

The University of Louisiana at Monroe



Marriage and Family Therapy

Clinical Doctor of Philosophy Degree Program Handbook

(Policies and Procedures)

The 2024-25 Catalog of Graduate and Professional Programs becomes effective with the first summer session of 2024 and remains as such until the end of the 2025 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 University of Louisiana at Monroe reserves the right to change any provision or requirement, including fees, at any time with or without notice to the student. The University further reserves the right to require a student to withdraw from the University for cause at any time.

The University of Louisiana at Monroe adheres to the principle of equal educational and employment opportunity without regard to race, color, creed or religion, national origin, sex, marital or parental status, age, disability, veteran status, or political belief. This policy extends to all programs and activities supported by and at the University.

As an institution of higher learning, the University of Louisiana at Monroe 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, Office of the Dean of Students, Office of the Registrar, and the Student Government Association.

For the most current version of the Catalog of Graduate and Professional Programs, look online at www.ulm.edu/academics/catalogs. The ULM Marriage and Family Therapy Program Faculty, as a committee, reserves the right to change any provision or requirement of the MFT Program at any time with or without notice.

Policies and procedures referencing telehealth or on-line learning are in the process of being enacted, and may not be applicable in all circumstances. Please communicate with and assigned supervisor, and the program director for further clarification.

(Updated February 2025)

Table of Contents

INTRODUCTION	4
1.0 THE PROFESSION OF MARRIAGE & FAMILY THERAPY	4
2.0 THE PROGRAM PURPOSE	4
2.1 UNIVERSITY MISSION	6
2.2 PROGRAM MISSION	6
2.3 COMMITMENT TO DIVERSITY	6
3.0. PROGRAM GOALS AND STUDENT LEARNING OUTCOMES	8
3.1 PROGRAM GOALS	8
3.2 STUDENT LEARNING OUTCOMES (SLO) AND BENCHMARKS	8
4.0 ADMISSION	9
4.1 ADMISSION REQUIREMENTS	9
4.2 PORTABILITY OF DEGREE	10
4.3 SPECIAL CONSIDERATION	10
4.4 DEFICIENCIES IN PREREQUISITE COURSEWORK	10
4.5 NON COAMFTE ACCREDITED EQUIVALENCY POLICY	11
4.6 GRADUATE ASSISTANTSHIPS	12
5.0 ORIENTATION	12
6.0 TECHNOLOGY	14
7.0 FACULTY ADVISORS	14
8.0 PROGRAM OF STUDY	15
8.1 CURRICULUM OFFERING	15
8.2 THE CORE CURRICULUM	16
8.3 ATTENDANCE	17
8.4 PRACTICUM	17
8.4.1 <i>Practicum Credit and Supervisory Action</i>	22
8.4.2 <i>Supervisory Action Appeals Process</i>	23
8.5 INTERNSHIP	24
8.6 BACKGROUND CHECK AND DRUG SCREEN POLICY	25
8.6.1 <i>Plan of Action for Background and Drug Screening Concerns</i>	27
8.7 TYPICAL COURSE SEQUENCE	28
8.8 RESIDENCY REQUIREMENTS	28
8.9 GRADING/ASSESSMENT	29
8.10 CHEATING/PLAGIARISM	29
9.0 COMPREHENSIVE EXAMINATIONS	29
9.1 WRITTEN EXAMINATION	29
9.2 CLINICAL/PROFESSIONAL PRESENTATION	30
9.3 FAILURE TO PASS	31
9.4 ROLE AND RESPONSIBILITY OF MAJOR ADVISOR	31
10.0 DISSERTATION	31
10.1 DISSERTATION COMMITTEE	32
10.2 CHANGES TO DISSERTATION COMMITTEE	32
10.3 DISSERTATION TOPICS	33
10.4 COMMITTEE FEEDBACK	33

10.5 PROPOSAL DEFENSE	34
10.6 INSTITUTIONAL REVIEW BOARD.....	34
10.7 DATA COLLECTION.....	34
10.8 DISSERTATION DEFENSE.....	35
10.9 BOUND COPIES OF DISSERTATIONS	35
10.10 DISSERTATION REVIEW PROCESS.....	35
11.0 STUDENT LEARNING OUTCOMES AND EVALUATIONS AND STUDENT FEEDBACK.....	36
11.1 STUDENT EVALUATION OF PROGRAM CLINICAL SUPERVISOR.....	38
11.2 STUDENT EVALUATION OF COURSES.....	38
11.3 STUDENT LED FEEDBACK.....	38
12.0 NON-STUDENT COMMUNITY OF INTEREST FEEDBACK.....	38
12.1 GRADUATE FOLLOW-UP	38
12.2 PROGRAM COMMUNICATION WITH COMMUNITY PARTNERS AND COMMUNITY FEEDBACK	39
12.3 FACULTY RECOMMENDATION OF STUDENTS	39
12.4 COMMUNITY OF INTEREST LED FEEDBACK LOOPS.....	39
13.0 POLICY AND PROCEDURE REVISION.....	40
14.0 GRADUATION	40
14.1 STUDENT RESPONSIBILITY.....	40
15.0 ELIGIBILITY TO REMAIN IN THE CLINICAL PH.D. PROGRAM.....	40
15.1 MFT FACULTY REMEDIATION COMMITTEE AND PROFESSIONAL GROWTH PLANS	41
16.0 TIME LIMIT FOR COMPLETION OF THE PROGRAM	42
17.0 TRANSFER OF CREDIT	42
18.0 CLINICAL PH.D. PROGRAM COMMITTEE	42
19.0 ANTI-DISCRIMINATION, HARASSMENT, AND RETALIATION POLICY	42
20.0 GRIEVANCE PROCEDURE.....	43
21.0 THERAPY/COUNSELING FOR MFT STUDENTS	43
22.0 CODE OF CONDUCT	44
23.0 NON-DISCRIMINATION POLICY.....	44
APPENDICES	45

Introduction

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

Marriage and Family Therapy is a distinct mental health discipline regulated by licensure in all fifty states. The Clinical Ph.D. program in Marriage and Family Therapy at ULM is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The 69-hour program integrates systemically oriented philosophy and theory, clinical practice, and qualitative and quantitative research. 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 Clinical Ph.D. program is heavily weighted toward clinical training and research. 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, and to research a wide variety of topics related to the field of marriage and family therapy, under the mentorship of faculty with distinctly different areas of expertise.

1.0 The Profession of Marriage & Family Therapy

Marriage and Family Therapy is a distinct mental health discipline with its own body of theory, research, clinical techniques, and code of ethics. Marriage and family therapists diagnose and treat problems from a systemic perspective. They work with individuals, couples, families, and/or larger systems in a variety of contexts. Therapy focuses on interactional and relational processes and seeks to build on the client's strengths and resources. Marriage and family therapists help families address and change relationships and patterns of communication so those families can find reasonable solutions to problems for themselves. There are many models of practice in marriage and family therapy. Individual practitioners may vary greatly in their methods and techniques of clinical work. The Clinical Ph.D. in MFT is an advanced post-master's degree intended to prepare graduates for careers as scholars, teachers, researchers, supervisors, administrators, and/or senior clinicians. Foundational systemically oriented philosophy and cybernetic epistemology serve as the theoretical emphasis of this program.

2.0 The Program Purpose

The Clinical Doctor of Philosophy Program in Marriage and Family Therapy housed in the School of Allied Health in the College of Health Sciences at The University of Louisiana at Monroe graduated its first student in 1999. It was first accredited by COAMFTE in 2007. This Clinical Ph.D. program in Marriage and Family Therapy prepares graduates for careers as scholars, teachers, researchers, supervisors, and senior clinicians. This is a 69 credit-hour (minimum) post-master's degree, which integrates systemically oriented philosophy and theory, research, and clinical practice. The curriculum focuses on understanding problems and issues in the context of relationships, particularly, family relationships. This includes courses related to philosophical and epistemological orientations, including the theoretical and clinical applications of such ideas, as well as courses related to family studies and human development, research methods, and clinical supervision. 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 shall sequentially offer courses required for the completion of the Clinical Ph.D. in Marriage and Family Therapy. Courses shall be offered on a regular basis allowing the student to complete the coursework within a three-year period as defined in this handbook. Typically, students should anticipate finishing the program in three to four 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. Once a student begins his/her dissertation, the student is considered full-time when registered for at least three credit hours per semester.

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, graduates of the Clinical Ph.D. program will be academically prepared to hold a license in MFT in the state of Louisiana, given that all Ph.D. students must complete the equivalent of a Master's degree in Marriage and Family Therapy prior to the completion of the Ph.D. curriculum. Please note that additional clinical requirements beyond academic requirements are required for licensure in all states. To see a full list of the requirements to become a Licensed Marriage and Family Therapist in the state of Louisiana, please visit the Louisiana Licensed Professional Counselor Board website at www.lpcboard.org. For academic requirements for licensure in other states, please visit www.amftrb.org or the appropriate licensing board websites. MFT program faculty will be happy to assist you in finding the appropriate information.

Students are encouraged to become members of the American Association for Marriage and

Family Therapy (AAMFT), as well as its respective state division (LAMFT). For additional information regarding membership in AAMFT, please visit www.aamft.org. Professional development is also encouraged through attending state and national conferences, presenting at state and national conferences, and running for office as the Student/Associate Representative. For referenced professional organizations and regulatory boards, please see below for applicable website information:

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

2.1 University Mission

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

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

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

2.2 Program Mission

The ULM Marriage and Family Therapy 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.

2.3 Commitment to Diversity

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

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.

3.0. Program Goals and Student Learning Outcomes

3.1 Program Goals

1. To educate advanced systemically oriented clinicians and supervisors, proficient in the classic foundations of family therapy (Knowledge and Practice).
2. To train innovators in systemic clinical scholarship and research (Research).
3. To prepare advanced practitioners to be sensitive to issues of diversity and professional ethics (Ethics and Diversity).

