



Marriage and Family Therapy
M.A.
Program Handbook

Mount Mercy University

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Welcome Letter

Welcome to the Marriage and Family Therapy Program at Mount Mercy University. You are about to embark on an educational journey that is intended to touch every aspect of your life while preparing you for a career or enhancing and expanding on your expertise as a Marriage and Family Therapist. The faculty members are excited to welcome you into the program and look forward to joining you on this journey.

This handbook is important to your progress in the graduate program. It introduces you to important policies and procedures and contains useful information to guide you through coursework and other requirements for successful degree completion. Please review this information thoroughly and refer to this handbook when future questions arise. This handbook is meant to supplement the University Catalog and other Mount Mercy publications. Each of these publications is updated annually and can be found on the Mount Mercy web page.

Although written information is helpful and should be referenced to as needed, there is no substitute for personal contact. You are encouraged to seek assistance as needed from faculty and staff as you progress through the program. As Program Director for the Marriage and Family Therapy Program, I will serve as your academic advisor throughout your enrollment in the Master's program. Please know that my door is always open to you.

Sincerely,
Randy Lyle, Ph.D.



MFT Program Director

Preface

The Mission of the MFT program at MMU is to educate and train individuals to function as competent marriage and family therapists who can integrate systemic knowledge into their practice as ethical therapists with competence in understanding diversity and research as members of their communities. The MFT program promotes reflective judgment, strategic communication, the common good, and purposeful living through academic preparation and skills training based on the licensure requirements in Iowa, the AAMFT Core Competencies, and Code of Ethics.

To accomplish this mission, the MFT program has developed three broad goals:

1. Train student therapists in their **practice** to provide high quality, competent marriage and family therapy services.
2. Promote the field of marriage and family therapy through active involvement in the profession and community and by demonstrating competence and **knowledgeable practice** in diagnosis, assessment, and treatment with **diverse** populations.
3. Encourage students and faculty to establish a solid **knowledge** base including **diversity, research, and ethics** in their identity as a marriage and family therapist.

These goals have direct influences on the educational outcomes that guide the curriculum and contribute to the quality of the MFT Program. The educational outcomes are described more fully in the following pages.

Chapter 1: Master of Arts Program Mission and Goals

Core Faculty

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Program Role Definitions

Title	Description	Requirements
Program Director	The MFT Program Director oversees all functions of the Marriage and Family Therapy program. The Program Director determines and directs the organization and structure of the program to meet the standards for maintaining an effective and high-quality marriage and training master's degree program capable of meeting educational, program, student and faculty learning outcomes as delineated in the policies and procedures of the program and the University. While the final responsibility for all of the above lies with the Program Director, the PD seeks to work collaboratively with faculty, administration, staff, and students to accomplish these standards. The PD strives to have all voices acknowledged and listened to in the process of managing the program for success and excellence.	Ph.D. in the field of Marriage and Family Therapy Clinical Member of AAMFT AAMFT Approved Supervisor Minimum of 5 years of experience in education and administration in an academic setting License as an MFT or license eligible in the State of Iowa Demonstrated record of scholarship
Clinical Director	The Clinical Director oversees all functions of the on-site Olson Marriage and Family Therapy Clinic. The Clinical Director manages and maintains all policies and procedures within the clinic, and organizes the structure of the policies and procedures for the clinic to meet the ethical standards of client care. The Clinical Director is responsible for verifying student therapists requirements for approval of client contact at the clinic.	License as an MFT or license eligible in the State of Iowa Clinical Member of AAMFT AAMFT Approved Supervisor
Core Faculty	Core faculty are full-time, tenure track faculty with a degree specifically in MFT. Core faculty identify professionally as Marriage and Family Therapists, which includes adopting the AAMFT Code of Ethics as a guide for professional conduct.	License as an MFT or license eligible in the State of Iowa Identify as Marriage and Family Therapist Member of AAMFT
Adjunct	Adjunct faculty have a Ph. D. in MFT or an MFT-related field, or hold a Master's degree in MFT or a mental health-related field as well as offer specialized certification and training in their respective areas.	License as an MFT or mental health provider or license eligible in the State of Iowa
Supervisor	Supervisors must be AAMFT-approved supervisors or the equivalent in order to provide supervision for MFT students. Supervisors must provide individual supervision and in group formats, utilizing live observation, video or audiotape recordings, and case report modalities. Students receive ongoing feedback from supervisors throughout their practicum experiences. Supervisors are expected to provide constructive feedback and facilitate students' professional and personal development. At the end of each 15-week block of practicum, supervisors are to provide an evaluation of trainee's developing clinical competence utilizing the Trainee Evaluation Form.	Core faculty AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate External supervisors approved by State of Iowa
Students	Students of the Marriage and Family Therapy program must be accepted into the program after providing an application with all required materials. All students accepted into the MFT program hold a Bachelor's degree or higher with a cumulative GPA of 3.0 or better. All students in the MFT program are expected to be an active student member of AAMFT and Family TEAM, and be working towards completion of 20 graduate credits with a GPA of 3.0 or better.	Bachelor's degree or higher with a cumulative GPA of 3.0 or better Member of AAMFT and Family TEAM Hold a GPA of 3.0 or higher during duration of the program

Educational Outcomes- Masters

The MFT Master's program is designed around an outcomes-based educational philosophy. All coursework and program experiences are intended to foster student development and contribute to the following outcomes:

Program Outcomes (POs)

1. Train student therapists in their **practice** to provide high quality, competent marriage and family therapy services.
2. Promote the field of marriage and family therapy through active involvement in the profession and community and by demonstrating competence and **knowledgeable practice** in diagnosis, assessment, and treatment with **diverse** populations.
3. Encourage students and faculty to establish a solid **knowledge** base including **diversity, research, and ethics** in their identity as a marriage and family therapist.

Student Learning Outcomes (SLOs)

1. Students will demonstrate **knowledge** of and the ability to **practice** the major MFT models of therapy.
2. Students will demonstrate couple and family therapy skills and **knowledge** necessary to assess, diagnose, and treat mental health problems with **diverse** populations.
3. Students will demonstrate **knowledge** of, and critically evaluate, **research, ethical and practice** issues in the field of MFT.

Students' progress toward these outcomes will be evaluated at multiple points across the program (see Assessment & Measures). Students will receive ongoing feedback regarding their progress toward the student learning outcomes from faculty, supervisors, and staff (see Formal Evaluations). Students are also expected to be active participants in their learning processes and seek feedback regarding their progress toward student outcomes.

Faculty Outcomes (FOs)

1. Core faculty will be actively engaged in the profession, **practice**, and service of marriage and family therapy.
2. Core faculty will engage in regular professional development activities that strengthen their **knowledgebase** and understanding of **diversity**.
3. Faculty members will commit to the betterment of the university by exhibiting excellence in teaching, scholarship, and service.

Assessments and Measures

Master Degree Program Outcomes

PO#1 Train student therapists in their practice to provide high quality, competent marriage and family therapy services.	PO#2 Promote the field of marriage and family therapy through active involvement in the profession and community and by demonstrating competence and knowledgeable practice in diagnosis, assessment, and treatment with diverse populations.	PO#3. Encourage students and faculty to establish a solid knowledge base including diversity, research, and ethics in their identity as a marriage and family therapist.
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Master Degree Student Learning Outcomes

SLO #1. Students will demonstrate knowledge of and the ability to practice the major MFT models of therapy.	SLO #2. Students will demonstrate couple and family therapy skills and knowledge necessary to assess, diagnose, and treat mental health problems with diverse populations.	SLO #3 Students will demonstrate knowledge of, and critically evaluate, research, ethical and practice issues in the field of MFT.
PMFTFP STANDARD I RESPONSIBILITY TO CLIENTS Marriage and family therapists advance the welfare of families and individuals and make reasonable efforts to find the appropriate balance between conflicting goals within the family system.	STANDARD II CONFIDENTIALITY Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard the confidences of each individual client.	STANDARD III PROFESSIONAL COMPETENCE AND INTEGRITY Marriage and family therapists maintain high standards of professional competence and integrity
Core Competencies: 1.1.1; 3.3.4; 4.4.1; 6.3.3	Core Competencies: 1.2.1; 2.1.2; 2.4.3; 4.3.2	Core Competencies: 3.5.3; 5.2.1; 5.5.3; 6.1.1

Program Summative		Target	Benchmark	Target	Benchmark	Target	Benchmark
	Graduation Rates		50% of students will graduate within the advertised 2 years (70% within 6 years).	Participation in Community Outreach	70% of students will have documentation of participation in a minimum of 2 community outreach events.	COAMFTE Accreditation	The program will maintain national accreditation and adhere to COAMFTE requirements.
	National Exam		70% of students who take the national exam in MFT will pass.	Low-Cost Therapy	Average fees charged for clients will be less than 50% of the current licensed practitioner rates.	AAMFT Student & Family Team Member	90% of students will have documented AAMFT and Family Team Membership.
	Annual Alumni Survey			Survey of Local Agencies and Private Providers		Assessed: MF 546	
	Student Employment Rates		70% of students who desire employment in MFT will be employed 6 months from graduation.	Client Satisfaction/Client Outcome Surveys	Clients of the Olson MFT Clinic will have aggregated average scores above 4 (of 6) on the measure of client satisfaction.	Annual Alumni Survey	70% of responses will be at above "met expectations."

Formative Assessment Devices and Measures		Target	Benchmark	Target	Benchmark	Target	Benchmark
	Theoretical Competence Paper & Evaluation (TC)		70% of students will have a minimum average rating of 2.5 (of 4) on TC rubric.	Case Conceptualization (CC), Clinical Assessment (CA), and Treatment Plan (TP)	70% of students will have a minimum average rating of 2.5 (of 4) on CC, CA and TP rubric.	Cultural Integration Paper & Evaluation (CI)	70% of students will have a minimum average rating of 2.5 (of 4) on CI rubric.
	Assessed in: MF 518			Assessed in: MF 503 & MF 671		Assessed in: MF 602	
	Professional (PD) Development Plan		70% of students will have a minimum average rating of 2.5 (of 4) on PD rubric.	Live Interview (LI) and Live Interview Evaluation (LE)	70% of students will have a minimum average rating of 2.5 (of 4) on LE rubric.	Ethics Exam	70% of students will pass (80% or higher) Ethics Exam.
	Assessed in: MF 546			Assessed in: MF 545		Assessed in: MF 569	

Master Degree Faculty Outcomes							
FO1: Core faculty will be actively engaged in the profession, practice, and service of marriage and family therapy.	FO2: Core faculty will engage in regular professional development activities that strengthen their knowledge base and understanding of diversity.	FO3: Faculty members will commit to the betterment of the university by exhibiting excellence in teaching, scholarship, and service.					
	Target	Benchmark	Target	Benchmark	Target	Benchmark	
Professional Licensure		100% of Core Faculty will maintain licensure as an LMFT in the state of Iowa.	Continuing Education Units (CEU)	100% of Core Faculty will participate in 15 hours of continuing education annually.	Student Evaluations of Teaching	100% of all program faculty will have a min. average of 3.8 (of 5) on the IDEA (Average of A & D).	
Assessed: Annual Faculty Sum.			Assessed: Annual report to Associate Provost		Assessed: Annual Faculty Sum.		
Active Clinical Practice		75% of Core Faculty will be actively engaged in clinical practice .	Diversity Related CEU	50% of Core Faculty will participate in 1.5 hours of CEU's related to diversity.	Scholarship Record	75% of Core Faculty will engage in at least 2 scholarship activities annually, as defined in the faculty handbook.	
Assessed: Annual report to Associate Provost			Assessed: Annual report to Associate Provost		Assessed: Annual Faculty Sum.		
Service to the Profession		75% of Core Faculty will engage in at least 1 service to the profession activity, as defined in the faculty handbook.	Professional Membership	100% of Core Faculty will have ongoing membership in AAMFT.	Service to the University	50% of Core Faculty will participate in at least 1 program, department, or university committee.	
Assessed: Annual Faculty Sum.			Assessed: Annual Faculty Summary		Assessed: Annual Faculty Sum.		

M.A. MMU MFT Program Assessment Cycle

May Retreat	August Retreat	Educational Outcome(s)	Source of Information	Faculty Meetings
	x	SLO 1	MF 518 Theoretical Competence Paper & Evaluation (TC)	November
	x	SLO 2	MF 503 CC, CA & TxP	November
	x	SLO 3	MF 640 Research Proposal	November
	x	SLO 3	MF 569 Ethics Exam	December
	x	SLO3	MF 602 Cultural Integration Paper & Evaluation (CI)	April
	x	SLO 2	MF 671 CC, CA & TxP	April
	x	SLO 2	MF 545 Live Interview (LI)/ Interview Evaluation (LE)	May
	x	SLO 1-2	MF 690 Trainee Evaluation Form	June
	x	PO2	Client Surveys	June, August, December
	x	PO3	COAMFTE Accreditation	June
	x	SLO 1-3	MF 692 Trainee Evaluation Form	August
	x	SLO 1	MF 546 Professional Development Plan	August
	x	PO 3	MF 546 AAMFT & Family Team Membership	August
	x	PO1	Graduation Rate	August
	x	PO2	Community Outreach	August
	x	PO2	CDPP w/CC, CA & TxP	August
	x	FO1	Professional Licensure	August- Faculty Summary
	x	FO1	Service to Profession	August- Faculty Summary
	x	FO2	Professional Membership	August- Faculty Summary
	x	FO3	Teaching Evaluations	August- Faculty Summary
	x	FO3	Scholarship Record	August- Faculty Summary
	x	FO3	Service to University	August- Faculty Summary
	x	FO1	Clinical Practice	August- Assc. Provost Report
	x	FO2	CEU's	August- Assc. Provost Report
	x	FO2	Diversity CEU's	August- Assc. Provost Report
X	x	PO2	National Exam Rate	August & May
X		PO1	Employment Rates	April
X		PO1	Temp. Licensed	April
X		PO3	Alumni Survey	April
X		PO3	Employer Survey	April
X		PO2	Low-Cost Therapy Services	April

As described in the charts above, the MFT program at MMU engages in an annual cycle of review, evaluation, and assessment. This process consists of a) gathering data, b) processing and analyzing the data, c) making plans and implementing them based on the feedback, and d) reviewing the results of changes that are made. Data is gathered from student coursework, student and alumni surveys, employer surveys, faculty summary reports, etc. May and August of each academic year, the program's full-time faculty meet to discuss and review the mission, educational outcomes, goals, assessment process, and structure of the MFT program. The components of the program are reviewed to ensure consistency with the AAMFT Educational Guidelines, the state licensure laws for Iowa, and the AAMFT Core Competencies. These specific principles of the marriage and family therapy profession are linked directly to the assessment cycle.

Chapter 2: Progression through the M.A. Program

There are six general steps involved in the successful completion of the Marriage and Family Therapy Master's Program. Familiarity with these steps and the actions required by students to complete each step will facilitate timely progression through the program.

Step 1: Admission

Students' admission applications are considered complete after the Graduate Admissions office has received and processed the following elements:

1. Completed admission application form (or online application form)
2. Transcripts from all colleges and universities previously attended showing the granting of a Bachelor's degree with a cumulative GPA of 3.0 or better (applicants with less than a 3.0 should address the reasons for the lower GPA and why they should be considered for admittance; exceptions can be made at the discretion of the Program Director)
3. Two professional letters of reference
4. Complete the Brief Symptom Inventory and a personal interview with the Program Director

Students' application materials are reviewed by the Program Director and Graduate School representatives to determine admission status. Students may be admitted into two distinct admission categories (see [Table 1](#)).

