

# The University of Louisiana at Monroe



## Marriage and Family Therapy

### Marriage and Family Therapy

### Clinical Doctor of Philosophy Degree Program Handbook

#### *(Policies and Procedures)*

*The 2017-18 Catalog of Graduate and Professional Programs becomes effective with the first summer session of 2017 and remains as such until the end of the 2018 spring semester. Students are required to adhere to the policies, procedures, regulations, and degree requirements located within the catalog governing their first semester of enrollment. It remains the responsibility of the student to read and understand the outlined policies. Failure to comply with these responsibilities does not excuse the student from the requirements and regulations described herein.*

*The University of Louisiana at Monroe reserves the right to change any provision or requirement, including fees, at any time with or without notice to the student. The University further reserves the right to require a student to withdraw from the University for cause at any time.*

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

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

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

*(Updated November 2017)*

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# Policies and Procedures

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## Introduction

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

Marriage and family therapy is a distinct mental health discipline regulated by licensure in all fifty states. The Clinical Ph.D. program in Marriage and Family Therapy at ULM is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The 69-hour program integrates systemically oriented philosophy and theory, clinical practice, and qualitative and quantitative research. Learning occurs within a context in which understanding and respect for diversity and non-discrimination are fundamentally addressed, practiced, and valued in the curriculum, program structure, and clinical training. The Clinical Ph.D. program is heavily weighted toward clinical training and research. Students will have the opportunity to practice in both an on campus MFT clinic as well as in external settings intended to individualize career paths based on student interests and career goals, and to research a wide variety of topics related to the field of marriage and family therapy, under the mentorship of faculty with distinctly different areas of expertise.

## 1.0 The Profession of Marriage & Family Therapy

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

The Clinical Ph.D. in MFT is an advanced post-master's degree intended to prepare graduates for careers as scholars, teachers, researchers, supervisors, administrators, and/or senior clinicians. Foundational systemically oriented philosophy and cybernetic epistemology serve as the theoretical emphasis of this program.

## 2.0 The Program Purpose

The Clinical Doctor of Philosophy Program in Marriage and Family Therapy housed in the School of Health Professions in the College of Health and Pharmaceutical Sciences at The University of Louisiana at Monroe graduated its first student in 1999. It was first accredited by COAMFTE in 2007.

This Clinical Ph.D. program in marriage and family therapy prepares graduates for careers as scholars, teachers, researchers, supervisors, and senior clinicians. This is a 69 credit-hour (minimum) post-master's degree, which integrates systemically oriented philosophy and theory, research, and clinical practice. The curriculum focuses on understanding problems and issues in the context of relationships, particularly family relationships. This includes courses related to philosophical and epistemological orientations, including the theoretical and clinical applications of such ideas, as well as courses related to family studies and human development, research methods, and clinical supervision. Students are prepared to work in a wide variety of professional marriage and family therapy settings with diverse populations experiencing a broad range of problems.

The program shall sequentially offer courses required for the completion of the Clinical Ph.D. in Marriage and Family Therapy. Courses shall be offered on a regular basis allowing the student to complete the coursework within a three-year period as defined in this handbook. Typically students should anticipate finishing the program in three to four years. Full-time enrollment must be maintained throughout this clinically oriented face-to-face program; any deviation from this requirement will be considered on a case-by-case basis by the program faculty. Once a student begins his/her dissertation, the student is considered full-time when registered for at least three credit hours per semester.

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

Given that it is accredited by COAMFTE, graduates of the Clinical Ph.D. program will be academically prepared to hold a license in MFT in the state of Louisiana, given that all Ph.D. students must complete the equivalent of a master's degree in marriage and family therapy prior to the completion of the Ph.D. curriculum. Please note that additional clinical requirements beyond academic requirements are required for licensure in all states. To see a full list of the requirements to become a licensed marriage and family therapist in the state of Louisiana, please visit the Louisiana Licensed Professional Counselor Board website at [www.lpcboard.org](http://www.lpcboard.org). For academic requirements for licensure in other states, please visit the appropriate licensing board websites. MFT program faculty will be happy to assist you in finding the appropriate information.

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

- ï Louisiana Licensing Board: [www.lpcboard.org](http://www.lpcboard.org)
- ï American Association for Marriage and Family Therapy: [www.aamft.org](http://www.aamft.org)
- ï Louisiana Association for Marriage and Family Therapy: [www.lamft.org](http://www.lamft.org)

## 2.1 University Mission

As described in the 2013 – 2018 *Strategic Plan*, the mission statement of The University of Louisiana at Monroe is as follows:

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

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

## 2.2 Program Mission

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

## 2.3 Commitment to Diversity

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

Diversity Definition:

Diversity encompasses the unique contextual dynamics that extend to and beyond the similarities and differences with regard to gender, gender identity, sexual orientation, age, race, ethnicity, culture, citizenship, nation of origin, health status, ability, spirituality, religious affiliation,

language, political view, social economic status, and their intersectionality. Diversity contributes to the richness and complexities of individuals, relationships, and human experiences.

## 3.0. Program Goals and Student Learning Outcomes

### 3.1 Program Goals

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

### 3.2 Student Learning Outcomes and Benchmarks

1. Appraise and defend a classic foundational systemic clinical and supervision philosophy and theory.
  - ï 70% of students will master:
    - o MFT Core Competency #1: MFT Foundations, as evidenced by attainment of at least a 3 on a 5-point scale on that competency in each of the following courses – MAFT 7000: Family Systems I; MAFT 7002: Family Systems II; MAFT 7051: Doctoral Practicum; and MAFT 7053: Doctoral Internship.
    - o MFT Core Competency #12: Intervening, as evidenced by attainment of at least a 3 on a 5 point scale on that competency in each of the following courses – MAFT 7010: Family Therapy I; MAFT 7012: Family Therapy II; MAFT 7051: Doctoral Practicum; and MAFT 7053: Doctoral Internship.
    - o MFT Core Competency #17: Supervision, as evidenced by attainment of at least a 3 on a 5-point scale on that competency in each of the following courses – MAFT 7030: Supervision of Marriage and Family Therapy; MAFT 7051: Doctoral Practicum; and MAFT 7053: Doctoral Internship.
  - ï 70% pass rate on Comprehensive Exam Areas 1 (Theory), 2 (Application), and 4 (Clinical).
2. Defend competence in ethical practice with a sensitivity to contextual and systemic dynamics.
  - ï 70% of students will master:
    - o MFT Core Competency #6: Culturally Sensitive Assessment, as evidenced by attainment of at least a 3 on a 5 point scale on that competency in each of the following courses – MAFT 7020: Advanced Family Studies and Human Development; MAFT 7051: Doctoral Practicum; and MAFT 7053: Doctoral Internship.
    - o MFT Core Competency #13: Law and Ethics, as evidenced by attainment of at least a 3 on a 5 point scale on that competency in each of the following courses –



MAFT 7021: Professional Issues and Identity in Systemic Practice; MAFT 7051: Doctoral Practicum; and MAFT 7053: Doctoral Internship.

- ï 70% pass rate on Comprehensive Exam Area 2 (Application).