3.2 Student Learning Outcomes (SLO) and Benchmarks

1. SLO #1 Articulate a personal systemic clinical and supervision epistemology through evaluating and synthesizing classic systemic literature and approaches.
Program Goal 1-Knowledge
 - Measure 1: At least 85% of students are required to receive at least 80% on the benchmark assignment associated with MAFT 7002, MAFT 7012, and MAFT 7030.
 - Measure 2: At least 85% of students are required to receive a passing result on their comprehensive exam questions 1, 2, and 4
2. SLO #2 Demonstrate competence in the ethical practice of systemic therapy.
Program Goal 1-Practice and Program Goal 3- Ethics.
 - Measure 1: At least 85% of students are required to receive a passing score on MAFT 7051.
 - Measure 2: At least 85% of students are required to receive a passing score on MAFT 7053.
3. SLO #3 Demonstrate competence in working with diverse communities and cultures. **Program Goal 3- Diversity**
 - Measure 1: At least 85% of students are required to receive at least 80% on the benchmark assignment associated with MAFT 7020 and MAFT 7024.
 - Measure 2: At least 85% of students are required to receive a passing result on their comprehensive exam questions 2
4. SLO #4 An ability to interpret, conduct, and present findings of systemic oriented scholarship and practice as an instructor/teacher and as a professional presenter (Research). **Program Goal 2- Research**
 - Measure 1: At least 90% of students are required to receive at least 80% on the benchmark assignment associated with MAFT 7042 and MAFT 7047
 - Measure2: At least 90% of students are required to pass their dissertation in the 7 year time frame allotted by the graduate school.

4.0 Admission

4.1 Admission Requirements

Students are admitted to the Clinical Doctor of Philosophy degree program in Marriage and Family Therapy in the fall semester only. Admission to the Clinical Ph.D. Program in Marriage and Family Therapy is a two-stage process: (1) An applicant must first meet the requirements for admission to the University and the Graduate School; (2) Specific program requirements must also be met.

Applicants must have earned a baccalaureate degree with a minimum overall GPA of 2.75 on a 4.0 scale or a 2.75 GPA on the last 60 hours of attempted coursework to be regularly admitted to the Graduate School.

Students admitted to the program will have successfully completed a Master's degree from a regionally accredited institution in an appropriate social science discipline, such as marriage and family therapy, child and family development, counseling, psychology, sociology, psychiatric nursing, pastoral counseling, or social work. Students must meet the standard curriculum of a Council on Accreditation for Marriage and Family Therapy Education (COAMFTE) accredited Master's degree program prior to completion of the doctoral program.

In order for COAMFTE accreditation standards to be met, the Master's degree or other graduate course work must include the following (or courses substantially equivalent as determined and approved by the ULM MFT faculty): Introduction to Marriage and Family Therapy; Marriage and Family

Family Therapy; Therapeutic Alliance; Professional Issues in Marriage and Family Therapy; Methods of Marriage and Family Therapy; Counseling for Special Populations (or other course covering systemic approaches to multicultural therapy); Parent/Child Relations; Couples, Intimacy, and Sexuality; Psychopathology, and a Supervised Practicum in Marriage and Family Therapy. The supervised practicum must include 300 hours of client contact under the supervision of an AAMFT Approved Supervisor or the equivalent, defined as an AAMFT Approved Supervisor Candidate. Licensure as a Marriage and Family Therapist, provided that the supervisor was an AAMFT Approved Supervisor or Candidate, will be deemed equivalent to the supervised practicum requirement (for equivalency purposes only; not if actually wanting to pursue the Master's Degree). For descriptions of these courses, applicants are encouraged to review the ULM Graduate School Catalog. Additionally, previous coursework in statistics is highly encouraged.

Students may be admitted who do not have all of the above course work. However, they will be required to complete studies in these areas in addition to the doctoral coursework. For more detailed information regarding pre-requisite coursework, please see section 4.3 Deficiencies in Pre-Requisite Coursework

Priority will be given to applicants with a minimum cumulative grade point average of at least

3.50.

All applicants must:

- ï Submit three letters of recommendation from professional colleagues who are familiar with her/his character, clinical skills, and ability to perform academically on the doctoral level. Where possible, these should include former professors, clinical supervisors, and/or administrators familiar with your training and subsequent practice.
- ï Complete the admission portfolios (application, CV, Writing Sample, Letter of Interest) and submit them prior to the deadline for admission.
- ï Demonstrate evidence of both academic competency and clinical skills or the potential for clinical competency.
- ï Present evidence of relevant work experience.

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

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

4.2 Portability of Degree

During the group meeting with all applicants, faculty discuss issues pertinent to the program and also the profession. In-depth explanations about regulatory alignment occur and applicants are asked to complete and sign the Regulatory Alignment Student Acknowledgement (Appendix I) by the end of the day. These are filed in student files. Another opportunity to go over regulatory alignment with applicants not present at the interview-day occurs during program orientation.

4.3 Special Consideration

In the event a candidate does not meet the academic criteria (GPA of 2.75 or better), consideration for conditional admission may be made on a case-by-case basis. Students who are admitted conditionally must complete 12 hours of coursework with a grade point average of 3.0 or better to remove their conditional status.

4.4 Deficiencies in Prerequisite Coursework

At the time of admission, graduates of a non-COAMFTE Accredited Master's Program should consult with his/her major advisor and/or advisory committee to determine what prerequisite coursework from the Master's curriculum (if any) will need to be completed prior to completing the doctoral marriage and family therapy curriculum, as doctoral students not

graduating from a COAMFTE accredited master's program are required to meet the requirements of a COAMFTE accredited master's degree to meet equivalency criteria, prior to graduation.

A student without a COAMFTE Accredited Master's degree must complete a minimum of 300 direct client contact hours (MA equivalent) while continuously enrolled in MAFT 6070, in addition to client contact hours required in the doctoral program. These students must initially enroll in MAFT 6070 and cannot advance to MAFT 7051 until (the semester after) at least 300 hours have been attained in MAFT 6070 (cannot switch courses mid-semester). Please note that this may delay enrollment in MAFT 7053 and possibly time in the program. All doctoral students are required to be continuously enrolled in MAFT 6070/7051 beginning the first term of their program year and ending upon enrollment in MAFT 7053 (Internship). All doctoral students must earn a minimum of 200 direct client contact hours while enrolled in MAFT 7051 before enrolling in MAFT 7053. As such, those needing the 300 MA equivalent will need a total of 500 hours prior to enrollment in MAFT 7053.

Prior to earning 200 client contact hours in MAFT 7051, students must have met the COAMFTE accredited master's program requirements (or the equivalent) of 300 direct client hours (100 of which must be in the ULM MFT Clinic, 150 of which must be relational hours, and of which a maximum of 100 can be telehealth), and 100 supervision hours – 50 of which are direct observation and 25 of the 50 direct observation must be direct observation that is live or via video. For more information regarding COAMFTE accredited MA requirements, please see the Master's Program Handbook.

In order to graduate, all doctoral students must earn a total of 800 client contact hours. 300+ client contact hours can be counted from a COAMFTE accredited MA degree program (or equivalent as described above). The remaining 500 client contact hours will be earned through MAFT 7051 (minimum 200) + MAFT 7053 Internship (minimum 300). Students must earn a minimum of 500 client contact hours (300 MA COAMFTE Hours + 200 MAFT 7051 Hours) prior to entering MAFT 7053 Internship and must have earned a total of 800 client contact hours at the completion of MAFT 7053 (300 MA COAMFTE Hours + 200 MAFT 7051 Hours + 300 MAFT 7053 Hours) to graduate.

Note: Any client contact hours/supervision hours earned under a Program Clinical Supervisor may count toward the intern's 300 MA Equivalency hours and count toward the 800 total Ph.D. hours. However, this does not exempt the student from earning 200 hours in MAFT 7051.

4.5 Non COAMFTE Accredited Equivalency Policy

A non-COAMFTE Accredited Marriage and Family Therapy (MFT) Master's Degree Curriculum will be deemed equivalent to ULM's MFT MA Curriculum if the following

criteria are met:

- i Curriculum is minimally 60 credit hours.
- i Curriculum is systemically/family focused.
- i Curriculum requires 300 hours of client contact and 100 hours of supervision under the supervision of an AAMFT Supervisor, AAMFT Approved Supervisor Candidate, and/or State Approved MFT Supervisor.

If any supervision was provided by a supervisor without the above stated credentials, the program reserves the right to state equivalency as having been met through a) the COAMFTE alternative client contact standard stating “graduating students achieve a competency level equivalent to the 300 client contact hours,” and/or b) the unaccredited program director’s recommendation of supervisor qualifications and systemic training/focus.

4.6 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.

Utilizing Fall 2023 data to reflect the likelihood of an MFT student being assigned to a graduate assistantship, the data shows that over 56% of MFT students had Graduate Assistantships within the program or across campus.

5.0 Orientation

Each student admitted to the Clinical Ph.D. program must attend a program orientation, usually held the week before classes begin. The information covered at the orientation includes, but is not limited to the following: the program’s mission, faculty, faculty credentials, and program’s regulatory alignment and other licensure/supervision information and resources; registration information; useful phone numbers including financial aid, graduate school, registrar’s office, and university police; Program policies and procedures, including grievance policies and the Program’s Outcome-Based Education Framework; background check and drug screen policies; links to the university library, Canvas, the graduate catalog, and the program website; and information on state and national professional organizations. Additionally, if a student was not present during interview-day, their

Regulatory Alignment Student Acknowledgement will be collected at this time. For more information regarding the program orientation, please see the MFT Program Orientation Handout (Appendix II).

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

6.0 Technology

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

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

Zoom: The Marriage and Family Therapy (MFT) PhD Program at ULM uses Zoom as the interactive platform for all courses as needed. Zoom can be used in a variety of ways.

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

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

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

ULM Supports: ULM offers support to students with technological issues/questions (Helpdesk), information on cyber security, and other resources for all ULM technologies, software, hardware, networking, and support (Information Technology). Please visit the Helpdesk and Support for more information, at the following links ([1](#),[2](#)) or by calling 318-342-3333.

7.0 Faculty Advisors

Upon acceptance into the program, a student is assigned a major advisor from the MFT program. This person will assist the student with information about classes, policies, the campus, etc. 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 appointed two additional faculty members to serve on his or her advisory committee. The Ph.D. advisory committee will be the readers of the student's written comprehensive exams and evaluators of clinical

comprehensive exam, unless the student files a dissertation committee prior to sitting for comprehensive examinations. In that case, the dissertation committee becomes the Graduate Advisory Committee. 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. Whenever a dissertation chair is selected and approved by the Graduate School, that person shall automatically become the student's faculty advisor.