Table 1: Admission Categories

Admission Category	When Granted	Action Required
Regular	Bachelor's degree from an accredited college or university meeting the 3.0 GPA standard; positive interview.	None required
Special	Non-degree students seeking to transfer credit to another university or fulfill requirements for licensure or certification.	Students taking courses to complete licensure requirements should file a letter stating which courses they need to take and consult with Program Director.

Step 2: Determination of Degree Plan

After attending the New Student Orientation, MFT Master's students should complete registration for first year classes under the guidance of the MFT Program Director, who serves as their academic advisor throughout their enrollment in the Master's Program. Suggested programs of study are included in this Handbook, and most students will follow these course sequences. Students who need a custom degree plan (due to part-time enrollment, transferred coursework, etc.), should make an appointment to meet individually with the MFT Program Director as early as possible after enrollment.

Step 3: First Year Review

At the end of the first year, the program affirms a student's clinical potential and declares that she/he is a candidate for the degree. Before June 1st, first-year MFT Master's students submit a copy of their proof of AAMFT membership to the MFT program faculty, which triggers the initiation of the review process. It should be noted that the Program reserves the right to exit anyone from the program at any time (See [Chapter 5](#)).

To be eligible to continue in the MFT program, full-time students must meet the following requirements:

1. Active student member of AAMFT and Family TEAM
2. Completion of 20 graduate credits with a GPA of 3.0 or better
3. Completion of MF 503, MF 518, MF 545, MF 569, MF 524, and MF 671
4. Fall within the regular admission category
5. Receive a "satisfactory" report on the Formal Student Evaluation and Candidacy checklist (see Appendix G).

Satisfactory review at the end of the first year will result in students' continuation in the program and enrollment in the MFT Practicum courses. Marginal/unsatisfactory review at the end of the first year will depend on nature of areas in which student has not demonstrated competence, result in the requirement of remedial coursework/student activities OR the student's dismissal from the program. All students will receive formative feedback throughout the first year to foster continuous personal and professional development. Feedback can range from informal discussions between individual faculty and students to a formal remediation plan utilizing objective data depending on the concerns of the faculty regarding the student's issues.

Step 4: Clinical Practicum

After completion of coursework focused on theory and basic clinical skills offered during the first year of the program, students then enroll in a 12-month minimum practicum experience (concurrently with continued coursework) to further advance and refine their clinical competence. The clinical practicum within the MFT Master's program includes three 4-credit hour courses (MF 590, MF 690, & MF 692) that should be completed consecutively. Students are responsible for completing an on-campus practicum placement, and/or making arrangements for off-campus practicum placement. The process of seeking an off-campus practicum should usually begin after February 1st in the first year of the program. Students should remain in communication with the MFT Clinical Director to ensure they obtain a site that meets program requirements and is the best fit for individual student needs. See [Chapter 4](#) for a detailed description of policies and procedures for the MFT Master's Program Practicum.

Note: Students will not be allowed to graduate until all client charts have been resolved; meaning, the client chart has either been closed or transferred to a continuing student.

Step 5: Final Competency Assessment

In order to assess students' attainment of Student Learning Outcomes at the completion of the Master's program, students have the option of: 1) demonstrating they have passed the national licensing exam; or 2) submitting a completed Portfolio of MFT Theory and Practice to the faculty by July 15th of the second year. The completed portfolio should include documentation of students' attainment of all Student Learning Outcomes. See [Chapter 3](#) of this Handbook for complete information about Portfolio submission.

To be eligible to submit a Portfolio, a student must:

1. Be maintaining matriculation or enrolled in their last Block 8/9 of course work
2. Not be on academic probation or suspension
3. Have a cumulative grade point average of 3.0 or higher
4. Have completed at least two consecutive practicum courses

Step 6: Graduation

To be eligible for graduation students must complete the following:

1. Successfully completed all 60 credits of course work with a minimum GPA of 3.0 (See note below)
2. Successfully pass the national exam or complete the portfolio review
3. Pass the Clinical Demonstration and Position Paper
4. Completed 300 hours of direct client contact with at least 40% of those hours being relational (as documented by the Clinical Director)
5. Completed 100 hours of clinical supervision, 50 of which will be based on observable data
6. Completed an application for graduation
7. Complete the graduation checklist and obtain all necessary signatures (See section on [Program Completion](#))

Note: All students are required to achieve a minimum GPA of 3.0. Only two C grades are permitted in the graduate program. A third grade of C or below will result in suspension or dismissal from the program. No MFT Specialization course (see [Table 2](#) below) can be accepted with a grade below 80%. A student receiving a C+, C-, or C may repeat a graduate course once. A maximum of two courses may be repeated. Any grade below a C- is grounds for dismissal from the program. Additionally, students have a maximum of six years from the entrance date to complete the program and graduate.

Students must apply for graduation within six months of their anticipated graduation. Applications for graduation are found on the university website and are available from the registrar's office. Graduation fees will appear on your bill from the university. **Even if you do not plan to participate in graduation activities (e.g., commencement), you must still apply for graduation.** Information will be sent to you regarding ordering of the hood, cap, and gown. You will receive your diploma and be hooded at the University commencement ceremony. The University holds one commencement ceremony a year. Students graduating in December of the preceding year, February, May or August are invited to attend that ceremony.

Post-Graduation: Professional Licensure

The majority of students entering the MFT program desire to provide direct mental health care services to individuals, couples, and/or families upon graduation. In order to practice as a marriage and family therapist within the State of Iowa, as well as most other states in the US and countries abroad, one must obtain a license through a government agency. In Iowa, the Iowa Department of Public Health, Board of Behavioral Science, Bureau of Professional Licensure administers licensure for MFTs (Licensed Marital and Family Therapist, LMFT). MFT program graduates are required to pass a written examination and accumulate significant post-graduate, supervised clinical experience to be eligible for full licensure. See [Appendix A](#) for a summary of the LMFT licensure processes.

Important Note

The faculty not only educate, train, and supervise MFT students, but also to serve as the gatekeepers to preserve and protect the integrity of the profession. The responsibility to hold a high standard for those who will enter the field is taken seriously by faculty of the MFT program. When concerns are raised about a student therapist's ability or professionalism, remediation may be necessary and the process will be initiated by the MFT program faculty. In such cases the MFT program faculty will convene and discuss the circumstances and determine an appropriate course of action. The outcome of this discussion may be probation, suspension, or dismissal from the program. Program reserves the right to exit anyone from the program at any time. Should probation be the decided course of action, a plan will be developed with the student for improved performance, along with benchmarks that the student must meet. Students may appeal the decision of the MFT program faculty using the graduate program's grievance procedures as found in this Handbook or in the University Good Book.

Chapter 3: Academic Requirements for M.A. MFT Program

The MFT master's program is a 60-credit-hour program of study, including an intensive 12-month minimum practicum of at least 300 client contact hours. Marriage and Family Therapists are employed in a wide variety of settings, such as social service agencies, churches, private family therapy practice, and mediation/consultation companies. The Master's program in MFT is focused on developing students' skills for direct clinical work with individuals, couples, and families.

The MFT Master's program operates from a competency-based educational philosophy, with the goal of facilitating students' development toward demonstrating clinical competence and obtaining the designation of Licensed Marital and Family Therapist. The Association for Marriage and Family Therapy (AAMFT) has recently published a comprehensive description of the core competencies for MFTs at the time of licensure (see [Appendix B](#) for a complete list of the 128 core competencies). These core competencies are closely related to the Practice Domains of the Association for Marriage and Family Therapy Regulatory Boards (AMFTRB), the body that governs the national examination process for LMFTs (see [Appendix A](#) for licensure information).

Within each course in the MFT program, students will be expected to demonstrate attainment of specific competencies; course grades will reflect students' developing competence. The practicum experience then becomes the capstone of the Master's program, allowing students to put into practice the theory and skills they have learned under the close supervision of faculty. Students then continue their professional development and attainment of competencies during the post-graduation clinical experiences and supervision necessary to fulfill licensure requirements. This is most often accomplished in the context of full or part-time employment in the mental health field.

Program of Study

The Master of Arts in Marriage and Family Therapy is a 60-credit-hour thesis or non-thesis program. [Table 2](#) contains the courses required for the MFT program. See [Appendix C](#) for suggested schedules of courses for full-time students throughout program completion. Part-time students and others with unique scheduling needs should schedule a meeting with the MFT Program Director during the first block in order to determine the best degree plan design to meet student needs and program requirements.

Table 2: Summary of MFT Program Requirements

Courses	Credit Hours
MFT Specialization Courses Required for Practicum	
MF 503 Family Systems	3
MF 518 Models of MFT	3
MF 569 Ethical and Professional Issues in MFT	3
MF 545 Micro-counseling	3
MF 546 Pre-practicum	3
MF 582 Models of Couples Therapy	3
Total	18 Hours
General Courses	
MF 524 Human Development	3
MF 550 Systemic Sex Therapy	3
MF 626 Psychopathology	3
MF 602 Cross-Cultural Families	3
MF 640 Research Methods	3
MF 671 Therapeutic Methods with Parents & Children	3
Total	18 Hours
Elective Courses (4 Required)	
MF 571 Play Therapy	3
MF 605 Neuroscience for MFT	3
MF 665 Play Therapy Application and Theory	3
MF 655 Spirituality and the Family	3
MF 630 Trauma, Violence, and Addiction	3
MF 677 Entrepreneurship in MFT	3
MF 695 Thesis Direction*	3
Total	12 Hours
Clinical Courses	
MF 590 Practicum I	4
MF 690 Practicum II	4
MF 692 Practicum III	4
MF 701, 702, 703 Practicum IV (hours completion)	1-3
Total	12 Hours
Total Program Requirement	60 Hours

*Students wishing to do a Thesis may take the Thesis Direction course as an elective. See [Appendix D](#) and speak with the Program Director for more information.

Chapter 4: Final Competency Assessments for M.A. in MFT

Students in the MA MFT program are required to complete a “capstone” project before they can be recommended for graduation. Students have two options to satisfy this requirement. The first option is for the student to take and pass the national exam. **This is the option the faculty recommends since students will not be able to obtain a temporary license until this exam is passed.** The second option is to complete a portfolio (see below).

The Board of Behavioral Science will allow an applicant for a temporary license to take the national examination prior to graduation. If students choose this option, they need to submit the application for licensure, pay the application fee, and submit a letter of good standing from the Program Director, which states that the applicant is in the final three months of his or her educational program. This letter must include the expected date of graduation.

Deadlines:

April 1st - Request letter of good standing

April 10th - Submit application and pay the fee

May 1st - Register for the exam

June - Take the exam

Scores are available within four weeks after the close of the testing window, and a copy must be turned in to the Clinic Director as proof of passing. Even after the exam has been passed, a temporary license will not be issued until an official transcript and all other required documentation has been received by the Board office. Employers require applicants to have a temporary license before being hired, which is why this is the recommended option.

Note: Students who take the national exam and fail will be given the option of completing a portfolio to meet graduation requirements.

MFT Theory and Practice Portfolio-M.A.

The MFT Theory and Practice Portfolio serve three primary functions:

1. It is an opportunity for summative feedback to facilitate students’ development post-graduation
2. Summative evaluation of students’ competence at the final review
3. Formative feedback for program faculty and instructors as themes and patterns of learning are observed over time

Portfolio Review

A satisfactory review will result in students’ approval by the MFT program for graduation, upon completion of required clinical contact hours, and any other remaining requirements. **For those who choose this option, a paper copy of the portfolio is due and turned in to the Program Director at the end of the student’s second year on the 1st of August.** The review serves as a summative evaluation of students’ demonstration of clinical competence and all Student Learning Outcomes. Further, students may receive summative feedback from faculty to facilitate their postgraduate professional development and progress toward licensure. [Table 3](#) links the Student Learning Outcomes to Portfolio products.

Students should note that earning an acceptable overall grade for a given course does not necessarily mean that the Portfolio product completed within the course is adequate to demonstrate Student Learning Outcomes. Grades for courses within the Department are generally assigned based on a combination of products, including exams, papers, participation, etc. Students are offered feedback on all course products and should, therefore, incorporate this feedback into revisions of Portfolio products if necessary to demonstrate achievement of the identified Student Learning Outcomes prior to submission.

Products for Portfolio Review

The following products ([Table 3](#)) and materials should be added to the candidate’s portfolio for the review.

Table 3 Portfolio Products		SLOs Demonstrated
1	MF 503 – Family Systems: Clinical Assessment, Case Conceptualization, & Treatment Plan	SLO 2
2	MF 671-Child and Family: Clinical Assessment, Case Conceptualization, & Treatment Plan	SLO2
3	MF 518 – Models of MFT: Integration and Discussion of Personal Theory of Change	SLO1
4	MF 569 – Ethical and Professional Issues in MFT: Ethics Exam	SLO3
5	MF 602 – The Cross-Cultural Family: Culture Genogram and Personal Cultural Integration Paper	SLO3
6	MF 545 – Micro-counseling: Live Interview & Live Interview Evaluation	SLO2
7	MF 546-Pre-practicum: Professional Development Plan	SLO1
8	MF 640 – Research Methods: Research Proposal	SLO2
9	MF 546-Pre-practicum: Trainee Evaluation Form	SLO1
10	MF 590 – Practicum I: Trainee Evaluation Form	SLO1
11	MF 690 – Practicum II: Trainee Evaluation Form	SLO1-2
12	MF 692 – Practicum III: Trainee Evaluation Form	SLO1-3
13	Clinical Demonstration and Position Paper	SLO2

Clinical Demonstration and Position Paper

Regardless of whether the national exam option is taken, all students will complete a Clinical Demonstration and Position Paper. The Clinical Demonstration and Position Paper (CDPP) is an opportunity for you to demonstrate your own personal integrated approach to therapy, which you will have developed over the course of the program. **The CDPP is due June 1st in the student's second year.**

The CCDP should be theory-driven and illustrate how you apply the major models of marriage and family therapy to assessment, intervention, and determining outcomes with clients. In the process of developing your position, you will also have the opportunity to reflect on (and integrate) your approach to handling ethical concerns and demonstrating cultural competence. This is a major paper that you should be working on throughout your time in the program, beginning with your first classes in your first year.

Students are expected to pass the CDPP on the first attempt; however, in the event that a student fails the first attempt, they will be given one opportunity to resubmit the paper. If a student fails the second submission, they may be asked to exit the program.

Opening Thoughts

The MFT program faculty is interested in seeing specifically how you integrate ideas, concepts, and models into a coherent approach to therapy. The process by which you arrive at your preferred model requires conceptualizing client problems, intervening accordingly, and evaluating the outcomes and fit of that process with your personality over time, while making adjustments and ultimately starting the process all over again. It is not expected that you will have a solid and sure model of therapy at the time that you write this paper, or even when you leave this program. A practitioner's model of therapy develops as he or she gains more and more experience over the course of years, not months. Accordingly, the final paper is a "snapshot" of your progress at the time of graduation, not a capstone of your professional development. Keep this in mind as you struggle to develop a well-rounded, clear, and articulate description of your model of therapy.

