

The University of Louisiana at Monroe



Marriage and Family Therapy

Marriage and Family Therapy Master of Arts Degree Program Handbook

(Policies and Procedures)

The 2026-27 Catalog of Graduate and Professional Programs becomes effective with the first Summer Session of 2026 and remains as such until an updated version takes effect. Students are required to adhere to the policies, procedures, regulations, and degree requirements located within the catalog governing their first semester of enrollment. It remains the responsibility of the student to read and understand the outlined policies. Failure to comply with these responsibilities does not excuse the student from the requirements and regulations described herein.

The provisions of this catalog do not constitute an offer for a contract which may be accepted by students through registration and enrollment in the University. The University reserves the right to change any provision or requirement, including fees, at any time with or without notice. The University further reserves the right to require a student to withdraw from the University for any cause at any time.

Failure to read this catalog does not excuse students from the requirements and regulations described herein.

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(Updated June 2026)

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Policies and Procedures

Introduction

This handbook has been prepared to serve as a guide for students enrolled in the Master of Arts (MA) degree program in Marriage and Family Therapy (MFT) at The University of Louisiana at Monroe (ULM). University-wide rules and regulations can be found in the ULM Graduate Catalog and the ULM Student Policy Manual and Organizational Handbook. The policies of this handbook are consistent with University policies and are intended to supplement University policies and procedures.

Marriage and Family Therapy is a distinct mental health discipline that is regulated by licensure in all fifty states. The MA program in Marriage and Family Therapy at ULM is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The 60-hour program prepares students for careers as Marriage and Family Therapists and to use their systemically oriented skills in related and/or administrative careers. Learning occurs within a context in which understanding and respect for diversity and non-discrimination are fundamentally addressed, practiced, and valued in the curriculum, program structure, and clinical training. The Master's program is heavily clinically weighted; students will have the opportunity to practice in both an on-campus MFT Clinic as well as in external settings intended to individualize career paths based on student interests and career goals.

1.0 The Profession of Marriage & Family Therapy

Marriage and Family Therapy is a distinct mental health discipline with its own body of theory, research, clinical techniques, and code of ethics. Marriage and Family Therapists diagnose and treat problems from a systemic perspective. They work with individuals, couples, families, and/or larger systems in a variety of contexts. Therapy focuses on interactional and relational processes and seeks to build on the client's strengths and resources. Marriage and Family Therapists help families address and change relationships and patterns of communication so those families can find reasonable solutions to problems for themselves. There are many models of practice in Marriage and Family Therapy. Individual practitioners may vary greatly in their methods and techniques of clinical work.

The Master's degree in Marriage and Family Therapy is the entry-level educational requirement for independent clinical practice in the field. Master's programs are designed to prepare individuals for beginning careers in Marriage and Family Therapy. Emphasis in this Program is on training one to become a systemically focused clinician with an appreciation of how research interfaces with clinical practice.

Marriage and Family Therapists may be employed in a wide variety of settings. Graduates of this program are employed in outpatient and inpatient adolescent treatment programs, substance abuse counseling programs, community service agencies, adoption agencies, church sponsored counseling centers, state agencies such as Child Protective Services,

court-affiliated programs, hospitals, employee assistance programs, public and private schools, and private practice. Some graduates have developed careers in which they do not directly practice Marriage and Family Therapy but use the skills learned in this program in settings such as private business, personnel offices, and student affairs offices in institutions of higher learning.

2.0 The Program Purpose

The Master of Arts Degree in Marriage and Family Therapy, housed in the School of Allied Health in the College of Health Sciences at The University of Louisiana at Monroe, graduated its first students in 1983. It was first accredited by COAMFTE in 1986.

The program prepares graduates (1) for careers as professional Marriage and Family Therapists, and (2) to pursue a doctorate in MFT, counseling, or a related field. The MA degree requires 60 semester hours of training designed to integrate systemically oriented theory and clinical practice. Most students will complete the program of study in two years. Full-time enrollment must be maintained throughout this clinically oriented face-to-face program; any deviation from this requirement will be considered on a case-by-case basis by the program faculty.

The curriculum of the Marriage and Family Therapy Master's program focuses on understanding problems and issues in the context of relationships, particularly family relationships. Students are prepared to work in a wide variety of professional Marriage and Family Therapy settings with diverse populations experiencing a broad range of problems.

The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Accreditation is essentially a public service that strives to improve the quality of educational programs, encourage programs' self-study and development, and serves as an indicator that programs are meeting established standards and their own stated objectives. Accreditation is a status granted to an educational program that has been found to meet or exceed stated criteria and is awarded to those programs that are recognized as having met standards of excellence in education and training.

Given that it is accredited by COAMFTE, the MA program in Marriage and Family Therapy at The University of Louisiana at Monroe academically prepares students to hold a license in Marriage and Family Therapy in the state of Louisiana. Please note that additional clinical requirements beyond academic requirements are required for licensure in all states. To see a full list of the requirements to become a Licensed Marriage and Family Therapist in the state of Louisiana, please visit the Louisiana Licensed Professional Counselor Board website at www.lpcboard.org. For academic requirements for licensure in other states, please visit www.amftrb.org or the appropriate licensing board websites. MFT program faculty will be happy to assist you in finding the appropriate information.

Students are encouraged to become Associate members of the American Association for Marriage and Family Therapy (AAMFT), as well as the Louisiana Marriage and Family Therapy Association (LAMFT). AAMFT allows graduates from COAMFTE-accredited programs to

count the 300 clinical contact hours and 100 supervision hours obtained during the Master's program toward the requirement for Associate Membership in AAMFT. For additional information regarding Associate Membership in AAMFT, please visit the following website:

AAMFT: <https://www.aamft.org/Membership/Membership.aspx>

Professional development is also encouraged through attending state and national conferences, presenting at state and national conferences, and running for office as the Student/Associate Representative. For referenced professional organizations and regulatory boards please see below for applicable website information:

- Louisiana Licensing Board: www.lpcboard.org
- American Association for Marriage and Family Therapy: www.aamft.org
- Louisiana Association for Marriage and Family Therapy: www.lamft.org

2.1 University Mission

As described in the 2022 - 2027 *Strategic Plan*, the mission statement of The University of Louisiana at Monroe is as follows:

Mission - "The ULM prepares individuals from northeast Louisiana and beyond to compete, succeed, and contribute in an ever-changing global society through a transformative education while positively impacting society through research and service."

Vision - "ULM will change lives by bringing true equality, inclusiveness, and opportunity for all individuals in our region and beyond."

2.2 Program Mission

The ULM Marriage and Family Therapy Master of Arts Program is committed to a systemic orientation that fosters relational and contextual education approaches in the field of Marriage and Family Therapy. Our Mission is to prepare clinicians whose competencies in systemic practice, clinical scholarship, and ethics will professionally serve a diverse society. With a commitment to the classic foundations of family therapy, and advancing the profession, we turn learning into relevant action for tomorrow's practitioners. (Revised, Fall 2017)

2.3 Commitment to Diversity

Diversity Definition - Diversity encompasses the unique contextual dynamics that extend to and beyond the similarities and differences with regard to gender, gender identity, sexual orientation, age, race, ethnicity, culture, citizenship, nation of origin, health status, ability, spirituality, religious affiliation, language, political view, social economic status, and their intersectionality. Diversity contributes to the richness and complexities of individuals, relationships, and human experiences.

Commitment to Diversity Statement - Diversity, and our valuing of and commitment to it, contributes to the richness of each individual's learning experience and a safe educational environment.

3.0. Educational Outcomes

3.1 Program Goals

1. To educate students who are knowledgeable of systemic philosophy and theory. (Knowledge)
 - Measured by SLO #1
2. To train competent systemic scholars and clinicians. (Practice and Research)
 - Measured by SLO #2 and #3
3. To train ethical systemic clinicians. (Ethics)
 - Measured by SLO #4
4. To train students in effectively working with diverse populations. (Diversity)
 - Measured by SLO #5

3.2 Student Learning Outcomes and Benchmarks

1. Students will be able to articulate a classic foundational systemic philosophy and theory. **Program Goal 1- Knowledge**
 - 85% of students will satisfactorily complete all of the following:
 - i. Measure 1: Students will receive at least 80% on the benchmark assignment associated with MAFT 6011: MFT I-Foundational Epistemology.
 - ii. Measure 2: Receive a passing result on the theoretical section of the written comprehensive exam.
2. Students will be able to use foundational and current MFT research to inform their clinical orientation. **Program Goal 2-Practice and Research**
 - 85% of students will satisfactorily complete all of the following:
 - i. Measure 1: Students will receive at least 80% on the benchmark assignment associated with MAFT 5081: Research Methods in Marriage and Family Therapy.
 - ii. Measure 2: Students will receive at least 80% on the benchmark assignment associated with MAFT 6012: MFT II – Postmodern Epistemology.
3. Students will be able to demonstrate competence in the practice of a systemic orientation to marriage and family therapy. **Program Goal 2-Practice and Research**
 - 85% of students will satisfactorily complete all the following:
 - i. Measure 1: At least three semesters of MAFT 6070: Internship, with documentation of a minimum of 300 hours of client contact and 100 hours of supervision.

- ii. Measure 2: Receive a passing grade on the comprehensive exam clinical presentation.
 4. Students will be able to show professionalism and integrity in ethical practice.
5. Students will be able to demonstrate skills and knowledge to professionally serve a diverse society with sensitivity to contextual and systemic dynamics.

Program Goal 3- Ethics

- 85% of students will satisfactorily complete all the following:
 - i. Measure 1: Students will receive at least 80% on the benchmark assignment associated with MAFT 5063: Legal and Ethical Issues in Marriage and Family Therapy and Counseling.
 - ii. Measure 2: Students will receive at least 80% on the end of semester evaluation in the first semester they take MAFT 6070: Internship.

Program Goal 4- Diversity

- 85% of students will satisfactorily complete all the following:
 - i. Measure 1: Students will receive at least 80% on the benchmark assignment associated with MAFT 6053: Marriage and Family Therapy with Diverse, Marginalized, and Underserved Communities.
 - ii. Measure 2: Students will receive at least 80% on the benchmark assignment associated with MAFT 6008: Professional Issues.
 - iii. Measure 3: Students will receive at least an 80% on the final clinical evaluation for MAFT 6070: Internship.
 - iv. Measure 4: Receive a passing grade on the contextual/cultural section of the written comprehensive exam.

4.0 Admission

4.1 Admission Requirements

Students are admitted to the Master of Arts degree program in Marriage and Family Therapy in the Fall semester only. Prior to enrolling, students will have (a) successfully completed an undergraduate degree from a regionally accredited institution with at least eighteen hours of behavioral science coursework, (b) submitted complete application packages to and have been accepted by both the ULM Graduate School and the ULM MFT Program, and (c) interviewed with the MFT Selection Committee. Applicants who are regularly admitted to the ULM Graduate School will meet the following criteria: (a) completion of any graduate, terminal, or professional degree from a regionally accredited university; OR (b) a minimum cumulative undergraduate grade point average of 2.5 (based on a 4.0 scale) from a regionally accredited university; OR (c) a minimum cumulative undergraduate grade point average of 2.5 in the last 60 hours of undergraduate coursework from a regionally accredited university.

To be successfully admitted to the program, students must not only have been accepted by the graduate school but also have been recommended for admission by the selection committee based on the interview process. The selection committee takes the following into consideration when making their recommendations for the admission of each applicant:

1. Related work experience
2. Strength of references
3. Career goals and their relevance to the program
4. Aptitude for graduate level study
5. Potential success in forming effective interpersonal relationships
6. Potential success in forming culturally relevant interpersonal relationships
7. Interpersonal skills in individual and small group contexts

Admission criteria are reviewed and revised periodically during regularly scheduled faculty and accreditation meetings.

For more information on the applicant selection criteria and application process, please visit the link below:

<https://www.ulm.edu/mft/maadminprocedure.html>

Finalists in the application process will be required to have an individual -personal interview with the MFT Master's admission committee, during interview-day in the spring semester. At the beginning of interview-day, faculty meet with all invited applicants as a group.

4.2 Portability of Degree

During the group meeting with all applicants, faculty discuss issues pertinent to the program and also the profession. In-depth explanations about regulatory alignment occur and applicants are asked to complete and sign the Regulatory Alignment Student Acknowledgement (Appendix I) by the end of the day. These are filed in student files. Another opportunity to go over regulatory alignment with applicants not present at the interview-day occurs upon their invitation to join the program and/or during program orientation. In other words, the regulatory alignment information and form are explained in detail at three points of contact with the potential applicant; first at interview, second upon invitation to the program, and third at orientation (only as a last resort for those who did not sign and return the form at either of the first two opportunities). Most return this via email upon officially accepting their spot in the program, usually around April or May, before beginning the program in August.

4.3 Special Consideration

In the event a candidate does not meet the academic criteria (GPA of 2.5 or better), consideration for conditional admission may be made on a case-by-case basis. Students

who are admitted conditionally must complete 12 hours of coursework with a grade point average of 3.0 or better to remove their conditional status.

4.4 Deficiencies in Prerequisite Coursework

Eighteen hours of studies in behavioral science (e.g., Marriage and Family Therapy, counseling, child and family development, psychology, sociology, psychiatric nursing, gerontology, pastoral counseling, or social work) are prerequisites for this program. Students may be admitted who do not have all eighteen hours; however, they will be required to complete this prerequisite coursework in addition to completing the necessary Master's coursework.

During the admissions process, the student shall be informed of any deficiencies in prerequisite coursework. At the time of admission, the student shall consult with his or her major advisor to determine how that prerequisite course work will be fulfilled prior to the completion of the Marriage and Family Therapy degree.

4.5 Graduate Assistantships

Opportunities for Graduate Assistantships (GAs) for MFT program students are commensurate with opportunities in other clinical training programs at ULM. MFT students are first considered for GAs within the MFT Program, then within the School of Allied Health, then within the College of Health Sciences and can even be considered for GAs in non-academic units on campus. The MFT Program faculty and staff assist all applicants for GAs in their search for a position, including outside of the program if the program cannot accommodate all qualified applicants. Additional information regarding GA positions is available at the following link (https://www.ulm.edu/gradschool/assist_workstudy.html) of the ULM Graduate School Website: <https://www.ulm.edu/gradschool/>.