8.0 Program of Study

8.1 Curriculum Offering

The program shall have the responsibility to offer courses required for the completion of the Clinical Doctor of Philosophy degree 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.

All courses shall be offered on the campus of the University of Louisiana at Monroe where students have ready access to research facilities. Any deviation from this policy shall be approved in writing by the MFT Program Director, the Director of the School of Allied Health, and the Dean of the College of Health Sciences. Courses offered shall be designed to meet the accreditation standards of COAMFTE.

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

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

Examinations and other written work should be consistent with the stated instructional objectives for the course and should be graded within an appropriately sufficient time to give the student a clear representation of strengths and weaknesses. At least one examination must be administered and its results made known to the students prior to the final date for dropping a course with an automatic "W".

A final examination must be administered in all courses. Mid-semester grades shall be

computed and permanently recorded per the University Schedule, in Banner.

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

8.2 The Core Curriculum

The curriculum of the Clinical Doctor of Philosophy program in Marriage and Family Therapy at ULM has been designed to satisfy the requirements for the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE). Training is designed to integrate systemically oriented philosophy and theory, contemporary clinical practice, and quantitative and qualitative research.

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 degree courses) for the Clinical Ph.D. in Marriage and Family Therapy includes:

Credit Hours	Course Number	Course Name
3	MAFT 7000	Family Systems I
3	MAFT 7002	Family Systems II
3	MAFT 7010	Family Therapy I
3	MAFT 7012	Family Therapy II
3	MAFT 7014	Marital/Couples Therapy
3	MAFT 7020	Advanced Family Studies
3	MAFT 7021	Professional Issues and Identity in
3	MAFT 7024	The Ecology of Psychopathology
3	MAFT 7030	Supervision of MFT
3	MAFT 7040	Issues/Problems in Systemic &
3	MAFT 7042	Qualitative and Ethnographic Research
3	MAFT 7046	Dissertation Seminar
15	MAFT 7051	Doctoral Practicum
6	MAFT 7053	Doctoral Internship
9	MAFT 7099	Dissertation
3	MAFT 7047	Applied Quantitative Methods and
69		Total Hours in MFT Clinical

For detailed course descriptions, please see the ULM Graduate Catalog.

8.3 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. 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).
6. 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. At the discretion of the instructor, class participants will usually be allowed to make up work and/or tests missed because of serious illness, accident, or death in the family.

8.4 Practicum

All Ph.D. students must register for MAFT 7051 Doctoral Practicum each term they are enrolled in the program prior to beginning their formal Doctoral Internship (MAFT 7053). These three credit hour experiences shall be obtained in consecutive terms as defined in the outline of the course of study. In keeping with COAMFTE Standards, each student is required to obtain direct client contact hours and to participate in regularly scheduled group and individual supervision. Supervision will be provided by a core or adjunct faculty member (Program Clinical Supervisor) who is either an AAMFT Approved Supervisor or an AAMFT Approved Supervisor Candidate, with a current and unencumbered Louisiana LMFT with approval to provide telehealth services. All MFT Doctoral students are required to

maintain an active client caseload at the ULM MFT Clinic.

This clinical experience of 200 client contact hours (minimum) shall be obtained at the ULM Marriage and Family Therapy Clinic, with at least 100 of these hours being relational in nature, and at least 100 of them being with face to face clients. In order to graduate, students must earn a total of 800 client contact hours. 300+ client contact hours can be counted from a COAMFTE accredited MA degree program. The remaining 500 client contact hours will be earned through MAFT 7051 (minimum 200) + MAFT 7053 Internship (minimum 300). Students must earn a minimum of 500 client contact hours (200 MAFT 7051 Hours + 300 MA COAMFTE Hours) prior to entering MAFT 7053 Internship and must have earned a total of 800 client contact hours at the completion of MAFT 7053 (300 MA COAMFTE Hours + 200 MAFT 7051 Hours + 300 MAFT 7053 Hours). Students who can document that their previous supervised clinical practice meets COAMFTE Standards for clinical training may petition the supervision committee to waive a portion of the direct contact hours.

Prior to seeing clients in the MAFT 7051, doctoral students must submit official documentation (such as last client contact hours calculation sheet) of their total direct client contact hours earned in their COAMFTE Accredited or equivalent MA program to the Clinic Director. In addition, students must be able to demonstrate their capacity to provide telehealth. They can either provide evidence that they are cleared to provide telehealth in the state of Louisiana, or they can participate in a ULM approved telehealth training (normally provided during MAFT 5015).

All clinical work provided at sites external to the ULM MFT Clinic is not considered part of the practicum course and therefore is not covered by the supervision of said course or instructor. As such, clinical work external to the university is only allowable if the student is already independently licensed, or working toward licensure under the supervision of a Board approved supervisor. In that instance, those cases are the sole responsibility of the licensure supervisor or the independently licensed student and hours cannot therefore be counted toward the practicum requirement.

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. For more detailed information about the ULM MFT Clinic, please see the ULM MFT Clinic Handbook.

All therapy sessions in the ULM MFT Clinic will be recorded for use in supervision.

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 forty 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.

Students taking MAFT 7051 Doctoral Practicum are evaluated weekly through both individual and group supervision by their assigned Program Clinical Supervisor (an MFT

faculty member who is an AAMFT Approved Supervisor or Candidate). At the beginning of the semester, each intern will meet with the Program Clinical Supervisor to outline individual learning goals and objectives. At midterm and final, each intern will meet with the supervisor to discuss the status of these goals and objectives. Midterm and Final evaluations are also conducted in MAFT 7051 to assess clinical competency. See 7051 Student Evaluation (Appendix V). All students are required to read the Clinic Handbook, which contains the complete set of guidelines related to the clinic policies.

Students also have the opportunity, every semester, to evaluate their experience of supervision. Evaluation of the clinical learning and experience, including availability and competency of supervisors, occurs each semester. These evaluations shall be submitted to the Clinic Director and a summary given to the supervisor. Evaluations of the supervisor will be anonymous and will not have any impact on the student's grade or evaluation. See 7051 Supervisor Evaluation (Appendix VI).

Note: Up to 50 hours of the 7051 200 hours may be alternative hours. If a PhD student graduated from a COAMFTE accredited program which required 500 hours and which allowed 100 hours of alternative hours, this does not affect the necessity to have 200 hours in 7051 and 300 hours in 7053. It would just mean that by PhD graduation they had at least 1,000 hours, not 800 as in the case of a MA graduate with 300 hours. However, if not all 100 hours of alternative hours were utilized, those not utilized could be utilized at the PhD level. As a COAMFTE accredited program, ULM's PhD in MFT program adheres to the clinical and supervision guidelines set forth by the accrediting body. Interns must therefore receive individual supervision, group supervision, and supervision based on direct observation, live, videotape (or other version, digital or electronic, of review of a live session), or audiotape. As per the COAMFTE Version 12.5 Standards, ULM adheres to the following definitions:

Supervision Hours

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

relational/systemic supervision utilizing observable data (COAMFTE Accreditation Standards, 12.5, page 24).

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

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

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

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

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

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

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

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

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

Client Contact Hours

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

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

- Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.)

- Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours (COAMFTE Accreditation Standards, 12.5, page 38).

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

8.4.1 Practicum Credit and Supervisory Action

Successful completion of the MFT practicum requires that the intern clearly demonstrate competent clinical skills commensurate with program standards. These include technical and ethical aspects of an intern's work, receptivity to clinical and administrative supervision, clinical effectiveness and overall professional competency.

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

- 1) Informal assignments, readings, essays, or research designed to address areas of deficiencies.
- 2) Elimination of clinical activities for a specific period of time.
- 3) Reduction of the number of active cases.
- 4) Limitation on certain types of cases (i.e. sexual abuse, violence, substance abuse, etc.).
- 5) Additional course work or individual directed study designed to address areas of deficiencies.
- 6) Assignment of “no credit” for the current Practicum course with the option of continuing practicum beyond the customary period with appropriate stipulations.
- 7) Assignment of a “no credit” grade for the Practicum course without the option of continuing in practicum. (This is warranted in cases of professional misconduct.)

- 8) Referral for appropriate individual, marital, or family therapy. In such cases, the supervisor and/or faculty will not provide the therapy, nor necessarily require details of the therapy, but will monitor participation only. Students will therefore be required to sign consent forms with the providing therapist to release this information.
- 9) If the student has not successfully passed their Practicum Evaluation Benchmark assignment by receiving a minimum overall score of 80% by the last day of the semester evaluated, the student will have 30 days after the end of the semester to demonstrate competency. The student will then report back to the supervisor to demonstrate how they have developed. If demonstration of competency has not been satisfactorily completed at a minimal performance level of 80% after the 30-day period, the student will be referred to the Marriage and Family Therapy Faculty Remediation Committee (MFT FRC).
- 10) Referral to the MFT Faculty Remediation Committee. The MFT FRC will meet with the student and provide corrective feedback through the use of a written Professional Growth Plan (PGP) and timeline (Appendix XIV). If the student does not address the objective prescribed at the minimal performance level of 80%, as necessitated by the MFT FRC, the student may be recommended for dismissal from the program.

8.4.2 Supervisory Action Appeals Process

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

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

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

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

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

- 1) The student shall submit a written appeal to the MFT Program Director within five (5) days of receipt of the supervisor's written summary. The appeal should include the following:
 - a. A statement of the concerns expressed by the supervisor as understood by the student.
 - b. A statement as to why the student believes the action of the supervisor is inappropriate and should be rescinded.
 - c. A statement as to what action the student believes is warranted, if any.
- 2) The Program Director, upon receipt of a written appeal, may then consult with the supervisor, Clinic Director and/or student. The Program Director will either support or reject the student's appeal. All parties (the student, supervisor, Clinic Director, and Program Director) will review and sign a written summary of the appeals proceedings.

Should the decision of the Program Director be unsatisfactory to either the student or the supervisor, the next step in the appeals process would be through the School Director of the School of Allied Health; then through the Dean of the College of Health Sciences. Any further action will be taken in accordance with the regulations of The University of Louisiana at Monroe.

