

# The University of Louisiana Monroe



## Marriage and Family Therapy

### Marriage and Family Therapy Master of Arts Degree Program Handbook

#### *(Policies and Procedures)*

*The 2020-21 Catalog of Graduate and Professional Programs becomes effective with the first summer session of 2020 and remains as such until the end of the 2021 spring semester. 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 cause at any time.*

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

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*The University of Louisiana Monroe, an institution of higher learning, maintains compliance with the requirements and regulations set forth by the Family Educational Rights and Privacy Act, as amended June 17, 1976. The Family Educational Rights and Privacy Act Compliance Guidelines are available to parents and students in the Office of Student Affairs, Dean of Students, Registrar, and Student Government Association.*

*(Updated February 2018)*

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# Policies and Procedures

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## 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 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

### 1.1 Marriage and 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 of 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 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, (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 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](http://www.lpcboard.org). For academic requirements for licensure in other states, please visit the appropriate licensing board websites. MFT program faculty will be happy to assist you in finding the appropriate information.

Students are encouraged to become members of the American Association for Marriage and Family Therapy (AAMFT), as well as its respective state division (LAMFT). AAMFT allows graduates from COAMFTE-accredited programs to count the 500 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://aamft.org/AAMFT/Membership/Join\\_AAMFT/Shared\\_Content/Membership/New\\_Join\\_Application/Join\\_AAMFT.aspx](https://aamft.org/AAMFT/Membership/Join_AAMFT/Shared_Content/Membership/New_Join_Application/Join_AAMFT.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](http://www.lpcboard.org)
- American Association for Marriage and Family Therapy: [www.aamft.org](http://www.aamft.org)
- Louisiana Association for Marriage and Family Therapy: [www.lamft.org](http://www.lamft.org)

## 2.1 University Mission

As described in the 2016 - 2021 *Strategic Plan*, the mission statement of The University of Louisiana Monroe is as follows:

**Mission** - The University of Louisiana Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

**Vision** - The University of Louisiana Monroe will be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences.

## 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 educational 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.

## 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 faculty goal #4 and SLO #1
2. To train competent systemic scholars and clinicians (Practice and Research).
  - Measured by faculty goal #1, 2, 3 and SLO #2, 3
3. To train ethical systemic clinicians. (Ethics)
  - Measured by faculty goal #2 and SLO #4
4. To train students in effectively working with diverse populations. (Diversity)
  - Measured by faculty goal #5 and 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**
  - 75% of students will satisfactorily complete all of the following:
    - i. Master Core Competency # 1: MFT Foundations, as evidenced by attainment of at least a 3 on a 5-point scale on that competency in each of the following: MAFT 6011: MFT I-Foundational Epistemology and MAFT 6012: MFT II-Postmodern Epistemology; and MAFT 6066: Advanced Marriage and Family Therapy Theory.
    - ii. Pass 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-Research**
  - 75% of students will satisfactorily complete all of the following:
    - i. Master Core Competency #15: Research Application, as evidenced by attainment of at least a 3 on a 5-point scale on that competency in each of the following MAFT 5081: Research Methods in Marriage & Family Therapy and Counseling; and MAFT 6008: Professional Issues.

- ii. Pass all sections of the comprehensive exam.
3. Students will be able to demonstrate competence in the practice of a systemic orientation to marriage and family therapy. **Program Goal 2-Practice**
  - 75% of students will satisfactorily complete all the following:
    - i. MAFT 5015: Practicum in Marriage and Family Therapy/Counseling, in which the student demonstrates competency in practicing major models of Marriage and Family Therapy and systemically oriented brief therapy, as evidenced by receiving a performance level of 3 on a 5-point scale in each core competency assessed in the course;
    - ii. At least three semesters of MAFT 6070: Internship, with documentation of a minimum of 500 hours of client contact and 100 hours of supervision and receives a performance level of 3 on a 5-point scale in each core competency assessed in the final semester of the course.
    - iii. Receive a passing grade on the comprehensive exam clinical presentation.
4. Students will be able to show professionalism and integrity in ethical practice. **Program Goal 3-Ethics**
  - 75% of students will satisfactorily complete all the following:
    - i. MAFT 5063: Legal and Ethical Issues in Marriage and Family Therapy and Counseling in which the student demonstrates competency in understanding legal, ethical, and professional concerns, as evidenced by receiving a performance level of 3 on a 5-point scale in each core competency assessed in the course;
    - ii. MAFT 5015: Practicum in Marriage and Family Therapy/Counseling, in which the student demonstrates professionalism and ethical practice, as evidenced by receiving a performance level of 3 on a 5-point scale in each core competency assessed in the course;
    - iii. At least three semesters of MAFT 6070: Internship, with documentation of a minimum of 500 hours of client contact and 100 hours of supervision, and receives a performance level of 3 on a 5-point scale in each core competency assessed in the final semester of the course.
    - iv. Receive a passing grade on the ethical section of the written comprehensive exam.
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 4-Diversity**
  - 75% of students will satisfactorily complete all the following:
    - i. MAFT 6053: Marriage & Family Therapy with Diverse, Marginalized, and Underserved Communities in which the student demonstrates competency in working with multicultural and minority populations, as evidenced by receiving a performance level of 3 on a 5-point scale in each core competency assessed in the course;
    - ii. MAFT 6008: Professional Issues, in which the student demonstrates competency in issues related to professional identity and practice, as