5.0 Orientation

On or before the first week of classes an orientation will be conducted. The information covered at the orientation includes, but is not limited to the following: the program's mission, faculty, faculty credentials, and program's regulatory alignment and other licensure/supervision information and resources; registration information; useful phone numbers including financial aid, graduate school, registrar's office, and university police; program policies and procedures, including grievance policies and program educational outcomes; background check and drug screen policies; links to the university library, Canvas, the graduate catalog, and the program website; information on state and national professional organizations.

Additionally, if a student was not present during interview-day and/or if their Regulatory Alignment Student Acknowledgement was not returned when they accepted the invitation into the program, their Regulatory Alignment Student Acknowledgement will be collected at this

time (exception rather than the rule). For more information regarding the program orientation, please see the MFT Program Orientation Handout (Appendix II).

When discussing the program's policies and procedures, students are informed of how to locate the program handbook and the clinic's handbook, both on the program's website and are instructed to read them in their entirety and to turn in the acknowledgement form by mid-term of their first semester. The acknowledgement form requires that students acknowledge having read the handbooks, thus acknowledging their understanding of and familiarity with the program's and clinic's policies and procedures. Students are informed that any faculty member and/or program clinic supervisor is available to answer questions if they arise during the student's reading of either manual. The "Handbook Acknowledgement" is located in Appendix III.

6.0 Technology

Titanium: The MFT program currently uses Titanium to track and record client progress. Students will receive training from the Clinical director and the Assistant Clinical director before being assigned clients. Trainings are offered in the clinic during Spring Semester for first year students, and refresher trainings are offered each semester to all active student therapists during clinic meetings.

Canvas: The MFT Program at ULM uses the platform Canvas for all courses. Students will find the materials for each course in Canvas, such as syllabi, assignments, announcements, discussion boards, grades, and course schedules. To be successful in the program, students must be able to navigate Canvas. Before beginning the program, we encourage students to read and view the available tutorials on Canvas, found [here](#) and [here](#). In addition, there are trainings provided by Canvas for students [here](#).

Teleconference Programs: The Marriage and Family Therapy (MFT) MA Program at ULM uses Telehealth/Virtual Therapy programs, such as Zoom and Microsoft Teams as the interactive platform for all courses as needed. These can be used in a variety of ways.

Some uses for these teleconference programs are when students record practice sessions with each other and send them to their professor to view, holding advising meetings, clinical supervision during Practicum, and professors holding a lecture and discussions in real time. It is ULM Policy that "if Protected Health Information is shared in class (e.g., videos of therapy sessions, or if it is used for live supervision or reviewing videos in supervision), then the Teleconference account must have a BAA through the HiITECH ACT/HIPAA." The Teleconference platform utilized by ULM MFT has a BAA.

Teleconference Programs can also be used for asynchronous courses. Students also use Teleconference Programs to record presentation assignments and upload them to Canvas.

ULM provides Zoom and Microsoft Team accounts for students that are actively seeing clients in the ULM MFT Clinic. This provides flexibility and allows students to engage in teletherapy.

ULM Supports: ULM offers support to students with technological issues/questions (Helpdesk), information on cyber security, and other resources for all ULM technologies,

software, hardware, networking, and support (Information Technology). Please visit the Helpdesk and Support for more information, at the following [link](#) or by calling 318-342-3333.

7.0 Faculty Advisors

Upon acceptance into the program, a student is assigned a major advisor from the MFT program. This person will assist the student with information about classes, policies, the campus, et cetera. The student should meet with his or her assigned advisor before registering for courses initially, as well as before each subsequent semester. A degree plan should be constructed and filed with the University Graduate School during the first semester of study. As a part of the degree plan process, the student will be assigned two additional faculty members to serve on his or her advisory committee. The MA advisory committee will be the readers of the student's written comprehensive paper and the evaluators of the student's clinical comprehensive presentation. Students must meet with their advisor if changes to the degree plan become necessary. Any change to the degree plan requires that a new degree plan be filed with the Graduate School.

8.0 Program of Study

8.1 Curriculum Offering

The Marriage and Family Therapy Program shall have the responsibility to offer courses required for the completion of the Master of Arts in Marriage and Family Therapy. Responsibility for teaching marriage and family therapy is vested principally in the full-time MFT faculty. The curriculum shall be offered in a timely manner that allows the student to register for the coursework as defined in this handbook. Students are expected to be enrolled full-time and to be continually enrolled until the completion of their program of study. The faculty may consider any deviations from this policy on a case-by-case basis.

Most courses shall be offered on the campus of The University of Louisiana at Monroe where students have ready access to research facilities. A few required courses may be offered online or as hybrid courses, as the format is becoming more flexible. Any deviation from this policy shall be approved in writing by the MFT Program Director, the Director of the School of Allied Health, and the Dean of the College of Health Sciences. Courses offered shall be designed to meet the accreditation standards of COAMFTE.

At the beginning of each semester, students will be furnished a course syllabus containing the course outline, course objectives, methods of assessing progress and performance, and grading scale or method by which the final grade will be computed. As such, the syllabus also indicates the approximate number and type of tests to be administered, requirements such as research papers, reports, special projects, special attendance requirements, requirements relating to class participation, and required and ancillary textbooks. Faculty members are expected to develop their courses within the framework of the general course descriptions appearing in the university graduate catalog.

Detailed information regarding Student Learning Outcomes (SLOs) and how they are linked to COAMFTE Developmental Competency Components, are also detailed in syllabi for courses with benchmark assignments. Benchmark assignments are graded utilizing rubrics which are used as a measure of SLOs and which are located in the syllabus appendix.

Examinations and other written work should be consistent with the stated instructional objectives for the course and should be graded within an appropriately sufficient time to give the student a clear representation of strengths and weaknesses. At least one examination must be administered, and its results made known to the students prior to the final date for dropping a course with an automatic "W". A final examination must be administered in all courses. Mid-semester grades shall be computed and permanently recorded per the University Schedule, in Banner.

All classes are to be convened and dismissed on time. Any change in class time or location must be approved in advance by the Program Director and Registrar's Office, with the concurrence of the School Director and Dean, if applicable.

8.2 The Core Curriculum

The curriculum of the master's program in Marriage and Family Therapy at ULM has been designed to satisfy the requirements set forth by COAMFTE. Training is designed to integrate systemically oriented theory and clinical practice. Courses focus on understanding problems and issues in context, including issues related to power and privilege as they relate to age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status. The core curriculum (required Master's degree courses) for the MA in Marriage and Family Therapy, the course schedule, and how the curriculum is linked to COAMFTE Developmental Core Competencies, to Foundational Curricula Areas, and to SLOs (by indicating which courses are benchmark courses) appears below.

Master of Arts Degree Program
Typical Course Sequence & Benchmark Assignments

<u>Semester & Class Number</u>	<u>Class Name</u>	<u>Credits</u>	<u>Developmental Competency</u>
Fall Year 1			
MAFT 5005	Methods in Therapy and Counseling	3	
MAFT 6011 +	MFT I: Foundational Epistemology	3	#1
MAFT 5081 +	Research Methods in Marriage & Family Therapy and Counseling	3	#5
MAFT 5063# +	Legal and Ethical Issues in Marriage & Family Therapy and Counseling	3	#4
Spring Year 1			
MAFT 5015	Practicum in Marriage and Family Therapy/Counseling	3	
MAFT 6012 +	MFT II: Postmodern Epistemology	3	#5
MAFT 5021	Maladaptive Behavior	3	
MAFT 6053# +	Marriage & Family Therapy with Diverse, Marginalized, and Underserved Communities	3	#3
MAFT 6063	Couples, Intimacy, & Sexuality	3	
Summer Year 1			
MAFT 5062#	Assessment in Marriage & Family Therapy and Counseling	3	
MAFT 6070 +	Internship	3	#4
Fall Year 2			
MAFT 6067	Group Counseling	3	
MAFT 6020	Strategies for Parent-Child	3	
MAFT 5060#	Life & Career Development	3	
MAFT 6070	Internship	3	
MAFT 5022	Individual, Couple, and Family Development	3	
Spring Year 2			
MAFT 6066	Advanced Theory MFT	3	
MAFT 6008 +	Professional Issues	3	#3
MAFT 5006#	Counseling Theories	3	
MAFT 6070 +	Internship	3	#2, #3
	Comprehensive Exams +		#1, #3
	Total Hours in Master of Arts Curriculum	60	
Summer Electives			
MAFT 6064*	Family Consultation – Addictions in Family	3	
MAFT 6068*	Psychopharmacology	3	

Possibility of being available as an online course; + Benchmark Assignments;

* Required for Licensure in some states

Professional Competencies

#1 Knowledge of the Profession

- #2 Practice of Therapy
- #3 Human Diversity and Social Structure
- #4 Professional Identity, Ethics, and Law
- #5 Research and Evidence-based practice

8.3 Attendance

In accordance with the ULM attendance Policy:

1. Class attendance is regarded as an obligation and a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing and may lead to suspension from the University.
2. Any student who is not present for at least 75% of the scheduled class sessions in any course may receive a grade of "W" if this condition occurs prior to the last day to drop a course or a grade of "F" after that date.
3. Any University related activity requiring an absence from class will count as an absence when determining if a student has attended 75% of class meetings.
4. Students are responsible for the effect absences have on all forms of evaluating course performance. Thus, the student is responsible for arranging the allowed make up for any missed work.
5. Instructors shall keep a permanent attendance record for each class. These records are subject to inspection by appropriate University officials and should be available at all times.
6. Faculty members are required to state in writing and explain to students their expectations regarding class attendance during the first class meeting or by the last day to add (third official day of classes).
7. Faculty members are expected to work with students to allow for completion of class work and assignments if the student's absence results from his/her required participation in a University/Program sponsored activity, provided that prior to the absence, the student arranges to complete all missed work.
8. At the discretion of the instructor, class participants will usually be allowed to make up work and/or tests missed because of serious illness, accident, or death in the family.

8.4 Internship/Externship

All MA students must register for MAFT 5015, Practicum in MFT/ Counseling, for a single semester prior to entering MAFT 6070. Students must have completed their background check and drug screen (see section 8.6) before they start MAFT 5015. At the start of MAFT 5015 the student will complete the MAFT 5015 Supervision Contract (see Appendix IV) and the Student Confidentiality Statement (see Appendix V).

To transition from MAFT 5015 into 6070, students must complete the Application for MAFT 6070 Internship (see Appendix VI), including acquiring their Pre-Internship Evaluation from their 5015 supervisor (see Appendix VII).

All MA students must register for MAFT 6070, Internship, for a minimum of three consecutive semesters: one eight-week summer term, fall, and spring semesters. While enrolled in MAFT 5015 and MAFT 6070, the student will obtain a minimum of 300 direct client contact hours (see definition in 8.4.4), half of which (150) shall be with couples or families and 200 of which must be face to face (up to 100 can be telehealth). At least 100 of the direct client contact hours will be obtained in the ULM Marriage and Family Therapy Clinic and the rest at an externship site, which shall be selected by the student in conjunction with the Director of Clinical Services of the program. Student must also document a minimum of 600 hours of clinical experience, which includes all direct client hours, and all indirect client hours (see definition for indirect client hours in 8.4.4). Students will have the opportunity to work with clients who are diverse in terms of age, culture, physical ability, ethnicity, family composition, gender, race, religion, sexual orientation, and socioeconomic status.

All therapy sessions in the ULM MFT Clinic will be recorded for use in supervision, and all sessions at sites external to the campus may be either audio or video taped for supervision. All sessions, whether at the ULM MFT Clinic or at external sites, will be clinically supervised by the ULM MFT Clinical faculty who are AAMFT Approved Supervisors or Candidates. Students will receive individual supervision, group supervision, and supervision based on direct observation, videotape, or audiotape. Supervision must occur each week in which the student is seeing clients. A minimum of one hundred hours of supervision – one hour of supervision for each three hours of client contact – is required. Other MFT students, as well as supervisors, may observe sessions from behind a one-way mirror. Supervision of students in the Master's degree program by other Master's level students is prohibited. For further details, refer to the supervision contracts for MAFT 5015 (see appendix IV) and for MAFT 6070 (see appendix VIII).

Externship Sites external to the ULM MFT Clinic are required for all MA students. The externship should last roughly one year and should afford the student the opportunity to provide therapy to clients. Before students are eligible to see clients at their externship site, there must first be an active MOU between the site and the ULM Program of Marriage and Family Therapy MA Program. A copy of the Externship Site Requirements (see appendix IX) must be provided to the site, usually by the clinic director, though students are allowed to provide a copy when initially looking for a location. Once the MOU between the two entities is established, students will be required to enter into an Externship Agreement (see appendix X) with the location as well. It is the student's responsibility to ensure that the Externship Agreement is completed and turned in to the clinic director. The Externship agreement needs to be turned in to the clinic director before the student can begin seeing clients at their externship site.

All students are required to read the Clinic Handbook, which contains the complete set of guidelines related to internship and clinic policies.

As a COAMFTE accredited program, ULM's MA in MFT program adheres to the clinical and supervision guidelines set forth by the accrediting body. Interns must therefore receive individual supervision, group supervision, and supervision based on direct observation, live, videotape (or other version, digital or electronic, of review of a live session), or audiotape. As per the COAMFTE Version 12.5 Standards, ULM adheres to the following definitions:

8.4.1 Supervision Hours

MFT Relational/Systemic Supervision is the practice of developing the clinical competencies and professional growth of the student as a supervisee, consistent with the MFT relational/systemic philosophy, ethics, and practices of the marriage and family therapy profession. Supervision is distinguishable from psychotherapy or teaching. MFT Relational/Systemic Supervision may be provided through virtual supervision (COAMFTE Accreditation Standards, 12.5, page 36). Students must receive at least 100 hours of MFT relational/systemic supervision from a program clinical supervisor on a regular and consistent basis while seeing clients. When the supervision schedule is interrupted for any reason, the program must have a plan to assure student access to supervisory support. MFT relational/systemic supervision can be individual MFT relational/systemic supervision (one supervisor with one or two supervisees) or group MFT relational/systemic supervision (one supervisor and eight or fewer students) and must include a minimum of 50 hours of MFT relational/systemic supervision utilizing observable data (COAMFTE Accreditation Standards, 12.5, page 24).