8.5 Internship

All Ph. D. students are required to complete an internship of twelve months duration. Students are required to begin their internships immediately after completing the required course work, and register for four consecutive semesters, minimally (Summer I, Summer II, Fall, and Spring). The internship shall be a supervised full-time experience emphasizing relationally focused practice, research, and/or other professional development activity. All coursework must be completed before the beginning of the internship, with the exception of 7099. Each semester, in which a student is participating in the doctoral internship, she/he is required to enroll in MAFT 7053. Once enrollment in MAFT 7053 has been established, a student must continue to enroll in MAFT 7053 until the completion of the internship. Before graduating from the doctoral program, doctoral students will have completed 500 hours of direct client contact during the PhD Program (200 during coursework and 300 during internship), plus 300 at the MA level, or the equivalent. Three hundred (300) hours of research and/or other professional development must also be completed during the internship.

Externship sites must meet ULMs requirements, the Marriage and Family Therapy program requirements, and also be approved by the Clinic Director and/or the instructor of MAFT 7053. These approvals are documented through (a) a Memorandum of Understanding (MOU),

and (b) a Contract Between Site and Student. The MOU must be signed by the University (as represented by the MFT Clinic Director or the Instructor of MAFT 7053) and the Externship Site prior to the beginning of the internship. The student is responsible for notifying one of these persons to initiate the process. Then, the processing of appropriate signatures will be facilitated by the Clinic Director. As such, the MOU does not appear in this handbook. Other relevant internship requirements and forms are located in the appendix section of this handbook. Those forms include the following: 7053 Site Contract (Appendix VII), 7053 Plan and Evaluation (Appendix VIII), 7053 Clinical Supervisor Evaluation (Appendix IX), 7053 Faculty Mentor Evaluation (Appendix X), and 7053 Clinical Evaluation (Appendix XI). All internship supervision will be provided by Program Clinical Supervisors, appropriately designated AAMFT approved supervisors (or the equivalent, defined as an AAMFT Approved Supervisor Candidate only).

8.6 Background Check and Drug Screen Policy

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 www.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 Student Background Check (BC) and Drug Screening (DS) Policy both in writing (in the program handbooks) and in spoken form (during the applicant interviews and again at the program orientation). Students must request a background check and drug screen from www.CastleBranch.com where they will register and pay for the services. The following steps outlined below should be followed by the student:

- i Following the instructions provided by the Program Director, the student should complete the online form at www.CastleBranch.com.
- i 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.

- i The student will receive a password and will be able to access the results when available.
- i The Program Director and Clinic Director will review the results and inform the student if they are cleared for clinical work or if information of concern exists.
- i If information of concern exists on the background check, the student must meet with the MFT Program Director and/or Clinic Director, or designee. The issues leading to the concern will be discussed and a plan of action relevant to the specifics of the situation as it relates to professional practice developed. The student may or may not be allowed to begin clinical work.
- i 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 CHS has a no tolerance policy for a failed drug test. Exceptions will be made if a prescription is provided, in advance, by a Louisiana medical professional and/or which is valid in the state of Louisiana
- i If the drug screen indicates a “Dilute” result, the student must retest within 2 working days at his/her own expense.
- i Failure to follow the background check and drug screening policies will result in the student being unable to begin clinical work.
- i 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.
- i 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.
- i The policy outlined in the section entitled *Plan of Action for Background and Drug Screening Concerns (see below)* will be followed.
- i Students have full access to the results of the background check and drug screen through www.CastleBranch.com. Records will be archived by www.CastleBranch.com.

Notes:

All 50 states require licensure in order to practice as a Licensed Marriage and Family Therapist and a Licensed Professional Counselor. A felony conviction may affect a graduate’s

ability to attain state licensure. Therefore, if an applicant/student is concerned about an issue, the status of this must be addressed with the particular state's licensing board prior to the clinical portion of the program.

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 CHS has a no tolerance policy for a failed drug test. Exceptions will be made if a prescription is provided, in advance, by a Louisiana medical professional and/or which is valid in the state of Louisiana.

If the student's practice site does not require drug screens or background checks, the student can petition the MFT faculty for an exemption. If exemption requests are approved, the MFT faculty members will counsel the student on the importance of learning/understanding the background check and drug screen requirements of the licensing board in the state in which they intend to pursue licensure.

8.6.1 Plan of Action for Background and Drug Screening Concerns

If concerns are noted in the background screening, the following plan of action will be taken: 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 at Monroe's Marriage and Family Therapy Program or College of Health Sciences.

6. If the externship site refuses to allow the student to participate in training, it is the responsibility of the student to find an alternative placement.
7. If no alternative placement can be secured due to the results of the background check, the student will be unable to complete the requirements of the program.

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

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

8.7 Typical Course Sequence

First Year		Summer I & Summer
Fall	Spring	(8-Week Course)
MAFT	MAFT 7002	MAFT 7024
MAFT	MAFT 7042	MAFT 7014
MAFT	MAFT 7012	MAFT 7051
MAFT	MAFT 7051	

Second Year		Third and Fourth
Fall	Spring	(Until
MAF	MAFT 7046	Dissertation/Inter
MAF	MAFT 7021	MAFT 7053
MAF	MAFT 7051	MAFT 7099
MAF		

Electives

Completion of elective coursework is not required to graduate with a Ph.D. 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 after consulting with his or her major professor.

8.8 Residency Requirements

Students must enroll full-time in the program. Beginning with the initial semester of enrollment, students must be in continuous full-time residency for a minimum of 21 months, completing the first six terms of study (with the summer between the first and second year counting as two separate summer terms).

8.9 Grading/Assessment

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

1. Navigate to the current Academic year in the Graduate Catalog.
2. Select the Graduate School and Regulations link.
3. Select Grading, Courseload, and Enrollment.
4. Scroll to Grading System.

8.10 Cheating/Plagiarism

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

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

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

9.0 Comprehensive Examinations

The comprehensive examination is administered during the last semester of residency. The date of the exam is established by the University and the MFT program. This examination consists of a written as well as an oral examination. The particulars of the exam will be determined by the Graduate Advisory Committee and/or the Dissertation Committee.

9.1 Written Examination

The intent of the comprehensive exam is to allow the student to synthesize information learned in previous coursework in such a way as to demonstrate a clear understanding of the field of Marriage and Family Therapy. Questions are designed to comprehensively examine the student's mastery of the two-year course of study and will not generally be course specific. The written examination can be offered traditionally or be given as a take-home assignment. If the written exam is offered traditionally, it typically takes 12 hours to complete (but is up to the discretion of the Chair), and if it is given as a take-home, it will be given on the Monday of comprehensive exam week and will be due on the Friday. The written exam covers three main areas (systemic theory, application and diversity, and research) with each area requiring the student discuss matters related to legal and ethical issues. Area I questions will cover systemic theory, Area II questions will cover application and diversity issues, and Area III

questions will cover research.

If there is a majority vote of the Graduate Advisory Committee and/or the Dissertation Committee members [which must include the vote of the chair], the student may be deemed exempt from any or all of the written questions, if the following has been accomplished during the student's residency:

- i A peer-reviewed article has been published in one of the three areas of the exam (i.e., if an article regarding theory was published, the student may be exempt from the theory question).
- i A state or national professional presentation in one of the three areas of the exam (i.e., if a professional presentation at a state or national conference was presented on a research project, the student may be exempt from the research question).
- i The student requests and justifies their request for the exemption in writing, at least two weeks before comprehensive exam week. Requests should be made to the Chair of the Graduate Advisory Committee and/or the Dissertation Chair.

Exemptions are at the sole discretion of the Graduate Advisory Committee and/or the Dissertation Committee. Authorship determinations, level of journal determinations, and level of conference determinations are all determined by the student's committee. For example, one committee may deem that only a sole author publication justifies an exemption while another may deem that a third authorship justifies an exemption.

9.2 Clinical/Professional Presentation

The intent of the professional presentation is to allow the student to demonstrate his or her ability to present systemic constructs, techniques, theory, and/or research. At the discretion of the Dissertation Chair or Major Advisor, the student will be asked to present on one of the following (or may be given the choice of the following):

- Their Clinical Approach and Theory of Change,
- To Present on Topics Pertinent to an Academic Interview (Teaching Philosophy, Supervision Philosophy, Research Agenda),
- To Present a Mock Dissertation Proposal.

For the clinical presentation the student will present on their theory of change, through their therapeutic work. Presentations may or may not include clips of live therapy, with appropriate consents. For the interview option, students will participate in a mock professional interview for an academic position in MFT. For the mock dissertation proposal option, the student will propose an actual study which will contribute to the MFT literature. The presentation should include a justification for the study, a review of existing literature, and a methodology section. All portions of the comprehensive examination will be evaluated by the student's Dissertation Committee unless one has not been formed, in which case the student's Advisory Committee shall evaluate the comprehensive exams. The Dissertation Chair or Major Advisor

will be responsible for determining the final structure of the oral defense portion of the examination, should one be required. Oral defenses are generally required in the event that the evaluation committee requires additional information in order to accurately and fairly evaluate the student's performance.

A student may request an exemption from this portion of the comprehensive exam in writing. The request must be received by the Chair of the Graduate Advisory Committee and/or the Dissertation Chair at least two weeks before comprehensive exam week. A student may be deemed exempt from the clinical/professional presentation at the sole discretion of the Graduate Advisory Committee and/or the Dissertation Committee [with a majority vote that must include that of the Dissertation Chair], if the student has presented during their residency at the level deemed appropriate by his/her committee.

9.3 Failure to Pass

Failure to successfully complete the comprehensive examinations will result in the student's re-taking the examinations the following semester. If the student fails a portion of the examination, the student may be allowed to orally defend the portion failed. If the oral defense still results in failure, the student may be given the opportunity to retake the comprehensive examinations the following semester or the failure may result in a revision of the program of study and an additional examination. Failure to pass all sections of this examination after two attempts will result in termination of the student from the program. After satisfactory completion of this examination, the student may then apply for candidacy status. The student must pass the comprehensive examinations prior to graduating.

9.4 Role and Responsibility of Major Advisor

The Major Advisor shall, along with the appropriate committee (Advisory Committee or Dissertation Committee), construct, administer, and evaluate the examination. The Major Advisor shall assume the responsibility for personally notifying the student of the results and appropriate written notifications shall be sent to the Graduate School.