Position Paper Outline (Use these as headings in your paper)

Orienting views. This section is used to establish the lens through which the student prefers to see the world, and which influences their choice and use of specific theories. In this section students should articulate their views about human nature, value systems, how we "know" things (epistemology), etc. This can be accomplished by identifying and elaborating on a preferred worldview, such as post positivism or constructionism. For students in this program, this section must at least provide a description of the underlying assumptions and concepts that arise from the application of systems theory. In addition, in this section students should outline what constitutes healthy human and relational functioning (i.e., How do we know a person/relationship is healthy?). This section will educate the reader about what you bring to the table *before* trying to apply theory to your work with clients.

Theory of therapy. This section of the paper is where an integrated model of therapy is delineated. The theory of therapy can represent and integrate more than one model of therapy; however, for this to be effective, the integration should reveal a coherent approach to therapy without conflicting assumptions. This section should be oriented around four major subsections. 1) What is your theory of change? How does your theory of therapy enable you to engage in a relationship with clients that fosters the possibility of change; 2) How do problems develop and what do you assess to determine whether these problems are present; 3) What interventions do you use to address these problems in the therapy session; and 4) What do you look for to determine whether change has taken place after intervention? This section should integrate personal orientation, personal understanding of the change process and how it happens and how these ideas are linked to your specific model(s) of MFT.

Application. As Thomas Edison said, "The value of an idea lies in the using of it." Students will need to show how their model of therapy outlined above was used with two unique client systems, at least one of which must be relational (i.e., couple, family, etc.). While the model of therapy section exhaustively details the core assumptions and practices of your approach to therapy, this section only requires that student demonstrate which aspects of the model were applied to these specific clients. Please outline what you actually did with these clients and how it fits with your model (not what you should have done or wished you could have done). You will include examples and discussion of both individual and relational therapy. You are asked to create hyperlinks to short video recordings of your working with clients that clearly demonstrate the skill or intervention or outcome you have described in the paper. The total number of links should be limited to 5, and no one video should be more than 3 minutes in length. In the written portion, you should include other aspects of client care, such as medication management, collaborative care, ethical issues, cultural competence, etc. In order for this to all work, papers must be submitted electronically. Submit your paper directly to your practicum supervisor. They will see to it that the paper is distributed to other faculty.

Strengths and weaknesses. Include a subheading where you frankly discuss your weaknesses and strengths as a therapist at this point in your development. Keep in mind that all therapists have weaknesses, and awareness of them is much more important than exorcising them immediately. Outline your strengths as well, showing what you believe are the assets you possess that will allow you to become an effective therapist. Also, discuss what the "next steps" are in your personal, professional development.

Clinical assessment, case conceptualization, and treatment plan. For the **relational case** described in the narrative form above, also include a clinical assessment, case conceptualization, and treatment plan, using the forms provided by Gehart. The information contained on these forms should be consistent with and provide support for, the narrative versions included in the paper. Students are not required to include a genogram of the client system.

Project Process

The CDPP is developed throughout your time in the marriage and family therapy program. During the first year courses (MF 503 and MF 518), students are exposed to material that can be used to write the Orienting Views section of the paper. These courses also provide the knowledge base for selecting a model of MFT that can be applied to your work with clients. MF 602 includes opportunities for reflection on your cultural competence, and MF 569 will help you determine how to approach ethical issues in therapy.

Likewise, the practicum experience will provide ample opportunity to apply models of MFT, as well as to assess, conceptualize, and plan cases. Students should become familiar with the requirements of the CDPP early in the program and be mindful early in the practicum experience of what clients might best illustrate the application of their model of therapy. It would be useful to ask, “How can the material I am learning be used to support my position paper?” during each class that students complete.

Additional Guidance and Requirements

- Do not use abbreviations for an adult female (AF) and adult male (AM), etc. in the body of the paper. Instead, provide a pseudonym for the client and use this consistently — this greatly improved readability. Students may use the AF/AM abbreviation in the clinical assessment, case conceptualization, and treatment plan if they so desire.
- The paper should be at least 18-23 pages.
- Becvar & Becvar and the Nichols texts are excellent references that can be used to develop the content of your paper. However, these should not be considered “primary sources” to support your understanding of models.
- APA Style (6th edition) is required for this paper.
- Include a list of references at the end of your paper. This should include knowledge of the primary sources that support your model of therapy, as well as any other sources used to support your arguments.
- Students who have difficulty with writing should seek outside help before submitting a final copy. The university provides writing support through the ACE office.
- A final copy, with supporting documentation, must be included with your portfolio.
- To pass the CDPP, two faculty readers must agree that the paper meets the requirements. An average score of 2.5 (of 4) on the rubric rating scale is required to pass.

Chapter 5: M.A. Clinical Practicum

MFT M.A. students begin practicum during the second year of the program. Although all courses serve to prepare students for clinical practice, six courses contain specific prerequisite knowledge for the MFT practicum: MF 503, MF 518, MF 545, MF 546, MF 569, & MF 582. Any clinical deficiencies are addressed and remediated through on-going instructional activities and course evaluations in the six clinical preparation courses. Students who have not demonstrated minimal clinical competencies necessary to begin work with clients will not be permitted to enroll in practicum courses or be approved for an offsite placement.

Once all requirements and approvals have been fulfilled students must submit the Application for Practicum ([Appendix E](#)) and the appropriate Practicum Agreement ([Appendix F](#)).

Students may request an exception to the above-stated policy, with the intent of starting practicum before all prerequisites have been completed. In such a case the student must be at least registered for any remaining pre-requisite courses and will submit a formal letter to the Clinical Director explaining the circumstances that require an exception and documentation of their qualifications that would support a positive decision. The faculty will review the letter and return a decision to the student indicating whether an exception will be granted.

Students are expected to complete a minimum of continuous 12-month practicum experience in the Olson Marriage and Family Therapy Clinic. In addition, the student may also choose a clinical facility approved by the program as an additional off-site placement. The off-site practicum must be cleared by the Clinical Director and paperwork submitted and approved, before beginning the practicum. Each year, a date will be set as to when the student may begin at an approved offsite. This date will be after the completion of pre-practicum and first-year formal evaluation. Students may not start before this date. (See [Appendix E](#) and [Appendix F](#) for Off-site practicum application and agreement)

All students are required to have 5 available hours weekly at the Olson MFT Clinic. Of those 5 hours, 3 hours are required to be in the evening or on Saturday. Also, students are required to participate in any specified number of clinic marketing events during their year-long practicum. The number of events may vary by year and may differ for those who do not have an off-site placement. The main campus does not count as an off-site placement for event participation.

Supervision is a critical element of the practicum process. Interns will receive weekly supervision from an on-campus supervisor as well as a supervisor affiliated with any off-campus placement. The on-campus supervisors will be AAMFT-approved supervisors or the equivalent in order to provide supervision for MFT students. Supervision is provided individually and in group formats, utilizing live observation, video or audiotape recordings, and case report modalities.

Hours:

To graduate from the program students must have completed a minimum of 300 clinical contact hours, of which at least 120 hours (40% of 300) must be relational (i.e., couple or family therapy). Group Therapy does not generally count as relational hours, ask your supervisor about the exception.

Additionally, students must have a minimum 100 hours of supervision, of which 50 must be based on observable data. Supervision hours and clinical hours are calculated separately. Supervision hours only count toward this requirement if the supervisor is AAMFT or an LMFT state-approved supervisor, i.e., not all off-site supervision “count” toward hours, though it is legally required to have direct supervision to practice at an off-site.

Requirements for practicum will be reviewed in the practicum orientation process at the start of the first 15-week practicum block. Attendance at the practicum orientation meeting is mandatory. Students are strongly encouraged to communicate regularly with their supervisors and program faculty about any practicum questions.

Note: Although Iowa only requires 300 hours, some states require as many as 500 clinical hours to become eligible for a temporary license. Accordingly, if you plan to move to another state after graduation, be sure to look up their licensure requirements and plan accordingly.

Students are responsible for recording and getting verification of client contact and supervision hours and turning in all required documentation at the end of each practicum block (see [Appendix G](#), [Appendix H](#), and [Appendix I](#)). Students will be made aware of the deadlines for turning in practicum forms. If students do not submit all practicum paperwork on time they will be subject to the following:

1. If the required practicum forms due are not received by the Clinical Director by the final due date, students will receive an “in progress” grade for practicum.
2. In accordance with MMU, policy students will then have 30 days to complete any outstanding course work (in this case, the practicum forms).
3. If after 30 days the forms have not been received, the student’s grade will automatically be changed to an F.
4. If the grade is changed to an F, the student will be required to take that practicum course over again before being approved for graduation.

As a "student therapist," you can be held responsible for the results of your professional activities. Each practicum student must obtain professional liability insurance, which is designed to provide coverage for suits of malpractice error or omissions in the performance of your duties, whether actual or alleged. Students must have insurance before signing up for practicum courses. Students must provide the Clinical Director with verification of liability insurance before the first practicum. **No student therapist may see clients without having insurance.** Insurance may be obtained through several agencies; however, as a benefit of membership in the AAMFT, students enrolled in an MFT program will receive their liability insurance at no cost. Membership and insurance applications are available on the AAMFT website (www.aamft.org) and are due during the pre-practicum experience.

Definitions of Hours for Mount Mercy and AAMFT

Therapy Hours

Clinical Contact Hours “...are defined as therapist and client therapeutic meetings in the same physical location. Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision, are not considered direct client contact. Assessments may be counted if they are face-to-face processes that are more than clerical in nature and focus. Sessions with other systems, groups of individuals who do not define themselves as a couple or family, but come together in a face to face meeting with a therapist for therapy can be counted as clinical hours. A 45-minute therapy session must be counted as 45 minutes, not one hour or as a contact hour” (COAMFTE Version 12 Standards). The program utilizes a 50-minute client contact hour.

Individual Clinical Hours are defined as a therapist working with one individual in the therapy room.

Relational (Couple or Family) Clinical Hours are defined as a therapist working with two or more people in the room who define themselves as a couple or family. When the two or more people do not define themselves as a couple or family, the therapist consults with the supervisor to determine which category the therapy best fits for reporting purposes.

Note: Alternative clinical activity hours do not count toward the required 300 hours. Alternative hours are defined as couple or family groups, reflecting teams during live supervision, and activities that are purely psychoeducational (e.g., community presentations).

Supervision Hours

Individual Supervision is defined as one or two students meeting with a supervisor to review clinical work.

Group Supervision is defined as three to eight students meeting with a supervisor to review clinical work.

Observable Data is defined as a review of audio or video recordings or watching a session as it occurs. The time during which a session is viewed by the supervisor and any additional time spent discussing the case all count under the category of observable data. As an example, if a student showed a 30-minute clip of a recorded session, followed by 30 minutes of discussion with the supervisor, the entire 60 minutes would count under observable data.

Case Report is defined as receiving supervision on cases without the use of observable data.

Note: If a student is being observed during a therapy session, they may count that as both supervisions with observable data and clinical contact. Additionally, “supervision may utilize secured digital technology in which participants are not in the same location. The majority of supervision must be with both participants physically present. A 45-minute supervision session must be counted as 45 minutes, not as one hour or a contact hour (COAMFTE Version 12 Standards).” The program utilizes a 50-minute supervision hour

Site Selection

The Olson MFT Clinic continues to grow each year, and you are required to be available 5 hours each week, of which 3 hours need to include one weeknight and/or Saturday hours. Students are encouraged to also provide clinical services in Practicum at an off-campus clinical facility. The Program Director and Clinical Director may guide in selecting Practicum sites; however, **it is the student's responsibility to secure a site.** Selecting the most appropriate site is essential for gaining the most benefit. You may wish to visit some of the sites early in your program to gain information about potential placements for the future.

Students are expected to commit to their practicum site for the minimum of twelve months of practicum, regardless of how long it takes to accumulate 300 hours of client contact. This gives the sites greater benefits from the training opportunities they are providing and allows them to plan more effectively. If interns encounter difficulties or a lack of fit with the site, arrangements can be made with the Program Director and Clinical Director to change sites. Students must inform the Clinical Director of any decisions involving changes to the student's practicum site arrangement.

MFT practicum sites must meet accreditation requirements for supervision and type of client contact available for students. After students have identified sites of potential interest, they should call or email the contact person for the practicum site to find out if the site is accepting interns at that time. If the site is accepting interns, students should follow the site's application process. This process will likely include the submission of a resume and an interview. Students should approach this process as a job interview (e.g., dress professionally; arrive on time, a follow-up interview with a – thank you note, etc.).

If a student wishes to complete his or her practicum requirements at a site other than those recognized by the program, he or she should work closely with the MFT Program Director and Clinical Director to develop a practicum site and ensure that the practicum meets all program requirements.

Evaluation in Practicum

MFT practicum courses are graded on a pass/fail scale. Students are evaluated based on engagement and participation in supervision experiences, demonstrated professional and personal growth, demonstration of clinical competence, and their timely accumulation of client contact hours. Students will also produce a Clinical Demonstration and Position Paper in the last practicum course before graduation.

Students who do not complete the required number of client contact hours will be given an IP (in progress) grade until the hours are completed. Depending on the number of hours remaining, students may have to register for another term of Practicum ([Table 4](#)) or complete their hours within a prescribed period of time and then get a change of grade. In order to have the IP removed and the grade changed to a Pass, students must schedule a meeting with the supervisor who assigned the IP grade. Students should bring a grade change form and documentation of fulfillment of course requirements to the MFT Program Director. **Any grade other than a passing grade in Practicum III will result in a student not being able to graduate in August.**

Students will receive ongoing feedback from supervisors throughout their practicum experiences. Supervisor feedback is intended to be constructive and facilitate students' professional and personal development. At the end of each 15-week block of practicum, an evaluation of trainee's developing clinical competence is completed by the on-campus supervisor utilizing the Trainee Evaluation Form (see appendix) and by the off-campus supervisor (if applicable) on paper ([Appendix G](#)). These evaluations are intended to provide students with feedback about their developing clinical competence, which facilitates the formulation of goals within the next supervision course. Students provide feedback about their on-campus supervision experience at the end of each practicum block ([Appendix H](#)). Students with an off-campus practicum will also complete an evaluation of their off-campus supervisor and site. Additionally, students are required to complete a Practicum Clinical Experience Summary form for client contact and supervision at the Olson MFT Clinic, as well as at any off-campus placements (if applicable, [Appendix I](#)).

Continued Enrollment in Practicum

A Satisfactory evaluation in MF 692 – MFT Practicum III, signifies completion of all internship requirements for the MFT Master's program. Students who have not completed all requirements will receive an IP (in progress) grade for MF 692 and be required to register and pay for additional practicum credits based on the cut-off points in [Table 4](#).

Table 4: Registration Schedule for Practicum Enrollment after 3rd Practicum

Client Contact Remaining	Register for Course	Credit Hours
100 or more	MF 703, MFT Practicum IV	3
99-50	MF 702, MFT Practicum IV	2
49-30	MF 701, MFT Practicum IV	1
<29	No Course - December Graduation	0

Chapter 6: MFT Program/Graduate Policies and University Resources

Masters: Formal Graduate Student Evaluation and Feedback

At the end of the first year (the end of Pre-Practicum) students will have submitted all required materials and requested permission for proceeding to second-year status and clinical work. This review of candidacy material happens in August. This serves as the first formal review period (See Candidacy Checklist).

