressed groups, ethnic, racial, religious groups, LGBTQ, IA individuals, foreign nationals, individuals with different levels of ability both physical and mental, as well as individuals of various genders, ages and socioeconomic and relationship statuses. Ultimately, we believe that individual belief systems and values should be respected; however, we do not endorse or condone beliefs and behaviors that disrupt progressive interactions or effective therapeutic outcomes.

Additionally, our programs abide by the AAMFT Code of Ethics. Specifically, the following:

1.1 Non-Discrimination. Marriage and Family Therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

Definition of Diversity: Within our MFT Program, diversity simply means difference. As relationship practitioners, we understand that difference is not limited to physical appearances but various worldviews and thought processes. We consider our inherent biases and grapple with how social constructions (e.g. “race”) contribute to how we relate to ourselves and interact with others. Finally, we are committed to doing our part to dismantle divisive ideologies related to religion, sexuality age, etc., that plague our mental health practices. As a member of our community, you can expect that we will value your presence, intellect, and voice, as your contributions will also shape our learning community into an exemplary program of enormous educational and therapeutic influence.

VISION STATEMENT

Our vision for the HEALING ARTS, Master of Science in Family Therapy is to embody the ideal of radical acceptance, allowing this therapeutic ideal to infuse how we live our lives, practice our craft, grow as an institution, mentor our students, and engage a diverse community.

MISSION STATEMENT

The Master's Family Therapy Program's mission in use postmodern scholarship and inclusive therapeutic practices to train systemic/relational professionals to service the mental health needs of our immediate and extended communities; to be mindful of the vast range of human diversity in our world and to respond to those differences with radical acceptance, the hallmark of therapeutic practice.

PROGRAM GOALS
The Master of Science in Family Therapy is committed to the following:
1: Demonstrating inclusion for the vast range of human
Diversity: cultural, sexual, ethnic, age, etc.
2: Practicing ethical and professional decorum
3: Training students in the following areas: systemic theory
and practice and clinically applied research,
4: Using our profession to service the community.
5: Graduating proficient students prepared for professional
practice and service.

Master of Science in Family Therapy Program student learning outcomes
M.S. students will demonstrate:
1: Acceptance and inclusion of a range of
human diversity not limited to ethnic, sexual, cultural, etc
2: Ethical and professional behaviors.
3: Knowledge of and proficiency in clinically applied research
4: Competency in clinical theory and practice.
5: Community mental health service skills
6: Graduation within the maximum allotted timeframe of 5 years.
7: Employability (using a range of professional, systemic skills.
8: Proficiency to pass AMFTRB licensure exam.

Program Overview
Healing Arts Master of Science in Family Therapy is dedicated to helping students develop systemic clinical skills for practice as family therapists. Upon graduation, our students are prepared to assume assignments in a myriad of professional environments in need of systemic relationship experts, from corporate inclusion officials to private practitioners; within health care organizations, or family or childcare/child development agencies; and finally within schools, churches, and hospitals.

Our Family Therapy Master's Program is a 60-credit hour degree program consisting of coursework and experiential clinical practice. The theoretical basis of the program is systemic, (or relational) with a focus on social interactions and human relationships. Training is concentrated on brief, interactional models of family therapy, the historical foundation of our inclusive worldview.

Masters MFT Program Format

The Master of Science in Family Therapy is a trimester-based year-round program offered by the Healing Arts Campus located in Tamarac, Florida and online. Healing Arts MFT students may enroll full or part time in the winter or summer trimester. Summer (June) enrollees are part-time and take six

credit hours per trimester; winter enrollees (January) are full-time and may take up to 12 hours per trimester.

MS MFT Interactive
The online component of the MFT program will be conducted via Canvas, our course management system. See Syllabi for course directives—weekly virtual discussions, assigned homework/readings, and video conferences. White boards, chat rooms, email, and multimedia presentations are other features offered by Canvas.

Full-time students can expect to complete the program in approximately. 2 years; part-time students may complete the program within 3 years depending on the pace of study. Summer attendance is counted for full-time and part-time timelines.

Each master's student will have a Healing Arts online access account that includes email accessibility and Canvas. For online, interfacing, students are expected use their own Internet service providers. Each student will have Canvas access to use the internet to access course materials, announcements, email, distance library services, subscription library databases, and other information, and for interaction with faculty and fellow students.

Masters MFT Program Courses

Criteria for acceptance into the M.S. in Family Therapy include a major emphasis on applicants who are familiar with and/or interested in studying systemic theories and therapies. Applicants most suited for the program have social science backgrounds, are naturally inclusive and people-oriented, and are open to learning non-traditional ways of assessing and solving problems. Candidates who demonstrate significant ability to listen, engage in open dialogue, have the ability to self-reflect will thrive in this learning environment.

The Master of Science in Family Therapy degree program requires 60 hours of graduate coursework and clinical practica. Training is concentrated on brief, interactional models of family therapy, preparing our graduates to practice in a time-sensitive, cost-effective manner. The program fulfills the academic requirements for state licensure in Florida and for clinical membership in the American Association for Marriage and Family Therapy; additional post-master's clinical experience is required for both credentials.

REQUIRED CORE COURSES-Basic, seminal courses that are requisites for subsequent courses.

4310 - Legal, Ethical, and Professional Issues in Marriage and Family Therapy (CORE-1)
(3 credits)

This offers a review of the therapist's legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management. This course offers an overview of accreditation and licensure processes to include the ethical codes promoted in family therapy.

4220 - Marital and Family Therapy: Personality Theory and Techniques (CORE-2)
(3 credits)
This course covers an introduction and review of the history of marital and family therapy; the clinical approaches of interactional therapies; and focuses on the basic therapeutic skills, including therapeutic joining, listening, and interviewing. Students will learn how to facilitate the therapy process from initiation through termination.

4210 - Introduction to Systems Theory (CORE-1) (3 credits)
This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships as well as the study of the emergence of theories from cybernetics to language studies.

4230 - Family Therapy and Counseling Theory and Techniques (CORE-3) (3credits)
This course offers a comparative study of theories of marital and family therapy beginning with seminal, historical practices with systemic foundations through more contemporary practices.

4240 - Diversity, Inclusion Theory and Practice (CORE-4) (3 credits)
This course focuses on diversity and inclusion as it relates to therapeutic practice in a multicultural society, with emphasis on but not limited to ethnicity, class, gender, age, and culture. With a greater emphasis on the practice of inclusion, the course focuses on the "personhood of the practitioner," helping trainees to make self-reflection the foundation of an inclusive therapeutic presence.
In addition, this course will review issues relevant to the practice of therapy, and human services work in an international context, appealing to a diverse population of students from various backgrounds, who will become adept in their understanding of family functioning and the role of therapy from a global perspective.

4320 - Research in Marriage and Family Therapy (3 credits).
This course offers a review of quantitative and qualitative methods of inquiry, grounded in the extant marital and family therapy research studies. The course focuses on teaching students to be knowledgeable, critical consumers of research in the field.

4340 - Psychosocial Theory and Group Psychotherapy (3 credits)
This class design and focus is on providing trainees with a set of core competencies in basic, systemic group work. Core competencies include knowledge of group theories, group dynamics, group types, and legal and ethical issues.

5340 - Couples Therapy: Theory and Application (3credits)
In this course, students will examine their own experiences, biases and values about couples and working with couples as well as the historical development of couples' therapy. Students will learn current clinical approaches to couples therapy and evidenced-based models for working with couples. Students will examine current couples and marital research as well as assessment instruments used for working with couples. Students will examine specific professional, ethical, and legal issues associated with couples' work. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore specific areas of work with couples such as extra-marital affairs, intimate partner violence, divorce, step-parenting, and health and illness.

5340 - MAMFT Professional Practice & Human Sexuality and Gender (3 credits)
This course provides a review of the psychosocial development of sexuality and gender beginning in childhood through adulthood. More importantly, this course uses a non-tradition/postmodern perspective to examine a variety of clinical approaches to sexual and gender issues with a view to prepare trainees

for an inclusive practice considering the diversity of gender and sexual expressions in contemporary society Prerequisite: MFTM 402; MFTM 405 & MFTM 401

4360 - Clinical Practice in Marital & Family Therapy (3credits)
This course makes use of case study reviews to examine the applications of family therapy methods and theories and techniques in specific, relational situations, for example divorce or childrearing, etc. International Issues explored include the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the U.S.; and global ethical issues in counseling and therapy. Specific countries reviewed include (but not limited to) Mexico, China, Cambodia, South America, and India.

5330 - Diagnosis, Appraisal, Assessment, and Testing for Individual or Interpersonal Disorder or Dysfunction **(3 credits)**
The course surveys the major theories of personality and psychopathology with emphasis on psychiatric diagnostic classification systems. The implications for treatment using relational, therapeutic approaches are visited.

4330/4331 - Internal Practicum (IP) I-II (6 credits)
The program consists of two, live supervised clinical courses on the application of systemic therapies and practices. With emphasis on experiential therapeutic practice, the practicum experience will prepare students for effective and inclusive systemic therapeutic engagement.

4350 - Substance Abuse/Addictions and Critical Issues in Systems Theory (3 credits)
This course addresses the application of modern and postmodern ideas to substance abuse, addictions, and critical issues in the practice of therapy with an emphasis on the application of modern and postmodern approaches to substance abuse, addiction based on extent research in practice and treatment. This course examines other critical issues such as culture, ethnicity, gender, race, religion, and violence, etc.

5310 - Assessment in Marital and Family Therapy (3 credits)
In the Assessment course trainees will explore the development and use of tools to define and solve clinical problems. Trainees will become proficient using (traditional and postmodern) tools for appropriately assessing, appraising, and diagnosing problems for effective therapeutic practice.

5300/5301 - External Practicum I-II (6 credits)
External (off-campus) Practicum allows students to hone their therapeutic skills in a variety of training environments where students receive onsite and on-campus supervision.
Prerequisite: MFTM 401; MFTM 404; MFTM 402 & MFTM 405, MFTM 410

5400 - Program Comprehensive Exam (3 credits)
The Course Comprehensive Exam is a written exam that assesses the student's ability to apply the theoretical knowledge gained across cases and topics based on their coursework and clinical experiences (Completion of all course work and practica is required)

PRACTICA EXPERIENCES

To complete the M.S. in Family Therapy, students must complete 500 hours of client contact, 250 of which must consist of relational hours with couples and families. Students also must accumulate at least 100 supervision hours, 50 of which must be based on direct observation and videotape. Students are responsible for documenting clinical and supervision hours, using the forms provided on the HEALING ARTS website (where to find this) Students are also required to keep a copy of all documentation pertaining to both Internal and External Practicums. This includes clinical and supervision hour forms, Practicum contracts, and clinical evaluations. The first two Practice are (On campus Location) and are Internal. Students must pass the first two Internal Practice to be eligible to continue clinical training in the two (off campus) External Practica. Students may elect to take more than two Internal Practicums to better hone in their clinical skills prior to signing up for External Practicum. The External Practica are internship sites in the community where students provide clinical services in schools, hospitals, private practices, and other agencies.