10.0 Dissertation

In addition to the research course requirements, all doctoral students are required to complete a dissertation. Before beginning the dissertation, it is important for the student to obtain a copy of the current Guidelines for the Preparation of Field Studies, Theses, and Dissertations available at the following link of the ULM Graduate School Website:

<http://ulm.edu/gradschool/>. Dissertation topics will be related to the field of marriage and family therapy. Students are encouraged to explore their dissertation topic and relevant literature prior to the comprehensive examination (typically this can be done while taking

MAFT 7046). The student's Dissertation Committee must approve the dissertation proposal. The student must register for, and accrue, a minimum of nine semester hours (3 consecutive semesters of 3 credit hours) of dissertation credit for successful completion of the dissertation. However, given that the student is required to enroll continuously for a minimum of three semester hours of dissertation credit each semester until completion of the dissertation, completing the dissertation in the minimum of nine semester hours (or three semesters) is the exception rather than the rule. Most students are enrolled in MAFT 7099 continuously for two years (and many for longer than this) before successfully defending their dissertation study.

Following satisfactory completion of the dissertation as determined by the Dissertation Committee, an oral defense is required. The revised dissertation that has incorporated feedback and recommended changes from the Dissertation Committee will then be submitted to the Graduate School for final editing and ultimate approval. The MFT faculty highly recommend that students hire an external editor to assist in these final editing processes.

10.1 Dissertation Committee

The student's Dissertation Committee shall consist of the Dissertation Chair and a minimum of two additional Members who are representative of the general field of study in which the student expects to perform his/her work. The Dissertation Committee Chair must be selected from the ULM Marriage and Family Therapy graduate core faculty. The student's Dissertation Committee is selected by the student in collaboration with the Dissertation Chair, and must be approved by the Dean of the College of Health Sciences and the Dean of the Graduate School. At least two of the Dissertation Committee members (including the Chair) must be ULM MFT core faculty. The committee shall have the sole responsibility for evaluating both the formal proposal defense and the dissertation defense. The dissertation proposal defense and the dissertation defense each must be publicly announced by the Dissertation Chair with at least a two-week notice.

10.2 Changes to Dissertation Committee

At times, a change in the make-up of a committee is necessary and/or desired. Given the magnitude of feedback required of committee members, coupled with the important evaluator role that they play, changing a committee member is not an easy task, nor is it generally recommended. The associated issues and problems must first be discussed with the member and student, and if not resolved, the chair. The chair will then discuss the issues and problems with the committee member. If the chair supports discussing the possibility of changing the make-up of the committee, a meeting will be scheduled and held with the chair, the committee member, and the student. Only if all three agree that a change is in the best interest of the study, and not simply a method of making the student's dissertation process easier, will

a change be initiated. A new dissertation form must be completed and approved by all approving parties.

If problems arise with a student's dissertation chair, the above procedures will be followed, with the Program Director acting in the role of chair, as described above, and the chair acting in the role of member, as described above.

10.3 Dissertation Topics

Dissertation Topics will be in the field of marriage and family therapy. Students are encouraged to pursue the identification of a dissertation topic after having taken adequate MFT theory and studies to ensure they are well grounded in the discipline. The topic will be approved by the Dissertation Chair and the Dissertation Committee prior to the formal defense of the proposal.

10.4 Committee Feedback

Committee members require ample time to read draft dissertation proposals and studies, and to provide the student with meaningful feedback. Therefore, in order to ensure the integrity of the dissertation process and study, students are to be mindful of the time required of members to assist in preparing and strengthening the document. Students should expect a minimum of two weeks (if during regular Fall and Spring semesters) for each committee member to provide feedback. However, workloads vary from committee member to committee member and dissertations vary in the complexity of feedback and changes required. Therefore, it often takes longer than two weeks for committee members to complete reading the document and provide feedback to the students. After receiving feedback from all members of the committee, students are expected to make all requested changes before requesting to schedule either their proposal or defense (whichever stage the student is at).

Unless a faculty member is teaching MAFT 7099: Dissertation during the summer, they will not be available for dissertation reading or proposals/defenses during the summer semester. All students must formally pass a proposal defense before submitting an IRB application and collecting data, and a dissertation defense before being ultimately eligible for graduation. All proposal and defense announcements must be made by the chair with at least two weeks' notice. Dissertation committee members may require the opportunity to re-read documents with changes prior to approving moving forward to proposal or defense. No proposal or final defense will be scheduled without the approval of each committee member.

Timeframes from submitting a draft document to the chair and scheduling an actual proposal or final defense will therefore vary from student to student. Students must successfully defend within the first four weeks of a semester in order to be eligible for graduation that same semester. Students are required to consult with the university calendar for final dates to submit their completed draft documents to the Graduate School and still be eligible for graduation that

same semester. It is the student's responsibility to ensure that they plan for sufficient time for each step in the dissertation process in order to meet any deadline that they intend to meet.

10.5 Proposal Defense

A student is only eligible to schedule his or her proposal defense if at least twelve credit hours of study have been successfully completed and the entire dissertation committee approves. Announcements of proposal defenses must be posted by the Dissertation Chair with at least two weeks advanced notice. All MFT faculty members, appropriate administrators, students, and other interested faculty and students on campus will be invited to all proposal defenses.

The dissertation proposal shall be evaluated by the student's Dissertation Committee during the formal proposal defense. Pass/Fail decisions will be at the discretion of the dissertation committee only, and must be unanimous for a student to pass.

10.6 Institutional Review Board

A student must have successfully defended his or her dissertation proposal and pass required IRB training and certification before initiating Institutional Review Board (IRB) approval of the study. The IRB is designed to review, approve initiation of, and conduct periodic review of all research projects involving human subjects conducted by The University of Louisiana at Monroe (ULM) faculty, students, or staff (including collaborative projects with other institutions and agencies). Before submitting a project for review, investigators are urged to read *The Handbook for Ensuring Protection of Human Research Subjects* available at the following link on the ULM Graduate School website: ULM Office of Sponsored Programs and Research web page at <https://www.ulm.edu/research/irb.html>. To view this handbook or for more information about Human Subjects Research at the University of Louisiana at Monroe, please visit the Office of Sponsored Programs and Research web page found at the following link: <http://www.ulm.edu/research/>.

No data collection involving the use of human subjects can begin until after successful proposal defense and IRB approval of the study.

10.7 Data Collection

Data collection for dissertations requiring approval from the IRB will begin only after a written proposal has been formally approved by the student's Dissertation Committee and after IRB approval has been received. Data collection from the ULM MFT Clinic must follow procedures specified in the Clinic Policy and Procedures Handbook.

10.8 Dissertation Defense

Following completion of the dissertation to the satisfaction of the Dissertation Committee, there will be a formal defense to which the committee, all MFT faculty members and students, and other interested faculty and students on campus will be invited. Announcements of the dissertation defense must be posted by the Dissertation Chair with at least two weeks' advance notice. Students are always encouraged to carefully consult the university calendar but should also be aware that the MFT Program has a final defense date which is earlier (4 weeks after the first day of fall or spring classes) than that posted by the Graduate School. If a dissertation defense is held after the MFT Program deadline, the student will not be eligible for graduation until the following semester. The Dissertation Committee alone shall make the decision to pass/fail the defense, and decisions to pass a student must be unanimous. The dissertation, with recommended changes if applicable, will then be submitted to the Graduate School for final editing and ultimate approval. Please constantly consult the university calendar to be aware of all applicable deadlines.

10.9 Bound Copies of Dissertations

The MFT Program requires that students purchase Hardcover 8 ½ x 11 in. bound copies to be distributed as follows:

1. MFT Program Copy (To be retained by the Program Director)
2. Dissertation Chair's Copy
3. Dissertation Committee Members' Copies
4. Library (2 copies)

If the dissertation committee is made up of three total members, then that would result in purchasing 6 copies. If the dissertation committee is made up of four total members, then that would result in purchasing 7 copies.

Students are also highly encouraged to purchase additional bound copies, beyond those required, so they will have one for themselves and/or loved ones.

10.10 Dissertation Review Process

This Document Review policy is established to clarify the processes used to guide students and faculty in processing final thesis and dissertation documents through the review process post final defense. Please review the process provided by the graduate school as well (https://www.ulm.edu/gradschool/thesis_dissertation_committees.html).

Here is how the process tracks.

1. The student defends their final dissertation.
2. After the final defense, the student is required to make whatever changes/revisions the committee suggests. Once the changes have been made,

- the Dissertation Chair will review said changes and once satisfied with the document the Chair will *submit it to the graduate school reviewer via email*.
3. The Graduate School Reviewer may identify any changes/additions/suggestions deemed necessary to fit the format and the standards of the Graduate School. The Graduate School Reviewer will inform the Dissertation Chair and student of the need for revisions and return the document to the student, who will then address the required changes.
 4. After the corrections have been made, and before the student resubmits their document through ProQuest, their document must be reviewed one more time by their Dissertation Chair. At this time, the Chair will review the student's document using the Dissertation Checklist and initial that the student has completed all items in the checklist.
 5. The Dissertation Chair will inform the student that the document looks clean and the student will then resubmit their document to the Graduate School Reviewer through email. The Chair will forward their checklist to the Graduate School Reviewer so that she has documentation that the Chair has completed their review of the student's document. The Chair will also provide a signed statement saying they have reviewed the document.
 6. Steps 3-5 will reoccur as many times as the Graduate School Reviewer deems necessary to ensure compliance with formatting and writing standards.
 7. Once the document is accepted by the Graduate School Reviewer as complete, the student submits their document to the Graduate School through ProQuest. This submission includes providing the cover page of the Dissertation document with Original signatures by the Dissertation Committee to the Graduate School.

11.0 Student Learning Outcomes and Evaluations and Student Feedback

The below learner evaluations reference those related to the Ph.D. MFT curriculum only. If a student enters the program without a COAMFTE accredited Master's degree or equivalent, the student is referred to the ULM MFT Master's handbook for any learner evaluations applicable to required Master's leveling courses.

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. Measures of Student Learning Outcomes include benchmark assignments in courses designated as benchmark courses. Those courses include the following:
MAFT 7002, MAFT 7012, MAFT 7030, (SLO #1)
MAFT 7051, MAFT 7053, (SLO #2)

MAFT 7020, MAFT 7024, (SLO #3)
MAFT 7042, MAFT 7047, (SLO #4).