All supervision in the ULM MFT Program must be provided by either an AAMFT Approved Supervisor or Supervisor Candidate and interns can only earn hours of supervision under a supervisor meeting these criteria.

Group MFT relational/systemic supervision consists of one supervisor and eight or fewer students. Regardless of the number of program clinical supervisors present, a group cannot exceed eight students to qualify for group relational/systemic supervision. For example, ten students and two program clinical supervisors are not appropriate because the number of students exceeds eight (COAMFTE Accreditation Standards, 12.5, page 35).

Individual MFT relational/systemic supervision is defined as one supervisor with one or two supervisees (COAMFTE Accreditation Standards, 12.5, page 35).

Observable Data includes audio and video recordings, as well as live (behind the mirror, in the room co-therapy, reflecting teams, etc.) (COAMFTE Accreditation Standards, 12.5, page 36).

“Live” supervision occurs when a supervisor is directly observing the therapist intern engaged in the therapeutic process as it is occurring. The student who is being directly observed by the supervisor may count that time as “Individual, Live Supervision.” Additionally, a student serving as an active part of the therapeutic treatment team directly observing a treatment session when there is **only 1 other student or less** and the supervisor present, the time may count as “Individual, Live Supervision.” When a student actively participates as part of the treatment team directly observing a treatment session and there are **more than 1** other student and the supervisor present, the time may count as “Group, Live Supervision.”

“Video” supervision occurs when the supervisor is observing a therapist’s work that was recorded at an earlier time. When a student presents a videotape (or a digital or electronic version of a recorded session) to a supervisor, either alone with the supervisor, or with one other student present, each student receives “Individual, Video Supervision.” When a student presents a videotape (or a digital or electronic version of a recorded session) in group supervision, the student receives “Group, Video Supervision, provided no more than seven additional students (for a total of eight) are present with a supervisor. The additional seven or fewer students present receive “Group, Video Supervision,” providing they are actively involved in the process.

“Audio” supervision guidelines are the same as the “Video” supervision guidelines, except with an audio-recording versus a video-recording.

“Case Report” Supervision hours are counted when the supervisor has face-to-face discussion of supervisee’s client cases with the supervisee. If the supervisor, the supervisee, and no more than 1 other student are present, both the supervisee and student count that time as “Individual, Case Report.” If the supervisor, the supervisee, and more than 1 other student (but no more than 8 students total, including the supervisee) are present, the time counts as “Group, Case Report.”

Virtual Supervision is the process of delivering synchronous MFT relational/systemic supervision using a secure video platform. All online supervisory interaction is compliant with relevant state, federal, and provincial regulations for the state of Louisiana (COAMFTE Accreditation Standards, 12.5, page 39).

8.4.2 Virtual Supervision Policy

Most supervision is face-to-face, either live or case report. On occasion, for example if a student is sick or does not have reliable transportation to make a scheduled individual supervision session, zoom accommodations will be made. All sessions occur within the state of Louisiana, all program clinical supervisors are AAMFT Approved Supervisors or Candidates and licensed as MFTs, at some level, with telehealth privileges in the state of Louisiana. Additionally, the program’s zoom account has a BAA and is HIPAA compliant. Virtual supervision, while rare, follows the same precautions as the program’s teletherapy policies and procedures, and is in sync with the LPC Board requirements

that “Up to 100 of the 100 face-to-face supervision hours may be conducted via synchronous video conferencing on HIPAA compliant platform”
<https://www.lpcboard.org/rules>.

8.4.3 Interrupted Supervision Policy

The program’s plan for when the supervision schedule is interrupted for any reason (i.e., during out of semester breaks), includes the Clinic Director providing supervision sessions, both pre-arranged and on an as-needed basis. If students are not receiving on-going supervision, they are not to see clients during those breaks. In the event no program clinical supervisor is a 12-month employee, faculty discussed an alternate plan including approving externship supervisors who are AAMFT Approved Supervisors or Candidates as program clinical supervisors. There has not been an occasion to enact this yet, but external supervisors meeting program credentials as a clinical supervisor could indeed be approved as such.

8.4.4 Client Contact Hours

Direct Clinical Contact Hours are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage in the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact (COAMFTE Accreditation Standards, 12.5, page 33).

Relational Hours is a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems.

- Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.)
- Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours (COAMFTE Accreditation Standards, 12.5, page 38).

Indirect Clinical Contact Hours are not counted for COAMFTE purposes, but are required if a student is planning on seeking counseling licensure. Indirect clinical contact hours are described as any clinically related activity “in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills” (2024 CACREP Standards, Section 4, U). Activities that can be counted include, observation of therapy, record keeping, supervision, administrative duties, and role plays.

Teletherapy is the process of delivering synchronous therapeutic services using a secure video platform according to relevant state, federal, and provincial regulatory requirements or guidelines. The online therapeutic interaction provided at ULM is consistent with Louisiana state regulations (COAMFTE Accreditation Standards, 12.5, page 38).

8.4.5 Practicum/Internship Credit and Supervisory Action

Successful completion of the MFT practicum requires that the intern clearly demonstrates competent clinical skills commensurate with program standards. These include technical and ethical aspects of an intern's work, receptivity to clinical and administrative supervision, clinical effectiveness and overall professional competency. These are measured at the end of every semester, using the MAFT 6070 Student Evaluation (see appendix XI). Students also receive evaluations from their administrative site supervisors at their Externship sites using the MAFT 6070 External Site Student Evaluation (see appendix XII).

For various reasons, it is occasionally recognized that a student is not functioning at an appropriate level and that continuation in the internship process at current levels may lead to a detrimental situation for clients and/or the student. In such cases, it is the responsibility of the supervisor, in close consultation with the Clinic Director and Program Director, to take appropriate steps to ameliorate the situation. Such steps shall be conveyed to the therapist intern, verbally or in writing, by the supervisor and may include any combination of the following:

1. Informal assignments, readings, essays, or research designed to address areas of deficiencies.
2. Elimination of clinical activities for a specific period of time.
3. Reduction in the number of active cases.
4. Limitation on certain types of cases (i.e. sexual abuse, violence, substance abuse, etc.).

5. Additional course work or individual directed study designed to address areas of deficiencies.
6. Assignment of “no credit” for the current Practicum course with the option of continuing practicum beyond the customary period with appropriate stipulations.
7. Assignment of a “no credit” grade for the Practicum course without the option of continuing in practicum. (This is warranted in cases of professional misconduct.)
8. Referral for appropriate individual, marital, or family therapy. In such cases, the supervisor and/or faculty will not provide the therapy, nor necessarily require details of the therapy, but will monitor participation only. Students will therefore be required to sign consent forms with the providing therapist to release this information.
9. If the student has not successfully passed their Practicum Evaluation Benchmark assignment by receiving a minimum overall score of 80% by the last day of the semester evaluated, the student will have 30 days after the end of the semester to demonstrate competency. The student will then report back to the supervisor to demonstrate how they have developed. If demonstration of competency has not been satisfactorily completed at a minimal performance level of 80% after the 30-day period, the student will be referred to the Marriage and Family Therapy Faculty Remediation Committee (MFT FRC).
10. Referral to the MFT Faculty Remediation Committee. The MFT FRC will meet with the student and provide corrective feedback through the use of a written Professional Growth Plan (PGP) and timeline (Appendix XII). If the student does not address the objective prescribed at the minimal performance level of 80%, as necessitated by the MFT FRC, the student may be recommended for dismissal from the program.

8.4.6 Supervisory Action Appeals Process

The nature of supervision requires development of a close working relationship between the supervisor and intern. It is expected that the majority of problems which periodically arise in the supervision process will be informally resolved between the intern and supervisor. Since legal and ethical responsibility of an intern's work rests with the supervisor of record, the supervisor is given broad powers and discretion concerning redress of supervision problems.

Should a situation arise in which the supervisor and intern are unable to effectively work through a supervisory problem, it is customary for the supervisor to consult with the Clinic Director and/or the Program Director.

An appeals process is available for students who believe any action of the supervisor is unfair or inappropriate. Students who wish to appeal any supervisory action should take the following steps:

The student should request a written summary from the supervisor in which the supervisor shall outline specific remedial actions and provide a brief rationale for each specific action. The supervisor shall provide a written summary to the student within (5) days of the request. A copy shall be sent to both the MFT Clinic Director and the MFT Program Director.

If the student is not satisfied with the supervision action stipulated in the supervisor's written summary, the following steps may be taken:

1. The student shall submit a written appeal to the MFT Program Director within five (5) days of receipt of the supervisor's written summary. The appeal should include the following:

- a. A statement of the concerns expressed by the supervisor as understood by the student.
- b. A statement as to why the student believes the action of the supervisor is inappropriate and should be rescinded.
- c. A statement as to what action the student believes is warranted, if any.

2. The Program Director, upon receipt of a written appeal, may then consult with the supervisor, Clinic Director and/or student. The Program Director will either support or reject the student's appeal. All parties (the student, supervisor, Clinic Director, and Program Director) will review and sign a written summary of the appeals proceedings. Should the decision of the Program Director be unsatisfactory to either the student or the supervisor, the next step in the appeals process would be through the School Director of the School of Allied Health; then through the Dean of the College of Health Sciences. Any further action will be taken in accordance with the regulations of The University of Louisiana at Monroe.

8.4.7 Difficulties with Externship Sites

When problems with sites arise, a collegial telephone and/or in-person meeting is held, with site representative(s) and program representative(s) (usually the site supervisor and the clinic or program director). Issues are discussed, and solutions are brainstormed and implemented with the goal of strengthening the relationship and ensuring the site can provide what the program/student requires, such as a sufficient number of clients and the ability to provide students with relational client contact. For more information on agreements between the program and externship sites, please see Externship Site Requirements (appendix IX) and Externship Agreement (appendix X).

8.5 Thesis

Completion of a thesis is not required to graduate with an MA in Marriage and Family Therapy; however, a student who has interest in a research topic or who is planning to continue studies in a doctoral program may wish to complete a thesis project. That student may enroll in MAFT 5099 for an additional credit of between one and six hours. The student will select a major professor and a committee for the project. This committee shall then serve as the student's advisory committee.

8.6 Background Check and Drug Screen

Background checks are required of MFT students in order to participate in clinical work [defined as MAFT 5015, MAFT 6070, MAFT 7051, and MAFT 7053 both at the ULM MFT Clinic and at externship sites] in the Marriage and Family Therapy Programs. This policy was established to comply with the policies of the College of Health Sciences (CHS), to mirror the requirements and process of the Louisiana licensing board, and to promote the highest level of integrity in our program. This policy includes initial background checks and optional drug screenings for suspicious behavior.

All MFT students must complete a background check from CastleBranch.com prior to beginning any clinical work (For MA Students: First Spring Semester; For PhD Students: Prior to First Fall Semester). The results will be valid throughout all clinical work in the MFT Program, unless a site requirements differ. Students can be drug tested at any time during their course of study, if the student displays suspicious behavior during a clinical rotation that impacts their clinical work. Drug screens will only be required initially, if required by their externship site. In that case, the student will follow all policies and procedures of the external site.

All MFT students will be informed of the student Background Check (BC) and Drug Screening (DS) Policy both in writing (in the program handbooks) and in spoken form (during the applicant interviews and again at the program orientation). Students will acknowledge their understanding of the policy by signing the handbook acknowledgement after being accepted into the program and by the time of the program orientation..

Students must request a background check from www.CastleBranch.com where they will register and pay for the services. The following steps outlined below should be followed by the student:

- Following the instructions provided by the Program Director the student should complete the on-line form <https://portal.castlebranch.com/UA25> at CastleBranch.
- The student will select to "Place Order". The student will select the Marriage and Family Therapy Package (UH47bg) to initiate the background check.

- If required by an external site, the combined package (UH47) can be selected upon acceptance into the program, or the drug screen may be selected individually (UH47dt) at a later time.
- Students will need to create an account to complete the order and to review results.
- Upon completing the forms, the student should be prepared to electronically pay the fee for the background check to be processed. This fee includes a national criminal background search.
- The student will receive a password and will be able to access the results when available.
- All results will be sent to the Clinic or Program Director of the MFT Program by CastleBranch.com. The Program Director and Clinic Director will review the results and will inform students if they are cleared for clinical work or if information of concern exists.
- If information of concern exists on the background check, the student must meet with the MFT Program Director and/or Clinic Director, or designee. The issues leading to the concern will be discussed and a plan of action relevant to the specifics of the situation as it relates to professional practice developed. The student may or may not be allowed to begin clinical work.
- Failure to follow the background check and drug screening policies will result in the student being unable to begin clinical work.
- Upon request, the results of the background check will be made available to all externship site administrative supervisors participating in the student's clinical training. The student is responsible for providing these results to the externship site.
- If there is information of concern on the background check and the student is allowed to continue on to clinical work, the externship site has the right to deny the student's placement at the site. Each practice site will determine whether the student may participate at that site and the decision will be independent from any determination by the MFT Program. However, if the MFT faculty makes the determination that a student cannot participate in clinical work, that decision applies to both work at the MFT Clinic and at externship sites.
- The policy outlined in the section entitled *Plan of Action for Background and Drug Screening Concerns* (see below) will be followed.
- Students have full access to the results of the background check and drug screen through CastleBranch.com. Records will be archived by [CastleBranch.com](https://www.castlebranch.com).

Notes:

All 50 states require licensure in order to practice as a Licensed Marriage and Family Therapist and a Licensed Professional Counselor. A felony conviction may affect a graduate's ability to attain state licensure. Therefore, if an applicant/student is concerned about an issue, the status of this must be addressed with the particular state's licensing board prior to the clinical portion of the program.

8.6.1 Plan of Action for Background and Drug Screening Concerns

If concerns are noted in the background screening, students will be contacted by the MFT Program Director.