During the second year, the MFT faculty evaluates the progress of students at the end of each 15-week practicum block (Dec., March & August). To allow the faculty to consider important contextualizing information, students should keep their supervisor and program director apprised of any problems that might be impacting their performance in the program.

Evaluations are “satisfactory,” “marginal,” and “unsatisfactory.” Most students receive satisfactory evaluations as they progress in their program. Students who receive “marginal” or “unsatisfactory” evaluations are given specific feedback as to why they received the evaluation and requirements for remedying the deficiency.

Evaluations are conducted by the full faculty body, at the four review periods mentioned previously. The evaluation consists of the students academic, clinical skills and competency, self-of-the therapist, and other criteria outlined below. Each student will receive a formal letter with the review outcome and requirement for remediation (if needed). A copy will also be placed in the student's file.

Students who have concerns regarding their evaluation can discuss it with their supervisor or the program director. It is important to note that students who receive more than one unsatisfactory or marginal evaluation may be dismissed from the Program. The program reserves the right to dismiss a student at any point outside this structure if concerns are deemed potentially harmful and/or dangerous to the student or clients and best outcome for the safety of the student or clients.

The MFT faculty has established the criteria listed below for determining what constitutes “satisfactory,” “marginal,” and “unsatisfactory” progress. (Not all criteria applies to all students depending on time in the program.):

Satisfactory:

- Satisfactory program participation and involvement
- Completing coursework on the timetable consistent with your program of study (full-time vs part-time)
- Passing core courses with B- (80%) or higher
- Satisfactory Clinical Development and Case Conceptualization (Assessed using CC, TP & CA rubrics in relevant courses, TEF and faculty, supervisors/clinical director reports)
- Satisfactory management and timeliness of Clinical Paperwork (including notes, treatment planning, terminations/closing cases, case management, scheduling, documenting, etc.) (Assessed by TEF and faculty, staff, supervisors/clinical director reports)
- Satisfactory and professional adherence to Clinic Policies (mandatory reporting, HIPPA, social media, etc-All policies outlined in the Olson Manual). (Assessed by TEF and faculty, staff, supervisors/clinical director reports)
- Satisfactory Professional and Ethical Behaviors (adhere to the AAMFT Code of Ethics and all other professional standards; professionalism policies outlined in the Olson & Program handbooks) (Assessed by TEF and faculty, staff, supervisors/clinical director reports)
- Satisfactory Self of the Therapist progress (assessed by Trainee Evaluation Form (TEF) and faculty, supervisor's, clinical director report)
- Satisfactory development of PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES Core Competencies. (Assessed in coursework, final project rubrics, TEF, and faculty, staff, supervisors/clinical director reports).
- Appropriate and professional communication with program faculty and staff/ and clients/ and fellow students
- Satisfactory contact and interaction with clinical supervisor(s)
- Acceptable performance in student "worker" positions
- Progress towards completing thesis, clinical demonstration, and portfolio

Marginal:

- Lack of program participation and involvement
- Lack of progress in completing coursework/attendance concerns
- A grade below a “B-“ in any course
- Inadequate and/or difficulty Clinical Development and Case Conceptualization (Assessed using CC, TP & CA rubrics in relevant courses, TEF and faculty, supervisors/clinical director reports)
- Inadequate and/or difficulty with management and timeliness of Clinical Paperwork (including notes, treatment planning, terminations/closing cases, case management, scheduling, documenting, etc.) (Assessed by TEF and faculty, staff, supervisors/clinical director reports)
- Inadequate and/or difficulty with professional adherence to Clinic Policies (mandatory reporting, HIPPA, social media, etc-All policies outlined in the Olson Manual). (Assessed by TEF and faculty, staff, supervisors/clinical director reports)
- Inadequate and/or difficulty with Professional and Ethical Behaviors (adhere to the AAMFT Code of Ethics and all other professional standards; professionalism policies outlined in the Olson & Program handbooks) (Assessed by TEF and faculty, staff, supervisors/clinical director reports)
- Inadequate and/or difficulty Self of the Therapist progress (assessed by Trainee Evaluation Form (TEF) and faculty, supervisor’s, clinical director report)
- Inadequate and/or difficulty with the development of PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES Core Competencies. (Assessed in coursework, final project rubrics, TEF, and faculty, staff, supervisors/clinical director reports)
- Minimal contact with clinical supervisors (on and off-site)
- Minimal contact with (thesis, project) chair and committee members
- Poor performance in student employee positions
- Concerns about being unreliable, unprepared, unprofessional or unethical
- Thesis project Proposal not approved
- Little progress toward completing thesis, clinical demonstration or portfolio
- Poor communication/emails with program faculty and staff/ clients /fellow students (not responding within 24 hours, etc.)
- Other specific faculty concerns

Unsatisfactory:

- All points in marginal rating can become unsatisfactory depending on the severity of the problem
- Serious difficulty with coursework/attendance
- Failure to resolve any problems or fulfill any requirements indicated in a previous review/remediation plan
- A grade of “B-“ in any two courses in one semester or a “C” in any core course.
- Non-passing grade in any practicum
- Violations of ethical or professional behavior
- Other specific faculty concerns

Termination of Graduate Status

Termination of graduate status may result if a student:

1. Fails to fulfill the university's minimum registration requirement.
2. Requests to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to program recommendation).
3. Receives a marginal or unsatisfactory rating in a periodic review by the academic program and is unable or unwilling to comply with conditions for continuance outlined by the program.
4. Receives two marginal or unsatisfactory ratings in the periodic reviews by the faculty.
5. Fails to make what the program or the university deem to be satisfactory progress toward a graduate degree.
6. Is deemed by the faculty to be unable to fulfill the requirements and responsibilities needed to provide competent and ethical care for individuals, families, and couples as a licensed Marriage and Family Therapist.

Program Completion

The MFT program has a number of requirements that fall outside of the regular program of study. In order to be cleared for graduation, students must complete all requirements, even those that are not associated with coursework (e.g., the CDPP). To aid students in the process of ensuring they are cleared to graduate, the MFT program has prepared a checklist students must complete and turn into the Program Director ([Appendix J](#)) before they will be allowed to graduate. Each requirement has a signature line next to it with the title of the person who needs to sign the form. Once all signatures have been obtained students will turn this into the Program Director, who will then notify the registrar the transcript should denote that the degree has been awarded.

Technology Requirements

The courses within the MFT program require use of the internet as well as databases such as KASA, Valt, and Brightspace as modalities for coursework and clinic paperwork. KASA and Valt are the case management software and clinic recording system that are used for clinic purposes, both meeting requirements to be HIPPA compliant. Brightspace is the learning management system that is used for coursework within the program. Students in the MFT program will be expected to use KASA, Valt, and Brightspace throughout their time in the program and thus are provided access to two computer labs at the Graduate Center for such purposes. The MFT program also provides students with access to Zoom to allow for video communication as needed.

Technology Training

Training is offered to all students in the MFT program through coursework and faculty. KASA and Valt trainings are provided to students specifically during Prepracticum as those sites are used to access client data. Access to additional technology training is available through Mount Mercy University's Library resources by means of workshops and/or one-on-one training.

Chapter 7: Student Support Opportunities

To help facilitate the professional growth of our student, we provide several opportunities for our student to contribute to the program.

Student Representatives

Each year in the fall, the 1st year students and Ph.D. students, vote on the student representative. Generally, the second year cohort, Graduate Assistant, is the representative for their cohort. These representatives serve as a liaison for their cohort to the faculty and help facilitate program events for the students, under the guidance of the Graduate Assistant.

Financially Supported Opportunities

These are generally available but are dependent from year to year.

Part-time Administrative Assistant: The Olson Clinic has an Evening and Saturday part-time employee position. This position work at the front desk checking clients in and out, answering the phone, collecting payment, helping student therapist with questions, the client satisfaction survey and data collection, and other important tasks that allow the clinic to function. This position is on the two nights a week they are not in class (Mon-Thurs) and during the clinics Saturday hours, 15-20 hours a week. Priority goes to a first-year master student and works directly under the supervision of the full-time Administrative Assitant and the Clinical Director.

Program Marketing Workstudy: A second-year masters student, who is eligible for federally granted work-study position, helps with program recruitment and marketing by attending local university classes and career/grad fairs, and sending out yearly mailers to other programs and universities. Additionally, this position helps with the program interview processes, the annual Research Symposium and other projects deemed to support the functioning of the program. This position works directly with the Program and Clinical Directors and is up to 20 hours a week.

Olson Clinic Marketing Workstudy: A second-year masters student, who is eligible for federally granted work-study position, is responsible for marketing the Olson Clinic to the community. This is done by attending and facilitating local events, managing the Clinic social media presence (and blog), procuring marketing materials, managing the website and managing our relationships with other referral sources in the community. This position works directly with the Program and Clinical Director and is up to 20 hours a week.

Graduate Assistant: A second-year master student who helps both the Program and Clinical Directors in facilitating the functioning of the program and the clinic. This position serves as the liaison between the students and faculty, attend faculty meetings and responsible for many projects including the financials of the clinic, setting up the new students, running program and clinic events, annual accreditation, alumni and employee surveys, and many more special projects that aid in the functioning of the program and clinic. Graduate Assistants will receive tuition forgiveness up to 27 hours per contract year (including summers) and a stipended. The assistantship is limited to 20 hours a week.

The Ashley Merritts Fellowship: The Ashley Merritt's Fellowship is a one-time tuition award (amount determined yearly), given each year in honor of Mount Mercy University faculty member Dr. Ashley Merritt's who passed away in April of 2017. This award is presented to a Mount Mercy University doctoral student in the Marriage and Family Therapy (MFT) Program who is enrolled fulltime and has completed one year of the program. Preference is given to students interested in training and advancing the field of MFT.

Those interested will Submit a statement of interest to the MMU Director of Financial Aid including Why you are seeking this fellowship, your primary areas of interest, future goals for applying skills and knowledge after graduation, and how you see your work/career helping to fulfill the mission of MMU and the MFT program. Date of application changes annually, students will be emailed when the application is open.

"Ashley was very passionate about her profession, but more importantly, Ashley loved more than anything, her family. Ashley had a wonderful marriage, and she and her husband had two boys. Ashley's mother, father and two brothers were also very close to her. Ashley's legacy is going to live on in her beautiful boys, but also the many lives she has influenced through her desire to truly live life."

Travel Award Opportunities

To continue to support the opportunities for professional development for our student we have allotted funds to help support our student to attend and/or present at professional conferences and other academic events.

Second Year Masters:

There are (4) four, \$250 awards to help support any second-year master's student in ATTENDING a professional conference or other academic/professional development event. The award is given as a reimbursement **AFTER** attending the event, with the submission of receipts and Professional Growth Reflection paper. **Application for this award is due the first Monday of December**, submitted to Dr. Mielke, with confirmation of registration of the event. Award will be evaluated on student need and relevance of the event to professional growth.

Doctoral:

There are (2) two, \$500 awards to help support any doctoral student in PRESENTING at a professional conference or other academic/professional development event. This award is given as a reimbursement **AFTER** presenting at the event, with the submission of receipts and Professional Growth Reflection paper. **Application for this award is due the first Monday of December**, submitted to Dr. Mielke, with confirmation of registration and acceptance of presentation at the event. Award will be evaluated on student need and relevance presentation to professional growth of the student and bolstering the mission of the MMU MFT Ph.D. program.

Application:

Along with verification of registration of event (and acceptance to present), please submit via email to Dr. Mielke, a document as followed:

Email Subject Line: TRAVEL AWARD APPLICATION

Word document formatting: LAST NAME_FIRST NAME_TAAPP

-Student Name

-Conference Name

-Conference Summary

-Statement of Financial Need

-Relevance to Professional Growth Goals (How you think attending/presenting at this event will further your professional growth.)

Professional Growth Reflection Paper:

Upon the return for attending/presenting at the event, please submit to Dr. Mielke, relevant receipts up to the max award amount, and the Professional Growth Reflection paper. This paper is 2-3 pages, APA formatting, reflecting on the event as a whole and what you did gain from attending/presenting at the event from a professional growth perspective. Reimbursement will not be submitted until both receipts and paper are received and reviewed.

Reimbursements process through the University at large and can take up to a month to receive once

Chapter 8: Policies, Governance, and Grievance

Policies

Academic Center for Excellence

ACE offers services that support student academic endeavors. Services such as testing accommodations and access to computer software, as well as help with mastering statistics and writing assistance are available at ACE. Services are personalized, flexible and designed to complement and support academic performance. ACE offers day and evening hours, with weekend appointments available upon request. **Students who show unsatisfactory progress in writing in the first two courses will be referred to ACE for follow-up services. Progress toward improved writing for those referred to the ACE will be reviewed in the May Faculty Retreat.** A wide spectrum of MMU students use the Academic Center for Excellence, but all have one goal in common: to bring their skills to a new level of excellence. Please call for an appointment as needed.

Academic Honesty

First and foremost, students are expected to abide by the University's academic honesty policy, as outlined in the Graduate Academic Integrity Policy:

- Mount Mercy University values integrity and honesty in all aspects of academics and campus life. As part of the academic mission, the University provides definitions for which all students are responsible to know. Specific procedures for handling alleged incidents of academic dishonesty and misconduct are available in the complete Academic Integrity Policy, which is printed in the [Good Book](#) on the university website. All MFT program students are responsible for reviewing and understanding these policies.

Students who wish to examine the definition of plagiarism further may find the following websites helpful:

- Research Resources: www.plagiarism.org
- Avoiding Plagiarism: <http://owl.english.purdue.edu/owl/resource/589/01>
- Fair Use of Copyrighted Material: www.utsystem.edu/ogc/intellectualproperty/copypol2.htm

Academic Writing Guidelines

Written communication is vital in our modern society, and students' success in their educational endeavors will be substantially facilitated by their abilities to communicate clearly in their written assignments. Students will be expected to follow APA guidelines for all assignments. This section of the handbook is intended to provide a brief review of critical elements expected in professional writing for the program, as well as to highlight resources available to students.

Admissions

The MFT program facilitates admission of non-traditional students by accepting applications year round, having no entrance exam, and requiring no specific undergraduate coursework. Students' admission applications are considered complete after the Graduate Admissions office has received and processed the applications, transcripts, two professional letters of reference (three letters for the doctoral program), and a group or personal interview has been conducted by the Program Director and core faculty. After the students' application materials are complete they are reviewed by the Program Director, core faculty and Graduate Programs representatives to determine admission status.

Anti-Discrimination

The MFT program works to support the university's efforts to promote diversity, and in accordance with the policy outlined in the [Mount Mercy University Student Handbook](#) the MFT program prohibits discrimination on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff.

APA Style

Due to the widespread utilization of APA Style in publications across Marriage and Family Therapy professional literature, the MFT Program requires that students apply APA style within all written assignments completed as a part of program requirements. Students' utilization of APA style prepares them for professional writing across their careers and develops their abilities to be informed consumers of professional literature. Students are required to purchase the latest edition of the Publication Manual of the American Psychological Association, for sale in the University Bookstore or through online booksellers. It is important to note that, although students frequently reference the APA Publication Manual for instructions on documenting sources, APA Style is much more than a referencing guide. The initial chapters of the Manual include valuable writing tips related to avoiding bias in writing, as well as enhancing the clarity of one's writing. A number of websites have also been devoted to helping students learn APA style, and maybe helpful for students as a supplement to the APA Publication Manual.