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

3. Students taking MAFT 7051 Practicum and MAFT 7053 Internship are evaluated weekly through both individual and group supervision by their assigned Program Clinical Supervisor (an MFT faculty member who is an AAMFT Approved Supervisor or Candidate and who is an LMFT in Louisiana with a current and unencumbered license, and who is an approved Louisiana LMFT telehealth provider). Mid-term and/or Final evaluations are also conducted in MAFT 7051 and MAFT 7053 to assess clinical competency. Evaluations are based upon the student's clinical development, skills, and effectiveness. Areas for growth as well as strengths are discussed with interns both at mid-semester and at the end of the course. The Clinic Director retains these evaluations, and a copy is placed in the student's file. See 7051 Student Evaluation (Appendix VI) and 7053 Clinical Evaluation (Appendix XI).
4. Comprehensive exams during the last semester of study. These written exams and/or take-home exams are designed to evaluate how well students have assimilated the total course of study into their ability to function as clinicians, supervisors, creative scholars, and researchers. The written portion of the comprehensive exam covers theory (Question #1), application and diversity (Question #2), and research (Question #3) with each question having components related to legal and ethical issues. A second part of this exam requires students to present on their clinical approach, to interview for a professional position, or to present a mock dissertation proposal (Question #4). Comprehensive exams are also measures of Student Learning Outcomes, and are as follows:

Comprehensive Exam Questions 1, 2, and 4 (SLO #1),

Comprehensive Exam Question 2 (SLO #3).

At the end of each fall semester, students have the opportunity to evaluate the program as a whole. A program survey is administered during class time to give students the best opportunity to provide feedback directly to the program both specifically for individual faculty, and for the overall atmosphere of the program (Appendix XII). Feedback is compiled and then shared with faculty during the next available faculty meeting. This annual review, implemented at the beginning of the 2024-2025 academic year, replaced previous methods of evaluation/receiving student feedback, specifically the annual focus group and the current student survey. Student feedback initiated this change. Student feedback indicated that the focus group was not conducive for providing feedback and that the current student survey did not allow for interaction/discussion (i.e., was not open-ended enough).

11.1 Student Evaluation of Program Clinical Supervisor

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

11.2 Student Evaluation of Courses

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

11.3 Student Led Feedback

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

12.0 Non-Student Community of Interest Feedback

12.1 Graduate Follow-Up

Every year the program seeks information from graduates relative to their employment, licensure status, and professional development. Additionally, through the use of the anonymous Alumni Survey (Appendix XIII), the program also takes this opportunity to further

evaluate the learning experiences in the program from the perspective of the alumni. The program faculty utilizes the information gathered in making programmatic and curriculum changes in order to better prepare and equip future graduates for employment. Therefore, 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. The Program Director, or designee, summarizes the feedback which is discussed in faculty meeting or retreat so the faculty can determine how to incorporate graduate feedback into the curriculum/program.

12.2 Program Communication with Community Partners and Community Feedback

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

12.3 Faculty Recommendation of Students

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

12.4 Community of Interest Led Feedback Loops

In addition to the faculty led feedback loops discussed in section 12.1 and 12.2, community partners and alumni are encouraged to provide feedback at any time. When feedback is provided outside of the scheduled meetings or surveys, a record of the feedback is made by faculty. The feedback is then included in the feedback loop process, to be discussed at the next appropriate faculty meeting with planned and implemented changes included in the fall Power Point.

13.0 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 communities of interest; results of Program Goals; results of Student Learning Outcomes; and/or faculty input based on student performance discussed in faculty meetings.

14.0 Graduation

Information at the time of completion of the Clinical Ph.D. Handbook shows graduation rates listed below for all cohorts who are eligible for graduation.

14.1 Student Responsibility

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

15.0 Eligibility to Remain in the Clinical Ph.D. Program

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

1. The student's cumulative grade-point average falls below 3.0.
2. The student receives any final course grade lower than a "C."
3. The student receives more than six semester hours of grades of "C" in graduate

courses.

4. The student fails to meet a performance level of at least 80% on any of the benchmark assignments, used as measures of SLOs, after referral to the Marriage and Family Therapy Remediation Committee and completion of the Professional Growth Plan.

The Clinical Ph.D. program has a responsibility to ensure that graduates adhere to the minimum standard of professional behavior. A student may also be terminated from the doctoral program if his or her behavior is deemed unprofessional. Examples of such behavior are failing to uphold the Codes of Conduct of AAMFT in clinical work or threatening or harassing faculty, staff, or another student. 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 Clinical Doctor of Philosophy program may appeal for admission or readmission. An appeal must conform to the requirements of the Graduate School and the College of Health Sciences. The student should contact the Health Sciences Dean and/or the Graduate School Dean in order to determine how best to direct his or her appeal. 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/>.

15.1 MFT Faculty Remediation Committee and Professional Growth Plans

Benchmark assignments in the following courses are used as measures of Student Learning Outcomes: MAFT 7002: Family Systems II, MAFT 7012: Family Therapy II, and MAFT 7030: Supervision of Marriage and Family Therapy (SLO#1: Knowledge of the MFT Profession); MAFT 7020: Advanced Family Studies and Human Development and MAFT 7024: The Ecology of Pathology (SLO#3: Knowledge and Skill in Serving Diverse Communities); MAFT 7042 and MAFT 7047 (SLO#4: Research and Evidence-Based Practice). A minimal Performance Level of 80% on the benchmark assignment rubric (Appendix #1 of the Benchmark Syllabi) must be attained. If the student has not achieved the minimal level of success by the last day of the semester, the professor and student will meet and through collaborative discussion will determine a method for meeting the benchmark, perhaps through an alternate assignment and/or with additional mentoring. The student will have 30 days after the end of the semester to meet the benchmark. If the benchmark has not been met within 30 days after the end of the semester, the student will be referred to the Marriage and Family Therapy Faculty Remediation Committee (MFT FRC) who will meet with the student and provide corrective feedback through the use of a written Professional Growth Plan (PGP) and timeline. If the student does not address the objective prescribed at the minimal performance level of 80%, as necessitated by the MFT FRC, the student may be

recommended for dismissal from the program. Please see Section 13.0 for more information on remaining in the program.

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

16.0 Time Limit for Completion of the Program

All course work, internships, and the dissertation must be completed within a seven-year time period from the date of the first registration in the program. Any appeal for extension beyond the seven-year requirement must be approved by the Dean of the Graduate School, Graduate Council, and by the Marriage and Family Therapy Doctoral Faculty. For more information, please visit the "Requests for Time Extensions" section of the Graduate Catalog.

17.0 Transfer of Credit

A maximum of nine semester hours of graduate credit appropriate to the student's degree program may be transferred from other institutions offering regionally accredited graduate programs. Courses transferred into the ULM MFT doctoral program must have been completed within three years prior to admission. No credits for which a grade of less than a "B" has been earned may be transferred. Neither internship nor dissertation credit may be transferred into the ULM program. Transfer credit must be presented and accepted during the first semester or summer session upon entering ULM. Exceptions may be granted on a case-by-case basis upon the approval of the MFT faculty and the Director of the Graduate School.

18.0 Clinical Ph.D. Program Committee

There shall be a Clinical Ph.D. program Policy and Procedures Committee who shall have the responsibility of general oversight of the Clinical Ph.D. program. Members of the committee shall be the MFT faculty members and the Program Director. The Endowed Chair and the Clinic Director shall be ex-officio members who may serve as a consultant to the committee.

19.0 Anti-Discrimination, Harassment, and Retaliation Policy

The University of Louisiana Monroe is committed to offering all employees, students and visitors, a campus environment free from all forms of harassment, discrimination, and retaliation. All members of the University community should be treated with dignity and

fairness without being subjected to conduct which stifles productivity and hinders academic and professional involvement. For more information, see the ULM Anti-Discrimination, Harassment and Retaliation Policy at the following link:

<https://webservices.ulm.edu/policies/policy/361>.

20.0 Grievance Procedure

All faculty, staff, and students of the MFT program shall follow these policies and shall perform their duties and studies according to the policies of The University of Louisiana at Monroe. Students, faculty, or staff 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 Program Clinical Supervisors and the Clinic Director, with the Endowed Chair and other appropriate administrators serving as ex-officio members. All decisions will be recorded in writing and signed by all parties. All documentation will be kept in a locked space in the office of the Program Director.

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

21.0 Therapy/Counseling for MFT Students

Should a student in the Marriage and Family Therapy Program require therapy/ counseling services while enrolled in the program, the student is encouraged to seek these services in one of the following ways: The student may either seek these services at the ULM Self-Development, Counseling, and Special Accommodations Center (<https://www.ulm.edu/counselingcenter/>), where services are free to students, or the student may approach an MFT faculty member on an individual basis to seek a more personalized referral.

22.0 Code of Conduct

The codes of conduct for the behavior of Clinical Ph.D. 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 Clinical Ph.D. 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>.

23.0 Non-Discrimination Policy

“The University of Louisiana at Monroe recognizes that members of the university community represent different groups according to sex, 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 ULM 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 such 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” (2024-2025 ULM Graduate Catalog).

The MFT Ph.D. 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.

Appendices

- Appendix I: Regulatory Alignment Student Acknowledgement
- Appendix II: MFT Clinical Ph.D. Program Orientation Handout
- Appendix III: Handbook Acknowledgement
- Appendix IV: 7051 Supervision Contract
- Appendix V: 7051 Student Evaluation
- Appendix VI: 7051 Supervisor Evaluation
- Appendix VII: 7053 Site Contract
- Appendix VIII: 7053 Plan and Evaluation
- Appendix IX: 7053 Clinical Supervisor Evaluation
- Appendix X: 7053 Faculty Mentor Evaluation
- Appendix XI: 7053 Clinical Evaluation
- Appendix XII: Program Survey
- Appendix XIII: Alumni Survey
- Appendix XIV: Professional Growth Plan Directions & Example

Appendix I: Regulatory Alignment Student Acknowledgement

Regulatory Alignment Student Acknowledgement

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

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

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

Please check one of the below and sign this acknowledgement form and return to Dr. Jana Sutton.