If the information of concern revealed through the background screening is a *felony* offense, the following actions will occur:

1. The student will meet with the Program Director and/or designee. Information from the **MFT Student Background Check and Drug Screen Policy and Plan of Action: Background and Drug Screening Concerns** will be reviewed.
2. The AAMFT Code of Ethics will be reviewed with the student.
3. The student will be provided with contact information for state licensure boards to determine the likelihood of being able to obtain licensure.
4. The issues leading to the concern will be discussed and a plan of action relevant to the specifics of the situation as it relates to professional practice developed. The student may or may not be allowed to begin clinical work.
5. If clinical work is approved, the externship site will determine whether the student may participate in that setting. This decision will be independent from any determination by The University of Louisiana at Monroe's Marriage and Family Therapy Program or College of Health Sciences.
6. If the externship site refuses to allow the student to participate in training, it is the responsibility of the student to find an alternative placement.
7. If no alternative placement can be secured due to the results of the background check, the student will be unable to complete the requirements of the program.

If the information of concern revealed through the background screening is a *misdemeanor* offense the following actions will occur:

1. The student will meet with the MFT Program Director and/or Clinic Director, or designee. The AAMFT Code of Ethics will be reviewed with the student.
2. The student will be provided with contact information for state licensure boards to determine the likelihood of being able to obtain licensure.

8.7 Electives

Completion of elective coursework is not required to graduate with an MA in Marriage and Family Therapy; however, various electives are offered, both in the Marriage and Family Therapy Program and in other programs. If a student has an interest in a subject, which is not covered in required coursework, the student may take elective coursework during his or her enrollment in the program.

8.8 Grading/Assessment

The MA MFT program adheres to the ULM grading policy which can be found in the [ULM Graduate School Catalog](#). To access the grading policy:

1. Navigate to the current Academic year in the Graduate Catalog.

2. Select the Graduate School and Regulations link.
3. Select Grading, Course load, and Enrollment.
4. Scroll to Grading System.

8.9 Cheating/Plagiarism

The MA MFT program adheres to the ULM policy for cheating and plagiarism found in the ULM Undergraduate Catalog. To access the policy:

1. Navigate to the current Academic year in the Undergraduate Catalog.
2. Select the University Regulations link.
3. Select the Academic Cheating and Plagiarism link.

The program reserves the right to have assignments turned in via Turnitin, or other similar methods, to check for plagiarism and/or the use of AI, both of which may result in failing the course and/or in dismissal from the program.

9.0 Comprehensive Examinations

Comprehensive examinations are administered during the last semester of required coursework. These examinations consist of a written research paper and a clinical presentation. See Appendix XIV and Appendix XV.

9.1 Clinical Presentation

The intent of the clinical presentation is to allow the student to demonstrate his or her ability to apply the theoretical constructs and techniques of a specific theory of marriage and family therapy to a clinical setting. The student will edit a video of himself or herself in one or more therapy sessions with the same client. The student will erase the video at the end of the review in order to clearly maintain privacy and client confidentiality, unless appropriate client consents are obtained for future use in professional presentations. Students will have 20 minutes in which to introduce the case, show the video session(s), and respond to possible questions. The student's advisory committee is responsible for evaluating the clinical comprehensive exams. Only if all committee members are not available will other core MFT faculty members evaluate in place of the committee members. The student will submit a case document that corresponds with the video to present to the faculty committee. For a full list of requirements for this video and the case document, please see the Requirements for MA Comprehensive Exams document in Appendix XIV and Appendix XV.

9.2 Research Paper

The research paper is intended to be a supplement to the case presentation. Students are to thoroughly discuss theory and its application relative to the showcased clinical case example. The paper is also to cover relevant ethical and contextual/cultural issues

encountered throughout the case and how they were handled. Appropriate citations are to be included. For more information, please see the Requirements for MA Comprehensive Exams document in Appendix XIV and Appendix XV.

9.3 Multiple Choice Exam

A multiple-choice exam, comprehensive in nature, modeled after the national exam, can be given (instead of the research paper), effective with the incoming students of 2026. This option is designed to help prepare students for the national exam.

9.4 Theory of Change Presentation

A 20-minute theory of change presentation can be given (instead of the clinical presentation), effective with the incoming students of 2026. The intent of the theory of change presentation is to allow the student to discuss his or her worldview and epistemology and how that theory translates into clinical practice.

The student's advisory committee is responsible for evaluating comprehensive exams. Only if all committee members are not available will other core MFT faculty members evaluate in place of the committee members.

Note: Students cannot choose between the clinical presentation and the theory of change presentation, or between the research paper and the multiple-choice exam. Each year, faculty will determine if comps consist of (a) a written research paper and a clinical presentation, or (b) a multiple-choice exam and a theory of change presentation.

9.5 Failure to Pass

The comprehensive examination is administered upon the completion of all required coursework. This examination consists of a written as well as an oral demonstration (as defined in sections 9.1 through 9.4). Failure to successfully complete and receive a passing grade on any part of this examination will result in failure of the comprehensive examination (exception – if only one question is failed, the opportunity to re-take that one question will be offered the same semester). If a student fails the comprehensive examination, the opportunity to re-take the examination will not be available until the following full academic semester (defined as fall or spring). Students have one opportunity to repeat the comprehensive examination (i.e., failing twice will result in being withdrawn from the program). A student must pass the complete comprehensive examination prior to graduating.

10.0 Student Learning Outcomes and Evaluations and Student Feedback

Learning evaluations are accomplished through the following:

1. Course evaluations through specific assessments and exams in each class as specified in the course syllabi.
2. An evaluation at the completion of MAFT 5015, Practicum, informs the faculty of the student's state of readiness to enter the formal clinical experience. A review of this evaluation with the student occurs prior to formal internship. See Pre-Internship Evaluation Form (Appendix VII).
3. Students taking MAFT 6070, Internship, are evaluated weekly through both individual and group supervision by their assigned clinical supervisor (an MFT faculty member who is an AAMFT Approved Supervisor, or the equivalent). Midterm and Final evaluations are also conducted in MAFT 6070 to assess clinical competency. See Internship Evaluation (Appendix X). Evaluations are based upon the student's clinical development, skills, and effectiveness. Areas for growth as well as strengths are discussed with interns both at mid-semester and at the end of the course. The Clinic Director retains these evaluations, and a copy is placed in the student's file.
4. Measures of Student Learning Outcomes include benchmark assignments in courses designated as benchmark courses. Those courses include the following:
 - MAFT 6011, (SLO #1)
 - MAFT 5081, MAFT 6012, (SLO #2)
 - MAFT 6070, (SLO #3)
 - MAFT 5063, MAFT 6070, (SLO #4)
 - MAFT 6053, MAFT 6008, MAFT 6070 (SLO #5).

At the end of each semester, students will be able to access feedback specific to their benchmark assignments in their assigned courses. This allows students to receive consistent feedback throughout their academic training.

5. Comprehensive exams during the second spring semester of the course of study (which for most students is their last semester of study). The written research paper corresponding with their clinical presentation is designed to evaluate how well students have assimilated the total course of study into their ability to function as clinicians (areas covered include (1) theory, (2) application, (3) ethics and (4) contextual/cultural). A second part of this exam requires students to provide a video presentation and oral defense of their clinical work for evaluation by their committee (area covered is (5) clinical). See Appendix XIV and Appendix XV. Comprehensive exams are also measures of Student Learning Outcomes, and are as follows:
 - Comprehensive Exam Area 1 (SLO #1),
 - Comprehensive Exam Area 4 (SLO #5).
6. For more details about the clinical requirements of the program and how they are assessed, please see the Application for Clinical Requirement for Graduation (Appendix XVI).
7. At the end of each fall semester, students have the opportunity to evaluate the program as a whole. A program survey is administered during class time to give students the best opportunity to provide feedback directly to the program both specifically for individual faculty, and for the overall atmosphere of the program (Appendix XVII). Feedback is compiled and then shared with faculty during the next

available faculty meeting. This annual review, implemented at the beginning of the 2024-2025 academic year, replaced previous methods of evaluation/receiving student feedback, specifically the annual focus group and the current student survey. Student feedback initiated this change. Student feedback indicated that the focus group was not conducive for providing feedback and that the current student survey did not allow for interaction/discussion (i.e., was not open-ended enough).

10.1 Student Evaluation of Program Clinical Supervisor

Evaluation of the supervision experience, including availability and competency of Program Clinical Supervisors, occurs each semester (see Appendix XVII). Students have the opportunity to submit evaluations of their supervisor to the Clinic Director, and the Clinic Director gives a summary to the supervisor. If concerns are raised in the evaluation, the Clinic Director will meet with the Program Clinical Supervisor to discuss resolutions. Should that meeting not result in change, a meeting will occur between the Program Director and Program Clinical Supervisor, and a remediation or mentoring plan with timeline will be developed and monitored.

The faculty/supervisors are in the process of making the feedback loop a little more intentional and refined. Rather than summaries being offered and meetings being informal unless feedback is negative, actual evaluations are being sent via email at the end of every semester to all program clinical supervisors, by the clinic director, beginning spring of 2026.

10.2 Student Evaluation of Courses

At the end of every semester, students are given the opportunity to evaluate their courses as well as their instructors. Students must choose to complete the course evaluations or manually opt out of evaluating the courses before seeing final course grades in the ULM Banner System. Student feedback regarding the instructor teaching, whether concerning deficiencies or strengths, is reviewed by the Program Director and discussed in detail with the faculty member during his or her annual review. If concerns are raised during the review of the student evaluations, a meeting will be held sooner between the Program Director and the instructor to review the student feedback and to design a remediation plan, if necessary. In addition to this, the faculty members are notified when all course evaluations are complete and are given access to a report, which reflects the average student response related to the evaluation of the course. The responses are based on a Likert scale.

10.3 Student Led Feedback

In addition to the faculty led feedback efforts described in 11.1 and 11.2, students are encouraged to provide feedback at any time. Examples of times students might seek to provide feedback include, but are not limited to, student requested focus groups, requests made during advising, and private communications with the program director. When feedback is provided outside of the scheduled meetings or surveys, a record of the

feedback is made by faculty. The feedback is then included in the feedback loop process, to be discussed at the next appropriate faculty meeting.

11.0 Non-Student Community of Interest Feedback

11.1 Graduate Follow-Up

Every year the program seeks information from graduates related to their employment, licensure status, and professional development. Additionally, through the use of the anonymous Alumni Survey (Appendix XIX), the program also takes this opportunity to further evaluate the learning experiences in the program from the perspective of the alumni. The program faculty utilizes the information gathered in making programmatic and curriculum changes to better prepare and equip future graduates for employment. Therefore, graduates are surveyed (a) immediately after graduation to provide feedback on the program's outcome-based education framework, their course of study, and their preparedness for employment, and (b) annually to obtain their rates of success on licensure, certification, and to obtain post-graduate evaluations of their preparation for their employment. The Program Director, or designee, summarizes the feedback which is discussed in faculty meetings or retreat so the faculty can determine how to incorporate graduate feedback and graduate achievement data into the curriculum/program and/or make changes accordingly.

11.2 Program Communication with Community Partners and Community Feedback

In 2011, the MFT program implemented a community agency survey to allow externship site supervisors and employers of graduates to provide meaningful and practical input to the MFT program. Surveys requested feedback pertaining to program mission, strengths, weaknesses, curriculum, and graduate preparation for the workplace. Over the years, response rates dropped and feedback rarely suggested change to the program. Feedback suggested that communications with community partners increase and become more personal. As such, during the 2023-2024 academic year, faculty decided to implement a new manner of soliciting community partner feedback and increasing our communication with them. Annually, in the fall semester, a PowerPoint with Voiceover is produced by the program and sent to the community partners detailing changes the program is considering, and pertinent educational outcome data. Annually in the spring, a meeting is held to discuss suggested changes with the community partners and to receive their feedback/ideas for any program improvement relevant to educational outcomes and/or other program matters. The Program Director, or designee, summarizes the feedback and discusses with the faculty in the next faculty meeting. Faculty then discuss how to incorporate community partner feedback into the program. All such changes are then recorded to be shared in the fall PowerPoint the following academic year or are sent out to community partners earlier, via email.

11.3 Faculty Recommendation of Students

Professional recommendations for students or graduates are provided at the discretion of the faculty member whose recommendation is being requested. These decisions are made on a case-by-case basis at the time of request. Academic as well as clinical performance may be taken into consideration in determining whether or not to provide a professional recommendation.

11.4 Community of Interest Led Feedback Loops

In addition to the faculty led feedback loops discussed in section 11.1 and 11.2, community partners and alumni are encouraged to provide feedback at any time. When feedback is provided outside of the scheduled meetings or surveys, a record of the feedback is made by faculty. The feedback is then included in the feedback loop process, to be discussed at the next appropriate faculty meeting with planned and implemented changes included in the fall PowerPoint.

12.0 Policy and Procedure Revision

Policies and procedures are reviewed and revised periodically as necessary to reflect ongoing improvement based on the following: changes in accreditation standards; feedback from program surveys, alumni surveys, and/or other methods of gathering community of interest feedback; graduate achievement data; educational outcome data; and faculty input based on student performance discussed in faculty meetings.

13.0 Graduation

13.1 Student Responsibility

The Graduate Catalog of The University of Louisiana at Monroe establishes the requirements for granting a degree in Marriage and Family Therapy. The faculty and administration are all invested in the educational experience of all students; however, the individual student is responsible for meeting the requirements for graduation. Upon successful completion of the coursework, internship, and comprehensive examinations, students are awarded a Master of Arts degree in Marriage and Family Therapy. The degree will not be awarded until all requirements have been met. For this reason, it is important for each student to know the degree requirements and the policies and procedures of this program and of the university. Graduate students are expected to assume responsibility for abiding by the regulations and requirements of the Marriage and Family Therapy Program, the School of Allied Health, the College of Health Sciences, and The University of Louisiana at Monroe.

14.0 Eligibility to Remain in the MA Program

A student may be terminated from the Master's program and from further graduate work at The University of Louisiana at Monroe for any of the following academic reasons:

1. The student's cumulative grade point average falls below 3.0.
2. The student receives any final course grade lower than a "C."
3. The student receives more than six semester hours of grades of "C" in graduate courses.
4. The student fails to meet a performance level of at least 80% on any of the benchmark assignments, used as measures of SLOs, after referral to the Marriage and Family Therapy Remediation Committee and completion of the Professional Growth Plan.