- Mount Mercy library web page <https://www.mtmercy.edu/citation-assistance>
- The Online Writing Lab of Purdue University: <http://owl.english.purdue.edu/owl/resource/560/01/>

Correspondence from the Program and the University

Intermittent correspondence is necessary to keep students informed of changes in academic/departmental policies and procedures, as well as other information pertinent to student affairs. Such information may include changes in dates/time of courses or instructions for registration. All University correspondence will come to your Mount Mercy email address. It is imperative that you check this email address frequently. Please change your contact information on MyMountMercy if it changes.

Data Collection

Each year in the spring and summer the MFT program conducts a number of surveys to gather data that can be used to aid in decision making during the August Faculty Retreat. Students are surveyed to determine their satisfaction with the program, faculty, university services, etc. Alumni and employers are asked to report information concerning satisfaction with training, national licensing examination pass rates, licensure rates, employment, and employer satisfaction. Data is gathered by sending invitations through Survey Monkey to all students, alumni, and employers for whom contact information is available. Before the retreat, the faculty also contacts the registrar's office to determine graduation rates.

Recruitment

The Marriage and Family Therapy Program at Mount Mercy University utilizes a targeted recruitment strategy to find highly qualified and motivated individuals to enter the program. Although students of all educational backgrounds are welcome, the MFT program was developed with non-traditional, working-adult students in mind. To accommodate those who may be interested, the MFT program conducts two information sessions per year in the evening after regular business hours. The MFT program also uses a combination of social media and paid advertising in the Midwest region to attract new students.

Remediation and Program Separation

It is the job of faculty to not only educate, train, and supervise MFT students, but also to serve as the gatekeepers to preserve and protect the integrity of the profession. The responsibility to hold a high standard for those who will enter the field is taken seriously by faculty of the MFT program. When concerns are raised about a student therapist's ability or professionalism, remediation may be necessary, and the process will be initiated by the MFT program faculty. In such cases, the MFT program faculty will convene and discuss the circumstances and determine an appropriate course of action. The outcome of this discussion may be probation, suspension, or dismissal from the program. As noted in Chapter 2, the Program reserves the right to exit anyone from the program at any time. Should probation be the decided course of action, a plan will be developed with the student for improved performance, along with benchmarks that the student must meet. Students may appeal the decision of the MFT program faculty using the graduate program's grievance procedures.

Student Membership in Professional Organizations

All students are expected to become actively involved in the professional organization(s) most closely associated with their interests and program of study. MFT students are required to join the American Association for Marriage and Family Therapy (AAMFT), the organization that acts as advocates for special interests of their members. It is in students' best interest that their professional organizations be strong, purposeful, and effective in order to advocate for members, the profession, and public interests. Faculty members encourage students to become active, contributing members within their professional organizations. As a student member of AAMFT, students are also members of the Family TEAM. Students will receive ongoing information from the associations regarding AAMFT and Family TEAM events and opportunities. Students are strongly encouraged to attend AAMFT and Family TEAM annual conferences.

Retention

The MFT program wants success for each of the students who enter the program and works to facilitate graduation and program completion. The program fully avails itself of the services offered by the University. As stated on the University's Faculty and Staff Resources webpage "The Director of Retention is available to assist students in many key ways: a) Explore and address factors affecting their academic performance or progress and assist them in accessing campus resources and planning for future success; b) connect with academic and support resources and stay engaged in their college experience; c) communicate effectively with their instructors; d) sort out factors that contribute to them considering leaving MMU and assist them in gathering information and identifying and evaluating their options; and e) make recommendations for addressing barriers they face that may impede upon their academic success such as poor grades, difficulty finding motivation, class attendance issues, etc."

Faculty and Student Governance

The MFT faculty provides governance through specific responsibilities assigned to the various members of the faculty. Each faculty member is required to fulfill the basic responsibilities of an MFT faculty. However, there are also two administrative positions within the program, the Program Director and Clinical Director. Both full-time and adjunct faculty are responsible for delivering instructional content, completing student assessments, and facilitating student progression through the program. The full-time faculty meet twice monthly to provide oversight to the processes and procedures related to curriculum delivery. **The meetings also serve as an opportunity for faculty at large to discuss/address concerns regarding students when/if the situation may arise.**

Student governance is valued in the MFT program and provides a means for student's opinions and voices to be heard by the faculty. Each cohort will select a student representative to serve as a conduit to bring student concerns to the attention of the faculty. The first-year cohort will select a student representative to voice their concerns, while the second year cohort representative will be the graduate assistant (which requires an application for the position). The faculty will select a second-year student for the graduate assistant position who will be invited to faculty meetings to express student concerns and have a voice in program governance. Cohort representatives communicate their concerns to the faculty designated student representative and may be invited to faculty meetings as needed.

While enrolled in the MFT program, students are encouraged to see these student representatives as a resource for providing feedback to faculty regarding program policies and procedures. Student representatives are encouraged to represent the MFT program in Family TEAM, under the direction of the Family TEAM student/associate representative.

Graduate Student Grievance Procedure

Grievances may arise in the following areas or situations:

1. Allegations of inadequate supervision or instruction which the student feels hinders his or her ability to function adequately.
2. Disagreement with an evaluation of classroom or clinical performance.
3. Disagreement with faculty's decision regarding discontinuation of progression in the program(s) in question.
4. Disagreement with faculty or administration decision in other categories that would delay or prohibit progression in the program(s).
5. Disagreements with Mount Mercy administrators and/or Mount Mercy administrative staff members.

Required Steps before Initiating a Formal Grievance

1. Within 15 working days of the alleged injustice the student may initiate a conference with the involved person or persons to determine if he/she can resolve the problem(s) at this level. If the student decides not to initiate such a conference, he/she may not initiate a formal grievance.
2. A response from the involved faculty/administrative personnel to the student must be given within 5 working days.
3. If the student considers the response unacceptable and inconsistent with the alleged injustice, the student is to inform the involved faculty and/or Mount Mercy administrative staff member(s) within five working days that the response is considered unjust.
4. Then, if the student chooses, the student may initiate a grievance conference with the Program Director to whom the faculty/administrative personnel involved is responsible. A response to the student from the Program Director is due within 5 working days of the latter's receipt of the student's request for a grievance conference.

Formal Grievance Procedure

1. The formal written "Statement of Grievance" is to be submitted to the Provost within 10 working days following the student's grievance conference with the Program Director. The student may select an uninvolved faculty member to assist him/her in working through the steps of the grievance procedure.

2. The formal "Statement of Grievance" must include:
 - a. the date(s), time(s) of day, and setting relevant to the alleged injustice.
 - b. names of the person or persons involved.
 - c. the nature of the problem and alleged injustice.
 - d. a narrative, objective description of events relevant to grievance.
 - e. the student's previous attempts to resolve the problem and the specific results of those attempts.
 - f. objective assessment(s) with documentation concerning specific aspects of the alleged, initial injustice and subsequent responses from involved faculty member(s) and/or administrative personnel.
3. Within 5 working days following step 1 of the formal grievance procedure, the Provost has the responsibility to convene a committee that will hear both sides. This committee shall consist of persons representing the following categories:
 - a. Provost, or her representative serves, with no vote, as chair of the grievance committee. All other members shall vote.
 - b. One full-time Mount Mercy graduate faculty selected by the student.*
 - c. One full-time Mount Mercy graduate faculty member selected by involved faculty or administrative staff member.*
 - d. One graduate student representative, selected by the student, from the same class, specialty, or major field as the student.
 - e. The Program Director to be replaced by the department chairperson if the Program Director is the involved faculty member.
 - f. Mount Mercy's Equal Opportunity Officer representative, if different from all of the above.
4. Student shall receive the written recommendation of the committee, postmarked no later than 3 working days after the final meeting of the committee. Copies of the recommendation shall also be sent to the involved faculty member and the Program Director.
5. The committee chairperson shall also send the committee's recommendation to the President, who shall report in writing, normally within 5 working days, his decision to the committee the parties concerned. The President's decision is final.

****Note: The student and the involved other individual have the responsibility for informing the Provost of the name of each person selected by each of them within 1 working day of the student's distribution of the Statement of Grievance.***

Appendix A: Requirements and Process to Become a Licensed Marriage and Family Therapist (LMFT) in Iowa

The LMFT license in the State of Iowa is administered by the Board of Behavioral Science, Bureau of Professional Licensure (hereinafter, the Board), which operates within the Iowa Department of Public Health. To obtain the LMFT designation, individuals must submit an application, pay an application fee, pass the licensure exam, and document post-graduate clinical experience. **The MFT Program strongly encourages students to complete the LMFT licensure process, and strives to ensure that students are adequately prepared to succeed in their pursuit of the LMFT designation by adhering to the AAMFT Educational Guidelines.**

The following are links to the Iowa law regarding licensure, intended to aid students' understanding of the steps and requirements for each step. However, students should contact the LMFT Board directly with any questions, and maintain regular contact with the Board as they complete the process. The Board's webpage (below) includes specific information about requirements, policies, and procedures. Students should review this information carefully prior to initiating the licensure process.

Contact information for the Board of Behavioral Science Bureau of Professional Licensure:

321 E. 12th Street

Des Moines, IA 50319-0075

515-281-0254

Fax 515-281-3121

Webpage: <http://www.idph.state.ia.us/licensure/BehavioralScience.aspx>

Laws and Rules related to marital and family therapy:

<https://idph.iowa.gov/Licensure/Iowa-Board-of-Behavioral-Science/Laws-and-Rules>

Appendix B: Core Competencies of AAMFT

The marriage and family therapy (MFT) core competencies were developed through a collaborative effort of the American Association for Marriage and Family Therapy (AAMFT) and interested stakeholders. In addition to defining the domains of knowledge and requisite skills in each domain that comprise the practice of marriage and family therapy, the ultimate goal of the core competencies is to improve the quality of services delivered by marriage and family therapists (MFTs). Consequently, the competencies described herein represent the minimum that MFTs licensed to practice independently must possess. **The MFT program utilizes the AAMFT Core Competencies as the basis for assessment of Student Learning Outcomes. The competencies associated with each course are listed at the beginning and end of each course syllabus.**

Creating competencies for MFTs and improving the quality of mental health services was considered in the context of the broader behavioral health system. The AAMFT relied on three important reports to provide the framework within which the competencies would be developed: Mental Health: A Report of the Surgeon General; the President's New Freedom Commission on Mental Health's Achieving the Promise: Transforming Mental Health Care in America; and the Institute of Medicine's Crossing the Quality Chasm. The AAMFT mapped the competencies to critical elements of these reports, including IOM's 6 Core Values that are seen as the foundation for a better health care system: 1) Safe, 2) Person-Centered, 3) Efficient, 4) Effective, 5) Timely, and 6) Equitable. The committee also considered how social, political, historical, and economic forces affect individual and relational problems and decisions about seeking and obtaining treatment.

The core competencies were developed for educators, trainers, regulators, researchers, policymakers, and the public. The current version has 128 competencies; however, these are likely to be modified as the field of family therapy develops and as the needs of clients change. The competencies will be reviewed and modified at regular intervals to ensure the competencies are reflective of the current and best practice of MFT.

The core competencies are organized around 6 primary domains and 5 sub-domains. The primary domains are:

1. **Admission to Treatment** – All interactions between clients and therapist up to the point when a therapeutic contract is established.
2. **Clinical Assessment and Diagnosis** – Activities focused on the identification of the issues to be addressed in therapy.
3. **Treatment Planning and Case Management** – All activities focused on directing the course of therapy and extra-therapeutic activities.
4. **Therapeutic Interventions** – All activities designed to ameliorate the clinical issues identified.
5. **Legal Issues, Ethics, and Standards** – All aspects of therapy that involve statutes, regulations, principles, values, and mores of MFTs.
6. **Research and Program Evaluation** – All aspects of therapy that involve the systematic analysis of therapy and how it is conducted effectively.

The subsidiary domains are focused on the types of skills or knowledge that MFTs must develop. These are: a) Conceptual, b) Perceptual, c) Executive, d) Evaluative, and e) Professional.

Although not expressly written for each competency, the stem “Marriage and family therapists should begin” each. Additionally, the term client is used broadly and refers to the therapeutic system of the client/s served, which includes, but is not limited to individuals, couples, families, and others with a vested interest in helping clients change. Similarly, the term family is used generically to refer to all people identified by clients as part of their family system, this would include fictive kin and relationships of choice. Finally, the core competencies encompass behaviors, skills, attitudes, and policies that promote awareness, acceptance, and respect for differences, enhance services that meet the needs of diverse populations, and promote resiliency and recovery.

Domain 1. Admission to Treatment

1.1. Conceptual skills

- 1.1.1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
- 1.1.2. Understand theories and techniques of individual, marital, family, and group psychotherapy.
- 1.1.3. Understand the mental health care delivery system and its impact on the services provided.
- 1.1.4. Understand the risks and benefits of individual, couple, family, and group psychotherapy.

1.2. Perceptual skills

- 1.2.1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context).
- 1.2.2. Consider health status, mental status, other therapy, and other systems involved in the clients’ lives (e.g., courts, social services).
- 1.2.3. Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
- 1.2.4. Consider cultural and socioeconomic factors in mental health service delivery.

1.3. Executive skills

- 1.3.1. Gather and review intake information.
- 1.3.2. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).
- 1.3.3. Facilitate therapeutic involvement of all necessary participants in treatment.
- 1.3.4. Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.
- 1.3.5. Obtain consent to treatment from all responsible persons.
- 1.3.6. Establish and maintain appropriate and productive therapeutic alliances with the clients.
- 1.3.7. Solicit and use client feedback throughout the therapeutic process.
- 1.3.8. Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients’ care, and payers.
- 1.3.9. Manage session interactions with individuals, couples, families, and groups.
- 1.3.10. Develop a workable therapeutic contract/plan with clients.

1.4. Evaluative skills

- 1.4.1. Evaluate case for appropriateness for treatment within professional scope of practice and competence.
- 1.4.2. Evaluate intake policies and procedures for completeness and contextual relevance.

1.5. Professional skills

- 1.5.1. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).
- 1.5.2. Collaborate effectively with clients and other professionals.
- 1.5.3. Complete case documentation in a timely manner and in accordance with relevant laws and policies.
- 1.5.4. Develop, establish, and maintain policies for fees, payment, record keeping, and confidentiality.
- 1.5.5. Draft documents required for treatment, including informed consent, release of information, and intake forms.

Domain 2. Clinical Assessment and Diagnosis

2.1. Conceptual skills

- 2.1.1. Understand principles of human development; human sexuality; gender development; psychopathology; couple processes; family development and processes (e.g., family dynamics, relational dynamics, systemic dynamics); co-morbidities related to health and illness; substance use disorders and treatment; diversity; and power, privilege, and oppression.
- 2.1.2. Understand the major mental health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
- 2.1.3. Understand the clinical needs and implications of persons who suffer from co-occurring disorders (e.g., substance abuse and mental health).
- 2.1.4. Comprehend individual, couple, and family assessment instruments appropriate to presenting problem and practice setting.
- 2.1.5. Understand the current models for assessment and diagnosis of mental health and substance use disorders.
- 2.1.6. Understand the current models for assessment and diagnosis of relational functioning.
- 2.1.7. Understand the limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
- 2.1.8. Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making.