Internal Practica
Students are enrolled in two Internal Practicums once they complete their core courses. Within the internal practicums and later the external practicums, the supervisor and students are able to evaluate their progress in therapeutic skills by reviewing the following:
Attention to Professional, Ethical and Legal Issues
Systemic Case Conceptualization:
Clinical Session Management:
Attention to Client/Therapist Position
Effective Use of Supervision
It is recognized that student progress in acquiring and practicing therapeutic skills and formulating their therapeutic orientation as they move through the program from novice to professional. As such, students have the opportunity to identify their strengths and needs for further development throughout their clinical experiences. The evaluation forms can be viewed here.

External Practica
Before beginning the External Practicum experience, trainees must collaborate with the Family Therapy Internship Coordinator to identify or develop an external practicum site. Prior to beginning the external practicum experience, students must complete an internship contract to be signed by the student, external site supervisor, faculty supervisor, and Program Director. If proof of a student's professional liability insurance coverage is needed for the practicum site, a copy can be obtained from the Internship Coordinator. All documentation must be completed and submitted to the Internship Coordinator for approval before trainees can start at the practicum site.

The MFT faculty teaching the course will supervise the student in one-hour weekly face to face meetings or more as needed. Faculty supervisors are AAMFT Approved Supervisors. Students also are required to have regularly scheduled supervision with their site supervisor at their clinical site(s).
While the MS MFT program requires students to register for a minimum of two terms of External Practicum, students may register for additional External Practice (if needed) to meet the clinical and supervision hour requirements.
The four important documents that students must provide the Internship Coordinator prior to beginning their internship are listed below:

1) The original signed copy of the internship contract.
2) A resume of the on-site supervisor to demonstrate that he or she has a master's degree and is a

licensed mental health professional or meets the equivalent criteria and a copy of the AAMFT Supervisor Certificate, if applicable.
3) A brochure or written information about the internship site.
4) A written description from the on-site supervisor clearly identifying internship duties and responsibilities.
Students should plan on acquiring a minimum of 15-20 client contact hours per week at their site to ensure completion of the 500 required client-contact hours and supervision hours within two required terms of External Practicum. Students may also take a third external practicum to complete the required hours and/or to enhance their therapeutic skills.
Students must adhere to the site contract requirements (i.e., school systems provide therapeutic services throughout the school year and require student interns to sign a contract to provide continuous services). In addition to the weekly client contact hours, students are required to schedule additional time at the internship sites to complete paperwork, allow for missed appointments, and become a valued member of their site. Thus, 20 hours a week committed to the internship site is realistic. This time may include weekdays, evenings, and/or weekends, depending on the site requirements. If students are unable to commit the needed amount of time to a site, they will need to register and take additional practicum(s) to accrue the required 500 clinical hours. Students must be supervised throughout the practica.

If students want more diverse experiences or are not accumulating hours rapidly enough at one internship site, they may develop an additional site. A contract for each site must be completed prior to beginning at that site. The internship contract should be clearly understood by all parties. No more than two internship sites are recommended and must have their faculty supervisor's, Internship Coordinator's, and Program Director's approval.
The site supervisor and faculty supervisor use the program's practicum evaluation forms to assess students' progress (grading) during the practica experience. Students are expected to assess their own performance, as it is important for trainees to be able to assess their strengths and challenges. Evaluation forms may be obtained online at the (Name location).

MS MFT Program Comprehensive Exam

(Degree Requirement)
In addition to successfully completing all coursework and obtaining the required minimum 500 client contact hours and 100 supervision hours, students must pass a 2-part, comprehensive examination. This clinically focused examination tests students' ability to apply clinical skills: written--report and experiential—behavioral. Exams are given at the end of each term to students are eligible.
Eligibility Requirements:
Students must complete required course work and clinical and supervision hours by or before the end of the term in which the examination is taken.

Course Number	Course Title	Clock Hours	Credit Hours	
MAMFT 4210	Introduction to Systems Theory (CORE-1)		3	Dr. Harris Dr. Schooley
MAMFT 4220	Marital and Family Therapy: Personality Theory and Techniques (CORE-2)		3	Dr. Harris Dr. Schooley
MAMFT 4230	Theories of Marital and Family Therapy (CORE-3)		3	Dr. Harris Dr. Schooley
MAMFT 4240	Diversity, Inclusion Theory and Practice (3 credits) (CORE-4)		3	Dr. Harris Dr. Schooley
MAMFT 4310	Legal, Ethical, and Professional Issues in Marriage and Family Therapy		3	Dr. Harris Dr. Schooley
MAMFT 4320	Research in Marriage and Family Therapy		3	Dr. Harris Dr. Schooley
MAMFT 4330, 4331	Internal Practicum (IP) I-II		6	Dr. Harris Dr. Schooley
MAMFT 4340	Group Psychotherapy		3	Dr. Harris Dr. Schooley
MAMFT 4350	Substance Abuse/Addictions and Critical Issues in Systems Theory		3	Dr. Harris Dr. Schooley
MAMFT 4360	Clinical Practice in Marital & Family Therapy		3	Dr. Harris Dr. Schooley
MAMFT 5300, 5301	External Practicum I-II		6	Dr. Harris Dr. Schooley
MAMFT 5310	Assessment in Marital and Family Therapy		3	Dr. Harris Dr. Schooley
MAMFT 5320	Human Development Throughout the Lifecycle		3	Dr. Harris Dr. Schooley
MAMFT 5330	Psychopathology & Theories of Personality		3	Dr. Harris Dr. Schooley
MAMFT 5340	Couples Therapy: Theory and Application		3	Dr. Harris Dr. Schooley
MAMFT 5340	MAMFT Professional Practice & Human Sexuality and Gender		6	Dr. Harris Dr. Schooley
MAMFT 5400	Program Comprehensive Exam		3	Dr. Harris Dr. Schooley
		TOTAL	60	

Prefix	First Digit	Third & fourth Digit
MAMFT - Doctorate in Marriage and Family Therapy	42 - Post-Graduate 43 – Advanced post-graduate 53 - Practicum Application 54 – Comprehensive Exam	Represents the order of classes or course number

Doctorate in Marriage and Family Therapy

Program Description

The Marriage and Family Therapy Doctorate Program is a ninety-six (96) credits practice-based therapeutic program devoted to the advancement of the family therapy clinician. The program's primary focus is training astute mental health practitioners in the following areas: Advance therapeutic skills, therapeutic innovation, business (private) best practices, clinical practice research, etc. Inclusive practice undergirds the full scope of the program, as the DMFT program seeks to revolutionize the therapeutic practitioner in the 21st Century and beyond.

Educational Curricula

Classes consist of didactic instruction incorporating, case studies, group forums, videos, and guest speakers. Guest speakers are experts in a particular subject and/or will contain panel discussions from the people with experience in the subject being taught during class.

In addition to live class time, students will have required texts and recommended readings, view additional educational videos that are provided by Healing Arts Institute and accessible on Canvas, and complete other assignments per the instructor. Class syllabi will contain an extensive explanation of the course requirements.

The program is designed so that students may choose the focus of their Capstone as early as the first trimester and build the original cap-stone project over the course of the program.
By the presentation of the Capstone, the student is not only an expert in a specific clinical area but has amassed a collection of literature to substantiate the proposed need for the work understudy.
The curricula also contain the preparation for students who are not yet not licensed and/or registered interns needing to sit for the MFT licensing examination.

*Registered Interns will need to contact their qualified state supervisors to determine if the hours they are working to complete Healing Arts Institute degree meets requirements for state licensure.
Comprehensive Exam

Upon completion of the DMFT coursework, prior to starting Capstone Doctoral Project, students will take a Comprehensive oral exam to assess student's ability to apply the theoretical knowledge gained to date. To prepare for the oral examination, candidates will be given a set of cases to study and prepare. Using the Case Supervision Form format, students will be randomly assigned one of the cases to present at the time of the exam. Three (3) board members will comprise the Healing Arts Institute Examination Committee. The student will answer questions relating to each content area and be graded by each committee member on ability to treat content-relevant cases. The committee will evaluate the student according to specified criteria as outlined in the exam rubric. The grade will be based on the average of the three evaluations. Students will receive a Pass (P) or In Progress (IP) (for the first two unsuccessful attempts to pass) or Unsatisfactory (U) as their final score to be added to their student record and reported on their transcript for verified completion.

Comprehensive exams will be offered ending the academic calendar trimester, dates to be determined by the program administration. Students are required to attend comprehensive examinations in person in the physical presence of an HAI representative. Failure to comply with this requirement (notwithstanding unforeseen emergencies) may result in disenrollment from in the program. Students will have no more than three (3) attempts to pass the oral exam. If a student is unable to successfully receive a passing mark (Pass--P) for the oral exam, they will be dismissed from the program.
Capstone Doctoral Project

DMFT Capstone Project is an original research project consisting of an extensive literature review and an Action Research project resulting in a publishable article to be submitted to the most appropriate scholarly journal publication.
1. Under the supervision of an HAI, faculty advisor, students will devise and propose the Capstone schoolwide, presentation; upon passing, complete an Institutional Review Board (IRB) application and submit for review and approval; once IRB approved, con-duct the study, write the article and submit for publication.
Institutional Review Board Requirements
During the first week of class, for the first project course, students are required to complete the Collaborative Institutional Training Initiative (CITI) Training: Protection of Human Subjects Training/Education. This training is available at HAI student resources page (www.healingartssfl.org) and must be completed before submitting a research project to the IRB for review.

It is required that the students have completed courses in Research Methodology or Statistics (or an equivalent, verified during time of admissions by the Office of Admissions). Prior to beginning the capstone doctoral project, students will have completed at least six (6) hours of research course work.

After successful proposal of capstone doctoral project, students are required to register their capstone doctoral project study with the institutional Review Board (IRB). Students are not eligible to begin the data collection aspect of their research project without IRB approval. Failure to get approval from the IRB prior to data collection (or any violation of the process) is considered a breach of ethics and grounds for dismissal from the program.

Throughout the program, students will have access to faculty advisors and may choose any faculty member to chair/co-author their Cap-stone project, an IRB requirement.

graduating from the Clinical Sexology Doctoral Program will be able to:

Doctorate Program Objectives

Students graduating from the HAI, Marriage and Family Therapy Doctoral Program will be able to:

Demonstrate comprehensive clinical assessment skills, including the following:

1. Expertise MFT practitioner (and theoretician) in the leading postmodern therapeutic practices) e.g., Relational, Solution Focused, Narrative Therapy, etc.
2. Extensive knowledge of leading therapeutic practices (traditional and non-traditional)
3 Diagnose mental disorders using the most current DSM- Manuel.
4 Comprehensive micro-skills and clinical intervention (theoretically and practically)
5 Manage clinical caseloads, cohort group initiatives, and research projects.
6. Informed, expert manager of diversity matters within clinical and other settings—personal, classroom, and professional

a. Inclusive scholarly, researcher, supervisor, and practitioner
b. Demonstrate the ability as clinical supervisor, administrator, and consultant in diverse settings.

7. Discerning consumers of a diversity of scholarly works from a myriad of research traditions, qualitative, quantitative, and action research studies.
8. Proficient, scholarly facilitator and presenter
9. Business management innovator (private practice).

Institutional Review Board Requirements

It is required that the students have completed courses in Research Methodology or Statistics (or an equivalent, verified during time of admissions by the Office of Admissions). Graduate level courses are preferred but not required.

During the first week of class, for the first Dissertation course, students are required to complete CITI Training: Protection of Human Subjects Training/Education. This training is available at HEALING ARTS student resources page (www.healingartssfl.org).