- evidenced by receiving a performance level of 3 on a 5-point scale in each core competency assessed in the course;
- iii. MAFT 5015: Practicum in Marriage and Family Therapy/Counseling, in which the student demonstrates sensitivity to contextual and systemic dynamics, as evidenced by receiving a performance level of 3 on a 5-point scale in each core competency assessed in the course;
  - iv. At least three semesters of MAFT 6070: Internship, with documentation of a minimum of 500 hours of client contact and 100 hours of supervision and receives a performance level of 3 on a 5-point scale in each core competency assessed in the final semester of the course.
  - v. Receive a passing grade on the contextual/cultural section of the written comprehensive exam.

### 3.3 Faculty Goals

1. Faculty will maintain an active research agenda, as measured by each faculty member accomplishing minimally two of any of the following three criteria within a three-year time frame.
  - Professional submissions and publications;
  - Presentations at state, regional, national or international conferences or workshops;
  - Grant submissions and awards.
2. Faculty will maintain a systemically and ethically orientated clinical and/or supervision practice, as measured by each faculty member accomplishing minimally two of the following three criteria within a three-year time frame.
  - Professional licensure/certification;
  - Clinical membership in professional organizations;
  - Approved supervisor status or equivalent.
3. Faculty will provide service to the profession and/or university, as measured by each faculty member accomplishing minimally two of the following three criteria within a three-year time frame.
  - Editor or reviewer of refereed publications, presentations, or grants;
  - Author/Co-author of accreditation self-studies and annual reports;
  - Holding office in and/or volunteer contributions to professional and/or community organizations/boards.
4. Faculty will offer an effectively taught systemically oriented curriculum, as measured by each faculty member accomplishing minimally one of the following first two criteria within a three-year time frame, and the program accomplishing the third.
  - Satisfactory teaching evaluations completed by students, receiving at least 3.5 on a 5-point scale of student's overall opinion of the instructor as a teacher;
  - Satisfactory teaching evaluations completed by Program Director, receiving a 2 on a 4-point scale on the Faculty Teaching Evaluation; and
  - The average score received of "effectiveness of faculty" on the MFT Academic Support Services Survey being a 3 of 5.

5. Faculty will show an overall commitment to diversity and diversity issues, as measured by both of the following criteria:
  - Receiving an average performance level of three on the five-point Likert scale on the Cultural Diversity Survey.
  - The average score received of “overall commitment to diversity and diversity issues” on the MFT Academic Support Services Survey being a 3 of 5.

## 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) any graduate, terminal, or professional degree from a regionally accredited university; GRE required, OR (b) a minimum cumulative undergraduate grade point average of 2.5 (based on a 4.0 scale) from a regionally accredited university; GRE required, 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; GRE required.

In order to be successfully admitted to the program, students must have not only been accepted by the graduate school but have also 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.

### 4.2 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.

### 4.3 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 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: 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, Moodle, the graduate catalog, and the program website; information on state and national professional organizations.

### 6.0 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.

## 7.0 Program of Study

### 7.1 Curriculum Offering

The 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 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. Detailed information regarding core competencies and accreditation standards met in that particular course will appear in a rubric format linked with the corresponded evaluation methods and assessment measures. 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.

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.

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 with the concurrence of the School Director and Dean.