2.2. Perceptual skills

- 2.2.1. Determine the person or system that is the focus of treatment (i.e., who is the client?).
- 2.2.2. Assess each clients' engagement in the change process.
- 2.2.3. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
- 2.2.4. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem,

and the influence of extra-therapeutic factors on client systems.

2.2.5. Consider the influence of treatment on extra-therapeutic relationships.

2.2.6. Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.

2.3. Executive skills

2.3.1. Diagnose and assess client problems systemically and contextually.

2.3.2. Engage with multiple persons and manage multiple levels of information throughout the therapeutic process.

2.3.3. Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.

2.3.4. Apply effective and systemic interviewing techniques and strategies.

2.3.5. Administer and interpret results of assessment instruments.

2.3.6. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.

2.3.7. Assess family history and dynamics using a genogram or other assessment instruments.

2.3.8. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.

2.3.9. Make accurate behavioral and relational health diagnoses.

2.3.10. Identify clients' strengths, resilience, and resources.

2.3.11. Elucidate presenting problem from the perspective of each member of the therapeutic system.

2.3.12. Communicate diagnostic information so clients understand its relationship to treatment goals and outcomes.

2.4. Evaluative skills

2.4.1. Evaluate assessment methods for relevance to clients' needs.

2.4.2. Assess ability to view issues and therapeutic processes systemically.

2.4.3. Evaluate the accuracy of behavioral health and relational diagnoses.

2.4.4. Assess the therapist-client agreement of therapeutic goals and diagnosis.

2.5. Professional skills

2.5.1. Utilize consultation and supervision effectively.

Domain 3. Treatment Planning and Case Management

3.1. Conceptual skills

3.1.1. Know which models, modalities, and/or techniques are most effective for the presenting problem.

3.1.2. Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly.

3.1.3. Understand the effects that psychotropic and other medications have on clients and the treatment process.

3.1.4. Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment).

3.2. Perceptual skills

3.2.1. Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.

3.3. Executive skills

3.3.1. Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.

3.3.2. Prioritize treatment goals.

3.3.3. Develop a clear plan of how sessions will be conducted.

3.3.4. Structure treatment to meet clients' needs and to facilitate systemic change.

3.3.5. Manage progression of therapy toward treatment goals.

3.3.6. Manage risks, crises, and emergencies.

3.3.7. Work collaboratively with other stakeholders, including family members and professionals not present.

3.3.8. Assist clients in obtaining needed care while navigating complex systems of care.

3.3.9. Develop termination and aftercare plans.

3.4. Evaluative skills

3.4.1. Evaluate progress of sessions toward treatment goals.

3.4.2. Recognize when treatment goals and plan require modification.

3.4.3. Evaluate level of risks, management of risks, crises, and emergencies.

3.4.4. Assess session process for compliance with policies and procedures of practice setting.

3.4.5. Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

3.5. Professional skills

3.5.1. Advocate for clients in obtaining quality care, appropriate resources, and services in their community.

3.5.2. Participate in case-related forensic and legal processes.

3.5.3. Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.

3.5.4. Utilize time management skills in therapy sessions and other professional meetings.

Domain 4. Therapeutic Interventions

4.1. Conceptual skills

4.1.1. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies.

4.1.2. Recognize strengths, limitations, and contraindications of specific therapy models.

4.1.3. Understand the risk of harm associated with models that incorporate assumptions of family dysfunction or pathogenesis.

4.2. Perceptual skills

- 4.2.1. Recognize how different techniques may impact the treatment process.
- 4.2.2. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.

4.3. Executive skills

- 4.3.1. Identify treatment most likely to benefit clients for presenting clinical problem or diagnosis.
- 4.3.2. Match treatment modalities and techniques to clients' needs, goals, and values.
- 4.3.3. Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
- 4.3.4. Reframe problems and recursive interaction patterns.
- 4.3.5. Generate relational questions and reflexive comments in the therapy room.
- 4.3.6. Engage each family member in the treatment process as appropriate.
- 4.3.7. Facilitate clients developing and integrating solutions to problems.
- 4.3.8. Defuse intense and chaotic situations to enhance the safety of all participants.
- 4.3.9. Empower clients to establish effective familial organization, familial structures, and relationships with larger systems.
- 4.3.10. Provide psychoeducation to families whose members have serious mental illness or other disorders.
- 4.3.11. Modify interventions that are not working to better fit treatment goals.
- 4.3.12. Move to constructive termination when treatment goals have been accomplished.
- 4.3.13. Integrate supervisor/team communications into treatment.

4.4. Evaluative skills

- 4.4.1. Evaluate interventions for consistency, congruency with model of therapy and theory of change, and goals of the treatment plan.
- 4.4.2. Evaluate ability to deliver interventions effectively.
- 4.4.3. Evaluate treatment outcomes as treatment progresses.
- 4.4.4. Evaluate clients' reactions or responses to interventions.
- 4.4.5. Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.
- 4.4.6. Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation) and their impact on effective intervention and clinical outcomes.

4.5. Professional skills

- 4.5.1. Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).
- 4.5.2. Set appropriate boundaries and manage issues of triangulation.
- 4.5.3. Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.

Domain 5. Legal Issues, Ethics, and Standards

5.1. Conceptual skills

- 5.1.1. Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
- 5.1.2. Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
- 5.1.3. Know policies and procedures of the practice setting.
- 5.1.4. Understand the process of making an ethical decision.

5.2. Perceptual skills

- 5.2.1. Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
- 5.2.2. Recognize ethical dilemmas in practice setting.
- 5.2.3. Recognize when a legal consultation is necessary.
- 5.2.4. Recognize when clinical supervision or consultation is necessary.

5.3. Executive skills

- 5.3.1. Monitor issues related to ethics, laws, regulations, and professional standards.
- 5.3.2. Develop policies, procedures, and forms consistent with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.
- 5.3.3. Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
- 5.3.4. Develop safety plan for clients who present with potential self-harm, suicide, abuse, or violence.
- 5.3.5. Take appropriate action when ethical and legal dilemmas emerge.
- 5.3.6. Report information to appropriate authorities as required by law.
- 5.3.7. Practice within defined scope of practice and competence.
- 5.3.8. Obtain knowledge of advances and theory regarding effective clinical practice.
- 5.3.9. Obtain license(s) and specialty credentials.
- 5.3.10. Implement a personal program to maintain professional competence.

5.4. Evaluative skills

- 5.4.1. Evaluate activities related to ethics, legal issues, and practice standards.
- 5.4.2. Monitor personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.

5.5. Professional skills

- 5.5.1. Maintain client records with timely and accurate notes.
- 5.5.2. Consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work.
- 5.5.3. Pursue professional development through self supervision, collegial consultation, professional reading, and continuing educational activities.
- 5.5.4. Request third party reimbursement only for covered services.

Domain 6. Research and Program Evaluation

6.1. Conceptual skills

- 6.1.1. Know the extant MFT literature, research, and evidence-based practice.
- 6.1.2. Understand research and program evaluation methodologies relevant to MFT and mental health services.
- 6.1.3. Understand the application of quantitative and qualitative methods of inquiry in the practice of MFT.
- 6.1.4. Understand the legal and ethical issues involved in the conduct of clinical research and program evaluation.

6.2. Perceptual skill

- 6.2.1. Recognize opportunities for therapists and clients to participate in clinical research.

6.3. Executive skills

- 6.3.1. Read current MFT and other professional literature.
- 6.3.2. Use current MFT and other research to inform clinical practice.
- 6.3.3. Critique professional research and assess the quality of research studies and program evaluation in the literature.
- 6.3.4. Determine the effectiveness of clinical practice and techniques.

6.4. Evaluative skills

- 6.4.1. Evaluate knowledge of current clinical literature and its application.

6.5. Professional skills

- 6.5.1. Contribute to the development of new knowledge.

Appendix C: Suggested Schedules of Courses

Masters Full-Time Fall Enrollment 2019-2020	
Year One	Year Two
Block 1-2 Aug-Nov	
MF 503 Family Systems	MF 640 Research Methods
MF 518 Models of MFT	MF 590 Practicum I**
Block 3 Nov-Dec	
MF 569 Ethical and Professional Issues	MF 524 Family Life Development
	MF 590 Practicum I**
Block 4 Jan-Feb	
MF 626 Psychopathology and the Family (May also add MF 655)	MF 550 Systemic Sex Therapy MF 655 Spirituality and the Family*
	MF 690 Practicum II**
Block 5-6 Feb-April	
MF 602 Cross-Cultural Family (May also add MF 571 or MF 671)	MF 671 Parents and Children MF 571 Play Therapy*
	MF 690 Practicum II**
	MF 695 Thesis Direction (for those doing a thesis only)
Block 7 April-May	
MF 545 Micro-counseling (2 sections M/W or T/R)	MF 677 Entrepreneurship in MFT or MF 630 Trauma, Violence, & Addiction
	MF 690 Practicum II**
Block 8-9 June-Aug	
MF 546 Pre-Practicum	MF 692 Practicum III**
MF 582 Models of Couples Therapy	MF 605 Neuroscience for MFT or MF 665 Play Therapy Theory & Application

*Spirituality, and Play Therapy can be taken in the first or second year. Students will need to consider doubling up on electives within the same block to ensure they are able to take the four required electives within the two years of the program.

**Practicum courses run for 15 weeks and are continuous for the entire year.

Note: Part-time students should consult with the Program Director to determine which courses to take.

Pending Program Director approval, Masters students may take up to 9 credit hours of electives from the Doctoral program's elective courses. These are the "non-advanced" doctoral courses. There are several options within the advanced couples; leadership; and neuroscience tracks that are available. In all cases, it requires Program Director approval. These are doc level courses; there will not be masters level remediation for the course work; you will be expected to do the doc level work. To also note, as they are doc level courses, they will be billed the tuition at the doctoral rate.

Appendix D: M.A. MFT Program Thesis Requirements

The thesis option in the Mount Mercy Marriage and Family Therapy (MFT) Program is intended to be an opportunity for students to gain experience in planning and conducting research. Gaining research experience is particularly important for students who are interested in pursuing a doctoral degree after completion of the MFT Master's Program. Students who are interested in completing a thesis should make this decision early and begin the process of selecting a thesis advisor during the first year of the program. **Students will register for MF 695 – Thesis Direction in the spring of the second year of the program.** What follows is intended to cover the responsibilities of students and faculty in the thesis process, as well as some general guidelines for completing the thesis and producing a final copy in a timely manner.

Thesis Format/Structure

The thesis should be completed using the manuscript structure outlined below. Students should discuss any variations in formatting with the thesis advisor before deviating from the structure. Templates for unique pages (e.g., Acceptance Page) may be made available upon request. The entire thesis should demonstrate perfect APA Style from the most recent edition. Students will need to purchase a copy of the APA Style manual and become familiar with the conventions contained therein.

Pages/Sections:

Title Page

Acceptance Page

Copyright Page (optional)

Acknowledgements Page (optional)

Abstract

Table of Contents

Introduction/Literature Review

Methods

Results

Discussion

References

Appendices

Tables and Figures

Student Tasks and Responsibilities

Note: Failure to meet the deadlines outlines here will result in a student not being able to graduate on time or in the student being advised to drop thesis and taking another elective.

- Identify a thesis advisor from among the core MFT Program faculty and obtain agreement from that individual to serve as your advisor. (This must be completed before the beginning of Block 5 in the first year.)
- Determine additional member of the thesis committee with input from the thesis advisor and receive approval of a general thesis topic. (To be completed before Block 6 of the first year.)
- Register for MF 695 – Thesis Direction. This course should be taken during the spring semester of the second year.
- Have all research products (e.g., topic paper, IRB application, research proposal) reviewed by at least two peers before submitting to the thesis advisor.
- Submit the topic paper (template available upon request) to the thesis advisor and receive approval to continue forward with the proposed research problem. (Must be approved by the first day of Block 8 in the first year.)
- Submit an annotated bibliography with at least 50 references related to the approved topic to the thesis advisor. (Must be submitted by August 1 at the end of the first year.)
- Submit a research proposal to the thesis advisor for approval. (By end of Block 2 of second year.)
- Complete the Institutional Review Board process and receive approval to execute the proposed research. (Application must be submitted before end of Block 3, second year.)
- Maintain adequate communication with thesis student and committee member throughout the thesis process.
- Gather any necessary data and process the results. (IRB approval must be obtained before the first day of Block 4 in the second year; data collection must begin immediately thereafter.)
- Write a draft of the completed thesis for review by the thesis advisor. Incorporate any feedback from the thesis advisor into final draft. (Draft must be completed by the first day of Block 7, second year.)
- Provide copies of the final draft to the second committee member and receive feedback.
- Successfully complete an oral defense of the final draft. (Should be held during Block 8/9, second year.)
- Incorporate any additional feedback into final thesis copy.
- Obtain all necessary signatures for the approval page.
- Present a bound copy of the thesis to the thesis advisor. (Must be completed before end of Block 9, second year.)

Committee Composition

The thesis committee will consist of two professors, at least one of which must be a member of the core faculty of the MFT Program and will serve as thesis advisor. The thesis advisor will be expected to work closely with the thesis student throughout the thesis process and provide relevant advice and guidance. The second member of the committee may be another MFT Program core faculty member, a faculty member from another program at Mount Mercy University, or another individual from the professional community who holds at least a doctorate level degree. Students are responsible for selecting committee members and asking those individuals if they would be willing to serve as committee members.

Thesis Advisor Tasks and Responsibilities

- Provide guidance about the thesis process and assist the student in completing the thesis requirements.
- Award credit for the completion of MF 695 – Thesis Direction upon successful completion by the student.
- Work with the student in the selection of a topic appropriate for a thesis.
- Help the student to select a second committee member that will aid in the completion of the thesis.
- Work with the student to set up reasonable goals and deadlines for thesis tasks and completion.
- Review and approve the research proposal.
- Assist the thesis student in completing the Institutional Review Board requirements.
- Provide feedback on written products within **15-20 working days**.
- Approve distribution of thesis draft to second committee member.
- Provide final approval of completed thesis, participate in oral defense, and assist thesis student in obtaining signatures for the approval page.
- Accept final copy of the bound thesis from the student.

Committee Member Tasks and Responsibilities

- The second committee member will be responsible for providing feedback on thesis drafts and sitting on the oral defense of the thesis.
- As with the thesis advisor, the committee member should provide feedback on all written products within **15-20 working days**.

Unable to Complete on Time or Failure to Complete

A student who is unable to complete the Thesis in time for their scheduled graduation will be required to pay a continuation fee and their graduation will be delayed until the Thesis is successfully completed. Any student who chooses the thesis option and fails to complete the thesis will not be able to graduate without additional coursework. In such cases, the student will need to complete the elective that was forgone in favor of the thesis option. Once the elective course has been completed the student will become eligible for graduation, assuming that all other course work has been completed satisfactorily.

Appendix E: Application for Practicum

Pre-Practicum is a Pass/Fail course. In order to Pass and move forward to year two, and to begin Practicum I, you must fulfill the following requirements by the end of week 10 of the Pre-Practicum course. See syllabus for individual assignment due dates and times. Failure to complete each of these requirements will result in a designation of 'Fail' in the Pre-Practicum course.