After successful proposal of dissertation, students are required to register their dissertation study with Healing Arts University's Institutional Review Board (IRB). Students are not eligible to start their research study without IRB approval. Failure to not get approval from the IRB or any violation of this process is considered a breach of ethics and grounds for dismissal from the program.

As part of the dissertation portion of the program, Healing Arts Institute offers ancillary classes in Research Methodology and in Statistics. For those students who want or require additional guidance in completing a dissertation, consultants with expertise in Research Methodology and Statistics will be offering tutorials at an additional cost throughout the year. Those consultants will also be available to the students independently for additional tutoring or editing. The Healing Arts Institute faculty will also be available to the students for consultation and guidance at no charge.

Students will be provided with ideas for their dissertation throughout their program and faculty will help them fine-tune their ideas and give guidance with methodology. This is in addition to the input of their committee members.

Doctorate in Marriage and Family Therapy course work is an exhaustive 96-credit hours

DOCTORATE PROGRAM BREAKDOWN BY COURSE AND CALENDAR				
Course Number	Course Title	Credit Hours	Offering	Instructor
DMFT 3010	Doctoral Seminar I	1	Open Availability	Dr. Harris Dr. Schooley
DMFT 3020	Doctoral Seminar II	1	Open Availability	Dr. Harris Dr. Schooley
DMFT 3030	Doctoral Seminar III	1	Open Availability	Dr. Harris Dr. Schooley
DMFT 3040	Academic Writing	3	Open Availability	Dr. Harris Dr. Schooley
DMFT 3050	Intro System Theory	3	Open Availability	Dr. Harris Dr. Schooley
DMFT 3060	Systemic Family Therapy 1	3	Open Availability	Dr. Harris Dr. Schooley
DMFT 3070	Systemic Family Therapy II	3	Open Availability	Dr. Harris Dr. Schooley
DMFT 3080	Systemic Family Therapy III	3	Open Availability	Dr. Harris Dr. Schooley
DMFT 3090	Systemic Family Therapy IV	3	Open Availability	Dr. Harris Dr. Schooley
DMFT 3010	Crisis Management	3	Open Availability	Dr. Harris Dr. Schooley
DMFT 3011	The business of private practice	3	Open Availability	Dr. Harris Dr. Schooley
DMFT 8121, 8122, 8123	Internal Practica (I-III)	9	Open Availability	Dr. Harris Dr. Schooley
DMFT 8129, 8130	Clinical Practicum	6	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 8131; 8132	External Practica	6	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 8141;	Supervision Practicum	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 8150	Supervision in MFT	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 8160	Research Quantitative	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 9170	Qualitative (Action Research)	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley

DMFT 3190. 3191, 3192	Independent Studies I-III	9	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 5200	Internship 1	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 6210	Externship 1	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 6220	Externship 2	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 3230	Clinical Supervision	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 4240	Comprehensive Exam	3	Open Availability	Dr. Carter Dr. Harris Dr. Schooley
DMFT 9253, 9254, 9255	Research Capstone Project	9	All course work completed	Dr. Carter Dr. Harris Dr. Schooley
	Total	**96**		

Prefix	First Digit	Third & fourth Digit
DMFT - Doctorate in Marriage and Family Therapy	30 – Represents Post-Graduate Program 32 – Supervision 42– Comprehensive Exam 52 – Internship 62 – Externship 81 – Research Practicum 91 – Action Research 92 – Capstone Research	Represents the order of classes or course number

Doctorate of Marriage and Family Therapy (DMFT) Course Descriptions

DMFT 3010 Doctoral Seminar I (1 credit).

Doc Seminar is the first of 3 introductory, orientational classes offered to entry-level doctoral students. The first course introduces scholarly ethics related to research inquiry, academic writing, inclusion and diversity, and social justice ideologies--all of which prepares students for doctoral-level studies.

DMFT 3020 Doctoral Seminar II (1 credit).

Doc Sem II builds on the coursework of Doc Sem I, preparing and refining students' academic and professional skills: presenting professional papers, preparing for required internships, and Capstone Research Project. **Prerequisite:** DMFT, Doc Sem 1

DMFT 3030 Doctoral Seminar III (1 credit).

Doc Sem III builds on the two preceding seminar courses, helping students to refine learned skills, including research interests. **Prerequisite: DMFT 3020 Doc Sem II**

DMFT 3013 Legal, Ethical, and Professional Concerns (3 credits).

This course explores a range of professional legal and ethical matters beginning with the responsibilities and liabilities of the therapeutic practitioner; filing insurance claims, managing personal and professional relationships; managing inclusion as it relates to gender and cultural identities; and being familiar with the ethical codes of accreditation bodies and state licensure agencies.

DMFT 3014 Inclusion in Clinical Practice (3 credits).

Inclusion as it relates to every human relationship is the focus of this course. The course is highly experiential such that issues of ethnicity, class, gender, age, and culture, body type, religion, and spiritual affinities are examined with a self-reflective, person-of-therapist view. The primary interest of the class is inclusion, as diversity is considered a given in all human relationships, irrespective of external features, propensities, and beliefs.

DMFT 3015 Academic Writing (3 credits).

This course was created to build confident, skillful academic writers. Student will master the art and science of academic writing to meet the demands of graduate studies. The practice-based curriculum begins with writing rudiments and assists student in navigating the complexities of writing scholar prose. **Prerequisite: Register with DMFT 3010 Doc Sem I**

DMFT 3050 Introduction to Systems Theories (3 Credits).

This course provides an overview of systemic theory, as it informs Family Therapy practice. Incorporated under systemic or relational ideas are concepts such as patterns, interactions, and communications related to human behavior and relationships.

DMFT 3051 Introduction to Marital and Family Therapy (3 credits).

This course provides a thorough history of marital and family therapy as a postmodern/non-traditional approach to clinical practice that is interactional--relationship focused. Basic beliefs and therapeutic postures foundational to MFT practice are offered.

DMFT 3052 Theories of Marital and Family Therapy (3 credits).

This course offers a survey of the basic and diverse theories that inform marital and family therapy ideology. With a seminal, systemic approach to family/group relationships, the course explores structural, strategic, intergenerational, contextual, behavioral, and relational therapies, including their diverse approaches in clinical practices. **Prerequisite: DMFT 3050 Introduction to System Theory.**

DMFT 3053 Assessment in Marital and Family Therapy (3 credits).

Assessment is the relational, social scientist exploration of human interaction. This course explores the methods and instruments used to examine social relationships with a view to offer the many possibilities connected with specific and general socio-relational phenomena.

DMFT 3054 Research in Marital and Family Therapy (3 credits).

This course offers a review of quantitative and qualitative research methods—the primary research methodology for family therapy inquiry; it is also an orientation for students as they become accustomed to the language of research and scholarly prose. **Prerequisite: DMFT 3053 Assessment in Marital and Family Therapy**

DMFT 3060 Systemic Family Therapy I (3 credits).

Mental Research Institute (MRI) and Solution-Focused (SF) Brief Therapies are the primary focus of this class. Both approaches of systemic family therapy are informed by cybernetics and social organization of communication. **Prerequisites: DMFT 3050 Introduction to System Theory; DMFT 3051 Introduction to Marital and Family Therapy**

DMFT 3061 **Systemic Family Therapy II (3 credits).**

Narrative Therapy (theory and practice) is an exploration of assumptions around the distinctions between structuralist and post structuralist thought. Narrative practice involves a social justice component, which intersect with inclusion--privileging marginalized voices and other community-based concerns. **Prerequisite: DMFT 3060 Systemic Family Therapy I**

DMFT 3062 Systemic Family Therapy III (3 credits).

The 3rd systemic therapy course introduces students to family-of-origin, multigenerational systems processes, i.e., natural systems/human system approach to family therapy. **Prerequisites: DMFT 3061 Systemic Family Therapy II**

DMFT 3070 Crisis /Trauma Management (3 credits).

This course focuses on preparing students with necessary clinical crisis skills, including the ability to supervise crisis management trainees.

DMFT 3063 Supervision in Marriage and Family Therapy (3 credits).

In this course student will learn the fundamentals of MFT supervision; the coursework is required for becoming an AAMFT Approved Supervisor. **Prerequisites: DMFT 8121, 8122, 8123 Internal Practica I-III**

DMFT 3080 The Business of Private Practice (3 credits).

Students will learn the A-Z process of starting a business to include the following objectives: naming the company, writing mission statements, forming the LLC (for profit, or 501c3 (non-profit), and writing a white paper, and presenting the company's values, etc.

DMFT 6210 Teaching Internship (3 credits). The Teaching Internship (practicum) is a supervised training course, designed to allow students the opportunity to facilitate classroom instruction (residential or online learning environment). Student will be exposed to the following learning opportunities: syllabus construction, designing PowerPoint, creating lesson and lecture, and facilitating an open and engaging learning environment. **Prerequisites: DMFT 3060 and 3061 Systemic Family Therapy I-III; Internal Practica I-III and DMFT 8150, 8051**

DMFT Externship 1-2 (3 credits).

For 2-academic terms, students will spend 3-4 days a week working with an agency that has a similar focus as the proposed Action Research project. The externship with afford students a learning opportunity and knowledge to refine their action research endeavors. **Prerequisites: DMFT 8121, 8122, 8123 Internal Practica I-III**

DMFT 3190. 3191, 3192 Independent Studies I-III (3 credits).
Students are expected to chart their academic process through the DMFT Program from Doc Seminars to the Action Research Project. Independent Studies courses give students the creative space to investigate possible topics, to study aligning topics, or to connect with interested external collaborators. **Prerequisite: Completion of all course work.**

Internal Practica I–III (3 credits)

Students will see clients while being supervised by clinical MFT clinical instructor-supervisor to get expert guidance regarding the nuance of the client's presenting problem(s). Practica consist of the development of

systemic therapy practice and engaging fellow trainees who are also seeing clients. **Prerequisite: DMFT 3013 Legal, Ethical, and Professional Concerns**

DMFT 8131; 8132 External Practica I–II (6 credits)

Advanced clinical training and supervision is provided to enhance the practice of systemic therapy from strength-based, solution-oriented models of therapy that can be incorporated in a wide variety of community settings. Faculty approval is required. **Prerequisites: DMFT 8121, 8122, 8123 Internal Practica I-III**

DMFT 8160 Quantitative Research (3 credits).

This course provides an overview of quantitative research methodology for students interesting in investigating social phenomena involving a minimum of 100 subjects. Experts in data collection and analysis using the Statistical Package for the Social Sciences (SPSS)—research software program—to help use become proficient in the professional use of the software. **Prerequisites: DMFT 3053 Research in Marital and Family Therapy; DMFT 3054 Assessment in Marital and Family Therapy**

DMFT 8150, 8051 Supervision Practica I–II (6 credits)

Students receive supervision of their supervision by AAMFT approved faculty and hands-on, live supervision and case consultation with clinical systemic therapies conducted in the Healing Arts therapeutic clinic. Faculty approval required. **Prerequisites: DMFT 8121, 8122, 8123 Internal Practica I-III**

DMFT 9170 Qualitative Action Research (3 credits).