### 7.2 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 includes:

Credit Hours	Course Number	Course Name
3	MAFT 5005	Methods in Therapy and Counseling
3	MAFT 6011	Marriage & Family Therapy I
3	MAFT 5081	Research Methods in Marriage & Family Therapy and Counseling
3	MAFT 5063*	Legal and Ethical Issues in Marriage & Family Therapy and Counseling
3	MAFT 5015	Practicum in MFT/Counseling
3	MAFT 6012	Marriage and Family Therapy II
3	MAFT 5021	Maladaptive Behavior
3	MAFT 6063	Couples, Intimacy, & Sexuality
3	MAFT 5022	Individual, Couple, and Family Development
3	MAFT 6053*	MFT with Diverse, Marginalized, and Underserved Communities
3	MAFT 5006*	Counseling Theories
3	MAFT 6020	Strategies for Parent-Child
3	MAFT 6066	Advanced Theory MFT
3	MAFT 5062*	Assessment in MFT and Counseling
3	MAFT 5060*	Life & Career Development
3	MAFT 6008	Professional Issues
3	MAFT 6067	Group Counseling
9	MAFT 6070	Internship
60	Total Hours in Master of Arts Curriculum	

\* Possibility of online and/or hybrid course available

### 7.3 Attendance

In accord 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 of 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 in regard to 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 makes arrangements 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.

## 7.4 Internship

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 500 client contact hours, half of which shall be with couples or families. At least 150 of the 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. 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 five 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.

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

## 7.5 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.

## 7.6 Background Check and Drug Screen

Background checks and drug screening tests are now 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 accreditation standards, to comply with the policies of the College of Health Sciences (CHS), and to promote the highest level of integrity in our program. This policy includes initial background checks and drug screenings as well as drug screening for suspicious behavior.

All MFT students must complete a background check and drug screening 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 requires a recent test. However, the student can be re-tested at any time during their course of study, especially if the student displays suspicious behavior during a clinical rotation.

All MFT students will be informed of the College of Health Sciences Background Check (BC) and Drug Screening (DS) policies both in writing (in the program handbooks) and in spoken form (during the applicant interviews and again at the program orientation). Students will sign an acknowledgement form as outlined on the CHS Initial Background Checks and Drug Screening Policy.

Students must request a background check and drug screen from [www.CastleBranch.com](http://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 at [www.CastleBranch.com](http://www.CastleBranch.com).
- Upon completing the forms, the student should be prepared to electronically pay the fee for the background check and drug screen 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 Program Director of the MFT Program by CastleBranch.com. The Program Director will review the results and will inform the Program Clinic Director if the student is 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 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.
- **If information of concern exists on the drug screening, the student will not be eligible to begin clinical work and will be dismissed from the program as the MFT Program has a zero-tolerance policy for a failed drug test.**
- If the drug screen indicates a “Dilute” result, the student must retest within 2 working days at his/her own expense.
- 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 and drug screen 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 document entitled *Plan of Action for Background and Drug Screening Concerns* (also found on page 3 of this document) 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).

*Note: 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.*

*If the results of the drug screening indicate a positive finding, the student will not be allowed to commence their clinical work and will be immediately dismissed from the program as the MFT Program has a zero-tolerance policy for a failed drug test.*

If concerns are noted in the background screening, the following plan of action will be taken:

1. Students will be contacted by the MFT Program Director if information of concern arises.

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. During initial orientation to the program, the student was provided with these policies, policies were reviewed, and the student signed forms indicating that they had read and understood the policies.
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 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 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.

## 7.7 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.

## 8.0 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 I.

## 8.1 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 I.

## 8.2 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 II.

## 8.3 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 8.1 and 8.2). Failure to successfully complete and receive a passing grade on 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 full academic semester (defined as fall or spring). Students have one opportunity to repeat the comprehensive examination. A student must pass the complete comprehensive examination prior to graduating.

## 9.0 Learner Evaluations and Community of Interest 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 5005, Methods in Therapy and Counseling, informs the faculty of the student's state of readiness to enter into the formal clinical

experience. A review of this evaluation with the student occurs prior to formal internship. See Pre-Internship Evaluation Form (Appendix II).

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 III).
4. 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. 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. 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 VII).
5. Graduates are surveyed (a) immediately after graduation to provide feedback on their course of study and 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.

## 9.1 Supervisor Evaluation of Student Clinical Work

Supervisors evaluate students in MAFT 6070 each semester. 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 Director of Clinical Services retains these evaluations, and a copy is placed in the students file.

## 9.2 Student Evaluation of Clinical Supervisor

As stated in Section 9.3, evaluation of the clinical learning experience, including availability and competency of supervisors, occurs each semester. Students submit evaluations of the supervisor to the Director of Clinical Services, and the Director of Clinical Services gives a summary to the supervisor.