Pre-Practicum Requirements

Item	Requirement	Signer	Signature
A	Started co-therapy by week 4 of Pre-Practicum Course	Professor	
B	Passing grades (B or higher) on all assignments listed below (C-K):	Professor	
C	Completed Professional Development Plan	Professor	
D	5 personal/professional goals based on Program Core Competencies	Professor	
E	Completion of clinical assessment	Professor	
F	Completion of treatment plan	Professor	
G	Completion of progress note	Professor	
H	Completion of 5 therapy observation forms (completed in class)	Professor	
I	Passing Score on Examination over Clinic Policies and Procedures Manual: 80% or higher	Professor	
J	Passing Score on HIPAA Exam: 90% or higher.	Professor	
K	Class presentation (see syllabus)	Professor	
L	TEF form for Pre-Practicum	Professor	
M	Attendance	Professor	

Clinical Requirements

Item	Requirement (Appendices refer to Olson Handbook)	Signer	Signature
1	Olson Policy and Procedure Handbook Acknowledgement Form	Clinical Director	
2	Appendix Q: Olson Clinic Practicum Agreement Form	Clinical Director	
3	AAMFT proof of Membership	Clinical Director	
4	Proof of signing up for AAMFT's Family Team	Clinical Director	
5	AAMFT proof of Liability Insurance	Clinical Director	
6	Appendix L: Practicum Hour Log with specified number of co-therapy hours completed	Clinical Director	
7*	Appendix O: Offsite Practicum Agreement	Clinical Director	
8*	Appendix P: Offsite Practicum Information Form	Clinical Director	
9	Completion of First Year Review	Clinical Director	

Additional Candidacy Requirements

Item	Requirement	Signer	Signature
1**	All Prerequisite Course Taken and Passed	Program Director	
<p>Once all signatures have been obtained this form is turned in to the Program Director, who signs it and then forwards the information to the Clinical Director so that the student can proceed into year two and Practicum I.</p>			
<p>Program Director: _____ Date: _____</p>			

* As needed, if student therapist is choosing off-site option

** MF 503, MF 518, MF 545, MF 546^, MF 569, MF 582^, (^ may be in process)

Appendix F: Practicum Forms

Offsite Practicum Application

The form needs to be completed for each student therapist; regardless if new or established placement. This is an application; it does not guarantee acceptance of placement until Signed By Clinic Director.

Agency Name: _____

Address: _____

To apply, the student needs to contact:

Name: _____ Title: _____

Phone: _____ Email: _____

The Agency requires a _____ month commitment and a minimum of _____ hours per week.

Student Therapist will provide services for:

- Children (under 8)
- Couples
- Families
- Groups
- Individual Adults
- Older Adults (65 +)
- Youth/Adolescents (8-17)
- Other: please specify: _____

Student Therapist will:

- Do Co-therapy (licensed professional)
- See Client on their own
- Provide Group Therapy
- Provide School Based Therapy
- Provide In-Home Therapy
- See Inpatient/Residential Clients
- Other: please specify: _____

Agency's Specializations/Modalities:

(play therapy, couples therapy, etc.; IFS, EFT, CBT, etc.; EMDR, Trauma, infidelity, LGBT+, etc.)

Supervision

The On-Site Supervisor will provide the Student therapist with at least 1 hour of supervision for every 5 hours of direct client contact or a minimum of 1 hour per week. At least 1 hour of supervision will be individual (no more than two student therapists and one supervisor). Supervisor MUST be a licensed mental health provider

Who will be providing the student therapist with on-site supervision:

Supervisor Name: _____

Supervisors Title: _____

Supervisors Phone: _____ Email: _____

License (Type, #, State): _____

Supervisors Specializations/Modalities:

(play therapy, couples therapy, etc.; IFS, EFT, CBT, etc.; EMDR, Trauma, infidelity, LGBT+, etc.)

Is supervisor an MFT approved supervisor (AAMFT Approved or State Approved)?

_____ YES; *please attach AAMFT certification or State Letter of Approval*
Expiration Date: _____

_____ NO; Practicum site/Agency and on-site supervisor agree that if the on-site supervisor is **not** state approved for MFT supervision or an AAMFT approved supervisor, students are required to seek consultation with their Mount Mercy practicum supervisor about ALL off-site cases.

Please provide a C.V.

Signatures

Student Therapist: _____ Date: _____

Supervisor: _____ Date: _____

Agency/Site Representative: _____ Date: _____

MMU Clinical Director: _____ Date: _____

Offsite Practicum Agreement

The Marriage and Family Therapy Program at Mount Mercy University and

(site/agency name) _____

agree to the following criteria for serving as an off-site Practicum for

(student therapist) _____

University Responsibilities/Clinical Director:

- The Clinical Director will ensure that the student therapist has met academic and pre-training requirements and is prepared for practicum.
- The Clinical Director will provide the Site Supervisor evaluation forms for use with the student therapist.
- The Clinical Director will provide the Student therapist with evaluation forms for the Site and the On-site Supervisor.
- The Clinical Director will collect and verify the student therapist's client contact and supervision hours at the end of each practicum period and overall program total.
- The Clinical Director or On-campus Supervisor will assign a grade (Pass/Fail) for each Practicum Block (MF 590, MF 690, MF 692, and MF 700 if needed).
- The University will provide AAMFT approved supervision or its equivalent in addition to on-site supervision.

Student Therapist Responsibilities:

- **The Student therapist will conduct at least _____ hours of direct client contact each week and perform other related duties as arranged with the On-Site Supervisor.**
- The Student therapist must register for Practicum credit (MF 590, MF 690, MF 692 & MF 700s if needed) while performing duties at the Site.
- The Student therapist will submit a report of number hours and type of client contact and number of hours of supervision, signed by the On-Site Supervisor at the end of each 15-week practicum block.
- If the onsite supervisor is not state approved for MFT supervision or an AAMFT approved supervisor, students are required to consult with their Mount Mercy practicum supervisor about all off-site cases.
- The Student therapist will complete an evaluation of the Site and the On-Site Supervisor at the end of each Practicum Block and turn the evaluations into the Clinical Director.
- The Student therapist is responsible for seeing that all forms and evaluations required for a grade or graduation are turned into the Clinical Director by the assigned deadline.
- The Student therapist is ultimately responsible for ensuring that all requirements for completion of the Practicum requirements have been met.

Practicum Site Responsibilities:

- The On-Site Supervisor will be a Licensed Mental Health Care Provider with at least 3-years post-licensure experience in the provision of therapeutic clinical services. **Documentation of qualifications will be provided to the Clinical Director (See Application)**
- The On-Site Supervisor will provide the Student therapist with at least 1 hour of supervision for every 5 hours of direct client contact or a minimum of 1 hour per week. At least 1 hour of supervision will be individual (no more than two student therapists and one supervisor). Additional hours of supervision may be group, with groups not to exceed eight student therapists at any one time.
- Practicum site agrees that if the onsite supervisor is **not** state approved for MFT supervision or an AAMFT approved supervisor, students are required to consult with their Mount Mercy practicum supervisor about all off-site cases.
- The On-Site Supervisor or appointed administrator will provide the Student therapist and the Clinical Director a copy of the policies regarding grievance procedures and non-discrimination disclosures if available. **(Please Attach)**
- The On-Site Supervisor agrees to evaluate the Student therapist after each 15-week Block. A form will be provided by the Clinical Director for this purpose. Evaluations will be done in consultation with the Student therapist and will require the signature of both the On-Site Supervisor and the Student therapist before they are given to the Program.
- **The Supervisor/Site will immediately contact the MMU Clinical Director if they have/discover ethical or legal or therapy skill concerns of the student therapist.**
- The Site will provide Student therapists with a variety of opportunities to provide direct clinical therapeutic services to individuals, couples, and families. Student therapists may also participate in psychoeducational groups, play therapy, case consultation, collaboration with other health care providers and co-therapy, even though not all count as direct client contact.

Pending Program Approval, Student Therapist may start offsite placement no earlier than:

Sept. 1, 20_____.

This agreement will be in effect from the signature date and continue for five years, at which time the agreement will need to be evaluated and renewed. The agreement can be revised or terminated by either party with 30 days written notice. The Site agrees to give reasonable consideration to Student therapists and allowances made for their successful completion of contact hours.

Student Therapist: _____ Date: _____

Supervisor: _____ Date: _____

Agency/Site Representative: _____ Date: _____

MMU Clinical Director: _____ Date: _____

Olson MFT Clinic Practicum Agreement

The Marriage and Family Therapy Program at Mount Mercy University and the Olson MFT Clinic agree to the following criteria for serving as a Practicum site for:

University Responsibilities/Clinical Director:

- The Clinical Director will ensure that the trainee has met academic and pre-training requirements and is prepared for practicum.
- The Clinical Director will provide the Supervisor evaluation forms for use with the trainee.
- The Clinical Director will provide the Trainee with evaluation forms for the Site and the On-campus Supervisor.
- The Clinical Director will collect and verify trainee's client contact and supervision hours.
- The Clinical Director or On-campus Supervisor will assign a grade (Pass/Fail) for each Practicum Block (MF 590, MF 690, MF 692, and MF 700 if needed). The Clinical Director will also verify the completion of total required hours of client contact and supervision.
- The On-campus supervisor will be an AAMFT Approved Supervisor or the equivalent.
- The On-campus Supervisor will provide the Trainee with at least 1 hour of supervision for every 5 hours of direct client contact or a minimum of 2 hour per week. Hours of supervision may be group, with groups not to exceed 8 trainees at any one time.
- The On-campus Supervisor or appointed administrator will provide the Trainee a copy of the policies regarding grievance procedures and non-discrimination disclosures.
- The On-campus Supervisor agrees to evaluate the Trainee at the conclusion of each 15-week Block.
- The clinic will provide Trainees with a variety of opportunities to provide direct clinical therapeutic services to individuals, couples, and families. Trainees may also participate in psychoeducational groups, play therapy, case consultation, collaboration with other health care providers and co-therapy, even though not all count as direct client contact.

Trainee Responsibilities

- The Trainee must register for Practicum credit (MF 590, MF 690, MF 692 & MF 700s if needed) while performing duties at the Site.
- All students are required to have a minimum of 5 hours of available time in their schedule to see clients at the Olson Clinic. It is required that students are present at the clinic for all 5 hours even if a client is not scheduled. This is required even if students have an off-site practicum placement. More hours are recommended if you do not have an off-site placement. It is required that students have at least 3 evening hours available and/or Saturday availability.
- Students are required to maintain a minimum case load based on ongoing clinic need as determined by the Clinical Director. No student will have less than 3 active clients.
- The Trainee will submit a report of number hours and type of client contact and number of hours of supervision, signed by the On-campus Supervisor at the end of each 15-week practicum block.
- The Trainee will complete an evaluation of the Site and the On-campus Supervisor at the end of each Practicum Block and turn the evaluations into the Clinical Director.
- The Trainee is responsible for seeing that all forms and evaluations required for a grade or graduation are turned into the Clinical Director by the assigned deadline.
- The Trainee is ultimately responsible for ensuring that all requirements for completion of the Practicum requirements have been met.
- Following and being up to date on all clinic policies and procedures is expected and required of student therapists. Compliance is considered as part of the evaluation periods. Students are expected to ask for clarification from Clinical Director on any policy questions.

The Site agrees to give reasonable consideration to Trainees and allowances made for their successful completion of contact hours.

MMU Program/Clinical Director

Date

Trainee

Date

Appendix G: Trainee Evaluation Form

Trainee Name: _____ **Practicum Number (Pre, I, II, or III):** _____

Please rate the trainee (above) on each of the following items based on the scale below (this is assessed from the expected level of competency at the end of the program), thus:

Pre-Practicum students are expected to be rated in the mostly 0-1 range; no minimum average at this level.
Practicum 1 students are expected to be rated mostly in the 1-2 range; with the minimum average score of 1 of 4.
Practicum 2 students are expected to be rated mostly in the 2-3 range; with the minimum average score of 2 of 4.
Practicum 3 students are expected to be rated mostly in the 3-4 range, with the minimum average score of 3 of 4.

Rating Scale

4=Outstanding: Strong mastery of skills and a thorough understanding of concepts

3=Mastered Basic Skills/Competent at Overall Level: Understanding of concepts/skills evident

2=Developing: Minor conceptual and skill errors; in the process of developing

1=Deficits: Significant remediation needed; deficits in knowledge/skills

0=Missing: skill/concept/knowledge is not present though it would be expected to be present

NA=Not Applicable: Unable to measure with given data (do not use to indicate deficit)

		<u>N/A</u>	<u>Missing</u>	<u>Deficits</u>	<u>Developing</u>	<u>At Level</u>	<u>Outstanding</u>
CEA	Clinical Experience & Application						
1.	Creates an atmosphere of acceptance and understanding.	N/A	0	1	2	3	4
2.	Attends to clients' emotional climate in order to build trust.	N/A	0	1	2	3	4
3.	Engages clients in the therapeutic process.	N/A	0	1	2	3	4
4.	Develops mutually agreeable goals for therapy.	N/A	0	1	2	3	4
5.	Determines boundaries, hierarchies, and patterns within families.	N/A	0	1	2	3	4
6.	Identifies psychosocial and environmental influences on each client.	N/A	0	1	2	3	4
7.	Coordinates therapy with relevant individuals/institutions.	N/A	0	1	2	3	4
8.	Facilitates therapeutic involvement of all necessary participants in treatment.	N/A	0	1	2	3	4
9.	Matches the needs of the client with an appropriate therapeutic approach.	N/A	0	1	2	3	4
10.	Assists the client in developing effective problem-solving abilities.	N/A	0	1	2	3	4
CPPE	Clinic Policy, Professionalism & Ethics						
1.	A pre-session phone call is made after 48 hours of scheduling or offsite policy	N/A	0	1	2	3	4
2.	Establishes a sequence of treatment processes in a treatment plan.	N/A	0	1	2	3	4
3.	Treatment Plans are done in 24 hours after the 3 rd session or offsite policy	N/A	0	1	2	3	4
4.	Evaluates clients' outcomes for the need to continue or terminate therapy.	N/A	0	1	2	3	4
5.	Cases are terminated in an appropriate and timely manner as defined by Olson/ Clinic Policy	N/A	0	1	2	3	4
6.	Session notes are done within 24 hours or offsite policy	N/A	0	1	2	3	4
7.	Integrates supervisor/team communications into treatment.	N/A	0	1	2	3	4
8.	The student demonstrates understanding/follows through on mandatory reporter laws	N/A	0	1	2	3	4
9.	Recognizes when consultation with a colleague/supervisor is appropriate.	N/A	0	1	2	3	4
10.	Assessment and documentation of Risk factors (IPV, Suicidality, drug use, etc.)	N/A	0	1	2	3	4
11.	Can assess an adult client's behavior based on DSM-5 criteria	N/A	0	1	2	3	4
12.	Can assess adolescent client's behavior based on DSM-5 criteria.	N/A	0	1	2	3	4