3. Defend competence in systemic scholarship.

- ï 20% of students will have presented at a professional conference\* during their Ph.D. Program
- ï 15% of students will submit professional publications during their Ph.D. Program
- ï 70% of students will pass Comprehensive Exam Area 3 (Research)
- ï 70% of students will master:
  - o MFT Competency # 15: Research Application, as evidenced by receiving a performance level of 3 on a 5-point scale on that competency in each of the following courses - MAFT 7042: Qualitative and Ethnographic Research; MAFT 7046: Dissertation Seminar; and MAFT 7047: Applied Quantitative Methods and Statistics.

\* Professional conference is defined as a workshop presented at ULM or at a local, regional, state, national, or international conference.

### 3.3 Faculty Goals

1. Faculty will maintain an active research agenda, as measured by each faculty member accomplishing minimally two of any of the following three criteria within a three-year time frame.
  - ï Professional submissions and publications;
  - ï Presentations at state, regional, national or international conferences or workshops;
  - ï Grant submissions and awards.
2. Faculty will maintain a systemically and ethically orientated clinical and/or supervision practice, as measured by each faculty member accomplishing minimally two of the following three criteria within a three-year time frame.
  - ï Professional licensure/certification;
  - ï Clinical membership in professional organizations;
  - ï Approved supervisor status or equivalent.
3. Faculty will provide service to the profession and/or university, as measured by each faculty member accomplishing minimally two of the following three criteria within a three-year time frame.
  - ï Editor or reviewer of refereed publications, presentations, or grants;
  - ï Author/Co-author of accreditation self-studies and annual reports;
  - ï Holding office in and/or volunteer contributions to professional and/or community organizations/boards.

4. Faculty will offer an effectively taught systemically oriented curriculum, as measured by each faculty member accomplishing minimally one of the following first two criteria within a three-year time frame, and the program accomplishing the third.
  - i Satisfactory teaching evaluations completed by students, receiving at least 3.5 on a 5-point scale of student's overall opinion of the instructor as a teacher;
  - ii Satisfactory teaching evaluations completed by Program Director, receiving a 2 on a 4-point scale on the Faculty Teaching Evaluation; and
  - iii The average score received of "effectiveness of faculty" on the MFT Academic Support Services Survey being a 3 of 5.
5. Faculty will show an overall commitment to diversity and diversity issues, as measured by both of the following criteria:
  - i Receiving an average performance level of three on the five-point Likert scale on the Cultural Diversity Survey.
  - ii The average score received of "overall commitment to diversity and diversity issues" on the MFT Academic Support Services Survey being a 3 of 5.

## 4.0 Admission

### 4.1 Admission Requirements

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

Applicants who are regularly admitted to the ULM Graduate School satisfy at least TWO of the following requirements: (a) a minimum cumulative graduate grade point average of at least 3.50 (based on a 4.0 scale), (b) a minimum Graduate Record Examination (GRE) score of 1000 (Verbal and Quantitative), and (c) a minimum formula score of 1875 (GPA\*GRE). In order to be accepted to the program, students must meet the requirements detailed below:

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

In order for COAMFTE accreditation standards to be met, the master's degree or other graduate course work must include the following (or courses substantially equivalent as determined and approved by the ULM MFT faculty): Introduction to Marriage and Family Therapy; Marriage and Family Development; Legal and Ethical Issues in Marriage and Family Therapy; Research Design in Marriage and Family Therapy; Advanced Theories of Marriage and

Family Therapy; Therapeutic Alliance; Professional Issues in Marriage and Family Therapy; Methods of Marriage and Family Therapy; Counseling for Special Populations (or other course covering systemic approaches to multicultural therapy); Parent/Child Relations; Couples, Intimacy, and Sexuality; Psychopathology, and a Supervised Practicum in Marriage and Family Therapy. The supervised practicum must include 500 hours of client contact under the supervision of an AAMFT Approved Supervisor or the equivalent, defined as an AAMFT Approved Supervisor Candidate. Licensure as a marriage and family therapist, provided that the supervisor was an AAMFT Approved Supervisor or Candidate will be deemed equivalent to the supervised practicum requirement. For descriptions of these courses, applicants are encouraged to review the ULM Graduate School Catalog. Additionally, previous coursework in statistics is highly encouraged.

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

Priority will be given to applicants with:

- ï A minimum cumulative grade point average of at least 3.50.
- ï Minimum Graduate Record Examination converted score of 1,000 (Verbal + Quantitative).

All applicants must:

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

Finalists in the application process will be required to have a personal interview with the MFT doctoral admission committee.

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

## 4.2 Special Consideration

In the event a candidate does not meet the academic criteria (GPA of 2.5 or better, converted GRE of 750 or better, and formula score of 1875 or better), consideration for conditional admission may be made on a case-by-case basis. Students who are admitted conditionally must complete 12 hours of coursework with a grade point average of 3.0 or better to remove their conditional status.

### 4.3 Deficiencies in Prerequisite Coursework

At the time of admission, the student shall consult with his/her major advisor and/or advisory committee to determine what prerequisite coursework from the Master's curriculum (if any) will need to be completed prior to pursuing doctoral marriage and family therapy studies.

### 4.4 Non COAMFTE Accredited Equivalency Policy

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

- i Curriculum is minimally 60 credit hours.
- ii Curriculum is systemically/family focused.
- iii Curriculum requires 500 hours of client contact and 100 hours of supervision under the supervision of an AAMFT Supervisor, AAMFT Approved Supervisor Candidate, and/or State Approved MFT Supervisor.
  - o If any supervision was provided by a supervisor without the above stated credentials, the program reserves the right to state equivalency as having been met through a) the COAMFTE alternative client contact standard stating "graduating students achieve a competency level equivalent to the 500 client contact hours," and/or b) the unaccredited program director's recommendation of supervisor qualifications and systemic training/focus.

### 4.5 Graduate Assistantships

Opportunities for Graduate Assistantships (GAs) for MFT program students are commensurate with opportunities in other clinical training programs at ULM. MFT students are first considered for GAs within the MFT Program, then within the School of Health Professions, then within the College of Health and Pharmaceutical Sciences, and can even be considered for GAs in non-academic units on campus. The MFT Program faculty and staff assist all applicants for GAs in their search for a position, including outside of the program if the program cannot accommodate all qualified applicants.

Utilizing Fall 2016 data to reflect the likelihood of an MFT student being assigned to a graduate assistantship, the data shows that over 67% of MFT students had Graduate Assistantships within the program or across campus.

## 5.0 Orientation

Each cohort of students admitted to the Clinical Ph.D. program will have an opportunity to attend a program orientation on or before the first week of classes. The information covered at the orientation includes, but is not limited to the following: registration information; useful phone numbers including financial aid, graduate school, registrar's office, and university police;

program policies and procedures, including grievance policies and program educational outcomes; background check and drug screen policies; links to the university library, Moodle, the graduate catalog, and the program website; and information on state and national professional organizations. For more information regarding the program orientation, please see the MFT Program Orientation Handout (Appendix I).