## 9.3 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, are reviewed by the program director and discussed in detail with the faculty member during his or her annual review. 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.

## 9.4 Exit Interviews

At the end of the second year of study, and after comprehensive exams have been administered, students are invited to meet with the faculty for an exit interview or to communicate ideas for program improvement to the MFT faculty through a method of their choice. Whether by exit interview or some other method, students are encouraged to address the strengths and weaknesses of their learning experiences, of the curriculum, and of the program in general. The program utilizes the information gathered in this process to make many constructive changes.

## 9.5 Graduate Follow-Up

Every year the program seeks information from graduates relative to their employment, licensure status, and professional development through the use of the Alumni Evaluation Survey (Appendix IV). The program also takes this opportunity to further evaluate the learning experiences in the program from the perspective of the alumni. Graduates are given the option of giving their information anonymously. The program faculty utilizes the information gathered in making programmatic and curriculum changes in order to better prepare and equip future graduates for employment.

## 9.6 Community Feedback Survey

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 are provided to request feedback pertaining to program mission, strengths, weaknesses, curriculum, and graduate preparation for the workplace. Externship site representatives completing the survey are given the option of doing so anonymously. All surveys are returned to the Director of Clinical Services who provides the ULM MFT Faculty with themes developed from the results every two years. Recipients of the Community Feedback Survey will include sites that are either currently employing students or who have in the past. See Appendix V.

## 9.7 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.

## 10.0 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 exit interviews, alumni surveys, and the community agency surveys; and faculty input based on student performance discussed in faculty meetings.

## 11.0 Graduation

Information at the time of completion of the MA Handbook shows graduation rates listed below for the last nine years including averages.

Cohort Year	# Of Students Enrolled	# Of Students graduating	Avg. Graduation Rate
Fall 2009	16	12	75%
Fall 2010	19	16	84%
Fall 2011	20	17	85%
Fall 2012	17	17	100%
Fall 2013	11	9	82%
Fall 2014	7	7	100%
Fall 2015	8	8	100%
Fall 2016	15	9	60%
Fall 2017	11	11	100%
Fall 2018	16	13	81%
Average	140	119	85%

## 11.1 Student Responsibility

The Graduate Catalog of The University of Louisiana 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 Monroe.

## 12.0 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 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 3 on any COAMFTE Core Competency as prescribed by the Marriage and Family Therapy Remediation Committee through 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/>.

## 12.1 MFT Faculty Remediation Committee and Professional Growth Plans

COAMFTE Core Competencies will be assessed in many courses. A minimal Performance Level of 3 on the 1-5 Competency Rubric Rating Scale\* as specified in the Competency Rubric Scale and Score Sheet for the course (Appendix 1 of the Syllabi) must be attained. If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have 30 days after the end of the semester to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of 3 after the 30-day period, 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 3, as necessitated by the MFT FRC, the student may be recommended for dismissal from the program. Please see Section 11.0 for more information on remaining in the program.

### \*Competency Rubric Rating Scale

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

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 VI.

### 13.0 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.

### 14.0 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.

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.

### 15.0 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.

### 16.0 Harassment Policy

The University of Louisiana Monroe strongly disapproves of harassment and intimidation of its employees and students and will take affirmative steps to eliminate and/or

correct such actions. Sexual harassment, like harassment on the basis of color, race, religion, gender, sexual orientation, or national origin, has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended.

Harassment of the basis of sex exists when there are unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Three conditions are grounds for submitting a sexual harassment complaint: when (1) submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment or student's grade, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or grading status thus affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or learning environment. For more detailed information, please see the ULM Policy and Procedures on Domestic Violence, Dating Abuse, Sexual Assault, Stalking and Sexual Harassment on Campus found in section IV of the ULM Student Policy Manual and Organizational Handbook, which can be found at the following link: <http://www.ulm.edu/studentpolicy/>.

## 17.0 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 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 written. 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/>.

## 18.0 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/>.

## 19.0 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>.

## 20.0 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.” (2017-2018 ULM Graduate Catalog).

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

## 21.0 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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# **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 II.

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 given 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 II.

- 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 culture 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.