Qualitative Action Research, a systemic, cyclic, reflective process that invites students to work in a collaborative relationship in which the researcher invites clients to be co-investigators. **Prerequisite: DMFT 8160 Quantitative Research**

DMFT 9253, 9254, 9255 Research Capstone Project (9 credits)

The advanced-level student must design an original capstone, research, clinical undertaking (under the supervision of a faculty member) that demonstrates their clinical expertise by creating a systems based mental health program designed for the community population or agency of their choice. **Prerequisite**: Completion of all in-class coursework.

Clinical Sexology Certification Program

Program Description

Clinical Sexology is an interdisciplinary field that examines human sexuality through the integration of scientific research, human sexual behavior, and the assessment and treatment of sexual concerns and dysfunctions. The Clinical Sexology Certificate Program is designed to provide advanced specialized training for licensed psychotherapists, psychologists, marriage and family therapists, mental health counselors, social workers, nurses, physicians, and other healthcare professionals seeking to incorporate clinical sexology into their existing professional practice.

The program focuses on enhancing participants' knowledge and clinical competencies in the areas of sexual health, sexual functioning, sexual disorders, relationship dynamics, diversity, and evidence-based interventions related to human sexuality.

Important Disclosure: This certificate program is intended as a post-licensure or supplemental professional development program. It does not prepare unlicensed individuals for initial licensure, certification, or credentialing in any profession, nor does it qualify graduates to independently practice any licensed profession.

Certification Program Objectives

Students graduating from the Clinical Sexology Certification Program will be able to:

1. Demonstrate comprehensive clinical assessment skills, including the following:
   - Diagnosis of sexual disorders using the DSM-5.
   - Assess for psychological, medical, and pharmacological etiology of sexual disorders. Speakers from various disciplines will lecture and answer questions. Design the appropriate clinical interventions for the diagnosis.
   - Comprise a variety of alternative interventions and a team of providers from other disciplines for effective treatment of specific sexual disorders.
2. Demonstrate comprehensive skills in clinical intervention during class and case consultation.
   - Students will work with cases from their own practices, other students' practices, and case studies that comprise a wide spectrum of sexual issues.
3. Identify and understand issues related to cultural diversity and individual differences as they affect clinical competencies.
   - Healing Arts Institute will bring speakers from various races and cultures to present during class. Panel members and speakers from around the globe will discuss sexual disorders from their personal experience and answer questions. Students from various places in the United States and other countries will be able to contribute their personal experience and knowledge of various cultures during class and case consultation.

Credit Completion and Time Requirement

Clinical Sexology certificate program consists of forty-eight (48) credits. This certificate program consists of Clinical Sexology course work and one externship. At the start of the program, students will decide to attend full or part time. Based on the student's decision, a full or part time program degree will be provided for the students to follow. Along with a degree program, students will acknowledge receipt of catalog containing all curriculum descriptions. At the beginning of each class a syllabus will be

provided. Before the start of the first class(es), students will be required to become and show proof- at a minimum- a liability insurance from an organization or agency to practice as a Student Member (higher level of membership if applicable, based on the student's status). Examples include American Psychological Association (APA), American Association for Marriage and Family Therapist (AAMFT), American Mental Health Counselors Association (AMHCA).

The Certificate program can be completed in seven (7) months full time. Certificate completion should not exceed thirty-six (36) months. Failure to complete the Certificate program requirements will result in being dropped from the program. Enrollment is prior to the beginning of each term. Currently, HEALING ARTS does not offer specialized concentrations.

Educational Curricula

The classes comprised in these curricula encompass considerable variety in the field of sexology, including the diagnosis and treatment of sexual dysfunctions, sexual abuse, gender dysphoria, and sex offending. Students will also gain in-depth knowledge of developmental sexuality, legal and ethical issues related to sex therapy, socio-cultural factors in sexuality, medical factors affecting sexual functioning, and alternative lifestyles.

Classes consist of didactic instruction incorporating PowerPoint presentations, videos, and guest speakers. These guest speakers are experts in a particular subject and/or will contain panel discussions from the people with experience in the subject being taught during class. For instance, transgender people might be chosen to provide firsthand accounts of their experiences, while answering questions from the students.

In addition to live class time, students will be instructed to read the required texts and recommended readings, view additional educational videos that are provided by Healing Arts Institute and accessible on Canvas, and complete other homework assignments as assigned by the instructor. Class syllabus will determine how assignments are turned into obtain credit.

The Clinical Sexology component includes Clinical Supervision in the form of Case Consultation, as all students are Registered Interns, licensed, or certified in their respective fields. Case Consultation is offered in group format on Saturdays from 3:00 – 4:00 p.m. EST following class. Students can attend group supervision in person or via HIPAA Compliant online platform. For completion of the certificate program, students will need to complete a total of forty (40) direct client contact hours, which pertain to areas of the sexology field during a minimum period of six months. Participate in a minimum of 20 hours of supervision, where each supervisory session is no more than one and one-half hours in length, by a qualified supervisor as set forth in Rule 64B4-7.004, F.A.C., during a minimum period of six months.

Case studies are also incorporated into the class time. Students are required to participate in eight (8) hours of group sessions and present their own case in at least one (1) group session. They must also schedule twelve (12) hours of individual Supervision/Case Consultation with an approved Supervisor, list to be provided by Healing Arts Institute. They will present cases from their own case files and from the bank of cases provided by HEALING ARTS and accessible on Canvas. This form on instruction is utilized to teach the students how to treat a wide variety of cases from the field of sexology. Case Consultation will require presentation of cases using the Case Supervision Form provided so students will learn how to professionally present a case and be sure to cover all aspects of a case. All paired Case Consultation takes place via webinar. Course descriptions breakdown follows.

*Registered Interns will need to contact their qualified state supervisors to determine if the hours they are doing to complete Healing Arts Institute program meets requirements for state licensure.

Comprehensive Exam

Upon completion of the Clinical Sexology classwork, prior to starting Clinical supervision, students will take a Comprehensive Exam in the form of an oral exam to assess student's ability to apply the theoretical knowledge gained across cases and topics based on their coursework and clinical experiences. They will be given a set of cases from which to study and prepare, using the Case Supervision Form format, and will then be randomly assigned one of those cases to present at the time of the exam. Three (3) board members, will comprise the Healing Arts Institute Examination Committee. The student will answer questions relating to each content area and be graded by each committee member on ability to treat content-relevant cases. The committee will evaluate the student according to specified criteria as outlined in the exam rubric. The grade will be based on the average of the three evaluations. Student will receive a Pass (P) or In Progress (IP) (for the first two unsuccessful attempts to pass) or Unsatisfactory (U) as their final score to be added to their student record and reported on their transcript for verified completion.

It is a requirement that all students attend in person for their comprehensive exam. Comprehensive exams will be offered during the academic calendar year, dates to be determined by the Program. Failure to comply to this requirement might result in a disenrollment in the program. Students will have no more than three (3) attempts to pass the oral exam. If student is unable to successfully receive a grade of Pass (P) for the oral exam, they will be unenrolled from the program.

Certification Program

CERTIFICATION PROGRAM BREAKDOWN BY COURSE				
Course Number	Course Title	Credit Hours	Prerequisite	Instructor
CCS 701	Sexual and Reproductive Anatomy and Physiology	3	N/A	Dr. Carter
CCS 702	Developmental Sexuality	3	N/A	Dr. Harris
CCS 703	Socio-Cultural Factors in Sexual Values and Behavior	3	N/A	Dr. Harris
CCS 704	Gender-Identity	3	N/A	Dr. Carter
CCS 705	Diagnosis of Sexual Dysfunctions and Disorders	3	N/A	Dr. Carter Dr. Harris
CCS 706	Medical Factors Related to Sexuality and Sexual Functioning	3	N/A	Dr. Carter Dr. Harris
CCS 707	Treatment of Sexual Dysfunctions and Disorders	3	N/A	Dr. Carter Dr. Harris
CCS 708	Sexually Transmitted Infections	3	N/A	Dr. Carter Dr. Harris
CCS 709	Victims and Victimology	3	N/A	Dr. Carter

				Dr. Harris
CCS 710	Research on Sexual Dysfunctions, and Disorders	3	N/A	Dr. Harris
CCS 711	Sexual Offender Treatment	3	N/A	Dr. Carter Dr. Harris
CCS 712	Legal Ethical and Forensic Issues in Sex Therapy	3	N/A	Dr. Carter Dr. Harris
CCS 713	Forensic Sexology and Sexology of the Law	3	N/A	Dr. Carter Dr. Harris
CCS 714	Treatment of Juvenile Sexual Offenders	3	N/A	Dr. Carter Dr. Harris
CCS 715	Interaction Between Sexuality and Dynamics of Interpersonal and Family Relationships	3	N/A	Dr. Carter Dr. Harris
CCS 401	Comprehensive Exam	P	All course work complete d	Three (3) Board Members
CCS 801	Clinical Supervision	3	Licensed or Registere d Intern	Dr. Carter Dr. Harris

Prefix	First Digit	Second & Third Digit
CCS – Clinical Sexology Certificate	4 – Comprehensive Exam 7 – Represents Post-Graduate Program 8 – Represents Practicum	Represents the order of classes or course number

Doctorate in Clinical Sexology Calendar

Course Code	Course Title	When Offered
	Trimester A	
CPS / CCS 701	Sexual and Reproductive Anatomy and Physiology	Open Availability
CPS / CCS 702	Developmental sexuality	Open Availability
CPS / CCS 703	Socio-cultural factors in sexual values and behavior	Open Availability
CPS / CCS 704	Gender-identity	Open Availability
CPS / CCS 705	Diagnosis of Sexual Dysfunctions and Disorders	Open Availability
CPS / CCS 706	Medical factors related to sexuality and sexual functioning	Open Availability
CPS / CCS 707	Treatment of Sexual Dysfunctions and Disorders	Open Availability
CPS / CCS 708	Sexually Transmitted Infections	Open Availability
	Trimester B	
CPS / CCS 709	Victims and Victimology	Open Availability
CPS / CCS 710	Research on sexual dysfunctions, disorders and deviancy	Open Availability
CPS / CCS 711	Group therapy in treatment of sexual dysfunctions, disorders, and deviancy	Open Availability
CPS / CCS 712	Legal Ethical and Forensic Issues in Sex Therapy	Open Availability
CPS / CCS 713	Forensic Sexology, Sexology of the Law	Open Availability
CPS / CCS 714	Treatment of Sexual Offender Treatment & Juvenile Sexual Offenders	Open Availability
CPS / CCS 715	Interaction between sexuality and dynamics of interpersonal and family relationships	Open Availability
CPS 716	Risk Assessment with Sex Offenders	Open Availability
	Trimester C	
CPS 717	Alternative Lifestyles	Open Availability
CPS 718	Sexuality and Disability	Open Availability
CPS 719	Sexual Abuse Treatment	Open Availability
CPS 720	Sexuality and Substance Abuse	Open Availability
CPS 721	Sexual Pharmacology	Open Availability
CPS 722	Pornography and Media Addiction	Open Availability
CPS 723	Sex and Religion	Open Availability
CPS/CCS 401	Comprehensive Exam	Open Availability
CPS 501	Internship 1	Open Availability
CPS 601	Externship 1	Open Availability
CPS 603	Externship 2	Open Availability
CPS / CCS 801	Clinical Supervision	Open Availability
CPS 901	Research Dissertation or Doctoral Project	Open Availability
CPS 910	Dissertation Defense	Open Availability

Prefix	First Digit	Second & Third Digit
DCS – Clinical Sexology DCS CCS – Clinical Sexology Certificate	4 – Comprehensive Exam 5 – Internship 6 – Externship	Represents the order of classes or course number

	7 – Represents Post-Graduate Program 8 – Represents Practicum 9 – Represents Research	

Clinical Sexology Doctorate Course Description

The Doctor of Clinical Sexology Program is an advanced doctoral-level program designed for licensed and credentialed professionals seeking specialized expertise in the study, assessment, and treatment of human sexuality. Grounded in interdisciplinary research and evidence-based practice, the program explores the biological, psychological, relational, cultural, and social dimensions of human sexual behavior throughout the lifespan.