## 6.0 Faculty Advisors

Upon acceptance into the program, a student is assigned a major advisor from the MFT program. This person will assist the student with information about classes, policies, the campus, etc. The student should meet with his or her assigned advisor before registering for courses initially, as well as before each subsequent semester. A degree plan should be constructed and filed with the University Graduate School during the first semester of study. As a part of the degree plan process, the student will be appointed two additional faculty members to serve on his or her advisory committee. The Ph.D. advisory committee will be the readers of the student's written comprehensive exams and evaluators of clinical comprehensive exam, unless the student files a dissertation committee prior to sitting for comprehensive examinations. In that case, the dissertation committee becomes the Graduate Advisory Committee. Students must meet with their advisor if changes to the degree plan become necessary. Any change to the degree plan requires that a new degree plan be filed with the Graduate School. Whenever a dissertation chair is selected and approved by the Graduate School, that person shall automatically become the student's faculty advisor.

## 7.0 Program of Study

### 7.1 Curriculum Offering

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

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

At the beginning of each semester, students will be furnished a course syllabus containing the course outline, course objectives, methods of assessing progress and performance, and grading scale or method by which the final grade will be computed. Detailed information regarding core competencies and accreditation standards met in that particular course will appear

in a rubric format linked with the corresponded evaluation methods and assessment measures. As such, the syllabus also indicates the approximate number and type of tests to be administered, requirements such as research papers, reports, special projects, special attendance requirements, requirements relating to class participation, and required and ancillary textbooks. Faculty members are expected to develop their courses within the framework of the general course descriptions appearing in the university graduate catalog.

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

A final examination must be administered in all courses. Mid-semester grades shall be computed and permanently recorded in the class record book and made known to the student upon request.

All classes are to be met and dismissed on time. Any change in class time or location must be approved in advance by the Program Director with the concurrence of the Director of the School of Health Professions and the College of Health and Pharmaceutical Sciences.

## 7.2 The Core Curriculum

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

Courses focus on understanding problems and issues in context, including issues related to power and privilege as they relate to age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status. The core curriculum (required degree courses) for the Clinical Ph.D. in Marriage and Family Therapy includes:

Credit Hours	Course Number	Course Name
3	MAFT 7000	Family Systems I
3	MAFT 7002	Family Systems II
3	MAFT 7010	Family Therapy I
3	MAFT 7012	Family Therapy II
3	MAFT 7014	Marital/Couples Therapy
3	MAFT 7020	Advanced Family Studies

3	MAFT 7021	Professional Issues and Identity in Systemic Practice
3	MAFT 7024	The Ecology of Psychopathology
3	MAFT 7030	Supervision of MFT
3	MAFT 7040	Issues/Problems in Systemic & MFT Research
3	MAFT 7042	Qualitative and Ethnographic Research
3	MAFT 7046	Dissertation Seminar
15	MAFT 7051	Doctoral Practicum
6	MAFT 7053	Doctoral Internship
9	MAFT 7099	Dissertation
3	MAFT 7047	Applied Quantitative Methods and Statistics
69	Total Hours in Master of Arts Curriculum	

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

### 7.3 Attendance

In accord with the ULM attendance Policy:

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



## 7.4 Practicum

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

This clinical experience of 200 client contact hours (minimum) shall be obtained at the ULM Marriage and Family Therapy Clinic. All clinical work provided at sites external to the ULM MFT Clinic is not considered part of the practicum course and therefore is not covered upon the supervision of said course or instructor. As such, clinical work external to the university is only allowable if the student is working toward licensure under the supervision of a board approved supervisor. In that instance, those cases are the sole responsibility of the licensure supervisor and hours cannot therefore be counted toward the practicum requirement. Students will have the opportunity to work with clients who are diverse in terms of age, culture, physical ability, ethnicity, family composition, gender, race, religion, sexual orientation, and socioeconomic status. For more detailed information, please see the ULM MFT Ph.D. Clinic Handbook. Students who can document that their previous supervised clinical practice meets COAMFTE Standards for clinical training may petition the supervision committee to waive a portion of the direct contact hours.

All therapy sessions in the ULM MFT Clinic will be recorded for use in supervision. Students will receive individual supervision, group supervision, and supervision based on direct observation, videotape, or audiotape. Supervision must occur each week in which the student is seeing clients. A minimum of forty hours of supervision – one hour of supervision for each five hours of client contact – is required. Other MFT students, as well as supervisors, may observe sessions from behind a one-way mirror.

Students taking MAFT 7051 Doctoral Practicum are evaluated weekly through both individual and group supervision by their assigned clinical supervisor (a MFT faculty member who is an AAMFT Approved Supervisor or Candidate). Midterm and Final evaluations are also conducted in MAFT 7051 to assess clinical competency. See Practicum Evaluation (Appendix II).

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

## 7.5 Internship

All Ph. D. students are required to complete an internship of twelve months duration. This shall be a supervised full-time experience emphasizing relationally focused practice,



research, and/or other professional development activity. All coursework must be completed before the beginning of the internship, with the exception of 7099. Each semester, in which a student is participating in the doctoral internship, she/he is required to enroll in MAFT 7053. Once enrollment in MAFT 7053 has been established, a student must continue to enroll in MAFT 7053 until the completion of the internship. Before graduating from the doctoral program, doctoral students will have completed 500 hours of direct client contact during the PhD Program (200 during coursework and 300 during internship), plus 500 at the MA level, or the equivalent. Three hundred (300) hours of research and/or other professional development must also be completed during the internship.

Internship sites must meet ULM Marriage and Family Therapy program requirements and be approved by the Director of Clinical Training and/or the instructor of MAFT 7053 and the Doctoral Committee. Students are required to begin their internships immediately after completing the required course work, and register for one full summer term (Summer I and Summer II), followed by one fall and spring semester. Relevant internship requirements and forms may be found in the ULM MFT Clinic Handbook.

A Memorandum of Understanding (MOU) must be signed by the University (as represented by the MFT Clinic Director or the Instructor of MAFT 7053) and the Externship Site PRIOR to the beginning of the internship. The student is responsible for notifying one of these persons to initiate the process.

All supervision will be provided by an appropriately designated AAMFT approved supervisor (or the equivalent, defined as an AAMFT Approved Supervisor Candidate only).

## 7.6 Background Check and Drug Screen

Background checks and drug screening tests are now required of MFT students in order to participate in clinical work [defined as MAFT 5015, MAFT 6070, MAFT 7051, and MAFT 7053 both at the ULM MFT Clinic and at externship sites] in the Marriage and Family Therapy Programs. This policy was established to comply with accreditation standards, to comply with the policies of the College of Health and Pharmaceutical Sciences (CHPS), and to promote the highest level of integrity in our program. This policy includes initial background checks and drug screenings as well as drug screening for suspicious behavior.

All MFT students must complete a background check and drug screening from [www.CastleBranch.com](http://www.CastleBranch.com) prior to beginning any clinical work (For MA Students: First Spring Semester; For PhD Students: Prior to First Fall Semester). The results will be valid throughout all clinical work in the MFT Program, unless a site requires a recent test. However, the student can be re-tested at any time during their course of study, especially if the student displays suspicious behavior during a clinical rotation.

