



MMFT Department Code of Ethics:

The MMFT Department has developed a Code of Ethics in unity with multiple systems, including the American Association of Marriage and Family Therapy (AAMFT), the Commission on Accreditation for Marriage and Family Therapy (COAMFTE), Converse University, and the South Carolina Department of Labor, Licensing, and Regulation (LLR).

The Converse MMFT Code of Ethics states that the program values all faculty, students, and clients it serves, including the intersections of a person's race, ethnicity, age, gender, sexual orientation, religion, socioeconomic status, ancestry, relationship status, veteran status, physical status, or any other characteristic protected by law. We do not discriminate against students or faculty based on the characteristics mentioned above. The program is committed to creating a learning environment where various values, beliefs, traditions, and symbols are respected and cultivated. Furthermore, the AAMFT Code of Ethics is the guiding principle for the MMFT Department. These ethical guidelines require the inclusion and fair treatment of all clients regardless of a therapist's personal beliefs. Additionally, it requires MFTs to work as advocates for the field and the clients MFTs serve. Failure to follow the AAMFT Code of Ethics can result in the termination of LMFT licensure for supervisors and students.

While in the program, students will be expected to adhere to the Code of Ethics. Additionally, students are expected to sit with any uncomfortable conversations that naturally come up when training to be an ethical therapist. **Failure to uphold the Code of Ethics will result in a Support Plan, Remediation Plan, or a Probation Plan.**

Below are statements and resources from the systems connected to the Code of Ethics of the MMFT Program.

[AAMFT](#)

[AAMFT Code of Ethics](#)

“The following core values speak generally to the membership of AAMFT as a professional association, yet they also inform all the varieties of practice and service in which marriage and family therapists engage. These core values are aspirational in nature, and are distinct from ethical standards. These values are intended to provide an aspirational framework within which marriage and family therapists may pursue the highest goals of practice.

The core values of AAMFT embody:

1. Acceptance, appreciation, and inclusion of a diverse membership.



2. Distinctiveness and excellence in training of marriage and family therapists and those desiring to advance their skills, knowledge and expertise in systemic and relational therapies.
3. Responsiveness and excellence in service to members.
4. Diversity, equity, and excellence in clinical practice, research, education, and administration.
5. Integrity evidenced by a high threshold of ethical and honest behavior within Association governance and by members.
6. Innovation and the advancement of knowledge of systemic and relational therapies.”

[Review of AAMFT Position Statements](#) - List of AAMFT Position Statements.

- [Gender-Affirming Care Position Statement](#) (approved October 2024)
- [Position on Reparative/Conversion Therapy](#) (approved March 2009)
- [Position on Couples and Families](#) (approved October 2005)
- [Position on Marriage and Family Therapy](#) (approved July 2005)
- [Statement on Non-Pathologizing Sexual Orientation](#) (approved September 2004)

[AAMFT Ongoing Commitment to Diversity, Equity, and Inclusion Statement](#) - released February 2025. It discusses AAMFT’s ongoing commitment to Diversity, Equity, and Inclusion.

Resources from AAMFT:

[Racial Justice Resources](#)

[Spirituality Resources](#)

[Gender Affirming Care Guidelines](#)

[Transgender Resources](#)

[Covid 19 Resources](#)

[Department of Labor, Licensing and Regulation— Board of Examiners for Licensure of Professional Counselors, Marriage and Family Therapists, Addiction Counselors and PsychoEducational Specialists](#)

(Statutory Authority: 1976 Code §§ 40–1–40, 40–1–70, and 40–75–60)

36–24. Code of Ethics for Marriage and Family Therapists.

(A) Responsibility to Clients.



(1) Marriage and Family Therapists shall not discriminate against or refuse professional service to anyone on the basis of race, gender, religion, national origin, or sexual orientation.

COAMFTE

Statement from Accreditation Standards: COAMFTE acknowledges the importance of programs recognizing human dignity and defines diversity as being inclusive of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation, and national origin.

- The program strives for a diverse student body and faculty, including instructors, supervisors, other relevant educators, and professional staff.
- The program documents its diversity and inclusion policies.
- The program does not discriminate based on race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health
- status, religious or spiritual belief, religious or spiritual affiliation or national origin in any of its activities or policies relating to students, faculty, including instructors, supervisors, other relevant educators and professional staff.

Accreditation Standards 12.5

Standard I: Outcome-Based Education Framework and Environmental Support

I-A: OBE Framework - COAMFTE Developmental Competency

Components include Diversity

I-C: Plan for Assessing Environmental Supports - How the program promotes an inclusive and diverse learning environment

Standard III: Curriculum

III-A: Curriculum Alignment and Monitoring - Curriculum map that aligns required program courses with COAMFTE Developmental Competency Components (including Human Diversity and Social Structures)

III-B: Foundational and Advanced Curricula - FCA 3, FCA 5, FCA 8, ACA 2, ACA 3

III-D: Experience with Diverse, Marginalized, and/or Underserved Communities - program must demonstrate student experience with such communities



Converse University Mission Statement (2020):

Diversity and inclusion are integral to the educational mission of Converse University. As a community, we commit to recognize, include, and value the inherent worth and dignity of each person equally; foster sensitivity, understanding, and mutual respect among its members; and encourage and support everyone to strive to reach their own potential. The institution recognizes that these experiences are crucial for developing the requisite skills to thrive as a member of a pluralistic society and as a responsible global citizen. In pursuit of its goal of inclusive excellence, the College actively seeks to attract and support students, faculty, and staff from diverse backgrounds and life experiences, including but not limited to: race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic and/or socio-linguistic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, and veteran status. Converse College believes that diversity among its members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College strives toward cultural fluency.

Converse University resources:

- [Community and Belonging](#)- provides a list of campus organizations and resources to create a community of belonging, community, and inclusion.
- [Bias Incident Reporting](#) - This form can be completed to report any incident that goes against the university's DEI stance.
- [The Inclusive Excellence Action Plan](#) provides three priorities that capture areas where the university will focus on making immediate progress regarding the Inclusive Excellence Plan. These action priorities are extensions of goals 3, 4, and 6 of our original Diversity Strategic Plan. Please note that this is a working document intended to spark conversation and dialogue.
- [Student Accessibility Services \(SAS\)](#) coordinates the provision of reasonable accommodations and support services to students with documented disabilities. We also support the ongoing development of an accessible university that embraces diversity through educational programming, resources, and facilities that all campus community members use.