The Master's program has a responsibility to ensure that graduates adhere to the minimum standard of professional behavior. A student may also be terminated from the Master's program if his or her behavior is deemed unprofessional. Examples of such behavior are failing to uphold the Code of Conduct of AAMFT in clinical work; threatening or harassing faculty, staff, or another student; or engaging in illegal activities. The policy of the College of Health Sciences shall be followed relative to appeals by the student.

A graduate student who is denied admission to or further continuance in the Master's program may appeal for admission or readmission. An appeal must conform to the requirements of the Graduate School and the College of Allied Health. For further information about the appeals process, see the ULM Student Policy Manual and Organizational Handbook at the following link: <http://www.ulm.edu/studentpolicy/>.

14.1 MFT Faculty Remediation Committee and Professional Growth Plan

Benchmark assignments in the following courses are used as measures of Student Learning Outcomes: MAFT 6011: MFT I – Foundational Epistemology (SLO#1: Knowledge of the MFT Profession); MAFT 5081: Research Methods in Marriage and Family Therapy and MAFT 6012: MFT II – Postmodern Epistemology (SLO#2: Practice of Therapy and Research/Evidence Based Practices); MAFT 5063: Legal and Ethical Issues and MAFT 6070: Internship (SLO#4: Professional Identity, Ethics, and Law), and MAFT 6053: Marriage and Family Therapy with Diverse, Marginalized, and Underserved Communities, MAFT 6008: Professional Issues, and MAFT 6070: Internship (SLO#5: Human Diversity and Social Structures).

A minimal Performance Level of 80% on the benchmark assignment rubric (Appendix #1 of the Benchmark Syllabi) must be attained. If the student has not achieved the minimal level of success by the last day of the semester, the professor and student will meet and through collaborative discussion will determine a method for meeting the benchmark, perhaps through an alternate assignment and/or with additional mentoring. The student will have 30 days after the end of the semester to meet the benchmark. If the benchmark has not been met within 30 days after the end of the semester, the student will be referred to the Marriage and Family Therapy Faculty Remediation Committee (MFT FRC) who will meet with the student and provide corrective feedback through the use of a written Professional Growth Plan (PGP) and timeline. If the student does not address the objective prescribed at the minimal performance level of 80%, as necessitated by the

MFT FRC, the student may be recommended for dismissal from the program. Please see Section 14.0 for more information on remaining in the program.

The Marriage and Family Therapy Faculty Remediation Committee will consist of at least three MFT faculty members, including the instructor of the course, in which the student's performance necessitated referral to the remediation committee. The MFT FRC will be governed by the following Professional Growth Plan Directions outlined in Appendix XIII.

15.0 Time Limit for Completion of the Program

All coursework, internships, and the thesis, if this option is chosen, must be completed within a six-year time period from the date of the first registration in the program. The Graduate School, the Graduate Council, and the Marriage and Family Therapy faculty must approve any appeal for extension beyond the six-year requirement.

16.0 Transfer of Credit

At least two-thirds of the hours required for the master's degree must be earned in residence at ULM. Transfer credit plus ULM off-campus credit may not total more than 18 hours. Students may transfer graduate coursework taken at ULM from one program to another or from non-degree status to a degree program. The coursework must be approved by the student's advisory committee and the MFT Program Director. Only grades of "B" or above may be transferred. Only 12 hours earned as a non-degree student at ULM may be transferred to a degree program. Transfer credit must meet the following requirements:

1. Credit must be earned in residence at a regionally accredited college or University. Off-campus credit from another school will not be accepted.
2. Credit must be accepted as applicable to the student's degree program.
3. A grade of "B" or better must be earned.
4. Credit must have been obtained within the six-year time limit for the master's degree program.
5. Credit must meet FCA (Foundational Curricula Area) equivalency, if course is deemed an FCA course by the program.

Transfer credit must be presented and accepted during the first semester or summer session upon entering ULM. The Program Director will make final authorization of transfer credit.

17.0 MA Program Committee

There shall be an MA program policy and procedures committee who shall have the responsibility of general oversight of the Master's program. Members of the committee shall be

the MFT faculty members and the Program Director. The Endowed Chair and the Clinical Director shall be ex-officio members who may serve as a consultant to the committee.

18.0 Anti-Discrimination, Harassment, and Retaliation Policy

The University of Louisiana Monroe is committed to offering all employees, students and visitors, a campus environment free from all forms of harassment, discrimination, and retaliation. All members of the University community should be treated with dignity and fairness without being subjected to conduct which stifles productivity and hinders academic and professional involvement. For more information, see the ULM Anti-Discrimination, Harassment and Retaliation Policy at the following link: <https://webservices.ulm.edu/policies/policy/361>.

19.0 Grievance Procedure

All faculty, staff, and students of the MFT program shall follow these policies and shall perform their duties and studies according to the policies of The University of Louisiana at Monroe. Students, faculty, or staff members who believe that a student, faculty member, or staff member has not acted according to these policies are encouraged to contact the student, faculty member, or staff member directly to informally resolve the situation.

If the student, faculty member, or staff member cannot achieve an informal resolution of the difficulty, the complainant should notify the MFT Program Director in writing of the problem. The complaint should include a description of the perceived problem behavior and of attempted solutions. A copy of the complaint will be given to the student, faculty member, or staff member about whom the complaint has been made. The MFT Program Director may then meet with the parties involved, separately or together; may convene a faculty or staff meeting to resolve the issue; and/or may request a recommendation from the MFT Supervision Committee whenever the complaint is related to clinical concerns. The MFT Supervision Committee is made up of the MFT Faculty, the Endowed Chair, and the Director of Clinical Services with the appropriate administrators serving as ex-officio members. All decisions will be recorded in writing and signed by all parties.

Complainants who are not satisfied with the action of the MFT Program Director as specified above may follow the grievance procedures delineated in university policies. For a link to policies and an online student complaint form, visit the ULM Division of Student Affairs at <http://www.ulm.edu/studentaffairs/> and/or the Office of Student Advocacy and Accountability at <https://www.ulm.edu/osaa/reportit.html>.

20.0 Therapy/Counseling for MFT Students

Should a student in the Marriage and Family Therapy Program require therapy/counseling services while enrolled in the program, he or she is encouraged to seek these services in one of the following ways: The student may either seek these services at the ULM Counseling

Center, where services are free to students, or the student may approach a MFT Faculty member on an individual basis to seek a more personalized referral. For more information about the ULM Counseling Center, please visit the website at <http://www.ulm.edu/counselingcenter/>.

21.0 Code of Conduct

The code of conduct for the behavior of MA students and faculty while engaged in clinical activity shall be the AAMFT Code of Ethics. In addition to the policies and procedures outlined in this manual, students in the Marriage and Family Therapy Master's Program are expected to adhere to all policies and procedures detailed in the ULM Student Policy Manual and Organizational Handbook which can be found at the following link:

<http://catalog.ulm.edu/content.php?catoid=27&navoid=3334>.

22.0 Non-Discrimination Policy

“The University of Louisiana Monroe recognizes that members of the University community represent different groups according to sex, race, color, creed, national origin, and physical or mental disability. The University further recognizes that, in a pluralistic society such as ours, these differences must be recognized and respected by all who intend to be a part of the University community.

It is not the intent of the University to dictate feelings or to mandate how individuals should personally interact with others. It is, however, the intent of the University that awareness of individual and group rights according to sex, race, color, creed, national origin, and physical or mental disability be regarded as important to the education of its students. Our ability to work in a pluralistic society demands no less.

It is with this in mind that the University does not permit any actions, including verbal or written statements, that discriminate against an individual or group on the basis of sex, race, color, creed, national origin, or physical or mental disability. Any action is a violation of the Student Code of Conduct. Complaints of discrimination should be made orally and in writing to the appropriate University Administrator.” (2025-2026 ULM Graduate Catalog).

The MFT MA Program extends this non-discrimination policy to explicitly prohibit discrimination regarding the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant staff.

23.0 Safety Policy

The ULM MFT Program Safety Policy is as follows: Safety is the ability to express self without fear of reprisal. Within the classroom and clinic, faculty and students will not discriminate based on students' race, ethnicity, class, gender, sexuality, religion, or worldview. Safety does not include freedom from discomfort, as students grow through challenging experiences, which may cause discomfort.

Appendices

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Appendix I: Regulatory Alignment Student Acknowledgement

Marriage and Family Therapy (MFT) is a profession that leads to licensure in all 50 states, with each state having its own laws and regulations about what is needed to become licensed as an MFT in that state, as well as applicable practice and supervision guidelines. Not every state will accept a degree and/or supervised hours earned in or from another state. Review license, practice, and supervision requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to each state's licensure resources: [MFT State/Provincial Resources](#) (AAMFT.org). You may also find the attached spreadsheet helpful as you research each state's licensure, practice, and supervision guidelines and requirements.

The coursework for the University of Louisiana Monroe (ULM) Master of Arts (M.A.) Program in MFT was designed to meet educational requirements for MFT licensure in the state of Louisiana. The coursework, clinical supervision (virtual and face to face), and supervision mentoring for the ULM Doctor of Philosophy (Ph.D.) Program in MFT were designed to meet the regulatory requirements in Louisiana. You may read more about the Louisiana state requirements and regulatory requirements for MFT licensure, practice, and supervision by going to this site: <http://lpcboard.org/> (Louisiana LPC Board).

If you have questions about the M.A. or Ph.D. program's alignment with professional licensure, practice, and/or supervision, you may contact the Program Director, Dr. Jana Sutton, at sutton@ulm.edu or 318-342-1208.

Please check one of the following options, sign below, and return the form to Dr. Jana Sutton.

___ *Incoming Master of Arts Students: I acknowledge that I have been informed and am aware that licensing and supervision regulations differ across states and provinces. I understand that the ULM MA MFT program is designed to meet the licensure requirements in the state of Louisiana, and that a MA MFT degree from this program may not meet MFT licensing requirements in a different state or province.*

___ *Incoming Doctor of Philosophy Students: I understand that advanced practice guidelines, supervision, and the requirements for becoming a supervisor differ across states and provinces. I further understand that the ULM PhD MFT program is designed according to advanced practice and supervision regulatory rules and requirements in Louisiana, and that a PhD MFT degree from this program may not meet MFT licensing, practice, or supervision requirements in a different state or province.*

Printed name

Sign and Date (May be Electronic)

Appendix II: MFT M.A. Program Orientation Handout

Orientation Information

Marriage and Family Therapy Programs

Useful Websites

Program website
www.ulm.edu/mft

Graduate Catalog
<https://catalog.ulm.edu/index.php>

Academic Calendar
<https://www.ulm.edu/academicaffairs/documents/24-25-academic-calendar-updated-5-31-24.pdf>

Library
www.ulm.edu/library

Canvas
ulm.instructure.com

ULM Mobile
<http://www.ulm.edu/ulmmobile/>

You will need to log onto Banner to register. Please navigate to:
<https://banner.ulm.edu>

Select: "Login to Access Your Personal ULM Information"

Now you will need to enter your Campus Wide ID Number (CWID) and PIN. Your ID number was on the letter that Graduate School sent you.

Your PIN, if you are a new student, is usually the six-digit version of your birthday (MMDDYY).

Once you are logged into Banner, please follow the instructions below to register for your classes.

(For a list of your classes please refer to the www.ulm.edu/mft website and click on the link appropriate to the year you are entering the program.)

1. Click on "Student"
2. Click on "Registration"
3. Click on "Look Up Classes"
4. Click "Submit" for the appropriate term.
5. Select the appropriate subject, i.e. Marriage and Family Therapy, Counselor Education, Educational Foundation, then Course Search
6. Select the box on the right for the appropriate courses. **Note:** The letter "C" indicates that a section is closed. Please contact MFT Program, at 318-342-1246, for assistance.
7. To view your schedule, select "Student Detail Schedule."
8. Once your classes show up as being "web registered," you are registered for the courses and can exit Banner.

Did you know that part of your student fees allow you to print **300 pages** per week from any computer lab on campus?

American Association for Marriage & Family Therapy
www.aamft.org

Louisiana Association for American Association for Marriage & Family Therapy
www.lamft.org

MFT Program	318--342--1246
Computer Services	318--342--3333
Financial Aid	318--342--5320
Graduate School	318--342--1036
Registrar's Office	318--342--5262
Dean's Office	318--342--1655

Should you need additional phone numbers or office number information, please utilize the "search" feature on the ULM Home page.

For information on obtaining a parking pass, please contact University Police at
318--342--5350

Appendix III: Handbook Acknowledgement

The University of Louisiana at Monroe
Marriage & Family Therapy Programs
Program & Clinic Handbook Agreement

I understand that the purpose of these handbooks is to provide an overview of the policies and procedures of The University of Louisiana at Monroe Marriage and Family Therapy (MFT) Programs and Clinic. In addition, the aspects of the MFT clinical internship, which are an integral part of ULM MFT operations, are addressed.

I understand that these handbooks are organized to provide readily accessible information regarding most operational aspects of the MFT Programs & Clinic. Likewise, upon reference to the handbooks the majority of my questions concerning the policies and procedures for the clinic can be addressed. On occasion unique situations may arise pertaining to the program, Clinic operations, or internships which are not clearly addressed in these handbooks. In such situations, I agree to go to the ULM MFT Programs Director or Director of Clinical Services to answer any questions concerning these unique situations.

I understand that these handbooks are written for the exclusive use of students, interns, faculty, and staff of the Marriage and Family Therapy Programs and Clinic. This includes my understanding that the digital copies of the handbooks are for my exclusive use, while working at the ULM MFT or being enrolled in the MFT Program. Additionally, I recognize that no part of these handbooks may be reproduced or provided to a third party without permission of the ULM MFT Program Director.

By signing and dating this form I agree to the statements that have been provided above, to the policies and procedures provided in these handbooks, and to having thoroughly read both handbooks in their entirety.