All MFT students will be informed of the College of Health and Pharmaceutical Sciences Background Check (BC) and Drug Screening (DS) policies both in writing (in the program handbooks) and in spoken form (during the applicant interviews and again at the program orientation). Those students enrolled in the MFT program prior to the effective date of this policy

(Spring 2014) will be informed both in writing and in spoken form. Students will sign an acknowledgement form as outlined on the CHPS Initial Background Checks and Drug Screening Policy.

Students must request a background check and drug screen from [www.CastleBranch.com](http://www.CastleBranch.com) where they will register and pay for the services. The following steps outlined below should be followed by the student:

- ï Following the instructions provided by the Program Director the student should complete the on-line form at [www.CastleBranch.com](http://www.CastleBranch.com).
- ï Upon completing the forms, the student should be prepared to electronically pay the fee for the background check and drug screen to be processed. This fee includes a national criminal background search.
- ï The student will receive a password and will be able to access the results when available.
- ï All results will be sent to the Associate Dean for the college by [www.CastleBranch.com](http://www.CastleBranch.com). The Associate Dean will review the results and will inform the Program Director if the student is cleared for clinical work or if information of concern exists.
- ï If information of concern exists on the background check, the student must meet with the MFT Program Director and/or designee. The issues leading to the concern will be discussed and a plan of action relevant to the specifics of the situation as it relates to professional practice developed. The student may or may not be allowed to begin clinical work.
- ï If information of concern exists on the drug screening, the student will not be eligible to begin clinical work and will be dismissed from the program, as the CHPS has a no tolerance policy for a failed drug test.
- ï If the drug screen indicates a “Dilute” result, the student must retest within 2 working days at his/her own expense.
- ï Failure to follow the background check and drug screening policies will result in the student being unable to begin clinical work.
- ï Upon request, the results of the background check and drug screen will be made available to all externship site administrative supervisors participating in the student’s clinical training. The student is responsible for providing these results to the externship site.
- ï If there is information of concern on the background check and the student is allowed to continue on to clinical work, the externship site has the right to deny the student’s placement at the site. Each practice site will determine whether the student may participate at that site and the decision will be independent from any determination by the MFT Program. However, if the MFT faculty makes the determination that a student cannot participate in clinical work, that decision applies to both work at the MFT Clinic and at externship sites.
- ï The policy outlined in the document entitled *Plan of Action for Background and Drug Screening Concerns* (also found on page 3 of this document) will be followed.

- i Students have full access to the results of the background check and drug screen through [www.CastleBranch.com](http://www.CastleBranch.com). Records will be archived by [www.CastleBranch.com](http://www.CastleBranch.com).

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

*If the results of the drug screening indicate a positive finding, the student will not be allowed to commence their clinical work and will be immediately dismissed from the program, as the CHPS has a no tolerance policy for a failed drug test.*

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

1. The College of Health and Pharmaceutical Sciences Associate Dean will contact the MFT Program Director.
2. Students will be contacted by the MFT Program Director if information of concern arises.

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

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

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

1. The student will meet with the MFT Program Director and/or designee. The ACA and/or AAMFT Code of Ethics Code of Ethics will be reviewed with the student.

The student will be provided with contact information for state licensure boards to determine the likelihood of being able to obtain licensure.

## 7.7 Electives

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

## 7.8 Typical Course Sequence

First Year		Summer I & Summer II
Fall	Spring	(8-Week Course)
MAFT 7010	MAFT 7002	MAFT 7024
MAFT 7030	MAFT 7042	MAFT 7014
MAFT 7040	MAFT 7012	MAFT 7051
MAFT 7051	MAFT 7051	

Second Year		Third and Fourth Years
Fall	Spring	(Until Completion of Dissertation/Internship)
MAFT 7000	MAFT 7046	
MAFT 7047	MAFT 7021	MAFT 7053
MAFT 7020	MAFT 7051	MAFT 7099
MAFT 7051		

## 7.9 Residency Requirements

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

## 8.0 Comprehensive Examinations

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

## 8.1 Written Examination

The intent of the comprehensive exam is to allow the student to synthesize information learned in previous coursework in such a way as to demonstrate a clear understanding of the field of Marriage and Family Therapy. Questions are designed to comprehensively examine the student's mastery of the two-year course of study and will not generally be course specific. The

written examination can be offered traditionally or be given as a take-home assignment. If the written exam is offered traditionally, it typically takes 12 hours to complete, and if it is given as a take-home, it will be given on the Monday of comprehensive exam week and will be due on the Friday. The written exam covers three areas: theory, application, and research. Area I questions will cover theory, Area II questions will cover application, and Area III questions will cover research.

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

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

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

## 8.2 Clinical/Professional Presentation

The intent of the professional presentation is to allow the student to demonstrate his or her ability to apply the systemic constructs, techniques, and theory in a clinical and/or other professional setting. At the discretion of the Dissertation Chair or Major Advisor a student may be asked to present on his or her clinical approach only, to interview for an academic or other professional position only, or both.

For the clinical presentation the student will edit a videotape of himself or herself in one or more therapy sessions with the same client. For the interview option, students will participate in a mock professional interview for the position of their choice. For example, if a student has the goal of entering academia, then this portion of the exam will consist of a mock interview for a faculty position.

All portions of the comprehensive examination will be evaluated by the student's Dissertation Committee unless one has not been formed, in which case the student's Advisory Committee shall evaluate the comprehensive exams. The Dissertation Chair or Major Advisor will be responsible for determining the final structure of the oral defense portion of the

examination should one be required. Oral defenses are generally required in the event that the evaluation committee requires additional information in order to accurately and fairly evaluate the student's performance.

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

### 8.3 Failure to Pass

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

### 8.4 Role and Responsibility of Major Advisor

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

## 9.0 Dissertation

In addition to the research course requirements, all doctoral students are required to complete a dissertation. Before beginning the dissertation, it is important for the student to obtain a copy of the current Guidelines for the Preparation of Field Studies, Theses, and Dissertations available at the following link of the ULM Graduate School Website: <http://ulm.edu/gradschool/>. Dissertation topics will be related to the field of marriage and family therapy. Students are encouraged to explore their dissertation topic and relevant literature prior to the comprehensive examination (typically this can be done while taking MAFT 7046). The student's Dissertation Committee must approve the dissertation proposal.

The student must register for, and accrue, a minimum of nine semester hours (3 consecutive semesters of 3 credit hours) of dissertation credit for successful completion of the dissertation. However, given that the student is required to enroll continuously for a minimum of



three semester hours of dissertation credit each semester until completion of the dissertation, completing the dissertation in the minimum of nine semester hours (or three semesters) is the exception rather than the rule. Most students are enrolled in MAFT 7099 continuously for two years (and many for longer than this) before successfully defending their dissertation study. Following satisfactory completion of the dissertation as determined by the Dissertation Committee, an oral defense is required. The revised dissertation that has incorporated feedback and recommended changes from the Dissertation Committee will then be submitted first to the College's editor and then to the Graduate School for final approval.

## 9.1 Dissertation Committee

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

## 9.2 Changes to Dissertation Committee

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

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

## 9.3 Dissertation Topics

Dissertation Topics will be in the field of marriage and family therapy. Students are encouraged to pursue the identification of a dissertation topic after having taken adequate MFT

theory and studies to insure they are well grounded in the discipline. The topic will be approved by the Dissertation Chair and the Dissertation Committee prior to the formal defense of the proposal.