The curriculum emphasizes advanced clinical sexology, sexual health and wellness, sexual dysfunctions and disorders, couples and relationship dynamics, diversity and inclusion, trauma-informed care, ethics, research methodology, and leadership in the field of sexual health. Students develop the knowledge and clinical competencies necessary to integrate sexology principles into professional practice, education, consultation, supervision, advocacy, and research.

The Doctor of Clinical Sexology Program prepares graduates to become leaders, educators, researchers, consultants, and advanced practitioners who promote sexual health and well-being while addressing the complex sexual concerns of diverse individuals, couples, families, and communities.

Important Disclosure: This doctoral program is intended for licensed or otherwise qualified professionals seeking advanced education in clinical sexology. Completion of the program does not qualify graduates for initial licensure in any healthcare, counseling, psychology, social work, marriage and family therapy, or related profession.

CPS / CCS 701 – Sexual and Reproductive Anatomy & Physiology **3 Credits/14 Class Hours**

Course content will include 1) exploration of cultural beliefs and messages about sex and the human body; 2) developing an understanding of how these impact optimal sexual functioning; 3) describing male and female reproductive processes (menstrual cycle, menopause, sperm production and ejaculation); 4) describing internal male organs and prostate problems; describing the role of hormones in male and female sexual behavior; 5) applying Masters and Johnson four-phase sexual response cycle and Kaplan's three-phase cycle of sexual response in a clinical setting.

CPS / CCS 702 – Developmental Sexuality **3 Credits/14 Class Hours**

Course content will include 1) describing the process of psychosexual development and how individual patterns of sexual orientation and behavior develop through the interaction of biological, social, cultural, and psychological factors; 2) developing a practical understanding of sexuality in infancy, childhood, and adolescence, adult sexuality and relationships; 3) teaching students to provide sex education to children, adolescents, and adults according to their developmental status.

CPS / CCS 703 – Socio-Cultural Factors in Sexual Values & Behavior **3 Credits/14 Class Hours**

This course explores sexuality from historical, religious, and cultural perspectives. It will focus on 1) Various cultural sexual practices, such as genital mutilation, polygamy, and castration; 2) The primary influences on sexuality in the Western World, originating from the Torah and the Bible; 3) Sexual

diversity as it exists in various subcultures within the United States; and 4) how the media and the internet influence sexual attitudes and behavior.

CPS / CCS 704 – Gender Identity **3 Credits/14 Class Hours**

This course will focus on 1) the gender identity spectrum; 2) the therapist's role in treating gender variant clients; 3) therapeutic needs of transitioning people throughout the lifespan; and 4) assisting family members and partners of transitioning people.

CPS / CCS 705 – Diagnosis of Sexual Dysfunctions & Disorders **3 Credits/14 Class Hours**

This course will define atypical sexual behavior in the context of culture, history, and the law. It will cover DSM diagnoses for sexual dysfunctions and paraphilias, differential diagnoses for sexual dysfunctions and how to distinguish as well as understand the causes. Students will learn how to define and diagnose sexual addiction, complete a diagnostic interview and be able to screen for medical causes of dysfunction.

CPS / CCS 706 – Medical Factors Related to Sexuality & Sexual Functioning **3 Credits/14 Class Hours**

This course will define the DSM sexual disorders with medical origins and focus on symptoms, factors increasing susceptibility, and prevention. Students will learn how major disabilities may affect sexual function and expression; coping and enhancement strategies for people with disabilities; how surgical procedures may affect a woman sexually, physically, and emotionally; hormone replacement therapy; the incidence of, symptoms of, and treatment alternatives for penile cancer, testicular cancer, prostatitis, benign prostate hyperplasia, and prostate cancer.

CPS / CCS 707 – Treatment of Sexual Dysfunctions and Disorders **3 Credits/14 Class Hours**

This course will review the differing diagnoses and the underlying characteristics that will determine treatment. It will cover different treatment interventions based on nature of the disorder and dysfunction and students will learn to be able to effectively implement behavioral, cognitive, and trauma interventions according to individual cases. It will discuss how to incorporate risk reduction into any therapeutic intervention**.**

CPS / CCS 708 – Sexually Transmitted Infections **3 Credits/14 Class Hours**

This course will cover the statistics for age and population groups regarding prevalence of the various STIs. It will describe cause, incidence and transmission, symptoms and complications, and treatment for viral and bacterial STIs, as well as vaginal infections and ectoparasitic infections, including pubic lice and scabies. It will cover the basics of HIV: what it is, how it is transmitted, how transmission is prevented, and which populations are more susceptible to transmission and why.

CPS / CCS 709 –- Victims and Victimology **3 Credits/14 Class Hours**

This course will define the terms related to victims and victimology. Students will learn to recognize types of victims and issues specific to type. Content will include bias toward victims, victim-blaming, and issues between victims and the criminal justice system; it will also cover the process of restorative justice. Students will learn to utilize a variety of interventions appropriate to victim type.

CPS / CCS 710 – Research on Sexual Dysfunctions & Disorders and deviancy **3 Credits/14 Class Hours**

This course will cover the advantages and disadvantages of the following research methods: case study, survey, direct observation, and experimentation. Students will become familiar with the major sex researchers and their contributions to the field, including Henry Havelock Ellis, Richard von Krafft-Ebing, Sigmund Freud, Theodore Hendrik van de Velde, Alfred Kinsey, Leah Schaefer, Masters and Johnson, Helen Singer Kaplan, and National Health and Social Life Survey. Students will review recent research relating to sexual functioning, disorders and deviancy and become familiar with the major research journals.

CPS / CCS 711 – Group therapy in treatment of sexual dysfunctions, disorders, and deviancy **3 Credits/14 Class Hours**

This course will cover group treatment and the life cycle of group sex therapy. Group focus includes both support and school age groups interviewing for group placement and setting of group rules and confidentiality. Students will become familiar with the major components and dynamics of group therapy in treatment of sexual dysfunctions, disorders, and deviancy. Students will learn to run short term, long term, and open-ended support groups; also covering understanding cultural variations and development stages in group dynamics.

CPS / CCS 712 – Legal, Ethical and Forensic Issues in Sex Therapy **3 Credits/14 Class Hours**

This course will review the Codes of Ethics of several organizations, including ATSA and AASECT. It will cover the basics of Ethical Decision Making and ethical questions related to specific areas, such as conversion therapy. Students will learn how therapists and psychologists come to violate the laws regarding sexual relationships with patients and be able to clearly differentiate between the therapist-patient relationship and the forensic arena and understand the boundaries of each. The course will also focus on forensic assessment and testifying in court.

CPS / CCS 713 – Forensic Sexology, Sexology of the Law **3 Credits/14 Class Hours**

Course content will include 1) education on the court, counsel and probation regarding offenders; 2) proper document of treatment needs; 3) written clinical evaluation of the psychological and sexual dynamics leading to sexual offending; 4) determining the offender's risk for re-offending; 5) determining amenability for psychological and psycho-sexual treatment; 6) development of recommendations for the conditions of treatment and supervision of the offender; 7) identifying the optimal setting, intensity of intervention, and level of supervision necessary; 8) identifying offenders who should not be referred for community-based treatment.

CPS / CCS 714 – Treatment of Juvenile Sexual Offenders **3 Credits/14 Class Hours**

This course will focus on 1) the philosophy of treatment of juvenile sexual offenders; 2) knowing the "mandatory" reporting requirements for Florida; 3) understand and identify key assessment issues; 4) defining the types of sex offenders as per the DSM 5; 5) defining the legal definitions related to sex offending; 6) recognizing the differing dynamics and underlying motives related to stranger rape, acquaintance rape, child molestation, incest, sexual harassment, sex addiction and paraphilias; 7) best treatment practice according to the type of offense, including cognitive- behavioral, trauma intervention, medical, and group therapy; 8) assessment and treatment of the family of a sex offender; and 9) developing and implementing a treatment plan for sex offenders under supervision.

CPS / CCS 715 – Interaction between Sexuality & Dynamics of Interpersonal & Family Relationships **3 Credits/14 Class Hours**

This course will focus on 1) the various theories about love, attraction and attachment, i.e.: Sternberg, Lee, Gottman, et.al. and the brain chemistry of attraction; 2) how cultural and social influences determine and impact relationships and family structures; 3) strategies for communication and negotiation in relationships and how to implement therapeutic interventions with couples and families; 4) how sexual orientation, transgenderism, sex addiction, and alternative lifestyles impact family relationships; and 5) how sex becomes the presenting problem in relationships while hiding underlying issues, including lack of intimacy and/or control.

CPS 716 – Risk Assessment with Sexual Offenders **3 Credits/14 Class Hours**

This course will focus on 1) differentiating between types of sexual offenses and assessing the risk in each category; 2) research on risk assessment and recidivism; 3) actuarial and static risk assessment tools and how to use them in a clinical setting; 4) the impact and effectiveness of supervised release and community control on offender's risk of recidivism; and 5) how to assess effectiveness of psychological, behavioral, and chemical treatment of sex offenders.

CPS 717 – Alternative Lifestyles **3 Credits/14 Class Hours**

This course will include 1) the effects of lifestyles on significant others and communities within a social, political, cultural, and economic context; 2) discussions on the role of family, social networks, and community systems as assets or obstacles in the treatment processes; 3) the applicable methods for incorporating family and social dynamics in treatment processes; 4) assessment of the individual treatment needs of partners and children and implementation of appropriate interventions 5) discussion of multi system relationships including polyamory; 6) implementation of a treatment plan based on the assessment and evaluation; 7) writing letters of recommendation for hormone therapy and surgery; 8) writing support letters; 9) exploration of post-hormone and post-surgical issues; 10) treatment of transgender individuals who are experiencing regret and remorse for their transition.

CPS 718 – Sexuality and Disability **3 Credits/14 Class Hours**

This course will focus on to 1) identifying personal attitudes that could create barriers in sex therapy with a person with a disability; 2) identifying physical changes in sexual functioning resulting from a disability or illness; 3) identifying psychological changes in sexual functioning resulting from a disability or illness; 4) diagnoses for changes in sexual functioning per the DSM-V; 5) describing intervention methods for assisting patients and families with sexual issues.

CPS 719 – Sexual Abuse Treatment **3 Credits/14 Class Hours**

This course will focus on 1) types of sexual abuse as categorized by behavior, victim, and offender; 2) first response strategies when someone has been abused; 3) how to assess level of trauma and identify mediators of trauma; 4) diagnosis of PTSD symptoms; 5) the principles of recovery: Empowerment, Establishing Safety, Remembrance and Mourning, and Reconnection (from Judith Herman, M.D.); 6) utilization of a variety of trauma interventions and treatments, including EMDR, Rapid Reduction Technique, and Critical Incident Stress Debriefing as applied to sex abuse.