13.	Can assess a child client's behavior based on DSM-5 criteria.	N/A	0	1	2	3	4
14.	Adheres to the confidentiality set forth within the classroom setting.	N/A	0	1	2	3	4
15.	Shows respect through behavior and communication.	N/A	0	1	2	3	4
16.	Maintains professional boundaries	N/A	0	1	2	3	4
17.	Respects the ethical and moral values of the school and peers.	N/A	0	1	2	3	4
18.	Demonstrates academic and professional integrity.	N/A	0	1	2	3	4
19.	Represents Self and the Olson/Clinic in a professional and ethical manner	N/A	0	1	2	3	4
20.	Follows all clinic policies as outlined in Olson Handbook or offsite policy	N/A	0	1	2	3	4
IDP	Issues of Diversity & Power						
1.	Expresses respect for diversity through behavior & communication by treating others fair/equal.	N/A	0	1	2	3	4
2.	Student values and respects client's identified culture	N/A	0	1	2	3	4
3.	Student values and respects the client's identified gender	N/A	0	1	2	3	4
4.	Student values and respects the clients identified sexual orientation	N/A	0	1	2	3	4
5.	The student demonstrates knowledge about issues of power and diversity	N/A	0	1	2	3	4
6.	The student demonstrates knowledge about low-income clients	N/A	0	1	2	3	4
7.	The student demonstrates knowledge about the client's culture	N/A	0	1	2	3	4
8.	Student demonstrates knowledge about client's gender	N/A	0	1	2	3	4
9.	The student demonstrates knowledge about the client's sexual orientation	N/A	0	1	2	3	4
10.	The student understands the current sociopolitical system and its importance	N/A	0	1	2	3	4
11.	The student is aware of institutional barriers which might affect client's circumstances	N/A	0	1	2	3	4
12.	Student attempts to perceive the presenting problem within the context of a client's diverse experiences, values, and lifestyle	N/A	0	1	2	3	4
13.	The student is aware of their own values and how they might affect the client	N/A	0	1	2	3	4
14.	Student demonstrates curiosity, sensitivity, and receptivity regarding client's expression of identity/cultural identity/diverse experience and identity expression.	N/A	0	1	2	3	4

SOT	Self-of-the-Therapist						
1.	Recognizes when personal biases may influence the therapeutic process.	N/A	0	1	2	3	4
2.	Responds appropriately to peer feedback.	N/A	0	1	2	3	4
3.	Responds appropriately to faculty feedback.	N/A	0	1	2	3	4
4.	Demonstrates insight into the interaction between personal experience and professional material and the influence of this interaction on academic and clinical functioning.	N/A	0	1	2	3	4
5.	Exhibits critical awareness of personal barriers and challenges to ethical and satisfactory academic and clinical functioning.	N/A	0	1	2	3	4
6.	Identifies and utilizes personal strengths and resources in academic and clinical settings.	N/A	0	1	2	3	4
7.	Demonstrates appropriate and ethical boundaries in relation to faculty, fellow students, and clients and critically examines barriers to this requirement.	N/A	0	1	2	3	4
8.	Demonstrates competency in the effective use of self-disclosure in clinical practice, including critical insight into the motivations behind the use of self-disclosure.	N/A	0	1	2	3	4
9.	Demonstrates the ability to identify personal worldview and values and the influence of one's worldview and values on academic and clinical functioning.	N/A	0	1	2	3	4
SLO	(assessed only at final semester evaluation)						
1.	Students will demonstrate knowledge of and the ability to practice the major MFT models of therapy.	N/A	0	1	2	3	4
2.	Students will demonstrate couple and family therapy skills and knowledge necessary to assess, diagnose, and treat mental health problems with diverse populations.	N/A	0	1	2	3	4
3.	Students will demonstrate knowledge of, and critically evaluate, research, ethical and practice issues in the field of MFT.	N/A	0	1	2	3	4

* N/A are evaluated at semester average minimum requirement

Please provide explanation/rationale of any "NA" responses:

What do you believe are this trainee's strongest clinical skills?

On which skills do you think this trainee should most focus during supervision at this time?

Do you have specific concerns regarding this trainee's skills? If so, please describe them here.

Signatures indicate that trainee has been provided with a copy of this evaluation and allowed the opportunity to have all questions answered regarding the evaluation. The trainee's signature does NOT imply agreement with the evaluation.

Trainee Signature

Date

Appendix H: Supervisor Evaluation

University Supervisor Evaluation Form

**Mount Mercy University
Marriage and Family Therapy Program
University Supervisor Evaluation**

Please complete the following form based on your experience with your on-campus university supervisor/placement. The information shared on this form will be shared with the supervisor and placement in aggregate form only. Information that can identify an individual student will be redacted.

Student Name: _____

Supervisor: _____

Please make general comments about the strengths and weaknesses of the Olson MFT Clinic based on your experience in the areas listed below.

1. General practicum site environment:

2. Opportunities for development as a professional and direct client contact:

3. Quality of supervision offered:

4. Describe anything about the Olson MFT Clinic or your activities that you think can be improved:

5. Describe if and how you did or did not achieve your goals at this practicum site:

Please use the scale below to rate your experience at the Olson MFT Clinic in the following areas:

- 1 = Unacceptable
- 2 = Poor
- 3 = Fair
- 4 = Good
- 5 = Excellent

	1	2	3	4	5	NA
1. Interest of clinical staff in working with you.						
2. Interest of front desk staff in working with you.						
3. Cooperation with front desk staff, faculty, etc.						
4. Willingness of clients to work with a student therapist.						
5. Directions and instructions were provided adequately about site expectations.						
6. Adequate space was available for conducting sessions with clients.						
7. Hours of individual counseling experience available.						
8. Hours of relational hours available.						
9. Hours of co-therapy/team therapy available.						
10. Degree to which student is considered a valued member of the clinic.						
11. Amount of feedback available to the student about performance.						
12. Diversity of opportunities to gain related job experience.						
13. Availability of supervision when questions arise.						
14. Degree to which the clinic demonstrates professionalism.						
15. Overall rating of the clinic.						

The space below may be used to expand on any of the rating made above:

Please use the scale below to rate your experience with your university supervisor in the following areas:

- 1 = Needs Improvement
- 2 = Inconsistent
- 3 = Satisfactory
- 4 = Exceptional

	1	2	3	4	N/A
1. Has clear knowledge and skill in providing therapy.					
2. Communicates expectations clearly.					
3. Demonstrates a willingness to support student					
4. Provides adequate positive and constructive feedback.					
5. Is respectful of the student's contributions to case work.					
6. Models standards of professionalism in student interactions.					
7. Upholds ethical standards consistent with the field.					
8. Is available for consultation and feedback.					
9. Uses effective means of mentoring students.					
10. Consistently holds weekly structured supervision.					
11. Encourages more student independence over time.					
12. Willing to hear student feedback about supervision.					
13. Provides an opportunity to staff cases in group setting.					
14. Encourages growth in student's preferred approach.					
15. Offers helpful feedback during live supervision.					

The space below may be used to expand on any of the rating made above:

Offsite Supervisor Evaluation Form

**Mount Mercy University
Marriage and Family Therapy Program
Offsite Supervisor Evaluation**

Please complete the following form based on your experience with your offsite supervisor/ placement (i.e., not the Olson MFT Clinic). The information shared on this form will be shared with the supervisor and placement in aggregate form only. Information that can identify an individual student will be redacted.

Student Name: _____

Supervisor: _____

Please make general comments about the strengths and weaknesses of the site based on your experience in the areas listed below.

1. General practicum site environment:

2. Opportunities for development as a professional and direct client contact:

3. Quality of supervision offered:

4. Describe anything about the site or your activities that you think can be improved:

5. Describe if and how you did or did not achieve your goals at this practicum site:

Please use the scale below to rate your experience at the site in the following areas:

- 1 = Unacceptable
- 2 = Poor
- 3 = Fair
- 4 = Good
- 5 = Excellent

	1	2	3	4	5	NA
1. Interest of clinical staff in working with you.						
2. Interest of front desk staff in working with you.						
3. Cooperation with front desk staff, faculty, etc.						
4. Willingness of clients to work with a student therapist.						
5. Directions and instructions were provided adequately about site expectations.						
6. Adequate space was available for conducting sessions with clients.						
7. Hours of individual counseling experience available.						
8. Hours of relational hours available.						
9. Hours of co-therapy/team therapy available.						
10. Degree to which student is considered a valued member of the clinic.						
11. Amount of feedback available to the student about performance.						
12. Diversity of opportunities to gain related job experience.						
13. Availability of supervision when questions arise.						
14. Degree to which the clinic demonstrates professionalism.						
15. Overall rating of the clinic.						

The space below may be used to expand on any of the rating made above:

Please use the scale below to rate your experience with your offsite supervisor in the following areas:

- 1 = Needs Improvement
- 2 = Inconsistent
- 3 = Satisfactory
- 4 = Exceptional

	1	2	3	4	N/A
1. Has clear knowledge and skill in providing therapy.					
2. Communicates expectations clearly.					
3. Demonstrates willingness to support student individuality.					
4. Provides adequate positive and constructive feedback.					
5. Is respectful of the student's contributions to case work.					
6. Models standards of professionalism in student interactions.					
7. Upholds ethical standards consistent with the field.					
8. Is available for consultation and feedback.					
9. Uses effective means of mentoring students.					
10. Consistently holds weekly structured supervision.					
11. Encourages more student independence over time.					
12. Willing to hear student feedback about supervision.					
13. Provides opportunity to staff cases in group setting.					
14. Encourages growth in student's preferred approach.					
15. Offers helpful feedback during live supervision.					

The space below may be used to expand on any of the rating made above:

Appendix I: Practicum Clinical Experience Summary (Hour Log)

Therapist Name

Practicum Number (I, II, or III)

Site Name (One form per site)

Beginning/End Dates: _____

MODE OF DELIVERY	UNIT IN THERAPY			
	Individual	Couple	Family	TOTAL
Student Therapist				
% of TOTAL				
Relational Hours				
Student Signature: _____				

Therapy Hours

Clinical Contact Hours are defined as therapist and client therapeutic meetings in the same physical location. Assessments may be counted if they are face-to-face processes that are more than clerical in nature and focus. Sessions with other systems, groups of individuals who do not define themselves as a couple or family, but come together in a face to face meeting with a therapist for therapy can be counted as clinical hours.

Individual Clinical Hours are defined as a therapist working with one individual in the therapy room.

Couple or Family Clinical Hours are defined as a therapist working with two or more people in the room who define themselves as a couple or family. When the two or more people do not define themselves as a couple or family, the therapist consults with the supervisor to determine which category the therapy best fits for reporting purposes.

Supervision Hours

Individual Supervision is defined as one or two students meeting with a supervisor to review clinical work.

Group Supervision is defined as three to eight students meetings with a supervisor to review clinical work.

Observable Data is defined as review of audio or video recordings, or watching a session as it occurs.

Case Report is defined as receiving supervision on cases without the use of observable data.

MODE OF SUPERVISION	TYPE OF SUPERVISION		
	Observable	Case Report	TOTAL
Individual			
Group			
TOTAL			
Supervisor Signature: _____			

FOR CLINICAL DIRECTOR USE ONLY			
Running Totals Therapy:		Running Totals Supervision:	
Individual	_____	Individual Observable	_____
Couple	_____	Individual Case Report	_____
Family	_____	Group Observable	_____
TOTAL:	_____	Group Case Report	_____
Relational Hours:	_____	TOTAL:	_____
Relational Percent:	_____	Observable Data:	_____
		Ratio Supervision to Therapy:	1:_____

NOTE: To graduate from the program students must have completed a minimum of 300 clinical contact hours, of which at least 40% must be relational (i.e., couple or family therapy). Additionally, students must have at least 100 hours of supervision, of which 50 must be based on observable data. The ratio of supervision to therapy must not exceed 1:5 hours. Supervision hours and clinical hours are calculated separately.

Appendix J: M.A. Graduation Checklist

Item	Requirement	Signer	Signature
1	All practicum forms turned in and verified	Clinical Director	
2	Completed 300 hours of direct client contact with at least 120 hours (40% of 300) those hours being relational	Clinical Director	
3	Completed 100 hours of clinical supervision, 50 of which was based on observable data	Clinical Director	
4	Successfully passed the national exam or the portfolio	Clinical Director	
5	Successfully passed the Clinical Demonstration and Position Paper	Clinical Director	
6	A submitted blog post for Olson MFT Clinic website as required in Practicum	Clinical Director	
7	Attended required number of Olson/Program events	Clinical Director	
8	All client charts have been closed or transferred, and the student has been inactivated in KASA/offsite ERS	Clinical Director/ Admin. Assistant	
9	Successfully completed all 60 credits of course work with a minimum GPA of 3.0	Program Director	
10	No more than two C grades on non-specialization courses	Program Director	
11	No grade less than a B- for MFT specialization courses	Program Director	
12	No more than two C grades repeated	Program Director	
13	Completed an application for graduation	Program Director	
14	Successfully defended a thesis and sent it to the library for binding	Thesis Advisor	
<p>Once all signatures have been obtained, this form is turned in to the Program Director, who signs it and then forwards the information to the registrar so the degree can be posted.</p>			
Final Approval - Program Director		Signature:	

Appendix K: M.A. Program Diversity Composition

Ethnicity	Faculty	Supervisor	Students
Asian or Pacific Islander	0	0	2
African American/African/Black	0	0	1
White/Non-Hispanic	6	3	38
Hispanic/Latino/Chicano	1	1	1
Bi/Multiethnic	0	0	1
American Indian or Alaska Native	0	0	0
Other	0	0	0
Total	7	4	43

Gender	Faculty	Supervisor	Students
Male	3	2	7
Female	4	2	36
Total	7	4	43

Policy and Procedures Acknowledgement Form

All therapists must sign and return a copy of this document to the Program Director no later than seven days following the receipt of this manual. The signed form will be placed in the student's file and will serve as a record of acknowledgment of the following:

1. I acknowledge that I have received notification that the MFT Program Handbook is located on the MMU Website (and is available upon request). I also understand that additional supporting materials relating to the policies and procedures are found therein.
2. I understand that the MFT Program Handbook describes important information about the MFT Program, and **I have read** the entire manual. I agree to abide by all policies and procedures contained and referenced in the manual. If I have any questions about MFT Program's policies and procedures, or about other issues regarding my responsibilities, I will consult the Program Director.
3. I understand that it is my responsibility to notify my Program Director if I do not have access to the Internet. A printed copy of the Program Handbook will be provided to you.
4. I understand and agree that it is the job of faculty to not only educate, train, and supervise MFT students, but also to serve as the gatekeepers to preserve and protect the integrity of the profession. The responsibility to hold a high standard for those who will enter the field is taken seriously by faculty of the MFT program. When concerns are raised about a student therapist's ability or professionalism, remediation may be necessary, and the process will be initiated by the MFT program faculty. In such cases, the MFT program faculty will convene and discuss the circumstances and determine an appropriate course of action. The outcome of this discussion may be probation, suspension, or dismissal from the program. **Program reserves the right to exit anyone from the program at any time.** Should probation be the decided course of action, a plan will be developed with the student for improved performance, along with benchmarks that the student must meet. Students may appeal the decision of the MFT program faculty using the graduate program's grievance procedures.
5. I grant permission to the Mount Mercy University Marriage and Family Therapy program to take photos/videos of me and utilize these for the purposes of publication, promotion, illustration, and/or advertising of the program.
6. I understand that the contents of the MFT Program Handbook are subject to changes in existing and applicable state and federal laws and regulations as well as changes by the clinic to the policies.

(Student Therapist's Name-Printed – name must be legible)

(Student Therapist's Signature)

(Date)