Print Name

Signature

Date

Appendix IV: 5015 Supervision Contract

MAFT 5015 Supervision Contract

- A. Involvement in a minimum of 7 hours per week of clinical experience. Approximately 3-4 hours will be spent conducting individual, marital and/or family therapy. The balance of the time will be spent in supervision, record keeping, working as a member of a team, and other clinical activities. The emphasis of this clinical training and the intern's clinical work is system theory oriented.
- B. The supervision group will meet for one hour each week. Attendance is mandatory. Do not schedule cases during this time period without first checking with the supervisor. Group supervision will involve lectures and discussion of specific clinical issues, review of assigned readings, live supervision and/or review of video/audio recordings of the clinical work of group members, and discussion of clinical work.
- C. Each intern will meet with the supervisor **at least** every other week for one hour of individual supervision. The intern is responsible for scheduling individual supervision sessions with their supervisor. Interns are expected to bring video or audio recordings of therapy available for review during individual supervision.
- D. Interns are expected to video or audio record **all** therapy sessions conducted in the ULM MFT Clinic & to the extent possible, at the extern site. Tapes are to be available for review by the intern & supervisor.
- E. Interns are expected to provide “peer supervision” (I.E. defined as actively acting as a team member) with fellow interns in the supervision group.
- G. Interns are to maintain a monthly log summary of all internship activities (I.E. hours of clinical work with individuals, couples and families; individual and group supervision, etc.) to be signed by the supervisor at the end of each month. Keep a permanent copy of these sheets as they constitute the documentation of supervision/clinical experience.
- H. Interns have been provided with a copy of & are expected to follow the ULM Marriage & Family Therapy Clinic Policies/Procedures.
- I. Interns are expected to attend all scheduled Clinical Meetings.
- J. Additional clinical learning assignments may be assigned at the discretion of the supervisor.
- K. Interns and supervisors are bound by and expected to conduct themselves in a manner required by the laws and ethical standards of the State of Louisiana and the 2015 AAMFT Code of Ethics, COAMFTE Standards, and ULM Standards and any other relevant professional bodies.
- L. Supervision is not psychotherapy. The therapist intern is strongly encouraged to seek therapy, peer support, and/or consultation if personal issues come up that cannot be resolved within the professional relationship of supervision.

By signing, I agree to the requirements of MAFT 5015:

Student Signature

Date

Appendix V: Intern/Clinic Staff Acknowledgement of Confidentiality

MARRIAGE AND FAMILY THERAPY PROGRAM

One of the principle requirements of working in the University of Louisiana at Monroe's Marriage and Family Therapy Clinic is that confidentiality be strictly maintained.

Any and all information concerning clients receiving services from the ULM Marriage & Family Therapy Clinic or affiliated externship sites is strictly confidential. This includes, but is not limited to, any acknowledgement that a client was seen in this clinic. We can neither confirm nor deny any individual received therapy services at The Marriage & Family Therapy Clinic without his/her written consent and release of information.

No identifying information acquired as a result of placement in therapy services involving any client may be discussed with anyone outside of the clinic. If a case is discussed within the MFT Program (e.g., class training), caution and discretion will be used in discussing the case and no identifying information about the client/client system will be discussed.

My signature below indicates that I understand and accept all of the above conditions of placement in the Marriage and Family Therapy Program (MAFT 5015, MAFT 6070, and MAFT 7051). I will respect the privacy of all clients, all the time, maintain the conduct expected of a mental health professional in compliance with the AAMFT Code of Ethics and the state of Louisiana's statutes, and adhere to the ULM Marriage & Family Therapy Clinic Policies and Procedures Handbook.

Student Therapist Intern/Clinic Staff Member

Date

Director of Clinical Services

Date

Appendix VI: Application for MAFT 6070 Internship

Please complete the following and submit to the Director of Clinical Services prior to beginning MAFT 6070 Internship, no less than the last day of the semester in which you are concluding MAFT 5015 requirements:

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ (Home) Phone: _____ (Cell)

Phone: _____ (Work) Advisor Name: _____

ULM Email: _____ Personal Email: _____

Emergency Contact: _____

Supervisor Assigned for 5015: _____

Externship Site(s): _____

Direct Client Contact Hours Earned in MAFT 5015: _____

Total Practicum Hours Earned in MAFT 5015: _____

Supervision Hours Earned in MAFT 5015: _____

The following documentation must be submitted with this application:

- Completed MAFT 5015 Pre-Internship Evaluation
- Completed Telehealth Training (should have already been submitted to MFT Clinic)
- Signed MAFT 6070 Supervision Contract (attached)
- Signed Intern Acknowledgement of Confidentiality (attached)
- Completed Externship Agreement(s) (if applicable)
- Proof of Liability Insurance (should have already been submitted to MFT Clinic)
- Completed Cash Handling Training

By signing, I agree that the information contained is true and all requirements are complete:

Student Signature _____ Date _____

By signing, I agree that the information contained is true and this student is clinically ready to be enrolled in MAFT 6070:

MAFT 5015 Supervisor Signature _____ Date _____

Director of Clinical Services _____ Date _____

Appendix VII: MAFT 5015 Final Student Evaluation

The following criteria guide assessment of student's personal qualifications and readiness for entry into the clinical experience (MAFT 6070). Each prospective intern is to demonstrate a solid entry-level capacity for each of these skills.

Name: _____ Date: _____

Practicum Supervisor: _____ 5015 Instructor: _____

Evaluation Scale: 1 = Poor 2 = Below average 3 = Average 4 = Above average 5 = Excellent

1. Attendance and punctuality	1	2	3	4	5
2. Record keeping and documentation	1	2	3	4	5
3. Familiarity with Clinic policies and procedures	1	2	3	4	5
4. Receptivity to new supervisory information	1	2	3	4	5
5. Demonstration of effective listening skills	1	2	3	4	5
6. Interactions and teamwork with other interns	1	2	3	4	5
7. Developing rapport/Joining with clients	1	2	3	4	5
8. Defining achievable therapeutic goals	1	2	3	4	5
9. Management of session (i.e., gatekeeping)	1	2	3	4	5
10. Therapeutic use of language	1	2	3	4	5
11. Ability to conceptualize/work systemically	1	2	3	4	5
12. Constructing and delivering interventions	1	2	3	4	5
13. Appropriate follow-up with clients	1	2	3	4	5

Please write additional comments on the back of this form. Average*: _____

Practicum Supervisor Signature

Date

***NOTE: Interns must attain overall 3.5 average to gain entry into MAFT 6070 Internship.**

Appendix VIII: MAFT 6070 Supervision Contract

- A. Involvement in a minimum of 15 hours per week of clinical experience. Approximately 8-10 hours will be spent conducting individual, marital and/or family therapy. The balance of the time will be spent in supervision, record keeping, working as a member of a team, and other clinical activities. The emphasis of this clinical training and the intern's clinical work is system theory oriented.
- B. The supervision group will meet for one hour each week Attendance is mandatory. Do not schedule cases during this time period without first checking with the supervisor. Group supervision will involve lectures and discussion of specific clinical issues, review of assigned readings, live supervision and/or review of video/audio recordings of the clinical work of group members, and discussion of clinical work.
- C. Each intern will meet with the supervisor **at least** every other week for one hour of individual supervision. The intern is responsible for scheduling individual supervision sessions with their supervisor. Interns are expected to bring video or audio recordings of therapy available for review during individual supervision.
- D. Interns are expected to video or audio record **all** therapy sessions conducted in the ULM MFT Clinic & to the extent possible, at the extern site. Tapes are to be available for review by the intern & supervisor.
- E. Interns are expected to provide “peer supervision” (I.E. defined as actively acting as a team member) with fellow interns in the supervision group.
- F. Interns are to maintain a monthly log summary of all internship activities (I.E. hours of clinical work with individuals, couples and families; individual and group supervision, etc.) to be signed by the supervisor at the end of each month. Keep a permanent copy of these sheets as they constitute the documentation of supervision/clinical experience.
- G. Interns have been provided with a copy of & are expected to follow the ULM Marriage & Family Therapy Clinic Policies/Procedures.
- H. Interns are expected to attend all scheduled Clinical Meetings.
- I. Additional clinical learning assignments may be assigned at the discretion of the supervisor.
- J. Interns and supervisors are bound by and expected to conduct themselves in a manner required by the laws and ethical standards of the State of Louisiana and the 2015 AAMFT Code of Ethics, COAMFTE Standards, and ULM Standards and any other relevant professional bodies.
- K. Supervision is not psychotherapy. The therapist intern is strongly encouraged to seek therapy, peer support, and/or consultation if personal issues come up that cannot be resolved within the professional relationship of supervision.

By signing, I agree to the requirements of MAFT 6070:

Student Signature

Date

Appendix IX: Externship Site Requirements

Marriage and Family Therapy Program Externship Site Requirements

Definitions

- **Intern:** A trainee placed to accrue practicum/internship hours toward graduation and/or licensure.
 - **Site:** Any clinical setting hosting an intern.
 - **Program:** The academic MFT program responsible for placement, oversight, and accreditation compliance.
 - **Grievance:** A concern or complaint raised by any party about conduct, performance, supervision, safety, policy violations, or other internship-related matters.
1. Externships must take place within a setting that is chartered or licensed by the appropriate state authority, if applicable, and that has been in operation for at least 2 full years. The institution must have a governing board that includes representation reflecting the public interest.
 2. Sites meeting the first requirement that have not previously been approved by the ULM Marriage and Family Therapy Program as an approved Externship Site, must schedule a meeting with the Director of Clinical Services to initiate the approval process.
 3. A continuous 9-12-month clinical experience in individual, couple, and family therapy must be available at the externship.
 4. Caseloads at the externship site must be sufficient so that a minimum of 50% of the intern's time at the site involves direct client contact of a therapeutic nature. Up to 50% of the intern's time at the site may involve administrative case support work such as case consultations, staff meetings, and generation and review of case notes.
 5. Ideally, at least 50% of client contact hours at the site should be with couples, families, and/or family related issues.
 6. The intern's weekly work schedule shall be agreed upon at the beginning of each semester. Combined off campus externship work shall not exceed 16 clock hours per week, unless special permission is obtained from the intern's faculty supervisor and the Director of Clinical Services.
 7. Accurate records of intern work hours shall be documented and maintained at the externship site. These records shall be verified by the appropriate extern site personnel and made available to the ULM MFT Program upon request.

8. The externship site shall provide adequate facilities and equipment for the intern to carry out designated responsibilities (e.g., a confidential, locked cabinet for the intern to store their case files and records that meet ULM Marriage & Family Therapy Clinic, AAMFT Code of Ethics, and HIPAA requirements). If the site does not maintain HIPAA compliant records, then the intern must be allowed to maintain case records in the ULM MFT clinic, which is a HIPAA compliant facility.
9. The externship site shall provide interns with an appropriate orientation to the policies and procedures of the externship site and the intern's role within the setting.
10. Externship sites shall have published procedures for handling grievances.
11. All three parties (ULM MFT Program, the Student Intern, and the Externship site) have the right to express grievances. In the event that a grievance is expressed, all three parties agree to adhere to the Grievance Policy
12. Externship sites shall have published policies prohibiting discrimination on the basis of race, ethnicity, religion, and gender.
13. For supervision purposes, the externship site shall allow the MFT faculty supervisor to have unencumbered on-site access to all of the intern's raw clinical data (raw clinical data includes all aspects of clinical work including case notes, audio or video tapes, agency case staffing meetings, consultations, live therapy observation, etc.)
14. When the university is officially closed for more than 2 weeks between semesters, interns will not be allowed to work at externship sites unless they are receiving supervision from their Board-approved supervisor and are registered with the Louisiana LPC Board as a Provisionally Licensed MFT (PLMFT) under supervision. Additionally, unless supervision is being provided by a Board-approved supervisor or by a faculty supervisor, interns cannot work at externship sites during out-of-semester times even if the university is open. For more information, please visit http://www.lpcboard.org/position_statements_NO_0801_employment%20of%20practicum.htm
15. The externship site shall designate a specific person who shall serve as the intern's on-site administrative supervisor. When possible, it is preferred that this person be a licensed professional counselor supervisor, licensed marriage and family therapist supervisor, and/or AAMFT Approved Supervisor or Supervisor Candidate. If a licensed approved supervisor is not available at the site, then a licensed professional counselor and/or a licensed marriage and family therapist is preferred. Should no licensed professional counselor and/or licensed marriage and family therapist be available, then the administrative supervisor will be evaluated on a case-by-case basis.

The role of the administrative supervisor is twofold:

1. To provide administrative support and management responsibility over the intern while at the site; and

2. To serve as the liaison person between the site and the ULM Marriage and Family Therapy Program.

While on-going consultation with the administrative supervisor is a valuable and essential part of the externship experience, it is understood that the administrative supervisor functions primarily in a management and consultative capacity regarding clinical work, and as an on-site resource in the event of an emergency situation which may require immediate response. In all other respects, the ULM faculty supervisor maintains primary supervisory responsibility for the intern's clinical work at the externship site.

16. The externship site supervisor shall meet at least one hour every two weeks with the intern for case consultation, team meetings, or other forms of oversight.
17. The externship site supervisor shall complete the externship site supervisor orientation which includes (1) reviewing an orientation PowerPoint that covers the requirements and expectations of the students, program, supervisors, and externship sites, and (2) when needed submitting appropriate supervisor documents in order to verify credentials which may include copies of professional licenses, liability insurance, and curriculum vitae
18. Externship site supervisors will be invited to participate in the annual Externship Site Fair and any other professional development trainings the ULM MFT Program would offer to site supervisors.
19. The externship site supervisor shall complete a Student Intern Evaluation form at mid-term of semester and communicate with the faculty supervisor regarding intern progress at least once a semester.
20. A signed agreement, the "Externship Site Agreement," between the ULM MFT Program and externship site must be on file **before** the intern may begin work at the externship site.

(Revised 3/2026)

The ULM Marriage and Family Therapy faculty reserves the right to change any provision or requirement at any time with or without notice.

Grievance Policy

This policy ensures a clear, fair grievance and termination process for Marriage and Family Therapy (MFT) interns placed at training sites, and aligns internship practices with COAMFTE Standards Version 12.5 and applicable Louisiana licensure rules.