CPS 720 – Sexuality and Substance Abuse **3 Credits/14 Class Hours**

Course content will include 1) review of Florida Statute 397 related to addiction treatment programs 2) identification of treatment problems, goals and measurable objectives 3) criteria and methods for evaluating models and theories; 4) the continuum of addiction, including initiation, intoxication, harmful use, abuse, dependence, withdrawal, craving, relapse, and recovery; 5) the behavioral, psychological, social, and health effects of psychoactive substances and the interaction with process addiction.

CPS 721 – Sexual Pharmacology **3 Credits/14 Class Hours**

Course content will include hormone therapy protocols, hormone effects and side effects, and informed consent. A review of various surgical interventions for genital reconstruction, chest/breast reconstruction, and other changes to secondary sex characteristics; contraindications for medical

interventions. fundamental concepts of pharmacological properties and effects of all psychoactive substances; medical conditions that contribute or otherwise impact addictive behavior.

CPS 722 – Pornography and Media Addiction **3 Credits/14 Class Hours**

Course content will include 1) differentiation of sex addiction from paraphilic and sex offending disorders; 2) implementation of a treatment plan based on the assessment and evaluation; 3) evaluation and assessment protocols, including clinical interview, questionnaires, and testing instruments; 4) assessment of co-occurring disorders and how these impact addiction; 5) assessment of body dysmorphic disorders and paraphilic disorders, with treatment recommendations; 6) exploration of personal biases and counter-transference.

CPS 723 – Sex and Religion **3 Credits/14 Class Hours**

Course content will include 1) terms and concepts related to theory, etiology, research, and practice; 2) exploration of the scientific and theoretical bases of treatment from medicine, psychology, sociology, religious studies, and other discipline's perspectives.

CPS 501 – Internship 1 **3 Credits**

This internship will evaluate the student's ability to 1) demonstrate knowledge of agency policies and procedures; 2) follow site requirements for file management and paperwork; 3) demonstrate professionalism including relationships with clients, site colleagues and site supervisor; 4) demonstrate a team approach to his/her work at the site; 5) Intern demonstrates a willingness to accept and use feedback related to professional conduct and clinical skills; 6) utilize supervisory feedback to further advance clinical skills; 7) Intern is able to articulate coherent clinical conceptualizations in supervision; 8) seek out supervision and/or consultation appropriately; 9) demonstrate ability to develop a therapeutic relationship with clients; 10) demonstrate ability to develop effective and appropriate treatment plans that lead to a therapeutic contract; 11) demonstrate ability to select and utilize appropriate interventions that support the treatment plans; 12) demonstrate ability to effectively evaluate client progress; 13) demonstrate competence in case management issues (e.g., managing information, missed appointments, crisis management, referrals, termination, etc.); 14) monitor and manage attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct; 15) demonstrate competence in developing theoretically consistent clinical interventions; 16) demonstrate competence in attending to issues of culture and context with all clients; 17) demonstrate advancement in clinical skills; 18) take appropriate action when ethical/legal dilemmas emerge including developing safety plans as needed; 19) demonstrate competence in the ability to manage intensity and/or chaos in sessions; 20) demonstrate ability to effectively alter course of treatment as clinically appropriate.

Students will complete Internship 1 at Healing Arts Institute of South Florida International or they will find an internship site closest to their location. Sites need to be approved by Healing Arts Institute. Students are responsible for submitting contact hour forms and supervision forms to the Office of Admissions no later than the end of the term. Students are responsible for any expenses they may incur to include but not limited to travel to and from internship locations.

CPS 601 – Externship 1 **3 Credits**

This externship will evaluate the student's ability to 1) demonstrate knowledge of agency policies and procedures; 2) follow site requirements for file management and paperwork; 3) demonstrate

professionalism including relationships with clients, site colleagues and site supervisor; 4) demonstrate a team approach to his/her work at the site; 5) Intern demonstrates a willingness to accept and use feedback related to professional conduct and clinical skills; 6) utilize supervisory feedback to further advance clinical skills; 7) Intern is able to articulate coherent clinical conceptualizations in supervision; 8) seek out supervision and/or consultation appropriately; 9) demonstrate ability to develop a therapeutic relationship with clients; 10) demonstrate ability to develop effective and appropriate treatment plans that lead to a therapeutic contract; 11) demonstrate ability to select and utilize appropriate interventions that support the treatment plans; 12) demonstrate ability to effectively evaluate client progress; 13) demonstrate competence in case management issues (e.g., managing information, missed appointments, crisis management, referrals, termination, etc.); 14) monitor and manage attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct; 15) demonstrate competence in developing theoretically consistent clinical interventions; 16) demonstrate competence in attending to issues of culture and context with all clients; 17) demonstrate advancement in clinical skills; 18) take appropriate action when ethical/legal dilemmas emerge including developing safety plans as needed; 19) demonstrate competence in the ability to manage intensity and/or chaos in sessions; 20) demonstrate ability to effectively alter course of treatment as clinically appropriate.

When students enroll in Externship 1, they may use a contracted site or find an alternate location that is convenient to their work or home state location. Alternate sites for Externship 1 must meet criteria in contract and be approved by administration prior to starting externship. Students are responsible for submitting contact hour forms and supervision forms to the Office of Admissions no later than the end of the term. Students are responsible for any expenses they may incur for travel to and from externship locations.

CPS 602 – Externship 2 **3 Credits**

This externship will evaluate the student's ability to 1) demonstrates knowledge of agency policies and procedures; 2) follow site requirements for file management and paperwork; 3) demonstrate professionalism including relationships with clients, site colleagues and site supervisor; 4) demonstrate a team approach to his/her work at the site; 5) Intern demonstrates a willingness to accept and use feedback related to professional conduct and clinical skills; 6) utilize supervisory feedback to further advance clinical skills; 7) Intern is able to articulate coherent clinical conceptualizations in supervision; 8) seek out supervision and/or consultation appropriately; 9) demonstrate ability to develop a therapeutic relationship with clients; 10) demonstrate ability to develop effective and appropriate treatment plans that lead to a therapeutic contract; 11) demonstrate ability to select and utilize appropriate interventions that support the treatment plans; 12) demonstrate ability to effectively evaluate client progress; 13) demonstrate competence in case management issues (e.g., managing information, missed appointments, crisis management, referrals, termination, etc.); 14) monitor and manage attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct; 15) demonstrate competence in developing theoretically consistent clinical interventions; 16) demonstrate competence in attending to issues of culture and context with all clients; 17) demonstrate advancement in clinical skills; 18) take appropriate action when ethical/legal dilemmas emerge including developing safety plans as needed; 19) demonstrate competence in the ability to manage intensity and/or chaos in sessions; 20) demonstrate ability to effectively alter course of treatment as clinically appropriate.

When students enroll in Externship 2, they may use a contracted site or find an alternate location that is convenient to their work or home state location. Alternate sites for Externship 2 must meet criteria in contract and be approved by administration prior to starting externship. Students are responsible for

submitting contact hour forms and supervision forms to the Office of Admissions no later than the end of the term. Students are responsible for any expenses they may incur for travel to and from externship locations.

CPS / CCS 401 – Comprehensive Exam **Pass (P)**

Comprehensive exam in the form of an oral exam to assess student's ability to apply the theoretical knowledge gained across cases and topics based on their coursework and clinical experiences.

CPS / CCS 801 – Clinical Supervision **3 Credits**

Practicum, as defined by the Merriam-Webster dictionary, is a course of study for teachers, doctors, nurses, etc., that involves working in the area of study and using the knowledge and skills that have been learned in a school.

Students will present cases from their clinical practices and review case studies provided by the supervising instructor. They will apply the major models of sex therapy for clinical social work, marriage and family therapy, mental health counseling, or psychology. Students will gain and apply skills to develop a personal model of clinical work and practice preferred styles of therapy. They will discuss the co-evolving dynamics of therapist-client relationships, explore distinctive issues that arise in sex therapy and counseling, and address the contextual variables in practice such as culture, gender, ethnicity, power and economics. Students will become familiar with and demonstrate the ethical, legal, and regulatory issues of clinical sexology practice. They will discuss the role of evaluation and assess evaluation tools during supervision. The variety of cases will prepare students for the comprehensive examination.

Clients will be engaged through the student's private or agency practice, internet marketing, support groups, and word of mouth. All clients will provide informed consent to being treated by a student under supervision. As a prerequisite for practicum, students will be licensed or license-eligible to provide counseling to clients independently.

The supervision will be in the form of case consultation sessions where students will present written case logs, excluding identifying information, that will be discussed with the supervisor and other participating students. The supervision consists of case discussion and review, reading appropriate materials, and the implementation of treatment interventions by the supervisor. Students will see clients in their own professional offices. Supervision will take place via HIPAA Compliant online platform.

It will be the student's responsibility to maintain a case log during supervision. The log will contain the date, type of case, client's age, gender, marital/relationship status, DSM-5 codes and the modality of therapy used. The supervisor will keep a similar log. Template of case log can be found on the HEALING ARTS student resources page (www.healingartssfl.org).

CPS 901 – Dissertation Project/ Empirical Clinical **15 Credits**

The student's capstone project, weather dissertation is a research-driven written document, and final defense presentation, In the final defense presentation, students demonstrate the ability to scholarly, articulate knowledge acquired from their specific research endeavor, and simultaneously, knowledge gained during their course of study at Healing Arts. After satisfactorily completing the primary course work, and receiving approval to begin the respective capstone, students may register for a consecutive

Student's Rights and Responsibilities

Students have the right to the following.

- All statutory rights – laws passed by Congress.
- Privacy right-information in students' records.
  Protection from improper disclosures.
- Civil or federal right – right secured under the federal constitution or federal civil right law (freedom of expression, assembly).
- Make their own academic decisions.
- Access adequate academic advising.
- Quality instruction and/or educational experiences.
- Access to the instructor throughout each course.
- Information regarding application procedures.
- Information regarding tuition, fees, refund policies and procedures.
- Information regarding how satisfactory academic progress is determined.

Student Responsibilities

Students have the responsibility of the following.

- Pay all tuition, fees, and other expenses.
- Comply with the Student Conduct Policy.
- Be aware of the educational objectives of the institution, comprehend the Healing Arts Institute evaluation criteria, and maintain satisfactory academic progress.
- Conduct their academic affairs honestly. Students will not cheat, plagiarize, falsify their academic records, or otherwise misrepresent their work.
- Take appropriate action when informed of grade deficiencies.
- Know their due process guarantees and understand the appeals procedures.

Complaints and Appeals

Complaints and disciplinary actions are not handled in a capricious or arbitrary manner but are given careful consideration by appropriate levels of administration.
The health and safety of students and staff are the Healing Arts' primary concern. Complaints and appeals may be submitted to info@healingartssfl.org.