## 9.4 Committee Feedback

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

Unless a faculty member is teaching during the summer, he or she will not be available for dissertation reading or proposals/defenses during the summer semester.

All students must formally pass a proposal defense before submitting an IRB application and collecting data, and a dissertation defense before being ultimately eligible for graduation.

All proposal and defense announcements must be made by the chair with at least two weeks' notice.

Dissertation committee members may require the opportunity to re-read documents with changes prior to approving moving forward to proposal or defense. No proposal or final defense will be scheduled without the approval of each committee member.

Timeframes from submitting a draft document to the chair and scheduling an actual proposal or final defense will therefore vary from student to student. Students are required to consult with the university calendar for final dates to defend each semester and for final dates to submit their completed draft documents to the Graduate School and still be eligible for graduation that same semester. It is the student's responsibility to ensure that they plan for sufficient time for each step in the dissertation process in order to meet any deadline that they intend to meet.

## 9.5 Proposal Defense

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



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

## 9.6 Institutional Review Board

A student must have successfully defended his or her dissertation proposal and pass required IRB training and certification before initiating Institutional Review Board (IRB) approval of the study.

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

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

## 9.7 Data Collection

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

## 9.8 Dissertation Defense

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

editor (turn around could take up to three weeks) and then to Graduate School for final approval. Please constantly consult the university calendar to be aware of all applicable deadlines.

## 9.9 Bound Copies of Dissertations

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

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

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

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

## 9.10 Dissertation Review Process

This Document Review policy is established to clarify the processes used to guide students and faculty in processing final thesis and dissertation documents through the review process post final defense.

Here is how the process tracks.

1. The student defends their final dissertation.
2. After the final defense, the student is required to make whatever changes/revisions the committee suggests. Once the changes have been made, the Dissertation Chair will review said changes and once satisfied with the document will advise the student to mail, at the student's expense (online Ph.D. students will include a postage paid return envelope so the document may be returned with the Department Reviewer's comments to the student), or hand carry a clean paper copy back to the Chair, who will ultimately sign off on that version as being ready to be reviewed by the Department Reviewer. The chair will then deliver the paper copy to the appropriate Program Director.
3. The relevant Program Director will coordinate delivery of the paper copy to the Department Reviewer.
4. The Department Reviewer has a **minimum** two-week turnaround period in which time he/she will review the document and note whatever changes/suggestions are necessary for the document to conform to APA/ULM Guidelines. Upon completion of the Departmental review, the Department Reviewer will return the document to the Program

Director.

5. Upon receiving the reviewed document from the Department Reviewer, the Program Director will check the document, and if the Department Reviewer approved the document to move forward with no additional changes, then the Program Director will deliver the document back to the student, via their Chair, for submission to the Graduate School through ProQuest.
6. If the Department Reviewer identifies difficulties with the document then the Program Director returns the document to the Chair, who in turn, will address the identified changes with the student.
7. Once all of the Department Reviewer's corrections have been addressed, and said corrections have been approved by the dissertation chair, the student will send an electronic copy to the Graduate School Reviewer through ProQuest, who may identify any changes/additions/ suggestions deemed necessary to fit the format and the standards of the Graduate School. The Graduate School Reviewer will inform the Dissertation Chair and student of the need for revisions and return the document to the student, who will then address the required changes.
8. After the corrections have been made, and before the student resubmits their document through ProQuest, their document must be reviewed one more time by their dissertation Chair. At this time, the Chair will review the student's document using the Dissertation Checklist and initial that the student has completed all items in the checklist.
9. The Chair will inform the student that the document looks clean and the student will then resubmit their document to the Graduate School Reviewer through ProQuest. The Chair will forward their checklist to the Graduate School Reviewer so that she has documentation that the Chair has completed their review of the student's document. The Chair will also provide a signed statement saying they have reviewed the final document.

## 10.0 Learner Evaluations and Community of Interest Feedback

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

Learning evaluations are accomplished through the following:

1. Course evaluations through specific assessments and exams in each class as specified in the course syllabi.
2. Students taking MAFT 7051 Practicum are evaluated weekly through both individual and group supervision by their assigned clinical supervisor (a MFT faculty member who is an AAMFT Approved Supervisor or Candidate). Mid-term and final evaluations are also conducted in MAFT 7051 to assess clinical competency. See Practicum Evaluation

(Appendix II). All doctoral students in residency are required to register for this course each semester.

3. Comprehensive exams during the last semester of study. These written twelve-hour exams are designed to evaluate how well students have assimilated the total course of study into their ability to function as clinicians, supervisors, creative scholars, and researchers. A second part of this exam requires students to present on their clinical approach and/or to interview for a professional position.
4. At the end of their second year of residency and prior to their formal internship experience, students engage in a structured exit interview in which they evaluate their learning experience for the past two years. They are asked to give an objective evaluation of the strengths and weaknesses of the Clinical Ph.D. program.
5. Graduates are surveyed (a) immediately after graduation to provide feedback on their course of study and preparedness for employment, and (b) annually to obtain their rates of success on licensure, certification, and to obtain-post graduate evaluations of their preparation for their employment.

## 10.1 Supervisor Evaluation of Student Clinical Work

Supervisors evaluate students in MAFT 7051 each semester. Evaluations are based upon the student's clinical development, skills, and effectiveness. Areas for growth as well as strengths are discussed with interns both at mid-semester and at the end of the course. The Director of Clinical Services retains these evaluations, and a copy is placed in the student's file.

## 10.2 Student Evaluation of Clinical Supervisor

Evaluation of the clinical learning experience, including availability and competency of supervisors, occurs each semester. Students submit evaluations of the supervisor to the Director of Clinical Services, and the Director of Clinical Services gives a summary to the supervisor.

## 10.3 Student Evaluation of Courses

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

## 10.4 Focus Groups and Current Student Surveys

Holding focus groups as a means of gaining feedback directly from students in a personal fashion was implemented as a result of student feedback during the last accreditation cycle. Each

spring, the program director meets with each cohort of students to gain their feedback on the program and their needs as a student. This information is summarized by the program director and discussed with faculty during the following faculty meeting or retreat. Any action determined as a result of the student feedback is then documented by the program director and implemented. Students are informed that any feedback can also be taken directly to any faculty member if for any reason the feedback cannot be given freely to the program director. During the focus group, current student surveys are also distributed to gain written feedback on specific items such as program mission, program goals, student learning outcomes, and faculty goals. Please see survey in Appendix VI.

## 10.5 Graduate Follow-Up

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

## 10.6 Community Feedback Survey

In 2011, the MFT program implemented a community agency survey to allow externship site supervisors and employers of graduates to provide meaningful and practical input to the MFT program. Surveys request feedback pertaining to program mission, strengths, weaknesses, curriculum, and graduate preparation for the workplace. Externship site representatives completing the survey are given the option of doing so anonymously. All surveys are returned to the Director of Clinical Services, or another appropriately designated MFT representative, who provides the ULM MFT faculty with themes developed from the results every other year. Recipients of the community agency survey will include sites that are either currently employing students or who have in the past. See Appendix IV.