Principles (COAMFTE & State Alignment)

- The program will maintain a published grievance, remediation, dismissal, and appeal process consistent with COAMFTE Standard 12.5 (documentation, due process, communities of interest, and recordkeeping).
- Supervisors and sites engaged in providing hours for Louisiana provisional or intern licensure must meet state supervisor qualification requirements; the program will

document supervisor qualifications and assist interns in maintaining/counting supervised hours per Louisiana rules.

Grievance Procedure

1. **Informal Resolution (recommended):** Parties should first attempt to resolve concerns directly (intern ↔ supervisor/site) and document the attempt.
2. **Formal Written Complaint:** If unresolved, submit a written grievance to the Program Director containing: description of concern, dates, names, attempted resolutions, and requested remedy.
 - The program will acknowledge receipt in writing within **5 business days**.
3. **Triage & Interim Safety Measures:** If a complaint alleges client harm, ethical breach, or safety risk, the program or site may immediately suspend intern client contact or require interim supervisory safeguards pending review. Immediate action may include temporary removal from client care.
4. **Investigation:** The program will investigate, which may include interviews, document review, and consultation with the site. The investigation will normally begin within **10 business days** of receipt and aim to conclude in **30–45 calendar days**, with reasonable extensions documented.
5. **Determination & Remedy:** The program issues a written determination outlining findings and required remedies (e.g., remediation plan, increased supervision, reassignment, training, or termination). The determination will specify timelines and measurable goals for remediation when applicable.
6. **Appeal:** Any party may file an appeal within **10 business days** of the determination. Appeals will be reviewed by a panel that was not part of the original investigation (e.g., faculty committee or external reviewer). The appeal decision will be issued within **30 calendar days** of receipt.

Remediation, Suspension, and Dismissal

- **Remediation Plans:** For performance or professionalism concerns that are remediable, the program will create a written remediation plan with specific objectives, supervision adjustments, timelines, and evaluation criteria.
- **Suspension:** If remediation is needed or safety is uncertain, the intern may be suspended from client contact or site duties until conditions are met.
- **Dismissal/Termination:** If remediation fails, if there is gross misconduct, ethical violations, or client safety concerns, the program or site may terminate the placement. Termination may be immediate when there is credible risk to clients.

Termination Rights & Transfer of Supervised Hours

- **By the Intern:** The intern may terminate the placement with written notice to the site and program. Reasonable notice is encouraged when possible, to permit transfer of clients.
- **By the Site:** The site may terminate for performance, policy violations, safety, or operational reasons; termination will be provided in writing to the intern and program.
- **By the Program:** The program may terminate placements for academic standing, ethical violations, inability to provide appropriate supervision, or concerns affecting accreditation or client safety.
- **Transfer/Continuity:** If termination affects hours counted toward Louisiana provisional licensure, the program will assist in arranging transfer of supervision or placement and will document supervised hours and supervisor qualifications to maximize transferability in accordance with Louisiana rules.

Supervisor & Site Documentation (state compliance)

- The program will keep records verifying that site supervisors meet qualifications required by Louisiana law and board rules, and will provide documentation of supervision and hours when interns apply for provisional status or licensure.

Due Process & Records

- The program will provide reasonable due process (notice of allegations, opportunity to respond, and access to relevant documentation) proportionate to the allegation and consistent with COAMFTE expectations.
- The program will maintain confidential records of complaints, investigations, remedies, and outcomes for the time required by institutional policy and COAMFTE accreditation documentation practices.

Non-Retaliation

- Retaliation against any individual for bringing a grievance in good faith or participating in an investigation is prohibited and may itself be subject to investigation and sanction.

Notification & Reporting

- Where required by law or professional codes, the program or site will report substantiated ethical violations or license-related issues to appropriate regulatory bodies.
- The program will inform interns in writing how a termination may affect licensure hours and will provide supporting documentation to facilitate any transfer or application to the Louisiana licensing board.

Acknowledgment

- Participation in the internship requires interns, supervisors, and site administrators to acknowledge this policy and comply with its procedures.

Review

- The program will review this policy at least every 2 years or sooner if COAMFTE Standards or Louisiana rules change.

This policy is intended to be used with the program's broader student policies (academic integrity, conduct, and appeals) and site-specific agreements.

Appendix X: Externship Site Agreement

Marriage and Family Therapy Program Clinical Externship

(Name of Host Externship Site)

enters into this agreement with The University of Louisiana at Monroe Marriage and Family Therapy Program to provide a clinical field experience for

_____ who is a graduate student in
(Student's Name)

the ULM Marriage and Family Therapy Program.

We have read and discussed the "MFT Program Externship Site Requirements" and find the requirements agreeable to all participating parties.

This externship agreement shall begin on _____ and shall continue to the end of the current academic semester, subject to renewal and continuation on a semester-by-semester basis. The on-site supervisor for the above student intern will be

_____.

This agreement is entered into on this _____ day of _____, 20_____.

Host Externship Site Administrator/Supervisor

Marriage & Family Therapy Intern

Director of Clinical Services, ULM Marriage & Family Therapy Programs

Appendix XI: MAFT 6070 Student Evaluation ULM MARRIAGE AND FAMILY THERAPY PROGRAM

STUDENT: _____ GRADE: (C) _____ (NC) _____

CLINICAL SUPERVISOR: _____ SEMESTER: _____

EVALUATION SCALE: 4=Excellent 3=Above average 2=Average 1=Below average N/A=Not applicable

CRITERIA	MID-TERM	FINAL
Professional Conduct		
1. Attendance and punctuality	_____	_____
2. Record keeping and documentation	_____	_____
3. Understanding of Clinic policies and procedures	_____	_____
4. Reception to new supervisory information	_____	_____
5. Meaningfully participates in group supervision	_____	_____
Assessing, Hypothesizing, and Diagnosing		
6. Ability to hypothesize systemically	_____	_____
7. Clinical assessment (individual and systemic)	_____	_____
8. Treatment planning and case conceptualization	_____	_____
Systemic Practice		
9. Developing rapport/ joining with clients	_____	_____
10. Therapeutic use of language	_____	_____
11. Constructing and delivering systemic practice	_____	_____
12. Utilizes clinic feedback in treatment	_____	_____
Awareness of Diversity		
13. Considers self of the therapist and/or therapist position in issues of diversity	_____	_____
14. Maintains a tentative and curious awareness of cross-cultural factors in therapy	_____	_____

15. Uses the supervision process to inform and conceptualize culturally competent therapeutic practice _____

Ethical Decision-Making Process

1. Participates with peers in processing their ethical concerns _____

2. Processes own therapeutic ethical concerns with Peers _____

3. Processes therapeutic ethical concerns with supervisors _____

19. Awareness of how self-care connects with ethical decision making _____

Total Score (Out of 76) _____

Percentage (Total/76 * 100) _____

Number of Client Contact Hours Completed (Semester): _____

Number of Client Contact Hours Completed (Total): _____

Number of Relational Client Contact Hours Completed (Total): _____

Number of MFT Clinic Client Contact Hours Completed (Total): _____

Number of Supervision Hours Completed (Semester): _____

ADDITIONAL COMMENTS:

MID-TERM FINAL

Student Intern Signature Date

Student Intern Signature Date

Clinical Supervisor Signature Date

Clinical Supervisor Signature Date

Appendix XII: MAFT 6070 External Site Student Evaluation

STUDENT: _____ SITE: _____

SITE SUPERVISOR: _____ CLINICAL SUPERVISOR: _____

SEMESTER/ YEAR: _____

EVALUATION SCALE:

4=Excellent 3=Above average 2=Average 1=Below average N/A=Not applicable

CRITERIA

1. Attendance and punctuality _____
2. Maintains site documentation (where applicable) _____
3. Understanding of site policies and procedures _____
4. Reception to instruction and guidance _____
5. Meaningfully participates in group activities (if applicable) _____

Overall Performance at Site: _____

ADDITIONAL COMMENTS:

SITE SUPERVISOR SIGNATURE

DATE

Received by:

ULM MFT CLINIC DIRECTOR
(shannon@ulm.edu)

DATE

Appendix XIII: Professional Growth Plan (PGP) Directions

Select two Growth Objectives:

Two objectives (based on the *Student Learning Outcome*) for professional growth should be determined using the following suggestions as well as other appropriate sources: feedback either written or verbal to the candidate on the candidate's practicum experience, completion of class assignments, etc.

The objectives must be approved by the ULM Marriage and Family Therapy Remediation Committee.

Record Objectives and Plan using the Form Provided:

The following explanations of what information should be provided in each section of the PGP form are provided for clarification.

Growth Objectives:

Component/Attribute: Enter the appropriate developmental Competency Component from the COAMFTE Standards, and the connected SLO from the ULM MFT program.

Growth Objective(s): Write the corresponding growth objective(s) in terms of COAMFTE developmental Competency Components that are reflective of the desired outcomes.

Expected Impact on Candidate Learning/Achievement: Identify the expected impact on candidate learning/achievement as a result of the completion of the growth objective(s).

Strategies/Activities: Identify an appropriate strategy or list the activities involved in achieving the desired growth objective(s).

Resources Needed: Enter the resources or list whatever resources are needed to complete the growth objective(s).

Timeline: Develop a timeline for the accomplishment of each growth objective. The timeline must include month, date, and year. Beginning and ending dates must be indicated. The timeline does not have to end during the candidate teaching semester but should be appropriate for the stated goal.

Expected Evidence of Attainment: List the evidence that will be presented and/or the methods that will be used to determine if the growth objective(s) is attained.

Signatures/Date: The instructor/supervisor and the candidate must sign and date the plan.

Reflections:

Reflections on Progress Toward Attaining Growth Objective: The candidate should describe what was learned and his/her progress toward accomplishing the desired growth objective(s). Depending on your timeline, you may not have any comments in this section.

Evidence of Completion: The candidate should include evidence or methods that were used to determine the progress made toward attaining the growth objective(s). This evidence should match the expected evidence. Depending on your timeline, you may not have any evidence to provide in this section.

Evidence of Positive Impact on Candidate Learning/Achievement: The candidate must present evidence of positive impact on candidate learning/achievement/development (e.g. documentation such as observations, pre-tests and scores, inclusion of strategies/activities in lesson plan(s), and post-tests and scores). Note: The timeline may be too short to allow for evidence of a positive impact on candidate learning/achievement.

Instructor Comments: The instructor should summarize any additional comments on the candidate's progress and evaluate the completion of each growth objective including the impact on candidate learning/achievement.

Candidate Comments: The candidate should include any reactions and/or comments about the completion of his/her growth objective(s) and the impact on candidate learning/achievement.

Appendix XIV: Comprehensive Exam Guidelines Marriage and Family Therapy

Master's Level Comprehensive Examination Guidelines

Program Student Learning Outcomes:

1. Students will be able to articulate a classic foundational systemic philosophy and theory.
2. Students will be able to use foundational and current MFT research to inform their clinical orientation.
3. Students will be able to demonstrate competence in the practice of a systemic orientation to marriage and family therapy.
4. Students will be able to show professionalism and integrity in ethical practice.
5. Students will be able to demonstrate skills and knowledge to professionally serve a diverse society with sensitivity to contextual and systemic dynamics.

****Note:** The comprehensive examination is administered upon the completion of all required coursework. This examination consists of a written as well as an oral demonstration. Failure to successfully complete any part of this examination will result in failure of the comprehensive examination. If a student fails the comprehensive examination, the opportunity to re-take the examination will not be available until the following academic semester. The only exception to this rule is if only one question, in the written demonstration, is deemed unsatisfactory. In this case, a student may have the opportunity to provide a written response to another question, assessing the same student learning outcome, without waiting until the following academic semester. A student must pass the complete comprehensive examination prior to graduating.

Clinical Demonstration Guidelines

The intent of the clinical presentation is to allow the student to demonstrate his or her ability to apply the theoretical constructs and techniques of a specific theory of marriage and family therapy to a clinical setting. The student will edit a video of himself or herself in one or more therapy sessions with the same client. The student will erase the video at the end of the review in order to clearly maintain privacy and client confidentiality, unless appropriate client consents are obtained for future use in professional presentations. Students will have 20 minutes in which to introduce the case, show the video session(s), and respond to possible questions. The student's advisory committee is responsible for evaluating the clinical comprehensive exams. Only if all committee members are not available will other core MFT faculty members evaluate in place of the committee members. The student will submit a case document that corresponds with the video to present to the faculty committee. For a full list of requirements for this video and the case document, please see the Requirements for MA Comprehensive Exams document in Appendix.

The **case document** must include the following information:

- *Demographic information on client system (i.e. number of family members attending, presenting problems, number of sessions attended, which sessions shown in video, etc.)*

- *Transcription of client and therapist responses.*
- *Therapist commentary on interactions/theoretical issues/relevant observations (Shown in different font/color from other transcription)*
- *Summary statement, including self-evaluation and client changes.*

Each student will have 20 minutes in which to introduce the case, show the video session(s) and respond to possible questions. The decision of the committee will be made after both the written and clinical demonstrations are complete and evaluated.

Written Demonstration Guidelines

The research paper is intended to be a supplement to the case presentation. Students are to thoroughly discuss theory and its application relative to the showcased clinical case example. The paper is also to cover relevant ethical and contextual/cultural issues encountered throughout the case and how they were handled. Appropriate citations are to be included. For more information, please see the Requirements for MA Comprehensive Exams document in Appendix .

- *Area Number One: Designed to allow students to articulate classic foundational systemic philosophy and theory.*
- *Area Number Two: Designed for each student to demonstrate his or her knowledge of the AAMFT and ACA Code of Ethics and thus his or her understanding of how to practice effectively, ethically, and with integrity.*
- *Area Number Three: Designed for each student to demonstrate his or her knowledge of how to professionally serve a culturally diverse society. The focus of this question will be on particular skills and techniques, their systemic applications, and the assessment of both the rationale of the delivered intervention in a way that is sensitive to the special needs of the clients and the cultural sensitivity in which it is delivered.*

Assessment and Grading Policy

Faculty shall be divided into committees to evaluate each student's work, known as each student's evaluation committee. This committee will assess and evaluate the responses given by each student and determine a pass or fail grade for each element: the written demonstration and the clinical demonstration.