# 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**

<b>Clinical Demonstration:</b> Student Learning Outcome 2 and 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>COMPETENCE</b>					
Demonstrates an understanding of a systemic theoretically 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					
<b>APPLICATION</b>					
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					
	<b>Avg:</b> _____				

<b>Written Demonstration:</b> Student Learning Outcome 1,3,4 and 5	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Area #1 – THEORETICAL</b>					
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					
	<b>Avg:</b> _____				
<b>Area #2 – ETHICAL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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					
	<b>Avg:</b> _____				
<b>Area #3 – APPLICATION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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					
	<b>Avg:</b> _____				

**Pre-Internship/Practicum Evaluation Form – MAFT 5015**

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.**

**STUDENT INTERN EVALUATION – MAFT 6070  
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
• Attendance and punctuality	_____	_____
• Record keeping and documentation	_____	_____
• Understanding of Clinic policies and procedures	_____	_____
• Reception to new supervisory information	_____	_____
• Interactions and teamwork with other interns	_____	_____
• Level of professionalism	_____	_____
• Developing rapport/ joining with clients	_____	_____
• Ability to assess and hypothesize systemically	_____	_____
• Clinical assessment and diagnosis	_____	_____
• Treatment planning and case management	_____	_____
• Therapeutic use of language	_____	_____
• Constructing and delivering interventions	_____	_____
• Appropriate follow-up with clients	_____	_____
• Providing systemically oriented therapy	_____	_____
• Working with diverse population of clients	_____	_____
• Identifying legal/ethical dilemmas and effective	_____	_____

solutions

- Knowledge and implementation of self-care Strategies \_\_\_\_\_

Final Evaluation/ Clinical Case Presentation \_\_\_\_\_

Number of Client Contact Hours Completed (100 min.): \_\_\_\_\_

Number of Supervision Hours Completed (30 min.): \_\_\_\_\_

ADDITIONAL COMMENTS:

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**MID-TERM**

**FINAL**

\_\_\_\_\_  
Student Intern Signature                      Date                      Student Intern Signature                      Date

\_\_\_\_\_  
Clinical Supervisor Signature                      Date                      Clinical Supervisor Signature                      Date

**The University of Louisiana at Monroe**  
**Marriage and Family Therapy**  
**Master of Arts Alumni Evaluation Survey**

**Name (Optional)** \_\_\_\_\_ **Date** \_\_\_\_\_

In an effort to continue improvement of the ULM MFT programs we are asking that you please complete (and return) this survey. Not only does it help with program advancement, but it helps us to obtain information required for accreditation. The MFT faculty, current student body, and ULM administration thank you for your participation.

Year you entered the MA program \_\_\_\_\_  
Year you graduated \_\_\_\_\_

I now hold the following professional license:  
LMFT \_\_\_\_\_ What state? \_\_\_\_\_

I am presently working to meet the qualifications for the following professional license:  
LMFT \_\_\_\_\_ What state? \_\_\_\_\_

Were you required to take additional coursework to meet licensure requirements?  
Yes ( ) No ( )

**Current Employment:**

Academia: \_\_\_\_\_  
(Position and Institution)

Agency: \_\_\_\_\_  
(Name and location of agency)

Private Practice: \_\_\_\_\_  
(Name and location of your business)

Other: \_\_\_\_\_  
(Please specify)

**We are interested in knowing how you view the preparation you received in your program relative to the competencies listed below. Please respond based upon the state of your knowledge and information as you entered your professional career. Circle each item appropriately.**

**1=POOR    2=FAIR    3=AVERAGE    4=GOOD    5=EXCELLENT**

- 1 2 3 4 5 Ability to conceptualize and describe family organization and dynamics.
- 1 2 3 4 5 Skills in assessing and evaluating family strengths and weaknesses.
- 1 2 3 4 5 Skills in interpreting and integrating data obtained from the family interview, family observations, and other outside sources.
- 1 2 3 4 5 Skills in articulating, both verbally and in written reports, data obtained from sessions with the family.
- 1 2 3 4 5 Ability to conceptualize problems of children, adults, and families in a multicultural environment.
- 1 2 3 4 5 Ability to join with, and understand, families from diverse cultural and ethnic backgrounds.
- 1 2 3 4 5 Ability to plan and implement appropriate interventions with couples, families, and individuals.
- 1 2 3 4 5 Consultation skills with agencies, educational personnel, and parents.
- 1 2 3 4 5 Ability to work with other mental health professionals in providing appropriate services to individuals and families.
- 1 2 3 4 5 Ability to deal effectively with both voluntary and involuntary clients.
- 1 2 3 4 5 Ability to execute job seeking skills.
- 1 2 3 4 5 My internship prepared me for my career.
- 1 2 3 4 5 Perception of how program prepares students for licensing examination.