## 10.7 Faculty Recommendation of Students

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

## 11.0 Policy and Procedure Revision

Policies and procedures are reviewed and revised periodically as necessary to reflect ongoing improvement based on the following: changes in accreditation standards; feedback from exit interviews, alumni surveys, and the community agency surveys; and faculty input based on student performance discussed in faculty meetings.

## 12.0 Graduation

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

Cohort Year	# Of Students Enrolled	# Of Students graduating	% Of Students Graduating
Fall 1999	4	4	100%
Fall 2000	5	5	100%
Fall 2001	7	7	100%
Fall 2002	5	5	100%
Fall 2003	10	9	90%
Fall 2004	9	8	89%
Fall 2005	5	3	60%
Fall 2006	5	5	100%
Fall 2007	9	6	67%
Fall 2008	5	4	80%
Fall 2009	8	5	62.5%
Fall 2010	8	6	75%
Fall 2011	7	4	57%
Fall 2012	9	1	11%
Fall 2013	6	0	0%
Fall 2014	4	0	0%
Fall 2015	7	0	0%
Fall 2016	2	0	0%
Avg.	115	72	62.6%

### 12.1 Student Responsibility

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

## 13.0 Eligibility to Remain in the Clinical Ph.D. Program

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

1. The student's cumulative grade-point average falls below 3.0.
2. The student receives any final course grade lower than a "C."
3. The student receives more than six semester hours of grades of "C" in graduate courses.
4. The student fails to meet a performance level of at least 3 on any COAMFTE Core Competency as prescribed by the Marriage and Family Therapy Remediation Committee through the Professional Growth Plan.

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

A graduate student who is denied admission to or further continuance in the Clinical Doctor of Philosophy program may appeal for admission or readmission. An appeal must conform to the requirements of the Graduate School and the College of Health and Pharmaceutical Sciences. The student should contact the Health and Pharmaceutical Sciences Dean in order to determine how best to direct his or her appeal. For further information about the appeals process, see the ULM Student Policy Manual and Organizational Handbook at the following link: <http://www.ulm.edu/studentpolicy/>.

### 13.1 MFT Faculty Remediation Committee and Professional Growth Plans

COAMFTE Core Competencies will be assessed in each course. A minimal Performance Level of 3 on the 1-5 Competency Rubric Rating Scale\* as specified in the Competency Rubric Scale and Score Sheet for the course (Appendix #1 of the Syllabi) must be attained. If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have 30 days after the end of the semester to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of 3 after the 30-day period, the student will be referred to the Marriage and Family Therapy Faculty Remediation Committee (MFT FRC) who will meet with the student and provide corrective feedback through the use of a written Professional Growth Plan (PGP) and timeline. If the student does not address the objective prescribed at the minimal performance level of 3, as necessitated by the MFT FRC, the student may be recommended for dismissal from the program. Please see Section 13.0 for more information on remaining in the program.

#### \*Competency Rubric Rating Scale

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



- 4 = Proficient: Strong level of mastery of skills and understanding
  - 3 = Basic: Understanding of concepts/skills evident
  - 2 = Developing: In process of developing understanding of concepts and skills; growth needed
  - 1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed
- Note: Ratings of 3 or above indicate performing well for student's stage of development.

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

## 14.0 Time Limit for Completion of the Program

All course work, internships, and the dissertation must be completed within a six-year time period from the date of the first registration in the program. Any appeal for extension beyond the six-year requirement must be approved by the Dean of the Graduate school, Graduate Council, and by the Marriage and Family Therapy Doctoral Faculty.

## 15.0 Transfer of Credit

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

## 16.0 Clinical Ph.D. Program Committee

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

## 17.0 Harassment Policy

The University of Louisiana at Monroe strongly disapproves of harassment and intimidation of its employees and students and will take affirmative steps to eliminate and/or correct such actions. Sexual harassment, like harassment on the basis of color, race, religion,



gender, sexual orientation, or national origin, has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended.

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

## 18.0 Grievance Procedure

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

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

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

## 19.0 Therapy/Counseling for MFT Students

Should a student in the Marriage and Family Therapy Program require therapy/counseling services while enrolled in the program, he or she is encouraged to seek these

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

## 20.0 Code of Conduct

The codes of conduct for the behavior of Clinical Ph.D. students and faculty while engaged in clinical activity shall be the AAMFT Code of Ethics. In addition to the policies and procedures outlined in this manual, students in the Marriage and Family Therapy Clinical Ph.D. Program are expected to adhere to all policies and procedures detailed in the ULM Student Policy Manual and Organizational Handbook which can be found at the following link: <http://catalog.ulm.edu/content.php?catid=27&navoid=3334>.

## 21.0 Non-Discrimination Policy

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

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

It is with this in mind that the university does not permit any actions, including verbal or written statements, that discriminate against an individual or group on the basis of sex, race, color, creed, national origin, or physical or mental disability. Any such action is a violation of the Student Code of Conduct. Complaints of discrimination should be made orally and in writing to the appropriate university administrator” (2017-2018 ULM Graduate Catalog).

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

# Appendices

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# Orientation Information

## Marriage and Family Therapy Programs

### Useful Websites

#### Program website

[www.ulm.edu/mft](http://www.ulm.edu/mft)

#### Graduate Catalog

<http://www.ulm.edu/academic/catalogs>

#### Academic Calendar

<http://www.ulm.edu/academicaffairs/documents/2015-16-academic-calendar-rev.-4-27-15.pdf>

#### Library

[www.ulm.edu/library](http://www.ulm.edu/library)

#### Moodle

[moodle.ulm.edu](http://moodle.ulm.edu)

#### ULM Mobile

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

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

Select: "Login to Access Your Personal ULM Information"

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

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

Once you are logged into Banner, please follow the instructions below to register for your classes. (For a list of your classes please refer to the [www.ulm.edu/mft](http://www.ulm.edu/mft) website and click on the link appropriate to the year you are entering the program.)

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

Did you know that part of your student fees allow you to print **150 pages** per week from any computer lab on campus?

American Association  
for Marriage &  
Family Therapy

[www.aamft.org](http://www.aamft.org)

Louisiana Association  
for American  
Association for  
Marriage & Family  
Therapy

[www.lamft.org](http://www.lamft.org)

Admin. Assistant for Dept. 318---342---1246  
(Sharon Doaty)

Computer Services 318---342---5013

Financial Aid 318---342---5320

Graduate School 318---342---1036

Registrar's Office 318---342---5262

University Police 318---342---5350

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

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

**DOCTORAL PRACTICUM EVALUATION – MAFT 7051  
MARRIAGE AND FAMILY THERAPY PROGRAM**

STUDENT: \_\_

GRADE: (C) \_

(NC) \_

CLINICAL SUPERVISOR: \_

\_ SEMESTER: \_

EVALUATION SCALE:    5=Advanced 4=Proficient 3=Basic 2=Developing 1=Deficient  
N/A=Not applicable