Privacy of Records

Healing Arts Institute maintains a system of records that includes application forms, admission test scores, and transcripts of students' previous academic records and performance. These records are available for review by current and former students upon written request to the Office of Admissions. However, the Office of Admissions will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid. The Institute is regulated by FERPA (Family Education Rights and Privacy Act) which limits access by and disclosure to a third party. Such access is given only upon the consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name, b) address, c) dates of attendance, d) degree and awards received. Requests for such information must be submitted in writing to the institution. The institution reserves the right to refuse the above information if the reason for the request is not considered to be sufficient need to know. Any student or parent not wishing to have this

information disclosed should notify the Office of Admissions in writing before September 1 of the relevant School year. Students do not have the right of access to educational records until they have been admitted to and have actually begun attending Healing Arts Institute. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms. Parents or eligible students will be provided a hearing by the institution if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record. If students are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the student or parent(s) may file a complaint with the U.S. Department of Education.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords a student certain rights with respect to his or her education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. A student should submit to the Office of the institute Registrar a written request that identifies the record(s) the student wishes to inspect. The Office of the Institute Registrar will arrange for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education record that the student believes is inaccurate or misleading. A student who believes that his or her education records contain information that is inaccurate or misleading or is otherwise in violation of the student's privacy or other rights, may discuss his or her concerns informally with the Office of the Institute Registrar. If the decision is in agreement with the student's requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period that the records will not be amended and will be informed by the Office of the Institute Registrar of his or her right to a formal hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted (such as an attorney, auditor, collection agent, loan servicing agent, or the National Student Clearinghouse); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the school official needs to review an education record in order to fulfill his or her professional responsibility.
- Upon request, the institution may disclose educational records, without consent, to officials of another school in which a student seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the student's enrollment and transfer.
- The right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605 concerning alleged failures by Healing Arts Institute to comply with the requirements of FERPA.

Healing Arts Institute hereby designates the following student information as public or directory information. Such information may be disclosed by the institution for any purpose, at its discretion.

- student name
- local and home address
- telephone numbers
- email address

- Photo ID
- major field of study
- participation in sports
- place of birth
- dates of attendance
- degrees, honors, and awards received
- enrollment status
- year in school
- anticipated graduation date

Student Code of Conduct

The institution is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the institution as defined by the institution administration or with the rights of other members of the institution cannot be tolerated. Students enrolling in the institution assume an obligation to conduct themselves in a manner compatible with the institution's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the institution retains the power to maintain order within the institution and to exclude those who are disruptive to the educational process.

In support of the Code of Student Conduct, any violations of the Code of Student Conduct and Academic Responsibility and/or institution policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college or center. Student violations of conduct standards, institution policies, and/or procedures will be handled by the Office of the Vice President of Student Affairs, or through the individual college when appropriate. An academic unit, as a result of professional education standards/requirements may have additional procedures to address student misconduct. Student violations of sexual misconduct/discrimination will be handled by the Office of the Vice President of Student Affairs, following an investigation by the Title IX Coordinator. Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs website. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

All **student organizations** are subject to institution rules and regulations concerning conduct as set forth in this handbook, whether an incident occurs on campus or anywhere off campus.

Procedures for investigating and adjudicating each kind of incident are provided later in this handbook. In circumstances where this handbook defines a violation more stringently or differently than local or state law, the handbook's definition shall supersede. The institution is not limited or bound to the definitions contained in local or state statutes or case law in addressing code of conduct violations.

Institution Withdrawal or Termination

Students may withdraw from the Institute at any time. Financial obligations in the event of withdrawal are described in the Cancellation and Refund Policy.

Students may be terminated from the Institute for the following reasons.

- Failure to maintain contracted payment schedule.
- Failure to maintain minimum academic requirements (see Grading System).
- Non-adherence to any student responsibilities.

Drug-Free Schools and Campuses Policy

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R, part 86), Healing Arts Institute has adopted the following policy for all academic units, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drug(s)* and the abuse of alcohol are prohibited in and on Healing Arts Institute owned or controlled property and as a part of any of its activities. No Healing Arts Institute student shall report to school while under the influence of illicit drugs or alcohol.

> *The term *illicit drug(s)* refers to all illegal drug(s), and to legal drug(s) obtained or used without a physician's order. This policy does not prohibit the use of prescribed medication under the direction of a physician. However, in accordance with Federal law, HEALING ARTS does not permit the possession or use of marijuana on HEALING ARTS property or during HEALING ARTS -sponsored activities for any purpose. As such, the possession or use of medical marijuana, even if authorized under state law is prohibited on HEALING ARTS property and during HEALING ARTS -sponsored activities.

Any Healing Arts Institute student determined to have violated this policy will be subject to referral for prosecution by the appropriate authorities. Additionally, HEALING ARTS will impose sanctions on both individuals and organizations for violations of these policies. Serious disciplinary sanctions, including suspension or expulsion, can result from violations of this policy.

When you use or deal in drugs or abuse alcohol, you also risk incarceration and/or fines. The Federal Sentencing Guidelines outline Federal penalties for trafficking in drugs. In addition to the Federal Sanctions, Florida State Statutes provides sanctions regarding the use, possession, and/or sale of illicit drugs and the abuse of alcohol. For further information, please refer to Chapters 316 and 893 of the Florida Statutes, or consult with a legal representative of your choosing.

There are serious health risks associated with the abuse of drugs and alcohol. If you, or a fellow student, has a problem with abuse of drugs and/or alcohol, help can be provided please see administrative staff for assistance.

Additional information regarding the Institution policies and additional resources for students are available on HEALING ARTS student resources page (www.healingartssfl.org).

Anti-Hazing Policy

Florida Statute under Title XLVIII, Chapter 1006.63 defines *hazing* as:

> any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution.

Hazing includes but is not limited to the following. Hazing does not include customary athletic events or

other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

- pressuring or coercing the student into violating state or federal law
- any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements,
- forced consumption of any food, liquor, drug, or other substance
- other forced physical activity that could adversely affect the physical health or safety of the student
- any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student.

Hazing is a criminal offense in Florida under the Chad Meredith Act. Healing Arts Institute shares the national concern over the negative effects of hazing on the campus environment. HEALING ARTS takes a strong stance against hazing, and strictly enforces anti-hazing policy by taking swift action against any instances of hazing and will refer to local or state authorities for criminal prosecution whenever appropriate. HEALING ARTS is dedicated to ensuring that hazing has no place in campus life.

How to report. Anyone with knowledge of a suspected act of hazing should contact the Institution. Healing Arts Institute faculty and staff have a duty to report any such acts. Reports can be made to Thelma Carter, DCS, LMFT via phone, (954) 459-147, or e-mail dr.thelmaCarter@healingartssfl.org, or in writing to the Office of the President, 2185 NW 19th St, Fort Lauderdale, FL 33311.
Reports can be made anonymously. Healing Arts Institute will maintain the confidentiality of anyone who reports an incident of suspected hazing.

Prohibition of Sexual Harassment

Sexual Harassment is defined as:

> any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature which 1) makes submission to or rejection of such conduct either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or 2) unreasonably interferes with the individual's employment or academic performance by creating an intimidating, hostile or offensive environment.

Healing Arts Institute has a strong policy against sexual harassment and any such behavior will not be tolerated. Instructors and staff are prohibited from dating or engaging in other sexual relationships with any student- future, current, or graduated. They are prohibited from making quid pro quo offers to students or in any way creating a hostile learning environment. Complaints from students will be made to the Director, who will meet with the instructor or staff member and formulate a corrective action. An instructor or staff member will be subject to termination if it is determined that a student was sexually harassed.

A sexual harassment allegation will be investigated as an Administrative Grievance (see Grievance and Appeal Procedures). Additionally, if the Director or the arbiter determines that the grievance involves issues of sexual harassment or discrimination, a determination as to any interlocutory measures needed and/or whether charges will be filed and pursued against the offending party under the guidelines of the Equal Employment Opportunity Commission (see http://www.eeoc.gov/laws/types/sexual_harassment_guidance.cfm)

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Student Services

The Director, Administrators, and Instructors are all available via email and telephone for all student services. The faculty and staff of HEALING ARTS have up to a seventy-two (72) hour time to return all phone calls and email communications within normal business hours.

Academic Advisement

Dr. Carter - Director, Dr. Nixon – Dean of Students, and Ms. Williams – Admissions Office, are trained in Admissions. They will provide academic advisement for prospective and current students. Current DCS students will seek consultation on dissertation topics from doctorate level faculty and/or board members. Doctorate level faculty and/or board members will provide advisement based on their own areas of concentration. If students need to change their designated program or degree plan(s), they should contact the Office of Admissions to assist with plan changes.

*Reminder changes in program/degree plans could result in delaying the completion of the program/degree. Students and the Office of Admissions will work together to devise a program/degree plan which works for the student, while adhering to when the class(es) are offered.

Financial Advisement

Healing Arts Institute admissions team will review, explain, and assist students with setting up payment plans and payment options. HEALING ARTS is not eligible to accept financial aid assistance from federal, state, institutional, or private financial aid services on behalf of the student. Healing Arts does offer a forty percent discount to employees.

Personal Advisement

All Board members can provide consultation with students experiencing personal difficulties. Board members will not provide therapeutic services, but only referrals and recommendations to the students' local resources.

Career Services / Placement Assistance and Student Services

Healing Arts Institute provides placement assistance to students and graduates; however, the institution does not guarantee employment. Placement assistance includes making available information regarding employment opportunities, professional organizations, institutions, agencies, private practices, community organizations, and other venues where graduates may seek employment or establish professional services.

In addition, the Institute assists students with career development activities, including résumé preparation, interview readiness, professional networking opportunities, job search strategies, and the development of a marketing niche related to their individual specialties and professional interests.

Healing Arts Institute maintains records of the initial employment status of graduates to the extent such information is available. Exceptions to this requirement shall be made for graduates attending the institution under a student visa or other temporary immigration status who do not seek employment within the United States.

While the Institute offers placement assistance and career development support, employment is dependent upon many factors beyond the institution's control, including individual qualifications, licensure requirements, experience, market conditions, and employer hiring decisions. Therefore, placement assistance should not be construed as a guarantee of employment.

EMPLOYMENT DISCLAIMER

Healing Arts Institute does not guarantee employment, job placement, salary level, licensure, certification, or career advancement upon graduation or completion of any program.

Retention Improvement Plans

Healing Arts Institute will report its retention rate annually as defined by the Commission.

Facilities

The physical location of the classroom is 2185 NW 19th St, Fort Lauderdale, FL 33311. It is in an office building and set up with tables and Healing Arts Institute to accommodate up to 18 students. The facility has two bathrooms in the suite, and two additional bathrooms located in the hall. In total the facility has a total of 1,700 feet squared.

The administrative facility office is at 2185 NW 19th St, Fort Lauderdale, FL 33311. The administrative assistant works from there and all class preparation and resource materials are there. It is also used as the mailing address.

Students with Disabilities

Healing Arts Institute complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the institution, or be subjected to discrimination by reasons of his or her disability. Student requests for accommodation will be considered on an individual basis in accordance with the Institute's procedures.

Library

At the time of enrollment all students will be given membership to LIRN (Library and Information Resources Network). Students will have off and on campus access to millions of journals, magazines, newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies.

Our extensive LIRN library is facilitated by our librarian Ms. Stacy Allsop. Stacy comes to us with over 17 years' of expertise and experience, holding a Master of Library Science and a Master of Information Science. Stacy provides each learner with individual guidance and research strategies to be successful in their learning and research experience at Healing Arts. Stacy also serves as the liaison for access and training of Nova's Alvin Sherman Library to which our learners are granted access.

Students are trained on systems and encouraged to make use of Healing Art's relationship with Nova Southeastern University, to use the online and on-campus public functions of the Alvin Sherman Library. Students will have limited access to the Alvin Sherman Library electronic resources from the

computer lab on location at the Healing Arts campus and full access to all electronic and paper resources of the Alvin Sherman Library on the physical premises of the library at Nova Southeastern University's Davie campus.