Have you taken the professional licensing exam?

MFT exam: Yes ( ) No ( )

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

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What did you most like about the program?

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Would you recommend this graduate program at ULM to a friend considering graduate studies in Marriage and Family Therapy?      **Yes** ( )      **No** ( )

Are you currently a member of any professional organizations? If so, which ones?

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Are you currently involved in any professional leadership activities? Please describe.

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I wish I had been better prepared by the program in the following areas:

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Suggestions to improve the program:

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If you only earned your MA 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? \_\_\_\_\_  
\_\_\_\_\_

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

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Is there a particular course you wish we had offered?

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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 Lab, ULM counseling centers)?

Yes ( )      No ( )

What changes do you suggest be made to provide more adequate academic support services?

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**The ULM Marriage and Family Therapy Masters of Arts 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 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)*

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

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1	2	3	4	5
Not Accurately At All	Not Accurately	Fairly Accurately	Accurately	Very Accurately

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

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

**Program Goals**

- 5. To educate students who are knowledgeable of systemic philosophy and theory.
- 6. To train competent systemic scholars and clinicians.
- 7. To train ethical systemic clinicians.
- 8. To train students in effectively working with diverse populations.

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

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1	2	3	4	5
Not Accurately At All	Not Accurately	Fairly Accurately	Accurately	Very Accurately

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

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**MA 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.

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

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1	2	3	4	5
Not Accurately At All	Not Accurately	Fairly Accurately	Accurately	Very Accurately

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

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### **Faculty Goals**

1. Faculty will maintain an active research agenda, as measured by each faculty member accomplishing minimally two of any of the following three criteria within a three-year time frame:
  - Professional submissions and publications;
  - Presentations at state, regional, national, or international conferences or workshops;
  - Grant submissions and awards.
2. Faculty will maintain a systemically and ethically oriented clinical and/or supervision practice, as measured by each faculty member accomplishing minimally two of the following three criteria within a three-year time frame:
  - Professional licensure/certification;
  - Clinical membership in professional organizations;
  - Approved supervisor status or equivalent.
3. Faculty will provide serve to the profession and/or university, as measured by each faculty member accomplishing minimally two of the following three criteria within a three-year time frame:
  - Editor or review of referred publications, presentations, or grants;
  - Author/co-author of accreditation self-studies and annual reports;
  - Holding office in and/or volunteer contributions to professional and/or community organizations/boards.
4. Faculty will offer an effectively taught systemically oriented curriculum, as measured by each faculty member accomplishing minimally one of the following first two criteria within a three-year time frame, and the program accomplishing the third:
  - Satisfactory teaching evaluations completed by students, receiving at least 3.5 on a 5-point scale of student's overall opinion of the instructor as a teacher;
  - Satisfactory teaching evaluations completed by Program Director, receiving a 2 on a 4-point scale on the Faculty Teaching Evaluation; and
  - The average score received of "effectiveness of faculty" on the MFT Academic Support Services Survey being a 3 of 5.
5. Faculty will show an overall commitment to diversity and diversity issues, as measured by both of the following criteria:
  - Receiving an average performance level of three on the five point Likert scale on the Cultural Diversity Survey.
  - The average score received of "overall commitment to diversity and diversity issues" on the MFT Academic Support Services Survey being a 3 of 5.

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

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1	2	3	4	5
Not Accurately At All	Not Accurately	Fairly Accurately	Accurately	Very Accurately

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

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How effective is the Program Director in achieving the program's mission, goals, and outcomes from your perspective?

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1	2	3	4	5
Not Effective At All	Not Effective	Fairly Effective	Effective	Very Effective

What would you suggest the MFT Program Director needs to do to be more effective in achieving the program's mission, goals, and outcomes?

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Examples of technological resources include the internet, learning management systems (e.g., Moodle), computers/labs, and/or audio/visual equipment. How sufficient are the technological resources in assisting the Family Therapy program in meeting its program's mission, goals, and outcomes?

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1	2	3	4	5
Not Sufficient At All	Not Sufficient	Fairly Sufficient	Sufficient	Very Sufficient

What changes in technological resources would you suggest the MFT Program make to be more sufficient in achieving the program's mission, goals, and outcomes?

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Were the academic support services offered to you as a student at ULM sufficient to meet your academic needs (i.e., ULM Library services, Student Success Center, The Write Place, ULM Counseling Center)? **Yes ( )** **No ( )**

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

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\*Please list any state, regional, national, and/or international presentations given during your academic program.