CRITERIA	MID-TERM	FINAL
1. Attendance and punctuality	_____	_____
2. Record keeping and documentation	_____	_____
3. Understanding of Clinic policies and procedures	_____	_____
4. Reception to new supervisory information	_____	_____
5. Interactions and teamwork with other interns	_____	_____
6. Level of professionalism	_____	_____
7. Developing rapport/ joining with clients	_____	_____
8. Ability to assess and hypothesize systemically	_____	_____
9. Clinical assessment and diagnosis	_____	_____
10. Treatment planning and case management	_____	_____
11. Therapeutic use of language	_____	_____
12. Constructing and delivering interventions	_____	_____
13. Appropriate follow-up with clients	_____	_____
14. Providing systemically oriented therapy	_____	_____
15. Working with diverse population of clients	_____	_____
16. Identifying legal/ethical dilemmas and effective solutions	_____	_____

17. Utilize MFT literature and research in clinical practice \_\_\_\_\_

18. Meeting of Individual Supervision Goals \_\_\_\_\_

19. Submission/Appropriate updating of Intern Summary \_\_\_\_\_

Total \_\_\_\_\_ of 95 \_\_\_\_\_ of 95

Semester Total \_\_\_\_\_ of 190

Number of Client Contact Hours Completed (40 min.): \_\_\_\_\_

Number of Supervision Hours Completed (20 min.): \_\_\_\_\_

ADDITIONAL COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MID-TERM**

**FINAL**

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

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

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

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

The University of Louisiana at Monroe  
Marriage and Family Therapy  
Doctor of Philosophy Alumni Evaluation Survey

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

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

Year you entered the Ph.D. program \_\_\_\_\_

Year of your graduation \_\_\_\_\_

From what university did you earn your Masters degree in Marriage and Family Therapy?

\_\_\_\_\_  
Was the program COAMFTE accredited? Yes ( ) No ( )

I now hold the following professional license:

LMFT \_\_\_\_\_ What state? \_\_\_\_\_ LPC \_\_\_\_\_ What state? \_\_\_\_\_

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

LMFT \_\_\_\_\_ What state? \_\_\_\_\_ LPC \_\_\_\_\_ What state? \_\_\_\_\_

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

Yes ( ) No ( )

**Current Employment:**

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

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

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

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

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

- 1=POOR    2=FAIR    3=AVERAGE    4=GOOD    5=EXCELLENT**
- 1 2 3 4 5 Ability to conceptualize and describe family organization and dynamics.
- 1 2 3 4 5 Skills in assessing and evaluating family strengths and weaknesses.
- 1 2 3 4 5 Skills in interpreting and integrating data obtained from the family interview, family observations, and other outside sources.
- 1 2 3 4 5 Skills in articulating, both verbally and in written reports, data obtained from sessions with the family.
- 1 2 3 4 5 Ability to conceptualize problems of children, adults, and families in a multicultural environment.
- 1 2 3 4 5 Ability to join with, and understand, families from diverse cultural and ethnic backgrounds.
- 1 2 3 4 5 Ability to plan and implement appropriate interventions with couples, families, and individuals.
- 1 2 3 4 5 Consultation skills with agencies, educational personnel, and parents.
- 1 2 3 4 5 Ability to work with other mental health professionals in providing appropriate services to individuals and families.
- 1 2 3 4 5 Ability to deal effectively with both voluntary and involuntary clients.
- 1 2 3 4 5 Ability to execute job seeking skills.
- 1 2 3 4 5 My internship prepared me for my career.
- 1 2 3 4 5 Ability to create and finish research and scholarly journal articles in the field.
- 1 2 3 4 5 I had adequate research coursework to help me write my dissertation.
- 1 2 3 4 5 I had adequate research coursework to prepare me for my career.



Are you interested in joining the ULM MFT faculty?      **Yes ( )**      **No ( )**  
If answered yes, how and to what extent?

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What did you most like about the program?

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

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

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

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

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Suggestions to improve the program:

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

**Yes ( )**      **No ( )**

If no, what changes would you suggest? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is there a particular course you wish we had offered?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Yes ( )      No ( )

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The ULM Marriage and Family Therapy Doctor of Philosophy Mission Statement is:**

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

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

\_\_\_\_\_

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

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

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

**Program Goals**

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

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

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1	2	3	4	5
Not accurately At All	Not Accurately	No Opinion	Accurately	Very Accurately

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

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**Ph.D. Student Learning Outcomes**

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

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

---

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

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

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

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

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### Faculty Goals

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

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

---

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

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

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

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

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Please rate the following items reflecting the degree to which you believe they are systemically oriented:

**1. Program Mission**

1	2	3	4	5
Not Systemic At All	Not Systemic	Moderately Systemic	Systemic	Very Systemic

**2. Curriculum**

1	2	3	4	5
Not Systemic At All	Not Systemic	Moderately Systemic	Systemic	Very Systemic

**3. Educational Outcomes**

1	2	3	4	5
Not Systemic At All	Not Systemic	Moderately Systemic	Systemic	Very Systemic

**4. Training**

1	2	3	4	5
Not Systemic At All	Not Systemic	Moderately Systemic	Systemic	Very Systemic

\*Please list all state, regional, national, and/or international professional publications you have authored or co-authored during your academic program.

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

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

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

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

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# UNIVERSITY OF LOUISIANA AT MONROE

## Marriage and Family Therapy Programs Community Feedback Survey

### SECTION 1

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

YES (Please continue to section 2)

NO (Please skip to section 3)

### SECTION 2

We had ULM Marriage and Family Therapy Student Interns at the:

Masters' level

Doctoral level

Doctoral level, 3rd Year Internship, MAFT 7052

Please rate your intern on the following:	1 (Very Dissatisfied)	2 (Dissatisfied)	3 (No Opinion)	4 (Satisfied)	5 (Very Satisfied)
<b>Level of Professionalism</b>					
Please explain:					
<b>Therapeutic Abilities</b>					
Please explain:					
<b>Interactions with Other Staff Members</b>					
Please explain:					
<b>Overall Performance</b>					
Please explain:					
Please rate the following:	1 (Not Likely At All)	2 (Not Likely)	3 (No Opinion)	4 (Likely)	5 (Very Likely)
<b>I would have another ULM MFT Student Intern work in my setting</b>					
Please explain:					
<b>I would hire a Marriage and Family Therapist in the future.</b>					
Please explain:					

Please rate your intern's skill level on the following:	1 (Not Skillful At All)	2 (Not Skillful)	3 (No Opinion)	4 (Skillful)	5 (Very Skillful)
<b>Clinical Assessment and Diagnosis</b>					
Please explain:					
<b>Providing Systemically Oriented Therapy</b>					
Please explain:					
<b>Working with Individuals</b>					
Please explain:					
<b>Working with Couples</b>					
Please explain:					
<b>Working with Families</b>					
Please explain:					
<b>Working with a Diverse Population of Clients</b>					
Please explain:					
<b>Treatment Planning and Case Management</b>					
Please explain:					
<b>Identifying Legal/Ethical Dilemmas and Effective Solutions</b>					
Please explain:					

Have you employed a ULM MFT Graduate?

<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

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

1 (Not Prepared At All)	2 (Not Prepared)	3 (No Opinion)	4 (Prepared)	5 (Very Prepared)



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

<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

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

---

If no, why not?