The **Clinical Demonstration Evaluation Committee** is comprised of the student's graduate advisory committee.

The **Written Demonstration Evaluation Committee** is comprised of the student's graduate advisor and one other faculty member of the student's advisory committee. For the written demonstration portion, if there is a divided opinion in the grading by the faculty committee, (such as one reader gives the student a grade of "pass" and the other, a grade of "fail") the third member of the student's advisory committee will be asked to evaluate for the deciding grade. If both readers pass or both readers fail, a student, a third reader is not necessitated.

Appendix XV: Comprehensive Exam Rubric Marriage and Family Therapy

Master's Level Comprehensive Examination Scoring Rubric

Program Student Learning Outcomes:

1. Students will be able to articulate a classic foundational systemic philosophy and theory.
2. Students will be able to use foundational and current MFT research to inform their clinical orientation.
3. Students will be able to demonstrate competence in the practice of a systemic orientation to marriage and family therapy.
4. Students will be able to show professionalism and integrity in ethical practice.
5. Students will be able to demonstrate skills and knowledge to professionally serve a diverse society with sensitivity to contextual and systemic dynamics.

****NOTE: Students must score 3.5 or greater on a question to pass that question. Additionally, each student must score 3.5 or greater on all three written questions to pass the written demonstration. Students must score 3.5 or greater on the clinical demonstration question to pass the clinical portion of the comprehensive examination. Both written and clinical demonstrations must be passed to successfully complete the comprehensive examination.**

-Revised by COAMFTE Committee, 2018

Student ID: _____ Faculty Evaluator: _____

*Please check appropriate box in assessing the skill level of the student's demonstration of each criterion.
1 = missing/very poor 2 = below average 3 = average 4 = above average 5 = outstanding

Clinical Demonstration: Student Learning Outcome 2 and 3	1	2	3	4	5
COMPETENCE					
Demonstrates an understanding of a systemic theoretical orientation of the model chosen					
Thoughtfully and accurately answered committee's questions					
30-minute presentation delivered in an organized and professional manner; including professional dress					
3-5 minutes of thoughtful videotape edits of the student effectively working with one case					
APPLICATION					
Appropriately and systematically applies systemic theoretical constructs and techniques of the model chosen to a clinic setting					
Demonstrates rationale of delivered interventions, taking issues of diversity into consideration					
	Avg: _____				

Written Demonstration: Student Learning Outcome 1,3,4 and 5	1	2	3	4	5
<i>Area #1 – THEORETICAL</i>					
Successfully articulates classic, foundational, systemic philosophy and theory					
Demonstrates an in-depth understanding of theoretical constructs					
Thoroughly and clearly addressed all parts of the question					
References relevant classic and contemporary literature to support their argument AND response is clear, organized, and grammatically correct					
	Avg: _____				
<i>Area #2 – ETHICAL</i>	1	2	3	4	5
Demonstrates knowledge of the AAMFT and ACA Code of Ethics					
Demonstrates an understanding of how to practice systemically, ethically, and with integrity					
Thoroughly and clearly addressed all parts of the question					
References relevant classic and contemporary literature to support their argument AND response is clear, organized, and grammatically correct					
	Avg: _____				
<i>Area #3 – APPLICATION</i>	1	2	3	4	5
Demonstrates knowledge of how to practice systemically and professionally					
Correctly applies systemic theory and techniques and uses appropriate examples					
Interventions take the specific needs of the client into consideration and are sensitive to issues of diversity					
Demonstrates an understanding of the major steps of the applied model/theory					
Thoroughly and clearly addressed all parts of the question					
References relevant classic and contemporary literature to support their argument AND response is clear, organized, and grammatically correct					
	Avg: _____				

Appendix XVI: Application for Clinical Requirements for Graduation

Please complete the following and submit it to the Director of Clinical Services, no less than the last day of the semester in which you are graduating and concluding MAFT 6070 requirements. This documentation must be on file before a student can receive his or her diploma and/or participate in commencement activities.

Name: _____ Date: _____

Current Address: _____

City: _____ State: _____ Zip: _____

Cell Phone: _____ Home Phone: _____ Work Phone: _____

ULM Email: _____ Personal Email: _____

Externship Sites held: _____

Total Direct Client Contact Hours Earned: _____

Total Supervision Hours Earned: _____

Once you have graduated, please list any changes to your contact information above, so that we may still contact you, if necessary.

Have you secured a place of employment following graduation? YES NO

If yes, (1) what place of business, and (2) in what city and state?

Do you plan on pursuing licensure immediately after graduation? YES NO

If so, what licenses? LPC LMFT BOTH

Do you plan on pursuing other licenses or certifications? YES NO

If so, what licenses and certifications? _____

Please share any additional information about your future plans that would be beneficial for the program to know:

***Please attach the following items for documentation of clinical graduation requirements: Final monthly client contact hour form, and Final 6070 intern evaluation form. All items should be paper clipped together and placed in the Director's Clinic mailbox. Ensure that all monthly client contact hours forms and all externship agreements are in your Clinic file.**

- Final Monthly Client Contact Hour form showing documentation you have met all hour requirements:
 - 300 Direct Client Contact Hours
 - 150 Relational Hours
 - 100 Hours Obtained in the ULM MFT Clinic
 - 600 Total Indirect Client Contact Hours + Direct Client Contact Hours
- 100 Supervision Hours
 - 50 of those 100 Supervision Hours must be Direct Observation (Live, Audio, Video)
 - 25 of those 50 Direct Observation Hours must be Live or Video
- Final MAFT 6070 Intern Evaluation Form (Must be requested from clinical supervisor)
- All Monthly Record of Client Contact and Supervision Hours from May – May must be on file.
- Must have Externship Agreement on file for all Externship Sites held.

By signing, I agree that all information contained is true and all requirements are complete:

Student Therapist Intern Signature Date

Final Semester Supervisor Signature Date

Director of Clinical Services Signature Date

Appendix XVII: Program Survey

Annual MFT Program Survey for MFT Students

Please select your MFT degree program:

- Master of Arts in Marriage and Family Therapy
- Doctor of Philosophy in Marriage and Family Therapy

General Program Questions

1. What do you find most intellectually transforming/valuable about the program?

2. Which elements of the program should stay the same/should we do more of?

3. What changes/improvements do you recommend to the program?

4. What changes/improvements do you recommend to the curriculum?

5. Which topics would you like to see covered during the Lunch and Learns?

6. Are there activities/projects you would like to see us begin/implement? If so, please describe.

Safety Questions

ULM MFT Safety Definition/Policy: Safety is the ability to express self without fear of reprisal. Within the classroom and clinic, faculty and students will not discriminate based on students' race, ethnicity, class, gender, sexuality, religion, or worldview. Safety does not include freedom from discomfort, as students grow through challenging experiences, which may cause discomfort.

The following items will be used to gauge the overall level of safety in the program.

1. The faculty attempt to create a safe environment that fits with the definition/policy

1	2	3	4	5
Not safe at all	Not safe	Fairly safe	Safe	Very safe

2. The program clinical supervisors attempt to create a safe environment that fits with the definition/policy

1	2	3	4	5
Not safe at all	Not safe	Fairly safe	Safe	Very safe

3. The climate of the program is one in which I can safely offer my opinions, disagree with other opinions, and be respected

1	2	3	4	5
Not safe at all	Not safe	Fairly safe	Safe	Very safe

4. Please provide any additional information/comments.

Diversity Questions

(1, Strongly Disagree: 2, Disagree: 3, Neither Agree nor Disagree: 4, Agree: 5, Strongly Agree)

1. The learning environment is inclusive and diverse.

1	2	3	4	5
---	---	---	---	---

2. The program provides opportunities for practice/activities with diverse, marginalized, and/or underserved populations.

1	2	3	4	5
---	---	---	---	---

3. Courses reflect an understanding of and respect for cultural and other forms of diversity.

1	2	3	4	5
---	---	---	---	---

4. Please provide any additional information/comments.

Appendix XVIII: MAFT 6070 Supervisor Evaluations

Supervisor _____ Date _____

EVALUATION SCALE: 4=Excellent 3=Above average 2=Average 1=Below average N/A=Not applicable

CRITERIA FINAL

My Supervisor:

1. Models professional behavior. _____
2. Provides a safe learning environment. _____
3. Helps me become aware of my clients' resources and strengths. _____
4. Helps me hypothesize systemically. _____
5. Helps me to intentionally build my therapeutic connection/relationship with my clients. _____
6. Helps me process, prepare and deliver systemic practices. _____
7. Helps me process my part in the client system. _____
8. Helps me conceptualize session to session and overall progress in therapy. _____
9. Helps me become aware of my resources and strengths. _____
10. Shares alternative interpretations/theories about therapy. _____
11. Offers direct and indirect suggestions about therapy. _____
12. Helps me learn by modeling/demonstrating. _____
13. Assists me in documentation, including client contact hours and case notes. _____
14. Assists me in documentation, including client contact hours and case notes. _____
15. Takes an individualized approach to supervision, please explain. _____

PLEASE COMPLETE THIS FORM AND LEAVE IT WITH YOUR SUPERVISOR. INFORMATION FROM THIS SURVEY WILL NOT BE USED FOR GRADING PURPOSES. IT IS TO HELP YOUR SUPERVISOR WITH HIS/HER SUPERVISION STYLE.

Appendix XIX: Alumni Evaluation
The University of Louisiana at Monroe
Marriage and Family Therapy
Master of Arts Alumni Evaluation Survey

Name (Optional) _____ **Date** _____

In an effort to improve the MA program and to maintain graduate achievement data, we ask that you please complete and return this survey. The MFT faculty thanks you in advance.

Year you entered the M.A. program _____

Year of your graduation _____

I now hold the following professional license:

LMFT-Yes

LPC-Yes

Other-Yes

Please specify other licenses you have.

Please specify which state(s) your licenses are in.

—

I am presently working to meet the qualifications for the following professional license:

LMFT-Yes

LPC-Yes

Other-Yes

If yes, please specify other licenses you have.

Please specify which state(s) your licenses are in.

Were you required to take additional coursework to meet licensure requirements?

Yes () No ()

If yes, please indicate what additional coursework was required for licensure.

Please indicate your current employment:

Academia: _____
(Position and Institution)

Agency: _____
(Name and location of agency)

Private Practice: _____
(Name and location of your business)

In-Patient/Hospital: _____

Other: _____
(Please specify)

Have you taken the professional licensing exams?

() MFT Exams: Yes

() Counseling Exams: Yes

What could we have done to better prepare you for the exam?

What did you find most intellectually transforming/valuable about the program?

Which elements of the program should stay the same/should we do more of?

What changes/improvements do you recommend to the program?

How could the program have better prepared you for your career?

Is there a particular course you wish we had offered?

- Yes
 No

If yes, please say more:

If you only earned your M.A. from ULM, would you be interested in receiving information about either the clinical Ph.D. or the online Ph.D. concentration?

- Yes
 No

If yes, please provide contact information:

Email Address:

Do you find the ULM MFT Programs website to be helpful? (<http://www.ulm.edu/mft>)

- Yes () No ()

If no, what changes would you suggest? _____

From your experience, what part of the ULM MFT recruiting process was most beneficial?

Is there a particular course you wish we had offered?

Were the academic support services offered to you as a student at ULM adequate to meet your academic needs (i.e., ULM Library services, Student Success Center, The Write Place, ULM counseling centers)?

Yes ()

No ()

What

If no, what changes do you suggest being made to provide more adequate support services?

Were there sufficient faculty in the program to meet your academic needs?

() Yes

() No

If no, please say more:

Were there sufficient Program Clinical Supervisors in the program to meet your academic needs?

() Yes

() No

If no, please say more:

Were there sufficient clinical/technological resources in the program to meet your academic needs?

() Yes

() No

If no, please say more:

How did the program provide a safe, educational environment for you to feel respected and heard? What improvements do you suggest, in this regard?

The ULM Marriage and Family Therapy Masters of Art Program's Mission Statement is:

The ULM Marriage and Family Therapy Master of Arts program is committed to a systemic orientation that fosters relational and contextual educational approaches in the fields of marriage and family therapy and counseling. Our mission is to prepare clinicians whose competencies in systemic practice, clinical scholarship, and ethics will professionally serve a diverse society. With a commitment to the classic foundations of family therapy and advancing the professions, we turn learning into relevant action for tomorrow's practitioners.

How accurately does our Mission reflect our training program from your perspective?

- 1 - Not accurately at all 2 - Not accurately 3 - No opinion 4 - Accurately
 5 - Very accurately

What changes would you suggest the MFT Program make to its Mission?

The ULM Marriage and Family Therapy Program's Educational Outcomes are:

Program Goals

1. To educate students who are knowledgeable of systemic philosophy and theory.
2. To train competent systemic scholars and clinicians.
3. To train ethical systemic clinicians.
4. To train students in effectively working with diverse populations.

How accurately do our Program Goals reflect our training program from your perspective?

- 1 - Not accurately at all 2 - Not accurately 3 - Fairly accurately 4 - Accurately
 5 - Very Accurately

What changes would you suggest the MFT Program make to its Program Goals?

How effective was the program director's leadership in pursuing established program goals?

- 1 - Not at all effective 2 - Not so effective 3 - Somewhat effective

()4 - Very effective ()5 - Extremely effective

What changes would you suggest for the program director to be more effective?

M.A. Student Learning Outcomes:

1. Articulate classic foundational systemic philosophy and theory.
2. Use foundational and current MFT research to inform their clinical orientation.
3. Demonstrate competence in the practice of a systemic orientation to marriage and family therapy.
4. Show professionalism and integrity in ethical practice.
5. Demonstrate skills and knowledge to professionally serve a diverse society with sensitivity to contextual and systemic dynamics.

How accurately do our MA Student Learning Outcomes reflect our training program from your perspective?

() 1 - Not accurately at all () 2 - Not accurately () 3 - Fairly accurately () 4 - Accurately
() 5 - Very accurately

What changes would you suggest the MFT Program make to its MA Student Learning Outcomes?