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\*Please list any state, regional, national, and/or international conferences attended during your academic program.

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\*Please list any professional organization student memberships in which you were involved.

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\*Please list any student awards, nominations, and scholarships you received while in the program.

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If there is any additional information you would like to share about the program or your career path since graduation, please do so below.

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# ULM Marriage and Family Therapy Programs: Community Feedback Survey

## Community Feedback Survey Introduction

The University of Louisiana at Monroe's (ULM) Marriage and Family Therapy Programs thanks you for participation in this Community Feedback Survey. Because we value you as a community partner, we appreciate your thoughts, suggestions, and concerns regarding the clinical skills and professionalism of our Student Interns, the mission and curriculum of our program, and the continued collaboration we maintain in our community. Your feedback is appreciated as we continually assess and evaluate ways to improve our program.

1. Our business, organization, or agency has had ULM Marriage and Family Therapy Student Interns in the past 5 years

- Yes
- No

2. If you have not utilized ULM Marriage and Family Therapy Student Interns in the past 5 years, please list any reasons for not doing so. SEPNote: Following this question, if you have not utilized the ULM Marriage and Family Therapy Student Interns, please skip to Question 12.

Text box

3. If you have utilized a ULM Marriage and Family Therapy Student Intern within the past 5 years, please indicate in what program the student(s) was/were enrolled:

- Master of Arts
- Doctor of Philosophy
- Doctor of Philosophy, 3rd year internship
- Both
- Not Applicable

## Assessment of Clinical Skills and Professionalism of Student Interns

4. Please rate your intern(s) on the following:

	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied	N/A
Level of Professionalism						
Therapeutic Abilities						
Interactions with Other Staff Members						
Overall Performance						

5. Please rate the following:

	Not Likely At All	Not Likely	No Opinion	Likely	Very Likely	N/A
I would have another ULM MFT Student Intern work in my setting						
I would hire a Marriage and Family Therapy Student in the future						

6. Please rate your intern's skill level on the following:

	Not Skillful At All	Not Skillful	No Opinion	Skillful	Very Skillful	N/A
Clinical Assessment and Diagnosis						
Providing Systemically Oriented Therapy						
Working with Individuals						
Working with Couples						
Working with Families						
Working with a Diverse Population of Clients						

Treatment Planning and Case Management						
Identifying Legal/Ethical Dilemmas and Effective Solutions						

7. Have you employed a ULM MFT Graduate?

- Yes
- No
- Not Applicable

8. If yes, how prepared for the work setting was that Graduate/Intern?

- Not Prepared at All
- Not Prepared
- No Opinion
- Prepared
- Very Prepared
- Not Applicable

9. If there were times when you had an issue with a Student Intern, did you contact a supervisor/administrator in the ULM Marriage and Family Therapy Program?

- Yes
- No
- Not Applicable

10. If yes, did you find that contact useful and the issue resolved?

Text box

11. If no, why not?

Text box

## The Program Mission and Curriculum

The ULM Marriage and Family Therapy Programs' mission statements, for both the masters and clinical doctoral program are:

Masters: 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 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)

Doctoral: The ULM Marriage and Family Therapy Doctor of Philosophy program is committed to a systemic orientation that fosters relational and contextual educational approaches in the field of marriage and family therapy. Serving a diverse society, our mission is to promote competencies in systemic clinical practice, supervision, research, and scholarship. With a commitment to the classic foundations of family therapy and advancing the profession, we turn learning into relevant and ethical action for tomorrow's innovators in research methods and systemic clinical scholarship. (Revised, Fall 2017)

12. How accurately does our mission reflect our training program from your perspective?

- Not Accurately At All
- Not Accurately
- No Opinion
- Accurately
- Very Accurately

13. What changes would you suggest the MFT Programs make to their missions?

Text box

14. Please answer the following question if you have employed a Student intern in the MFT MA Program. The MFT Program's Student learning Outcomes for the Master's Program are to:

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.

How accurately do the Student Learning Outcomes contribute to the development of systemic practice, supervision, teaching and scholarship?

- Not Accurately at All
- Not Accurately
- Fairly Accurately
- Accurately
- Very Accurately

15. Please answer the following question if you have employed a Student Intern in the MFT MA Program. The MFT Program's Faculty Outcomes for the Master's Program are to:

1. Faculty will maintain an active research agenda.
2. Faculty will maintain a systemically and ethically orientated clinical and/or supervision practice.
3. Faculty will provide service to the profession and/or university.
4. Faculty will offer an effectively taught systemically oriented curriculum.
5. Faculty will show an overall commitment to diversity and diversity issues.

How accurately do the Faculty Outcomes contribute to the development of systemic practice, supervision, teaching and scholarship?

- Not Accurately At All
- Not Accurately
- Fairly Accurately
- Accurately
- Very Accurately

16. Please answer the following question if you have employed a Student Intern in the MFT Ph.D. Program. The MFT Program's Student Learning Outcomes for the Doctoral Program are to:

1. Appraise and defend a classic foundational systemic clinical and supervision philosophy and theory.
2. Defend competence in ethical practice with a sensitivity to contextual and systemic dynamics.
3. Defend competence in systemic scholarship.

How accurately do the Student Learning Outcomes contribute to the development of systemic practice, supervision, teaching, and scholarship?

- Not Accurately At All
- Not Accurately
- Fairly Accurately
- Accurately
- Very Accurately

17. Please answer the following question if you have employed a Student Intern in the MFT Ph.D. Program. The MFT Program's Faculty Outcomes are to:  
1. Faculty will maintain an active research agenda.  
2. Faculty will maintain a systemically and ethically orientated clinical and/or supervision practice.  
3. Faculty will provide service to the profession and/or university.  
4. Faculty will offer an effectively taught systemically oriented curriculum.  
5. Faculty will show an overall commitment to diversity and diversity issues.  
How accurately do the Faculty Outcomes contribute to the development of systemic practice, supervision, teaching and scholarship?

- Not Accurately At All
- Not Accurately
- Fairly Accurately
- Accurately
- Very Accurately

18. Please answer the following question if you have employed a Student Intern in the MFT Ph.D. Program. Please rate the degree to which you believe the MFT Doctoral Program is systemically oriented. \*Note: if you are not familiar with our curriculum, a list can be found at <http://www.ulm.edu/mft/phd.html>.

- Not Systemic At All
- Not Systemic
- Moderately Systemic
- Adequately Systemic
- Very Systemic

19. What changes would you suggest the MFT Programs make to their curriculum? Would there be any courses that you would either add or delete from the existing curriculum?

Text box

20. Please provide any feedback to the ULM Marriage and Family Therapy Programs that you think will be helpful to them when training interns to work in various professional settings.

Text box

### **Final Thoughts and Feedback**

21. Please provide any additional information that the ULM Marriage and Family Therapy Programs should know regarding their Student Interns:

Text box

22. Would you like any further information about the Marriage and Family Therapy profession and/or what the ULM Marriage and Family Therapy Student Interns have to offer?

- Yes (If yes, please contact the Director of Clinical Services at the information provided in the email.)
- No

## **Professional Growth Plan (PGP) Directions**

### **Select two Growth Objectives:**

Two objectives (based on the *Commission on Accreditation for Marriage and Family Therapy Education* (COAMFTE) core competencies) 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 core competency from the COAMFTE Standards.

**Growth Objective(s):** Write the corresponding growth objective(s) in terms of COAMFTE approved core competencies 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.

**Professional Growth Plan**

Candidate: SSN: 000-00-0000 Date: Semester:

Instructor: Course:

**1. Component/Attribute:**      **2. Growth Objective 1:**

**3. Expected Impact on Student Learning/Achievement:**

**4. Strategies/Activities:** \_\_\_\_\_

**5. Resources Needed:** \_\_\_\_\_ **6. Timeline:** \_\_\_\_\_ **7. Expected Evidence of Attainment:** \_\_\_\_\_

**8. Reflections on Progress Toward Attaining Growth Objective 1:**

**9. Evidence of Completion:**

**10. Evidence of Positive Impact on Student Learning/Achievement:**

**11. Instructor Comments:**

Signature/Date: .....

**12. Candidate Comments:** Working on this Professional Growth Objective has helped me in planning individualized instruction.

Signature/Date:

**APPLICATION FOR CLINICAL REQUIREMENTS FOR GRADUATION**

Please complete the following and submit 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:
  - 500** Direct Client Contact Hours
    - 250** Relational Hours
    - 150** Hours Obtained in the ULM MFT Clinic
    - 100** Alternative Therapeutic Contact Hours allowed
  - 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:

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Student Therapist Intern Signature

Date

---

Final Semester Supervisor Signature

Date

---

Director of Clinical Services Signature

Date