Satisfactory Academic Progress Policy

Students will be required to submit written assignments throughout their coursework. The grades for these assignments will be based on Satisfactory/Unsatisfactory criteria. If a student submits an Unsatisfactory assignment, they will be allowed to re-do the assignment, up to two re-submissions, until it is Satisfactory. All assignments must be assessed as Satisfactory before the student can sit for the Oral Exam. If a student disagrees with the instructor's assessment of the assignment, they may submit an Academic Grievance in writing to the Healing Arts Institute Director.

Upon completion of the Clinical Sexology Educational components, 81 credits for DCS or 48 credits for Certification, each student will sit in person for an Oral Exam with three (3) Board members who will comprise the Healing Arts Institute Examination Committee. The student will answer questions relating to each content area and be graded by each committee member on ability to treat content-relevant cases. The committee will evaluate the student according to specified criteria. The grade will be based on the average of the three evaluations.

Upon successful completion of the Oral Exam DCS with a passing grade of 70 or better, students will continue to work on their dissertation or fifteen (15) credits or Empirical Clinical Project (7) credits.

Grading System - Grade Percentage Classification
A – 90 – 100 % Able to Treat Complex Cases
B – 80 – 89% Able to Treat Most Cases
C – 70 – 79% Able to Treat Basic Cases
D – 60 – 69% Not Competent Yet
F – 0-59% Failing
I – Incomplete
IP – In Progress (Comprehensive Exam)
P – Pass (Comprehensive Exam)
U – Unsatisfactory
WP – Withdrew Passing
WF – Withdrew Failing

Probationary Status

Students must earn a minimum of a "B" in each class and maintain a minimum of a "B" average to successfully complete the program. Any student earning a "C" or less will be given an "I"-Incomplete and be required to re-take the class(es) when the class(es) is offered again according to the calendar. If the student needs to retake any class(es), this will result in paying for class(es) again by the student. The student will be given case studies with resources in order to master the subject. The Healing Arts Institute instructor will be available to develop a remedial plan with the student that will address problem areas. The instructor will monitor the student's progress and report to the Director. There will be no additional charge for the remedial plan unless the student seeks individual consultation with a consultant outside of Healing Arts Institute.

Students may take up to a year to attain a passing grade. If at any time during the remedial process the instructor and the Director agree that the student is not capable of progressing, the student will be brought in for a meeting to discuss the advisability of continuing the program. At the end of a year, if the student has not attained a passing grade, the student will be dismissed from the program and not allowed to reapply for one year. Re-acceptance will be conditional upon interview with the Director and relevant instructor. Acceptance is not guaranteed.

Grievance and Appeal Procedures

Grievances generally fall into one of three categories: Academic, Administrative, or Sexual Harassment. Below are the procedures for each. Every student has the right to procedural due process during the grievance and appeal procedure.

Grievances which are substantiated by allegations of capriciousness, arbitrariness, discriminatory treatment and/or are contrary to the class syllabus, may be submitted to the Director by the student, in writing, within ten (10) working days from the date of the action or omission involved and after the informal proceedings have been exhausted.

Academic Grievance and Appeal Procedure

Students who do not maintain their grades as per the Satisfactory Academic Progress Policy and who believe they were graded unfairly may submit an Academic Grievance to the Director and the Board.

Academic grievances related to an Unsatisfactory Grade of a written assignment shall be attempted to be resolved by the student requesting a meeting directly with the course instructor. If the Grievance is not resolved, then the student will request a meeting with the Student Advisor. If the Student Advisor is the instructor, then a meeting will be scheduled with the Director. This formal meeting will be scheduled within ten (10) days, when the Student Advisor or Director will have had time to review all relevant information pertaining to the grievance, as well as to review all applicable Florida Rules and Statutes.

If the complaint is not resolved nor an agreement could be reached, an arbiter will be chosen from the Healing Arts Institute Board. The arbiter will review the student's work or issue and submit their decision within 15 working days from the date of the appointment.

If the student wishes to appeal the decision of the arbiter, the student may contact the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888) 224-6684.

As per the Satisfactory Academic Progress Policy, students must earn a minimum of a B on the comprehensive exam to successfully complete the program. If the grievance pertains to the exam, the student may submit a formal grievance to the Board members who sat on the Healing Arts Institute Examination Committee. They will review their evaluations of the student’s performance and respond within fifteen (15) days. If the grade is not changed but there was disagreement between two members of the Healing Arts Institute examination committee as to the student obtaining a passing grade, the student may be re-examined by another Board member within thirty (30) days. That grade will be final.

Student Conduct – Summary Suspensions

A summary suspension is defined as an immediate suspension decision from Healing Arts Institute. The Director may suspend any student for any major violation as defined in this document, when the conduct involved constitutes a threat to the safety and/or welfare of the program, instructors, guests or other students; is detrimental to the image or best interest of the program; or for any other reason stated in any institutional documents. The student will be notified either personally or by certified mail of the summary suspension and the basis for said suspension. Summary suspensions are interlocutory measures which are not appealable.

In cases of summary suspensions, the Director will appoint a Quality Assurance Committee (QAC), made up of two additional Board members, within ten (10) working days from the date of notification to the student of the summary suspension, to determine within fifteen (15) working days of the appointment of the QAC, whether the suspension will be maintained or rescinded and for the adjudication of the charges in a formal procedure. Both issues will be consolidated into one formal hearing. All charges and issues will be included in the notification as required for a formal hearing.

The Director will issue a resolution within fifteen (15) working days of the receipt of the report.

Students whose conduct is found to be unprofessional will be expelled from Healing Arts Institute with no further option to appeal or return. Furthermore, as required by F.S. 490 and 491, a report regarding the unprofessional conduct will be made to the student's licensing board.

Administrative Grievances Against the Director or Instructor

Each student who initiates a grievance against Healing Arts Institute or against whom Healing Arts Institute must act has the right to procedural due process.

Grievances are addressed in face-to-face meetings when the complainant chooses to verbalize a problem. If a grievance is presented in writing, the Director will reply in writing and every attempt is made to rectify the issue. If a grievance is unable to be rectified in this manner, another Board member will mediate the issue.

A student may present a grievance against the Director or another instructor for conduct or actions not covered under the Academic Grievances section of this Manual, in the same procedure as an Academic Grievance.

The Director will investigate the grievance. If the grievance is against the Director, another Board member will be appointed to investigate.

If the Director determines that the grievance is groundless, the grievance will be dismissed, and the student will be informed thereof in writing within twenty (20) working days of date of receipt of grievance.

If the Director determines that there are grounds for sexual harassment or discrimination, they will notify the parties that the grievance will be investigated by the Board. The Director will send a written notification to the student and the alleged offender of the decision to pursue the grievance as a sexual harassment claim and will schedule a formal hearing.

If the Director determines that the alleged offender's conduct was contrary to their position as instructor, they will present a fact-finding report to the Board for the proper action. This report will not include recommendations. The Board will meet to determine an action, which will include termination of the instructor if the Board agrees with the Director.

Appeal Procedure

If the student wishes to appeal the Board's determination, then they may follow the procedure for a Formal Hearing.

Formal Hearing

A formal hearing is any meeting between Board members or between Board members and a student and/or instructor, for the purpose of assessing any complaints or grievances and deciding as to recommendations for resolution of such complaints or grievances. All formal hearings will be

documented with minutes noting the time, place, and attendance of the meeting, as well as, the content of the meeting.

Students who feel a grievance is unresolved may refer their grievance to Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, 850-245-3200 or toll free at 888-224-6684.

Special Conditions and Requirements to Receive Educational Services from Healing Arts Institute

In the case of a student who is found to be lacking in any of the following:

- compliance with the academic and professional requirements as per the student's Licensing Board and applicable Code of Ethics for that Board's academic and clinical skills
- ethical and interpersonal skills and behavior.

The Director will require an evaluation of the student by a professional in human conduct of the student's choice. The student will be placed on a Leave of Absence status until such time as they are competent to continue academic and clinical studies. If the student is not competent to resume studies within one year of the Leave of Absence, they will be terminated from the program. If the student wishes to re-apply, they will need to submit evidence of ability to conduct themselves in an ethical and professional manner. A determination of re-acceptance will be made by the Director and another Board member.

During the Leave of Absence, a report will be submitted to the Director to determine if and/or when the student will be qualified to continue pursuing studies in the Program. If, from the evaluation, it is learned that the student needs professional help, the student will be required to seek the recommended professional help. It is the student's responsibility to seek the recommended professional help at their own cost or under their medical plan.

The Director reserves the right to decide on the student's status, taking into consideration the best interests of the student and the Program's other students. This is not bound by the evaluation submitted by the student and will decide based on her professional judgment based on all available information.

If the Director determines that the student violated their licensing Code of Ethics, a report will be made to that Licensing Board advising of the violation.

Healing Arts Institute has a clear commitment and policy of compliance with all laws and regulations applicable to qualified students challenged by a disability. Once a qualified student officially notifies the Program Director of the existence of a disability, they will attempt to reasonably accommodate the student in accordance with Section 504 of the Rehabilitation Act and Americans with Disabilities Act.

When a student is medically, mentally and/or emotionally disabled, which renders them not qualified to receive educational services, such students shall apply for a leave of absence. Should the student decide to return to the program, medical evidence providing support of the student's request will be required prior to re-admission.

A student is not qualified to receive educational services from Healing Arts Institute if they poses a direct or imminent threat to the health, safety or welfare of others, or whose conduct (past or present) of which official knowledge has been obtained, is detrimental to the image or best interest of the program and its constituencies and may be summarily suspended.

complaintsirector has reasonable basis to believe that the student is a person challenged by a disability, but otherwise qualified to study in the program, they may request medical or professional evidence about any disability. All reasonable accommodation alternatives available will be provided. If the student is found not to be qualified to pursue studies in the program, or if the Director determines that no reasonable accommodation can be made, the student will be notified within twenty (20) working days of the date of the decision.

The student has 10 (ten) working days to present an appeal through the same process described in the Academic Grievance section.

Legal Control:

Healing Arts Institute is a private, not-for-profit educational institution founded in January 2020 by Dr. Thelma E. Carter, PhD, LMFT, Certified Clinical Sexologist. The institution operates under the legal ownership and control of Healing Arts Institute of South Florida International, Inc., a Florida nonprofit corporation organized under Section 501(c)(3) of the Internal Revenue Code.

Healing Arts Institute and Healing Arts Graduate School of Therapy, Clinical Sciences utilize a common catalog and operate under the sole ownership, governance, and legal authority of Healing Arts Institute of South Florida International, Inc.

The legal control of the corporation is vested in its Board of Directors and Officers, who are responsible for the governance, management, and oversight of the institution.

The Board of Directors maintains ultimate authority over institutional policies, strategic planning, financial oversight, and regulatory compliance. The institution operates in accordance with its Articles of Incorporation, Bylaws, and all applicable federal and state laws governing nonprofit educational institutions.

There are no parent corporations, subsidiaries, trustees, or external entities exercising ownership or control over the institution. Legal control rests solely with Healing Arts Institute of South Florida International, Inc. through its duly elected Board of Directors and Officers.

2185 NW 19th St, Fort Lauderdale, FL 33311 | (954) 459-1473.