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

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

Printed name

Sign and Date (May be Electronic)

Appendix II: MFT Clinical Ph.D. Program Orientation Handout

Orientation Information Marriage and Family Therapy Programs

Useful Websites

Program website
www.ulm.edu/mft

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

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

Library
www.ulm.edu/library

Canvas
ulm.instructure.com

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

- You will need to log onto Banner to register. Please navigate to:
<https://banner.ulm.edu>
Select: "Login to Access Your Personal ULM Information"
Now you will need to enter your Campus Wide ID Number (CWID) and PIN.
Your ID number was on the letter that Graduate School sent you.
Your PIN, if you are a new student, is usually the six-digit version of your birthday (MMDDYY).
Once you are logged into Banner, please follow the instructions below to register for your classes.
(For a list of your classes please refer to the www.ulm.edu/mft website and click on the link appropriate to the year you are entering the program.)
1. Click on "Student"
 2. Click on "Registration"
 3. Click on "Look Up Classes"
 4. Click "Submit" for the appropriate term.
 5. Select the appropriate subject, i.e. Marriage and Family Therapy, Counselor Education, Educational Foundation, then Course Search
 6. Select the box on the right for the appropriate courses. **Note:** The letter "C" indicates that a section is closed. Please contact MFT Program, at 318-342-1246, for assistance.
 7. To view your schedule, select "Student Detail Schedule."
 8. Once your classes show up as being "web registered," you are registered for the courses and can exit Banner.

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

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

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

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

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

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

Appendix III: Handbook Acknowledgement

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

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

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

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

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

Print Name

Signature

Date

Appendix IV: MAFT 7051 Supervision Contract

A. Attendance of group supervision The supervision group will meet for one hour each week (typically the first hour of supervision) on its assigned supervision day. In addition to attending this meeting, students must remain at the clinic and participate in live group supervision until the completion of the last scheduled therapy session conducted by a group member.

B. Attendance of individual supervision Each student will receive individual supervision as outlined by the COAMFTE Standards of Accreditation. Attendance at individual supervision is mandatory.

C. Clinical Experience Students are required to be involved in a weekly minimum of 6 hours of clinical experience, with approximately half of this time being spent conducting individual, relational, and family therapy. (Students not having the requisite 300 client contact hours from an approved master's degree will be required to carry a heavier client load). The balance of the clinical experience will be spent participating in supervision, keeping records, reviewing video/audio recordings, working as a team, and managing their caseloads. Students are to video record all sessions conducted at the ULM MFT clinic unless the client does not consent to taping or the supervisor gives permission not to tape.

D. Clinical Procedures All students are provided a copy of the ULM MFT Clinic Policy and Procedure Manual, to be used to guide procedures for use of the clinic. All students are expected to read and comply with these written policies and procedures.

E. Recording Client Contact Each student will maintain a monthly summary of all client contact, at the ULM MFT Clinic. The student will record all client contact hours on the ULM MFT Clinic form, will obtain a signature from the supervisor at the end of each month, and file the form in their student folder. The student, as documentation of supervision and clinical experience, should keep a permanent copy of these records.

F. Individual Supervision Goals Each student will create individual supervision goals. These goals will be presented to the supervisor within the first month. These goals will be reviewed at mid-term and at semester's end. The goals are to specifically address the student's agenda for supervision and therapeutic development.

G. Students are expected to attend all scheduled Clinic Meetings.

H. Additional clinical learning assignments may be assigned at the discretion of the supervisor.

I. Interns and supervisors are bound by and expected to conduct themselves in a manner required by the laws and ethical standards of the State of Louisiana and the 2015 AAMFT Code of Ethics, COAMFTE Standards, ULM Standards and any other relevant professional bodies.

J. Supervision is not psychotherapy. The therapist intern is strongly encouraged to seek therapy, peer support, and/or consultation if personal issues come up that cannot be resolved within the professional relationship of supervision.

By signing, I agree to the requirements of MAFT 7051:

Student Signature Date

Appendix V: MAFT 7051 Student Evaluations

MAFT 7051 Student Evaluations

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

CLINICAL SUPERVISOR: _____ SEMESTER: _____

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

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

Ethical Decision-Making Process

16. Participates with peers in processing their ethical concerns

17. Processes own therapeutic ethical concerns with peers

18. Processes therapeutic ethical concerns with supervisors

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

Total (Out of 76)

Percentage (Total/76*100)

Number of Client Contact Hours Completed:

Number of Supervision Hours Completed (30 min.):

ADDITIONAL COMMENTS:

MID-TERM

Student Intern Signature Date

Clinical Supervisor Signature Date

FINAL

Student Intern Signature Date

Clinical Supervisor Signature Date

Appendix VI: MAFT 7051 Supervisor Evaluations

MAFT 7051 Supervisor Evaluations

Supervisor _____ Date _____

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

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

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

Appendix VII: MAFT 7053 Site Contract

The University of Louisiana at Monroe
Marriage and Family Therapy
Doctor of Philosophy Degree Program

MAFT 7053: CLINICAL TRAINING CONTRACT BETWEEN INTERNSHIP SITE AND STUDENT

This is a contract entered into between the following student and internship site:

Name of Ph.D. Student: _____

Name of Internship Site: _____

A. Purpose

1. The purpose of this contract is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality clinical learning experiences for students in the Marriage and Family Therapy Doctor of Philosophy degree program, while at the same time enhancing the resources available to the Internship Site for the providing of services to its clients.

2. Neither party intends for this contract to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Internship Site, or as to any third party.

B. General Understanding

1. The internship to be provided will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the University and the Internship Site. The starting and ending date for the internship shall be agreed upon at least one month before the internship commences.

2. All student participants must be mutually acceptable to both parties and either party may withdraw any student from the internship based upon perceived lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Internship Site or the University, or, for any other reason where either party reasonably believes that it is not in the best interest of the program for the student to continue.

3. There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, disability, or veteran status in either the selection of students for participation in the internship, or as to any aspect of the clinical training: provided however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself, preclude the student's effective participation in the program.

C. Internship Site Responsibilities

1. The Internship Site acknowledges that it has been in operation for at least two years.

2. The Internship Site agrees to provide the student intern with a _____ month clinical internship experience. This shall consist of _____ hours of client contact, of which at least 50% will be relational.

3. The Internship Site will retain responsibility for the care of clients and will maintain administrative and professional supervision of the student insofar as their presence and program assignments affect the operation of the Internship Site and its care, directly and indirectly, of clients.

4. The Internship Site staff shall, upon request, assist the University in the evaluation of the learning and performance of participating interns.

5. The Internship Site shall provide orientation for the ULM Marriage and Family Therapy Director of Clinical Training and intern of facilities, philosophies, rules, regulations, and policies of the site.

6. All medical or health care (emergency or otherwise) that an intern receives at the Internship Site will be at the expense of the individual involved, or as arranged with the site.

7. The site will provide the following:

- Activities of each intern will be documented at the internship site(s). These records will be made available to the marriage and family therapy program upon request.

- Adequate facilities and equipment for the intern to carry out designated responsibilities.

- Mechanisms for student evaluation of internship site(s) and supervision, and site evaluation of the intern's performance, will be demonstrated.
 - Internship site(s) will publish and adhere to policies prohibiting discrimination on the basis of age, culture, ethnicity, gender, physical ability, race, religion, sexual orientation, and socioeconomic status.
8. The Internship Site shall provide clinical supervision for the intern following these guidelines of the COAMFTE:
- An AAMFT Approved Supervisor or the equivalent (defined only as a AAMFT Approved Supervisor Candidate) will supervise the intern's clinical work. If an AAMFT Approved Supervisor or the equivalent is not available at the site, one must be provided either by the student or by the intern. Faculty instructor can supervise clinical work if the site and practice of the student is located in the state of Louisiana.
 - The internship clinical supervisor will be available to the intern and will be an active participant in her/his training.
 - The internship clinical supervisor will be clearly senior in experience to the intern.
9. The Internship Clinical Supervisor shall be guided by the "Responsibilities of the Internship Clinical Supervisor" (See Exhibit A) and AAMFT/COAMFTE Standards for supervision.
10. The Internship Site agrees to provide the intern with a stipend, health benefits, vacation time, and dissertation or other release time as provided for in such written agreements as have been negotiated between the intern and the administrator of the Internship Site.
11. The Internship Site shall furnish the intern with a copy of the agency's policies regarding grievance procedures and non-discrimination.
- D. University Responsibilities
1. The University will use its best efforts to see that students selected for participation in the clinical training program are prepared for effective participation in the internship phase of their overall education. The University will retain ultimate responsibility for the education of its' students.
 2. Prior to the commencement of the internship experience the University will, upon request and with the student's written permission, provide responsible Internship Site officials with such student records as will adequately disclose the prior education and related experiences of prospective interns.
 3. The University will use its best efforts to see that the clinical training program at the Internship Site is conducted in such a manner as to enhance client services. Only those students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in an internship.
 4. The University will require all participating students retain current liability insurance.
 5. The University will require all participating students to show proof of health insurance if such is required by the Internship Site. Evidence of such insurance will be provided by the intern if so requested.
 6. The University will require student compliance with the Internship Sites rules, regulations, and procedures, and use its best efforts to keep students informed of the same and any changes therein. Specifically, the University will keep each participating student apprised of his or her responsibility to
 - A. Follow the administrative policies, standards, and practices of the Internship Site when the student is at the site.
 - B. Provide the necessary and appropriate supplies required when such is not provided by the site.
 - C. Report to the Internship Site on time and follow all established regulations during the regularly scheduled operating hours.
 - D. Conform to the standards and practices established by the University while training at the Internship Site.

E. Follow the AAMFT Code of Ethics.

7. The University will appoint an appropriate faculty member to serve as Director of Clinical Training. The Director of Clinical Training and/or his/her delegate will be responsible for ensuring that the terms of this agreement conform to the COAMFTE guidelines for internship and that such guidelines are met during the course of the internship and will be available to both the intern and site supervisor for consultations during the life of this agreement.

8. The University will advise the intern of the requirements of complying with “Responsibilities of the Intern,” attached hereto as “Exhibit B.”

E. Mutual Responsibilities

The parties will work together to maintain an environment of quality clinical learning experiences and quality client services. At the request of either party, a meeting or conference will be promptly held between the ULM MFT Director of Clinical Training and/or his/her delegate and the representative of the Internship Site to resolve any problems or develop any improvements in the clinical experience for the intern.