---

The ULM Marriage and Family Therapy Program's mission statements, for both the masters and clinical doctoral programs are:

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

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

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

1 (Not Accurately At All)	2 (Not Accurately)	3 (No Opinion)	4 (Accurately)	5 (Very Accurately)

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

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**Please answer the following question if you have employed a Student Intern in the MFT Ph.D. Program.**

The MFT Program's Student Learning Outcomes for the Doctoral Program are to:

1. Appraise and defend classic foundational systemic philosophy and theory.
2. Defend competencies in practice and supervision of a systemic orientation to marriage and family therapy.
3. Defend competence in systemic scholarship.

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

<input type="checkbox"/>	Not Accurately At All
<input type="checkbox"/>	Not Accurately
<input type="checkbox"/>	Fairly Accurately
<input type="checkbox"/>	Accurately
<input type="checkbox"/>	Very Accurately

**Please answer the following question if you have employed a Student Intern in the MFT Ph.D. Program.**

The MFT Program's Faculty Outcomes are to:

1. Maintain an active research agenda in classic foundational systemic philosophy and theory and other professional contributions.
2. Maintain a systemically and ethically orientated clinical and/or supervision practice
3. Provide service to the profession, community, and university
4. Create/Maintain/Teach a systemically oriented curriculum

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

<input type="checkbox"/>	Not Accurately At All
<input type="checkbox"/>	Not Accurately
<input type="checkbox"/>	Fairly Accurately
<input type="checkbox"/>	Accurately
<input type="checkbox"/>	Very Accurately

**Please answer the following question if you have employed a Student Intern in the MFT Ph.D. Program.**

Please rate the degree to which you believe the MFT Doctoral Program is systemically oriented. \*\*Note: If you are not familiar with our curriculum, a list can be found at <http://www.ulm.edu/mft/phd.html>.

<input type="checkbox"/>	Not Systemic At All
<input type="checkbox"/>	Not Systemic
<input type="checkbox"/>	Moderately Systemic
<input type="checkbox"/>	Adequately Systemic
<input type="checkbox"/>	Very Systemic

What changes would you suggest the MFT Program make to its curriculum? Would there be any courses that you would either add or delete from the existing curriculum?

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The ULM Marriage and Family Therapy Program is dually accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) as well as the Council for Accreditation of Counseling and Related Educational Programs (CACREP), meaning that our students are eligible to fulfill both licensing requirements as a Licensed Marriage and Family Therapist (LMFT) and a Licensed Professional Counselor (LPC). Do you see this as beneficial to our program and students? If not, please list any reasons our program could be improved by focusing on one particular professional identity.

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

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

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

YES (If yes, please contact the Director of Clinical Services at the information provided in the letter)

NO

### SECTION 3

If you have **not** utilized ULM Marriage and Family Therapy Student Interns in the past 5 years, please list any reasons for not doing so.

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

YES (If yes, please contact the Director of Clinical Services at the information provided in the letter)

NO

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

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

Two objectives (based on the *Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) core competencies*) for professional growth should be determined using the following suggestions as well as other appropriate sources: feedback either written or verbal **to the candidate on the candidate's practicum experience**, completion of class assignments, etc.

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

### **Record Objectives and Plan using the Form Provided:**

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

### **Growth Objectives:**

**Component/Attribute:** Enter the appropriate **core competency** from the **COAMFTE Standards**.

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

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

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

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

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

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

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

### **Reflections:**

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

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

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

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

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

**Professional Growth Plan**

Candidate:

SSN: 000-00-0000

Date:

Semester:

Instructor:

Course:

**1. Component/Attribute:**

**2. Growth Objective 1:**

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

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

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**5. Resources Needed:**

**6. Timeline:**

**7. Expected Evidence of Attainment:**

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

**9. Evidence of Completion:**

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

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**11. Instructor Comments:**

Signature/Date: .....

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

Signature/Date:

## **Current Student Survey- Doctor of Philosophy**

**Please respond thoughtfully to the following questions. You will find the program’s curriculum at the end of this survey, which will assist you in answering a portion of these questions.**

**The ULM Marriage and Family Therapy Doctor of Philosophy mission statement is:**

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

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

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

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

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**\*\*The ULM’s Marriage and Family Therapy Program’s Goals are:**

### **Program Goals**

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

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

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

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

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### Student Learning Outcomes

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

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

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

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

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

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

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### Faculty Goals

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

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

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

**How strongly do the Faculty Goals contribute to the development of systemic practice, supervision, teaching, and scholarship?**

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

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

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**Please rate the following items reflecting the degree to which you believe they are systemically oriented:**

**1. Program Mission**

1                      2                      3                      4                      5  
Not systemic at all    Not Systemic    Moderately Systemic    Adequately Systemic    Very Systemic

**2. Curriculum**

1                      2                      3                      4                      5  
Not systemic at all    Not Systemic    Moderately Systemic    Adequately Systemic    Very Systemic

**3. Educational Outcomes**

1                      2                      3                      4                      5  
Not systemic at all    Not Systemic    Moderately Systemic    Adequately Systemic    Very Systemic

**4. Training**

1                      2                      3                      4                      5  
Not systemic at all    Not Systemic    Moderately Systemic    Adequately Systemic    Very Systemic

**The following courses have been suggested, by ULM Ph.D. Graduates, as being potentially useful courses in the current curriculum. Please indicate the courses in which you would find useful, and list any additional courses, as well.**

- a. Medical Family Therapy    Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_
- b. Psychopharmacology    Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_
- c. Advanced Ericksonian  
    Hypnosis    Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_
- d. Private Practice/Agency  
    Setting    Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_
- e. Grantwriting    Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_
- f. Other \_\_\_\_\_
- g. Other \_\_\_\_\_



*The University of Louisiana at Monroe*  
**Marriage and Family Therapy**  
*Doctor of Philosophy Degree Program*  
**Typical Course Sequence**

**Year One**

**Fall**

MAFT 7010: Family Therapy I	3	
MAFT 7030: Supervision of Marriage and Family Therapy	3	
MAFT 7040: Issues/Problems in Systemic and MFT Research	3	
MAFT 7051: Doctoral Practicum		3

**Spring**

MAFT 7047: Applied Quantitative Methods and Statistics	3	
MAFT 7002: Family Systems II	3	
MAFT 7042: Qualitative and Ethnographic Research	3	
MAFT 7051: Doctoral Practicum		3

**Summer**

MAFT 7024: The Ecology of Psychopathology	3	
MAFT 7046: Dissertation Seminar	3	
MAFT 7051: Doctoral Practicum	3	

**Year Two**

**Fall**

MAFT 7000: Family Systems I	3	
MAFT 7014: Marital/Couples Therapy	3	
MAFT 7020: Advanced Family Studies & Human Development	3	
MAFT 7051: Doctoral Practicum	3	

**Spring**

MAFT 7012: Family Therapy II	3	
MAFT 7022: Social Ecology	3	
MAFT 7051: Doctoral Practicum	3	

**3<sup>rd</sup> and 4<sup>th</sup> Year**

MAFT 7053: Doctoral Internship	(Minimum of)	6	
MAFT 7099: Dissertation	(Minimum of)	9	
	<b>Total Hours:</b>	<b>69</b>	