Contract approved by:

Name and Signature of Site Administrator

Date

Name and Signature of ULM Director of Clinical Training and/or Instructor of MAFT 7053

Date

Name and Signature of ULM MFT Ph.D. Intern

Date

Any dispute or conflict resulting from this contract shall be resolved as per L.S.A.-R.S. 39:1524-1526.

EXHIBIT A: RESPONSIBILITIES OF THE INTERNSHIP CLINICAL SUPERVISOR

1. The Internship Clinical Supervisor must be an AAMFT Approved Supervisor, or equivalent (as defined by AAMFT Approved Supervisor Candidate only).
2. The intern must be provided with a _____ month supervision experience as outlined in the contract. A minimum of _____ hours of client contact will be required, of which at least 50% will be relational. Supervision will occur in a location that provides for the privacy and confidentiality required for the supervisory experience.
3. The Supervisor will provide the intern with at least one hour of supervision per week. At least 50% of this supervision must use live, video, or audio sources, and at least 50% must be individual supervision (no more than two supervisees per supervision session).
4. The Supervisor also agrees to evaluate the intern at the end of the internship and forward this evaluation to the Internship Faculty Instructor. Appropriate program forms will be provided by the ULM MFT Program for this purpose.
5. The Supervisor will furnish a copy of her/his vitae and return this signed exhibit to the Internship Faculty Instructor prior to the beginning of the clinical internship.

Name of Clinical Supervisor (Please print)

Signature of Clinical Supervisor

Date

Name of Student Intern (Please print)

Signature of Student Intern

Date

EXHIBIT B: RESPONSIBILITIES OF THE ULM MFT Ph.D. INTERN

1. The intern agrees to work an average of _____ hours per week during a _____ month internship beginning _____ and ending _____.
2. The intern agrees to conduct at least _____ hours of client contact each week and to perform other appropriate duties as arranged with the Internship Site administrator.
3. The intern will submit a monthly report of client contact and supervision hours signed by the site Clinical Supervisor to the Internship Instructor by the 10th of the following month.
4. The intern is responsible for obtaining liability coverage during the course of the internship. Documentation of coverage shall be attached to this document and insurance and documentation thereof must be kept current at all times.

Signature of ULM MFT Ph.D. Intern

Date

Name of ULM MFT Ph.D. Intern (Please print)

Name of Site Administrative Supervisor (Please print)

Name of Site Clinical Supervisor (Please print)

Appendix VIII: MAFT 7053 Plan and Evaluation

RESEARCH AND/OR OTHER PROFESSIONAL DEVELOPMENT PLAN AND EVALUATION

NAME: _____

DATE: _____

COMPETENCIES* (Select at least 1 and no more than 3 and attach a narrative rationale for each)	ACTIVITIES	OUTCOME(S)	SUPERVISOR/ MENTOR**	TIME LINE	EXPECTED NO. HOURS	AGREEMENTS NECESSARY (Attach if applicable)

*Examples of Competencies: 300 hours of clinical work (in addition to required 300), research, teaching, curriculum development, working on accreditation, grant writing, working toward supervision status, administration, consultation, program development, program evaluation, becoming certified in a particular clinical area of specialty etc.

**Each mentor should sign a separate plan and evaluation

SUPERVISOR/MENTOR:Telephone:Email:

Name and SignatureDATE

PROGRAM APPROVAL: Course Instructor Name and SignatureDATE:

RESEARCH AND/OR OTHER PROFESSIONAL DEVELOPMENT PLAN AND EVALUATION

NAME: _____

DATE: _____

COMPETENCIES* (Select at least 1 and no more than 3 and attach a narrative rationale for each)	ACTIVITIES	OUTCOME(S)	SUPERVISOR/ MENTOR**	TIME LINE	EXPECTED NO. HOURS	AGREEMENTS NECESSARY (Attach if applicable)

To be completed by Supervisor/Mentor:

Overall competency #1 evaluation:

- ☐ Not met
- ☐ Partially met
- ☐ Substantially met
- ☐ Met

Overall competency #2 evaluation:

- ☐ Not met
- ☐ Partially met
- ☐ Substantially met
- ☐ Met

Overall competency #3 evaluation:

- ☐ Not met
- ☐ Partially met
- ☐ Substantially met
- ☐ Met

SUPERVISOR/MENTOR: Telephone: _____ Email: _____

Name and Signature

DATE

Course Instructor Name and Signature

DATE:

Appendix IX: MAFT 7053 Clinical Supervisor Evaluation

Evaluation of Supervision Experience

Supervisor _____ Date _____

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

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

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

Appendix X: 7053 Faculty Mentor Evaluation

Faculty Mentor Evaluation

Supervisor _____ Date _____

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

CRITERIA

FINAL

My Mentor:

1. Models professional behavior. _____
2. Provides a safe learning environment. _____
3. Helps me become aware of my resources and strengths. _____
4. Offers direct and indirect suggestions about my growth. _____
5. Assists me in documentation. _____
6. Offers mentorship based on my plan and interests. _____
7. Please indicate what worked well in the mentoring relationship

8. Please indicate what worked well in the mentoring relationship

***PLEASE COMPLETE THIS FORM AND LEAVE IT WITH YOUR FACULTY MENTOR.
INFORMATION FROM THIS SURVEY WILL NOT BE USED FOR GRADING PURPOSES. IT IS TO
HELP YOUR MENTOR WITH HIS/HER/THEIR MENTORING STYLE.***

Appendix XI: 7053 Clinical Evaluation

7053 DOCTORAL INTERNSHIP EVALUATION FORM Final Semester: Clinical Supervisor Evaluation Form

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

CLINICAL SUPERVISOR: _____ SEMESTER: _____

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

CRITERIA

FINAL

Professional Conduct

1. Attendance and punctuality _____
2. Record keeping and documentation _____
3. Understanding of Clinic policies and procedures _____
4. Reception to new supervisory information _____
5. Meaningfully participates in group supervision _____

Assessing, Hypothesizing, and Diagnosing

6. Ability to hypothesize systemically _____
7. Clinical assessment (individual and systemic) _____
8. Treatment planning and case conceptualization _____

Systemic Practice

9. Developing rapport/ joining with clients _____
10. Therapeutic use of language _____
11. Constructing and delivering systemic practice _____
12. Utilizes clinic feedback in treatment _____

Awareness of Diversity

13. Considers self of the therapist and/or therapist position in issues of diversity _____
14. Maintains a tentative and curious awareness of cross-cultural factors in therapy _____

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

Ethical Decision-Making Process

16. Participates with peers in processing their ethical concerns _____

17. Processes own therapeutic ethical concerns with peers _____

18. Processes therapeutic ethical concerns with supervisors _____

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

Number of Client Contact Hours Completed: _____

Number of Supervision Hours Completed (30 min.): _____

ADDITIONAL COMMENTS:

Total (Out of 76) _____

Percentage (Total/76*100) _____

MID-TERM

Student Intern Signature Date

Clinical Supervisor Signature Date

FINAL

Student Intern Signature Date

Clinical Supervisor Signature Date

HOURS IN INTERNSHIP

Total Client Contact Hours in 7053: _____

Total Individual Client Contact Hours in 7053: _____

Total Relational Client Contact Hours in 7053: _____

Total Hours of Supervision in 7053: _____

Total Live Hours of Supervision in 7053: _____

Total Case Review Hours of Supervision in 7053: _____

Total Individual Hours of Supervision in 7053: _____

Total Group Hours of Supervision in 7053: _____

Appendix XII: Program Survey

Annual MFT Program Survey for MFT Students

Please select your MFT degree program:

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

General Program Questions

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

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

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

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

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

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

Safety Questions

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

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

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

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

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

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

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

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

4. Please provide any additional information/comments.
-

Diversity Questions

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

1. The learning environment is inclusive and diverse.

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

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

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

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

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

4. Please provide any additional information/comments.

Appendix XIII: Alumni Evaluation Survey

The University of Louisiana at Monroe

Marriage and Family Therapy PhD Alumni Survey

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

Year Entered: _____ Year Graduated: _____

Have you received any of the following licensures?

LMFT () Which States: _____

LPC () Which States: _____

Other, Please Specify () Which States: _____

Were you required to take additional coursework to meet licensure requirements? Yes () No () If yes, please indicate what additional coursework was required for licensure.

Please indicate what kind of environment you are currently employed in:

Academia: () Agency: ()

Private Practice: () In-Patient/Hospital: ()

Other: () Please specify: _____

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

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

What changes/improvements do you recommend to the program?

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

Is there a particular course you wish we had offered? Yes _____ No _____

If yes, please say more:

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

Yes () No ()

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

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

Yes () No ()

If no, please say more:

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

Yes () No ()

If no, please say more:

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

Yes () No ()

If no, please say more:

How did the program provide a safe educational environment for you to feel respected and heard?

What improvements do you suggest, in this regard?

Mission Statement: *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.

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

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

What changes to the mission do you suggest?

Program Goals: 1. To educate advanced systemically oriented clinicians and supervisors, proficient in the classic foundations of family therapy. 2. To train innovators in systemic clinical scholarship and research. 3. To prepare advanced practitioners to be sensitive to issues of diversity and professional ethics.

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

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

What changes to the program goals do you suggest?

Student Learning Outcomes (SLOs): SLO #1 Articulate a personal systemic clinical and supervision epistemology through evaluating and synthesizing classic systemic literature and approaches. SLO #2 Demonstrate competence in the ethical practice of systemic therapy. SLO #3 Demonstrate competence in working with diverse communities and cultures. SLO #4 An ability to interpret, conduct, and present findings of systemic oriented scholarship and practice as an instructor/teacher and as a professional presenter.

How accurately do our SLOs reflect our training program from your perspective?

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 PhD Student Learning Outcomes?

Appendix XIV: Professional Growth Plan Directions & Examples

Student:
Instructor:

CWID:

Date of Referral:

Course/Semester Taken:
Measure of SLO:

Growth Objectives:

Expected Impact on Student Learning/Achievement:

Strategies/Activities:

Resources Needed:

Timeline:

Expected Evidence of Attainment:

Names of MFT FRC:

Student Reflections:

1. **Reflections on Progress Toward Attaining Growth Objective(s):**

2. **Evidence of Completion:**

Instructor Reflections:

1. **Instructor Comments:**

2. **Evaluation of Meeting Benchmark:**

Student Signature/Date:

Instructor Signature/Date: