



Master of Marriage and Family Therapy
Program Handbook
Academic Year 2020-2021

**PHILLIPS EDUCATION CENTER OF CAMPBELLSVILLE UNIVERSITY
MMFT PROGRAM HANDBOOK
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Phillips Education Center

OF CAMPBELLSVILLE UNIVERSITY

Dear Master of Marriage and Family Therapy Candidates:

Thank you for joining the Phillips Education Center family. For almost 50 years, we have maintained a legacy that includes a high academic standard, a relationship-focused model, a strong experiential component, and outstanding service to the broader community through our CalFam Counseling Center.

Your choice of marriage and family therapist as a profession says some important things about you as a person. You have chosen a field in the human services; you are a giving individual. You have declared your values and priorities by enrolling in this program. We are here to help you succeed -- your success is our success.

The worthwhile journey to the master's degree, and eventually to licensure, is rigorous. Please allow the administration, faculty, and staff to come along side you on this journey. My door is open to you -- at Phillips we are not just teaching therapists, we are creating colleagues.

Yours,

A handwritten signature in black ink, appearing to read "Randy Christopher". The signature is fluid and cursive, with a long horizontal stroke at the end.

Randy Christopher, MS, LMFT
Executive Director
Phillips Education Center

Historical Overview

History of Phillips Education Center

A nonprofit educational, counseling, training, and research center, Phillips Education Center traces its origin to the 1950s when Clinton E. Phillips, Ph.D., pioneered the application of family systems theory and the initiation of family therapy at the American Institute of Family Relations.

In 1971, Dr. Phillips and T. David Jansen, D. Min., founded the California Family Study Center (CFSC) as the only freestanding graduate program in the country dedicated solely to the field of human relationships. Built upon the family systems model, the graduate program in Marriage and Family Therapy attracted a diverse population of students brought together by a shared passion for making a difference.

As the program gained momentum, it quickly became known as a leader in mental health higher education across the profession. In 1996, in recognition of his innovative leadership, the Board of Trustees honored Dr. Phillips by changing the name of CFSC to Phillips Education Center. In 2019, Phillips became part of Campbellsville University and is known now as Phillips Education Center.

With almost 50 years of excellence in graduate education and training, Phillips is a free-standing, non-profit, non-residential, non-sectarian graduate school dedicated to the training and preparation of students as marriage and family therapists.

Today, Phillips remains at the forefront of confronting complex intrapersonal social issues, exploring new avenues for change, and ultimately creating an academic program that is shaped by the communities it serves.

Historical Overview

History of Campbellsville University

Campbellsville University was founded in 1906 by the Russell Creek Baptist Association as the Russell Creek Academy. The Academy grew and expanded with improvements both in curriculum and facilities. In 1924, the institution was renamed Campbellsville College and in 1933 joined the Kentucky Association of Colleges and Secondary Schools. In 1949, the College was accredited by the Southern Association of Secondary Schools and Colleges as a junior college. In December 1963, the College received membership in the Southern Association of Colleges and Schools as an accredited liberal arts college. In 1996, Campbellsville College advanced to University status. The University currently awards a variety of associate, baccalaureate, and master's degrees.

In the spring of 2013 the University had 150 full-time faculty. Over 70 percent of our full-time educators hold terminal degrees in their disciplines. Student enrollment is approximately 3500, consisting of individuals from 36 states and 37 foreign countries. The student/faculty ratio is 13:1. Our Louisville Center services over 250 students and our Somerset Center approximately 50 students.

Campbellsville University is a comprehensive co-educational institution located in Campbellsville Kentucky with satellite locations in Louisville, Somerset, Hodgenville, Russell Springs, Northern Kentucky, Pineville, and the Los Angeles Education Center in Chatsworth, California.

Campbellsville University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor, and Master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679- 4500 for questions about the University's accreditation.



MISSION AND VALUES

The Phillips Mission

“Our mission is to provide outstanding education and training to students as well as counseling services to the community. We inspire personal transformation and professional excellence in an experiential, collaborative, and innovative learning environment.”

Phillips Values

THE CHALLENGE TO GROW AND DEVELOP

This is applicable at the individual, family, and organizational levels. We apply it to ourselves and others.

COLLABORATIVE INVOLVEMENT

This is the catalyst for innovative and effective solutions outside the organization.

INTEGRITY

We encourage the making and honoring of commitments, consistency, and wholeness even under challenging circumstances.

CREATIVITY

Institutional support for creativity helps to find new solutions and to look “out of the box” for new opportunities in times of change.

APPRECIATION FOR DIVERSITY

We can capitalize on the advantage of differences; we can learn new ways of doing things from each other.

CONTRIBUTION TO POSITIVE SOCIAL CHANGE

Every person involved with Phillips Education Center contributes to the well-being of the community. This contribution, however seemingly small, is eventually reflected at global levels.

Phillips Education Center
Master of Marriage and Family Therapy
Program Information

Purpose of the Master of Marriage and Family Therapy Program:

For almost 50 years, Phillips' Marriage and Family Therapy program has been training students to become competent and effective marriage and family therapists. The Master in Marriage and Family Therapy Program's (MMFT) mission is to empower students to make a difference in the lives of others and to help them grow professionally and personally.

Our MMFT program integrates theory and practice, preparing students with the academic knowledge, clinical competency, and professional development necessary to successfully practice as marriage and family therapists.

Phillips students have access to exceptional educational opportunities. We offer a cutting-edge training facility that includes students' one-way mirror observation of live therapy, allowing them to experience clinical modeling by faculty who are licensed, practicing professionals. As such, students begin developing their clinical abilities from the moment they begin the program. Phillips students have a rich and dynamic learning environment, and our graduates are highly regarded for their professionalism in the mental health field.

Training opportunities for students are also available at the California Family Counseling Center (CalFam), Phillips' onsite community counseling center. CalFam is a primary training site for Phillips students, and the Counseling Center has been providing affordable community mental health services since 1971.

All course work in the MMFT program is designed to fulfill the mission, goals, and competencies consistent with the values of Phillips and ethical codes of the profession. The curriculum of this program has been accepted by the California Board of Behavior Sciences for Licensure in the state of California for marriage and family therapists. The MMFT program is regionally accredited through Campbellsville University. The accrediting body is the Commission on Colleges of the Southern Association of Colleges and Schools (SACSOCS).

MMFT Mission Statement

The mission of the MMFT program at Phillips Education Center is to create an educational experience that fosters collaborative learning and provides students with the academic knowledge, clinical competency, and professional development necessary for beginning practice as marriage and family therapists within a multicultural environment. Students who complete the program are responsive to the many aspects of diversity that exist within human relationships. They demonstrate self-awareness, a commitment to ethical practice, and relational responsibility in service to individuals, couples, and families, to their communities, and to the profession of marriage and family therapy. Students who complete the program will have met the educational requirements for becoming a licensed marriage and family therapist (LMFT) in California.

The MMFT program requires students to successfully complete 60 credit hours of coursework. The curriculum meets the education requirements of the California Licensure Board for Marriage and Family Therapists. The MMFT program is designed to prepare graduates with the knowledge and skills to counsel individuals, couples, and families.

Criteria and Processes for Student Admissions

Applicants to the MMFT Program at Phillips must meet the school's admissions requirements in order to be considered for admission. Requirements are:

1. A bachelor's degree from a regionally accredited institution.
2. Completion of an application for admission to Phillips' Master of Marriage and Family Therapy program.
3. Official transcripts from all undergraduate and graduate courses taken from any college/ university.
4. Three letters of recommendation regarding academic potential for graduate study.
5. A 400-500 word essay describing (a) why you want to become a therapist, and (b) some of the experiences and abilities that will make you an effective therapist.

While past professional experiences strengthen an application, no academic credit is given for life experience.

The Admissions Committee consists of the MMFT Program Director at Campbellsville University, the Site Director for the MMFT Program at Phillips, and MMFT program faculty members. Each member in attendance during the student interview recommends one of the following actions:

1. Full acceptance
2. Conditional acceptance, specifying conditions that must be improved or corrected
3. Denial

After application materials are reviewed, a letter of decision, invitation, or both are mailed to the applicant at the address provided on the application.

Please submit your MMFT Program application materials to:

Phillips Education Center
19900 Plummer Street
Chatsworth, CA 90311
Attn: Admissions

Applications may be submitted at any time and are reviewed continually. The MMFT program accepts new students at the beginning of each new academic term. Applications are reviewed and interviews are scheduled once all application materials have been received by the program. In order to register for courses in your desired term of study, the application materials must be processed and the entrance interview conducted 30 days in advance of the term beginning fall or spring.

The MMFT Degree features a program designed to meet education requirements for licensure as a marriage and family therapist in the state of California.

The 60-credit hour program is delivered over 5 terms. Courses are typically offered on a weekday and on Saturday. Courses are scheduled in 16-week terms for Fall and Spring. The

Summer term is 15 weeks. A sequenced calendar of courses is recommended and included in this handbook. A full-time course of study is between 11-13 units per term. Students are eligible to begin their practicum experience after they have successfully completed 13 credit hours and have met the criteria for trainee approval status. A student desiring part-time study will meet with the MMFT Site Director and the student's MMFT Advisor to create a part-time academic plan for each term. Along with challenging and expanding student knowledge, the MMFT program focuses on relationships. Consistent with the mission of Phillips, the MMFT program works toward developing individuals who commit to positive social change.

If a student is considering working in states other than California, the student is responsible for seeking and acquiring the respective state's policy regarding licensure. The student should contact their MMFT Advisor and Phillips' MMFT Site Director who will work in conjunction with the student to work toward a plan that will meet the respective state's licensing requirements.

MMFT Program Goals and Student Learning Outcomes

MMFT Program Goal #1: Knowledge of a variety of developmental theories, relational/systemic theoretical models, as well as other models of human behavior.

- 1.1 Students are able to identify, demonstrate an understanding of, and apply a variety of models of human development throughout the lifespan.
- 1.2 Students are able to identify, demonstrate an understanding of, and apply a variety of systemic/relational as well as other theoretical models in marriage and family therapy.

MMFT Program Goal #2: Knowledge and skills in the assessment, diagnosis, and research-informed treatment of individuals and relational systems.

- 2.1 Students apply appropriate skills in the assessment, diagnosis, and treatment of individuals, couples, and families in the development of comprehensive treatment plans.
- 2.2 Students apply knowledge of human behavior in health and mental illness to the practice of marriage and family therapy.
- 2.3 Students locate, critically evaluate, and apply published research in the development of comprehensive treatment plans.

MMFT Program Goal #3: Practice of relational/systemic therapy in a manner that is consistently responsive to the impact of culture and diversity on all relationships.

- 3.1 Students demonstrate an awareness and knowledge of current and historical sociocultural factors that influence human interactions and which impact both client and therapist within the therapeutic relationship.
- 3.2 Students effectively apply culturally responsive perspectives in the practice of marriage and family therapy.

MMFT Program Goal #4: Practice of relational/systemic therapy in a manner that is grounded in relevant legal principles and based on ethically sound decision-making.

- 4.1 Students identify legal and ethical principles underlying the practice of marriage and family therapy.
- 4.2 Students use an ethical decision-making process in their professional practice as marriage and family therapists.

MMFT Program Goal #5: Practice of relational/systemic therapy in a manner that demonstrates relational responsibility and professional behavior.

- 5.1 Students demonstrate professional behavior and relational responsibility in all interactions with peers, faculty, staff, clients, site supervisors, and other professionals.
- 5.2 Students demonstrate respect, warmth, and attending behavior in collaboration with clients in a treatment setting.

MMFT Program Goal #6: Completion of the MMFT program with the self-awareness, personal growth, foundational skills, and competence required to begin the practice of research-informed relational/systemic therapy.

- 6.1 Students demonstrate an awareness of personal beliefs, attitudes, and experiences that influence their practice of marriage and family therapy.
- 6.2 Students demonstrate personal growth in their response to a variety of challenges experienced in the practice of marriage and family therapy.

MMFT Program Goal #7: Completion of requirements for graduation from the MMFT Program with a Master's in Marriage and Family Therapy

- 7.1 Enrolled students will meet requirements for graduation.

MMFT Program Goal #8: Achievement of MFT licensure within 6 years of graduation.

- 8.1 Graduates will apply for BBS Marriage and Family Therapist Associate numbers.
- 8.2 Graduates will successfully pass both Marriage and Family Therapist state licensing exams.

MMFT Program Goal #9: Employment within the field of marriage and family therapy or applying marriage and family therapy skills in their employment

- 9.1 Graduates will be employed as MFTs within the mental health or related field.

Marriage and Family Therapy Core Competencies© December, 2004

The marriage and family therapy (MFT) core competencies were developed through a collaborative effort of the American Association for Marriage and Family Therapy (AAMFT) and interested stakeholders. In addition to defining the domains of knowledge and requisite skills in each domain that comprise the practice of marriage and family therapy, the ultimate goal of the core competencies is to improve the quality of services delivered by marriage and family therapists (MFTs). Consequently, the competencies described herein represent the minimum that MFTs licensed to practice independently must possess.

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

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

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

- 1) **Admission to Treatment** – All interactions between clients and therapist up to the point when a therapeutic contract is established.

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

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

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

Domain 1: Admission to Treatment

Number	Subdomain	Competence
1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
1.1.2	Conceptual	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
1.1.3	Conceptual	Understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system.
1.1.4	Conceptual	Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy.
1.2.1	Perceptual	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
1.2.2	Perceptual	Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
1.3.1	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
1.3.2	Executive	Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).
1.3.3	Executive	Facilitate therapeutic involvement of all necessary participants in treatment.
1.3.4	Executive	Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.
1.3.5	Executive	Obtain consent to treatment from all responsible persons.
1.3.6	Executive	Establish and maintain appropriate and productive therapeutic alliances with the clients.
1.3.7	Executive	Solicit and use client feedback throughout the therapeutic process.
1.3.8	Executive	Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers.
1.3.9	Executive	Manage session interactions with individuals, couples, families, and groups.
1.4.1	Evaluative	Evaluate case for appropriateness for treatment within professional scope of practice and competence.
1.5.1	Professional	Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).
1.5.2	Professional	Complete case documentation in a timely manner and in accordance with relevant laws and policies.
1.5.3	Professional	Develop, establish, and maintain policies for fees, payment, record keeping, and confidentiality.

Domain 2: Clinical Assessment and Diagnosis

Number	Subdomain	Competence
2.1.1	Conceptual	Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2.1.2	Conceptual	Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
2.1.3	Conceptual	Understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health; heart disease and depression).
2.1.4	Conceptual	Comprehend individual, marital, couple and family assessment instruments appropriate

Number	Subdomain	Competence
		to presenting problem, practice setting, and cultural context.
2.1.5	Conceptual	Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
2.1.6	Conceptual	Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
2.1.7	Conceptual	Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making.
2.2.1	Perceptual	Assess each clients' engagement in the change process.
2.2.2	Perceptual	Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
2.2.3	Perceptual	Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
2.2.4	Perceptual	Consider the influence of treatment on extra-therapeutic relationships.
2.2.5	Perceptual	Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
2.3.1	Executive	Diagnose and assess client behavioral and relational health problems systemically and contextually.
2.3.2	Executive	Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
2.3.3	Executive	Apply effective and systemic interviewing techniques and strategies.
2.3.4	Executive	Administer and interpret results of assessment instruments.
2.3.5	Executive	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
2.3.6	Executive	Assess family history and dynamics using a genogram or other assessment instruments.
2.3.7	Executive	Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
2.3.8	Executive	Identify clients' strengths, resilience, and resources.
2.3.9	Executive	Elucidate presenting problem from the perspective of each member of the therapeutic system.
2.4.1	Evaluative	Evaluate assessment methods for relevance to clients' needs.
2.4.2	Evaluative	Assess ability to view issues and therapeutic processes systemically.
2.4.3	Evaluative	Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
2.4.4	Evaluative	Assess the therapist-client agreement of therapeutic goals and diagnosis.
2.5.1	Professional	Utilize consultation and supervision effectively.

Domain 3: Treatment Planning and Case Management

Number	Subdomain	Competence
3.1.1	Conceptual	Know which models, modalities, and/or techniques are most effective for presenting problems.
3.1.2	Conceptual	Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly.
3.1.3	Conceptual	Understand the effects that psychotropic and other medications have on clients and the treatment process.
3.1.4	Conceptual	Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step

Number	Subdomain	Competence
		programs, peer-to-peer services, supported employment).
3.2.1	Perceptual	Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.
3.3.1	Executive	Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.
3.3.2	Executive	Prioritize treatment goals.
3.3.3	Executive	Develop a clear plan of how sessions will be conducted.
3.3.4	Executive	Structure treatment to meet clients' needs and to facilitate systemic change.
3.3.5	Executive	Manage progression of therapy toward treatment goals.
3.3.6	Executive	Manage risks, crises, and emergencies.
3.3.7	Executive	Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.
3.3.8	Executive	Assist clients in obtaining needed care while navigating complex systems of care.
3.3.9	Executive	Develop termination and aftercare plans.
3.4.1	Evaluative	Evaluate progress of sessions toward treatment goals.
3.4.2	Evaluative	Recognize when treatment goals and plan require modification.
3.4.3	Evaluative	Evaluate level of risks, management of risks, crises, and emergencies.
3.4.4	Evaluative	Assess session process for compliance with policies and procedures of practice setting.
3.4.5	Professional	Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.
3.5.1	Professional	Advocate with clients in obtaining quality care, appropriate resources, and services in their community.
3.5.2	Professional	Participate in case-related forensic and legal processes.
3.5.3	Professional	Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.
3.5.4	Professional	Utilize time management skills in therapy sessions and other professional meetings.

Domain 4: Therapeutic Interventions

Number	Subdomain	Competence
4.1.1	Conceptual	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
4.1.2	Conceptual	Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.
4.2.1	Perceptual	Recognize how different techniques may impact the treatment process.
4.2.2	Perceptual	Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
4.3.1	Executive	Match treatment modalities and techniques to clients' needs, goals, and values.
4.3.2	Executive	Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4.3.3	Executive	Reframe problems and recursive interaction patterns.
4.3.4	Executive	Generate relational questions and reflexive comments in the therapy room.
4.3.5	Executive	Engage each family member in the treatment process as appropriate.
4.3.6	Executive	Facilitate clients developing and integrating solutions to problems.

Number	Subdomain	Competence
4.3.7	Executive	Defuse intense and chaotic situations to enhance the safety of all participants.
4.3.8	Executive	Empower clients and their relational systems to establish effective relationships with each other and larger systems.
4.3.9	Executive	Provide psychoeducation to families whose members have serious mental illness or other disorders.
4.3.10	Executive	Modify interventions that are not working to better fit treatment goals.
4.3.11	Executive	Move to constructive termination when treatment goals have been accomplished.
4.3.12	Executive	Integrate supervisor/team communications into treatment.
4.4.1	Evaluative	Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
4.4.2	Evaluative	Evaluate ability to deliver interventions effectively.
4.4.3	Evaluative	Evaluate treatment outcomes as treatment progresses.
4.4.4	Evaluative	Evaluate clients' reactions or responses to interventions.
4.4.5	Evaluative	Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.
4.4.6	Evaluative	Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.
4.5.1	Professional	Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).
4.5.2	Professional	Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.
4.5.3	Professional	Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.

Domain 5: Legal Issues, Ethics, and Standards

Number	Subdomain	Competence
5.1.1	Conceptual	Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
5.1.2	Conceptual	Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
5.1.3	Conceptual	Know policies and procedures of the practice setting.
5.1.4	Conceptual	Understand the process of making an ethical decision.
5.2.1	Perceptual	Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
5.2.2	Perceptual	Recognize ethical dilemmas in practice setting.
5.2.3	Perceptual	Recognize when a legal consultation is necessary.
5.2.4	Perceptual	Recognize when clinical supervision or consultation is necessary.
5.3.1	Executive	Monitor issues related to ethics, laws, regulations, and professional standards.
5.3.2	Executive	Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.
5.3.3	Executive	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
5.3.4	Executive	Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.
5.3.5	Executive	Take appropriate action when ethical and legal dilemmas emerge.
5.3.6	Executive	Report information to appropriate authorities as required by

Number	Subdomain	Competence
5.3.7	Executive	Practice within defined scope of practice and competence.
5.3.8	Executive	Obtain knowledge of advances and theory regarding effective clinical practice.
5.3.9	Executive	Obtain license(s) and specialty credentials.
5.3.10	Executive	Implement a personal program to maintain professional competence.
5.4.1	Evaluative	Evaluate activities related to ethics, legal issues, and practice standards.
5.4.2.	Evaluative	Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
5.5.1	Professional	Maintain client records with timely and accurate notes.
5.5.2	Professional	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.
5.5.3	Professional	Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.
5.5.4	Professional	Bill clients and third-party payers in accordance with professional ethics, relevant laws and policies, and seek reimbursement only for covered services.

Domain 6: Research and Program Evaluation

Number	Subdomain	Competence
6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
6.1.2	Conceptual	Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services.
6.1.3	Conceptual	Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.
6.2.1	Perceptual	Recognize opportunities for therapists and clients to participate in clinical research.
6.3.1	Executive	Read current MFT and other professional literature.
6.3.2	Executive	Use current MFT and other research to inform clinical practice.
6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation in the literature.
6.3.4	Executive	Determine the effectiveness of clinical practice and techniques.
6.4.1	Evaluative	Evaluate knowledge of current clinical literature and its application.
6.5.1	Professional	Contribute to the development of new knowledge.

Marriage and Family Therapy Curriculum

Marriage & Family Core Curriculum (required) - 60 units

Traineeship - 450 hours total (350 direct client hours, plus 100 alternative hours):

Minimum 150 Relational Hours

Maximum 200 Individual Hours

Maximum 100 Alternative Hours

Students may begin their practicum experience after they have successfully completed 13 credit hours in the program. Prior to beginning the experience, they must obtain approval from Phillips' MMFT Core Faculty; if students are at a site other than the California Family Counseling Center, then the Co-Director(s) of Clinical Placement must approve the adequacy of the field agency and the field agency supervisor. Finally, an Affiliation Agreement between Phillips and the Agency must be prepared and executed by all parties before students may begin seeing clients at the site.

Program Dissemination

All Phillips MMFT courses are taught during the day or in the evenings by a team of core and adjunct faculty. Phillips uses an educator/practitioner model in which each faculty member is a licensed mental health professional and has an active clinical practice in addition to teaching at Phillips.

Instructional Core Faculty

Shelly Stee, M.A., LMFT

MMFT Site Director

Associate Professor and Co-Director of Clinical Training and Placement

BA University of New Mexico

MA Phillips Graduate Institute – Psychology, with an Emphasis Marriage and Family

Therapy Specialization Post Modern Therapy in a Clinical Setting

Licensed Marriage and Family Therapist/AAMFT Approved Supervisor/

CAMFT Certified Supervisor

Bobbi Jankovich, M.A., LMFT

Associate Professor and Co-Director of Clinical Training and Placement

BA University of California Santa Barbara

MA-Pepperdine Graduate School of Education and Psychology – Clinical Psychology

with an Emphasis in Marriage and Family Therapy

Licensed Marriage and Family Therapist/AAMFT Approved Supervisor

Fereshteh Mazdyasni, M.A., LMFT

Associate Professor

BS Pahlavi Shiraz University

MA-Phillips Graduate Institute – Psychology with an Emphasis in Marriage and Family Therapy

Licensed Marriage and Family Therapist/AAMFT Approved Supervisor/

CAMFT Approved Supervisor

Yvette Melvin, M.A., LMFT

Associate Professor

BA California State University, Northridge

MA Phillips Graduate Institute – Psychology, Specialization Organizational Consulting

Licensed Marriage and Family Therapist/AAMFT Approved Supervisor

Clare Sobel, M.A., LMFT

Associate Professor

BA University of California, Santa Barbara

MA Phillips Graduate Institute – Psychology with an Emphasis in Marriage and Family Therapy

Licensed Marriage and Family Therapist/AAMFT Approved Supervisor

MMFT Application Policies

Admission Notification

Applicants will receive a written letter of notification when:

- a) All admission materials are received
- b) Students will be provided notification about the results as soon as they are available.
Notification will indicate acceptance, conditional acceptance or denial.

Conditional Admission

Students accepted into the MMFT program as conditional

1. Must maintain a grade of “B” or higher in all coursework taken in the first two full terms (10 courses) of enrollment.
2. Have their course performance assessed (each term) by their MMFT Advisor who will report progress to Phillips’ MMFT Site Director, and the MMFT Program Director (Campbellsville University).
3. Complete all admissions requirements not met during the admissions review and interview, thus responsible for “conditional acceptance,” by the end of the first term of enrollment.
4. Earn no more than one “C” (C-, or C, or C+) grade during graduate program enrollment.

Students Rights and Responsibilities

All students enrolled in programs provided by Phillips Education Center of Campbellsville University have the right:

1. To be treated with dignity and respect.
2. To fair and impartial treatment relative to issues of admission, continuance and termination in the marriage and family therapy program.
3. To inclusion in the decision-making process related to curriculum and program issues through the student representatives elected by each co-hort.

Safety

Safety is the ability to express self without fear of reprisal. Within the classroom and clinic, faculty and students will not discriminate based on student’s race, ethnicity, class, gender, sexual identity, religion, or worldview. Safety does not include freedom from discomfort, as students grow through challenging experiences which may cause discomfort.

All students have a responsibility:

1. To uphold their respective professional code of ethics.
2. To be an active participant in the learning process and the development of the professional self which includes values, attitudes, self-awareness, and professional skills.
3. To sign the MMFT program's Statement of Understanding and Commitment to Ethical Practices (see Appendix A). The signed statement pledges your commitment to providing the program your employment location and responsibilities for a period of not less than three years after graduation. This information is kept within a secure, password protected computer, and is used only for assessment purposes. The data requested does not include social security number, but it does include date of birth, age at graduation, race, gender, student ID, contact information, agency name, supervising employers name, location of employment (address), and work activities. The information is kept for immediate and future evaluation and is not shared with the Alumni Office or the Business Office. The signed form also confirms your agreement to abide by the requirements of the program at Phillips Education Center of Campbellsville University and by the AAMFT Code of Ethics.

Graduate Examination

Prior to graduation, and in order to receive their degree diplomas, all MMFT students must successfully complete three comprehensive capstone experiences: a written examination and an oral examination covering MMFT program content, and completion of all requirements in the Professional Project course. Students will complete the capstone experiences during MFC 534 Applied Therapeutic Methodology: Relational Therapy II and MFC 522 Professional Project. Students must pass MFC 534 Applied Therapeutic Methodology – Relational Therapy II and MFC 522 Professional Project before they participate in graduation activities.

Grade Point Average

No student may graduate with an MMFT Program GPA of less than 3.0 or with more than one "C" grade (C-, or C, or C+) in their MMFT program graduate coursework.

Non-Academic Behavior

At a minimum, students are expected to follow Phillips Code of Conduct (see Appendix C). In addition, students are expected to adhere to the American Association for Marriage and Family Therapy Code of Ethics (https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx). Students accused or suspected of violating Phillips Code of Ethics and/or the AAMFT Code of Ethics will be referred to the Student Evaluation and Review Committee (SERC). The Committee's decision may include remediation or dismissal, depending upon the severity of the violation. The following constitute examples for which termination from the program will be seriously considered:

1. Violation of the intent/spirit of the AAMFT Code of Ethics and professional values. For example, if there is:
 - a) Failure to respect the dignity and promote the welfare of clients.
 - b) A professional relationship boundary violation.
 - c) Plagiarism.
2. Impaired performance secondary to alcohol and/or substance abuse.
3. Criminal conviction.
4. Poor performance in the Field Practicum even after remediation, intervention, or arbitration.

If an MMFT faculty member identifies issues of concern related to student performance as described above, the student will be notified in writing of the issues of concern. If not resolved, the faculty member may ask for a review to be conducted by the SERC. A student will be invited to present his/her comments to the committee, depending upon the nature of the issue.

Decisions of the committee may include:

1. Continuance in the program.
2. Provisional continuance in the program; continuance will be permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up meeting will be held to consider whether the criteria have been met.
3. Termination from the MMFT program.

Student Evaluation and Review Committee

Overview: The Student Evaluation and Review Committee (SERC) assists Phillips in monitoring student academic performance and professional development by providing support and counsel for students who experience academic and/or professional development difficulties. The SERC review can include grades, written evaluations, clinical skills, professional behavior, and faculty observations that concern a student's fit for the profession.

The purpose of the SERC is to provide students with a due process through its proceedings by

- (1) offering a vehicle for student support and remediation;
- (2) recommending a Warning of Probation for a student exhibiting unsatisfactory academic performance or professional development;
- (3) recommending that a student be placed on probation when unsatisfactory performance persists after a Warning of Probation; and
- (4) recommending termination of a student from a program when it is deemed that satisfactory performance by the student is not attainable.

The committee is comprised of the SERC Chair, faculty representative(s), the Executive Director of the Los Angeles Educational Center, and the MMFT Program Director from Campbellsville University.

The nature of the SERC meetings are academic rather than legal proceedings; therefore, the presence of legal counsel and representation of any party is not appropriate and is not permitted. All SERC meetings and related communications are governed by the confidentiality/privacy provisions of the Family Educational Rights and Privacy Act (FERPA). Discussions, deliberations, decisions, and recommendations by the SERC may not be shared with people outside the Committee, other than for legitimate educational purposes consistent with FERPA.

The SERC Process: The first step in addressing student concerns is through an informal process whereby the student works directly with the instructor, the student's MMFT Advisor, and/or Phillips' MMFT Site Director. Early attention to student difficulties is highly recommended. If the problem can be managed and monitored within the department and the student demonstrates satisfactory progress, the file will be closed.

Students who do not make academic or professional satisfactory progress will be referred to a more formal process of evaluation. The instructor will submit a Statement of Concern to the student, the SERC Chair, the Phillips MMFT Site Director, and the MMFT Program Director (Campbellsville University). The Phillips MMFT Site Director will create a remediation plan in consultation with the instructor and/or MMFT Advisor utilizing other institutional resources to support the student's progress (e.g., special accommodations). The student's progress will be monitored and additional meetings will be provided as needed. If the student makes satisfactory progress and concerns are resolved, the case will be closed. The Statement of Concern and remediation plan will become part of the student's file.

In cases where a student does not demonstrate satisfactory progress, the Phillips MMFT Site Director will refer the student to the SERC process. In rare cases involving urgent matters, students may self-refer to the SERC if they meet one or more criteria outlined below and have asked the Phillips MMFT Site Director for a referral that has not yet been made. All requests to meet with the SERC require mandatory attendance by the student.

The SERC process helps to maximize student success by upholding the academic and professional standards regarding student evaluation. Students are referred to the SERC by the Phillips MMFT Site Director when:

- Student has violated the Academic Integrity and/or Student Code of Conduct policies.
- Issues related to unprofessional conduct (e.g., clinical/professional/academic suitability) have been documented by a Statement of Concern or a record of advisement.
- The cumulative G.P.A. is below 3.0.
- The G.P.A. for any term falls below 3.0.
- There is more than one grade of "Incomplete" on a student record.
- There are two or more "Statements of Concern" in one term.
- The student does not meet the standards established by the academic program to begin clinical/professional experience.
- There is a grade of "C-" or below in any course.
- There are two or more grades of "C" (C-, or C, or C+) in a given term.
- Follow-up to a previous SERC meeting is recommended.

After meeting with the student, the SERC will either recommend a remediation plan to further assist that student in achieving and maintaining satisfactory progress or recommend dismissal. The SERC Chair will make the final decision. The final decision is communicated to the student by letter from the Phillips MMFT Site Director. The written summary of the committee's evaluation and recommendations and the SERC Chair decision become part of the student's file. Copies are maintained by the SERC Chair, the MMFT Site Director, the student's MMFT Advisor, and the Registration Office to be maintained in the student's file.

Appeal of Non-Academic Behavior

The student dissatisfied with the decision of the SERC may file an appeal as follows: Students may file an appeal about a decision made by the SERC for issues such as program continuance or termination. To appeal the student must file a written grievance, submit it to the Vice President for Academic Affairs (VPAA) at Campbellsville University and schedule a hearing through the office of the VPAA of Campbellsville University at (270) 789-5231 (special accommodations for technology may be available for Los Angeles Education Center campus students). No legal council is necessary or permitted.

Course Policies

Student Class Participation and Attendance

Students are required to attend **ALL** class sessions. Professional functioning typically involves collegial sharing and peer support. By being present in class, students develop a commitment to, and a skill in, mutual problem solving. Each class builds on previous material, which further enhances the need for consistent attendance. A professional degree program trains students to become professionals in the workplace. It is important for students to begin practicing a good work ethic in the classroom that will be essential for field practicum and later employment. For this reason, class attendance is mandatory.

Classroom Behavior

Students are expected to learn collegiality and to develop listening skills. Professional collegiality demands respect for another's viewpoints and statements. Listening is both a skill and an art that requires ongoing practice. In class and in the field, students are expected to demonstrate collegiality, respect, and the ability to listen and hold confidences. Side conversations, dozing, texting, using technology for non-coursework, or doing homework while an instructor, guest speaker, or fellow student is talking is impolite and inappropriate. Students conducting impolite or inappropriate activities may be asked to leave the classroom or may have points deducted from their course grades.

Student Papers

Effective written expression is essential for professional practitioners whose records often decide a client's fate, as in court and medical cases. Thus, students are expected to always present their ideas clearly and properly. Grammar, punctuation, and spelling are to be correct in all papers submitted. Papers are to be typed, double-spaced and must conform to professional American Psychological Association (APA) standards of writing. Papers not conforming to these standards of style and exactness will be returned without a grade. Papers demonstrating serious deficiencies in common English usage will also be returned without a grade.

Please note that students are also expected to attain a level of writing consistent with mental health assessments and evaluations. This means having:

- a. Opinions with sufficient explanations
- b. A clear purpose

- c. Logical organization
- d. Relevant and adequate data
- e. Consideration of alternative hypotheses
- f. Data that is consistent with the interpretation provided
- g. Reliance in more than a single source of data (resource)
- h. Avoidance of jargon, pejorative terms, and gratuitous comments
- i. Proper test usage

Source:

Grisso, T. (2012). Guidance for improving forensic reports: A review of common errors. *Journal of Forensic Psychology*. Open publication. Retrieved from http://www.forensicpsychologyunbound.ws/OAJFP/Volume_2__2010_files/Grisso%202010-2.pdf

Academic Dishonesty

Academic dishonesty falls into one of two categories: cheating and plagiarism. Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student cheat is as guilty as the student assisted. Students found guilty of cheating will receive a failing grade of F for the course. Plagiarism is defined as representing or repeating the words or ideas of someone else as one's own in any academic exercise. Therefore, all of the writing students do for their courses must be their own and must be exclusively for those courses unless the professor stipulates differently. Students must pay special attention to the accuracy of the quotations, paraphrases, summaries, and documentation practices used in their assignments. If students have any questions regarding what constitutes plagiarism, they are encouraged to consult with their professors. If a student plagiarizes, the professor reserves the right to grant that student a failing grade for the assignment or for the course, and the incident will be reported to Phillips' MMFT Site Director and the MMFT Program Director (Campbellsville University).

Late Assignments and Exams

Students are expected to submit assignments at the beginning of the class period on the identified due date. Late work policy is determined for each course by the respective professor. Catastrophic circumstances that might interfere with a student taking a scheduled exam will be individually evaluated by the professor.

Incomplete Grades

A grade of "Incomplete" is not automatically granted to a student who fails to complete the requirements for a particular course. Students requesting a grade of Incomplete must submit the appropriate paperwork (Incomplete Course Contract – see Appendix B) for their professor's approval before the end of the term (copies of which can be obtained from the course professor or from the Phillips MMFT Site Director). Incomplete paperwork will include a plan to complete the course within the next 12-months. Grades of Incomplete will become an "F" after 12-months have expired (upon receipt of a grade change form from the course instructor). Students can only carry two grades of Incomplete per term. Any student with more than two Incomplete grades will not be allowed to register for future terms until at least one Incomplete has been removed. Additionally, if a student has an Incomplete for a course that is a prerequisite for another course, the student may not enroll in the subsequent course until the requirements to remove the Incomplete have been met. A student's MMFT Advisor will notify Student Records to initiate a hold when that student has two Incompletes to prevent enrollment in future courses. At the time of notification from the student's MMFT Advisor, Student Records will remove the student from all future scheduled courses. The student's MMFT Advisor will notify Student Records when the hold is to be removed.

Grievance Policy for Students

Informal Complaints- We encourage students, faculty, supervisors, and staff to work on complaints and disputes with one another informally to resolve them. If the individuals involved in the grievance are unable to resolve their dispute on their own, they are encouraged to meet with a professor of their choosing. If the issue is still not resolved, the individuals involved are encouraged to meet with the Site Director of the Marriage and Family Therapy program. If the grievance is not able to be resolved through the informal process, you may choose to file a formal complaint.

Formal Complaints - In the instance of a grievance occurring with the faculty or staff of the Marriage and Family Therapy program, the student should initiate dialogue with the person with whom s/he has a grievance. Grievances need to be presented in writing. If the grievance is over a grade, the grievance must be filed within two weeks of the grade being posted.

Should the student not be satisfied with the outcome, s/he should then appeal in writing to the Program Director of the Marriage and Family Therapy program. If the student is still not satisfied with the outcome, s/he should appeal directly in writing to the Dean of the School of Theology. The next appeal is to the Provost of the University.

Likewise, in regard to the grievance process for student-to-student grievances, the student should initiate dialogue with the other student in question. If resolution is not reached, the student with the grievance should appeal in writing to the faculty of the Marriage and Family Therapy program via the MFT Site Director. If the student is still not satisfied with the outcome, s/he will be encouraged to appeal in writing to the Dean of the School of Theology. Further appeals should be made to the Provost of the University.

Grievance Procedure

Academic grievances regarding a grade the student feels he/she received unjustly should follow the grievance procedure outlined below:

1. Schedule an appointment to talk with the course professor and present the professor with a written statement proposing a fair and satisfactory resolution. This appointment must take place within two weeks of grades being posted.
2. If resolution is unsatisfactory, the student may next file the original letter presented to the course professor to the Vice President for Academic Affairs (Campbellsville University), and should include a request for a hearing (special arrangements may be requested for students enrolled at the Los Angeles Education Center location).

Field Practicum placement issues, concerns, and/or appeals should be submitted to the Phillips Co-Director(s) of Clinical Training and Placement in writing. The grievance procedure outlined above is to be followed if the student wishes to pursue the grievance to an advanced level after seeking resolution with the Phillips Co-Directors of Clinical Training and Placement.

Affirmative Action

Phillips and Campbellsville University are committed to Affirmative Action and providing equal opportunities without regard to race, ethnicity, nationality, gender, sexual orientation, age, creed, disability, religion, or political affiliation. Phillips and Campbellsville University do not

discriminate on the basis of any of the aforementioned characteristics in policies relating to student admissions, scholarship and loan programs, or other school-administered programs.

Transfer Credit

A maximum of 12 credit hours of graduate credit may be transferred from another regionally accredited graduate institution if those credits are deemed equivalent to the course requirements of this graduate program. Transfers must be approved before beginning coursework in this program. Approval of transfer credits may be granted after an examination of the transfer request (accompanied by appropriate documentation) by Phillips' MMFT Site Director and the MMFT Program Director (Campbellsville University). Transfer courses must be full-term courses from a regionally accredited institution of higher education (SACS, WASC, MSCHE, etc.) and cannot be workshops. Workshops are not accepted as graduate courses. While workshops are valuable for increasing knowledge, a collection of workshops is not acceptable for university credit. When entering the graduate program, students are pledging their commitment to complete this program as designed.

Life Experiences

No credit is given for life or work experiences. No credit is given for field or practicum activities that occurred prior to the completion of 13 credit hours in the MMFT program.

Field Practicum

The MMFT program requires field practicum experience of 450 hours as follows: 350 hours of direct client contact and 100 alternative hours. Students may begin their practicum experience after they have successfully completed 13 credit hours in the program. Prior to beginning the experience, students who choose to accumulate hours at a site other than the California Family Counseling Center must obtain approval from Phillips' Co-Director(s) of Clinical Training and Placement for the adequacy of the field agency and the field agency supervisor.

Personal Psychotherapy

The Phillips MMFT program requires 24 hours of personal psychotherapy in order to graduate from the program. The therapy may be individual, couple, or family from a licensed mental health professional or an associate. Please note that group therapy does not count toward the 24 psychotherapy hours. Personal psychotherapy offers the student an opportunity to explore his or her own personal or family issues, provides the student with the experience of being the "client," and allows the student to learn from the modeling provided by one's own therapist.

Many traineeships recommend or require that trainee applicants have the experience of being in their own therapy.

Surveys

The MMFT Program will send out two surveys per year. Both surveys will be sent out via Survey Monkey, and both will protect the privacy of our MFT alumni, their supervisors, and their employers. The first survey is an Alumni Survey, which will be sent to all MMFT Alumni once a year. The purpose of the Alumni Survey is to provide the program with information as to how the student is practicing marriage and family therapy, what position graduates hold within their agency/organization, their current volunteer/mission activities, their rating of their MFT preparation, their current status toward licensure, whether they have pursued supervision or doctoral studies, their use and skills in research since graduation, and their service populations and interaction with populations-at-risk (domestic and foreign, regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation).

The second survey is an Employers Survey. The purpose of this survey is to obtain information from employers regarding the practice of our alumni (knowledge of MFT theories, therapeutic skills, ability to practice ethically, ability to practice with diverse populations, etc.). Employers surveys will be sent out to our alumni along with a request that they share the link with their employers and/or supervisors. Again, neither the employer nor the alumni will be identified in any way.

CURRICULUM COURSE DESCRIPTIONS
FOR THE MASTER IN MARRIAGE AND FAMILY THERAPY

COURSE DESCRIPTIONS:

MFC 502 Family Therapy: Systemic Approaches (3 units)

Families are the primary unit of study in this course designed to familiarize students with systems theories. Students study the interaction of parts and the whole, and how intervention with one element of a system creates change throughout the family and the larger systems with which the family interacts. Learning sequentially, students begin with a sensitive study of their own family systems before moving on to therapeutic and counseling applications with other families. The models presented are General Systems Theory, Bowen, Structural, Strategic, and Humanistic/Experiential. The course then moves into the collaborative, strength-based approaches of Post Modern therapies. Specific counseling applications of these theories are demonstrated in the classroom to help students develop intervention strategies with families and larger systems.

MFC 505 Family Therapy: Evolving Systemic Approaches (3 units)

This course builds on the foundational and traditional systemic theories presented in MFC 502 and examines both common factors and the evolution of systemic theory. Postmodern and evidenced-based family therapy models are presented with an emphasis on clinical application. Clinical factors such as diversity, recovery-oriented care, crisis management and trauma are considered through a contemporary systemic perspective.

MFC 503 Developmental Psychology (3 units)

This course reviews normal developmental processes over the lifespan of individuals, as well as systems including family, schools and the community. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We explore the interaction between individual development and the stages of the family life cycle. Attention is also given to gender differences in development, multicultural considerations, the effect of early experience, and developmental processes in divorcing and blending families.

MFC 504 Diversity and Social Justice in Families, Schools and Other Systems (2 units)

This course is designed to facilitate the intra and interpersonal examination, awareness and valuing of human diversity and social justice across varying populations and contexts. Students will develop an understanding of individual, family and social roles in the construction of diversity and equity through an exploration of privilege and oppression across dominant and marginalized cultures. Such examination will increase sensitivity to and comprehension of the Psychological impact of cultural forces. The course utilizes a systems and strength-based perspective, honoring a collaborative and community approach to school counseling and Psychotherapy.

MFC 507 Foundations of Counseling and Psychotherapy (3 units)

This course presents models originally developed to work with individuals as a context for understanding marital and family therapy and school counseling. The major focus is on three (3) foundational approaches: Psychodynamic, Humanistic-Existential, and Behavioral and

Cognitive-Behavioral theories. The course is comparative and integrative, and offers an introduction to rather than a comprehensive presentation of these historically important models. These models also provide the context for foundational counseling skills utilized by marriage and family therapists and school counselors.

MFC 518 Introduction to Research – I (1 unit)

This course introduces students to concepts and procedures that will help them become educated consumers of research. Students will develop basic database search skills to locate recent studies that document effective practices for working from a systemic perspective. They will become familiar with legal and ethical issues involved in research, and will learn about research methodologies such as qualitative and quantitative research. Additionally, students will develop skills in academic writing such as appropriate use of APA style format and writing in a scholarly voice, and will begin to develop their competence in critical reading of research literature to support their becoming research-informed clinicians.

MFC 521 Introduction to Research - II (1 unit)

This course continues the practice of critical analysis of research. The emphasis is on evaluating research relevant to relational and systemic issues, including the clinical effectiveness of research-informed treatment strategies. Students begin the process of developing their Professional Project while working with an assigned faculty research mentor.

MFC 522 Professional Project (1 unit)

This course continues to support students in the completion of the Professional Project. The goal of the project is to increase the student's expertise in a specific area of clinical knowledge that has a relational and systemic focus. The Professional Project provides a foundation for future professional development and contribution to the field of Marriage and Family Therapy.

SC 519 Case Conference: Pragmatics and Human Communication (3 units)

This course provides an experiential and practical demonstration of the foundational concepts presented in the first term coursework. Students are oriented to the practice of Psychotherapy/counseling with a focus on systemic/relational practices and a multicultural perspective. Additionally, students begin developing clinical skills, including establishing and understanding confidentiality, avoiding dual relationships, and handling personal information in an ethical manner. Throughout the course, students observe actual therapy/counseling behind a one-way mirror and participate as co-therapists with the instructor and on reflecting teams. Following the session, students participate in discussions with the instructor/school counselor about what has been experienced and observed. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated, and practiced.

MFC 523 Case Conference/Practicum (3 units)

Students continue the observational process from first term with clients/pupils, deepening their understanding of the concepts and practices introduced in the first term. Observing and participating as co-therapists and reflecting team members with a different client, students will apply their growing knowledge of theory, assessment and diagnosis. Students will begin to

explore their personal functioning, that is their awareness of their impact on others, both in class and as they begin their traineeships and field placements. Theoretical, assessment, and treatment concepts presented in term two are demonstrated and applied in the clinical/counseling work with the case conference client.

MFC 520 Abnormal Psychology (2 units)

This course surveys abnormal psychology from the perspective of the medical model presented in the current edition of the *Diagnostic and Statistical Manual of Mental Disorders*. In the course, students are encouraged to think critically about the concepts of mental illness and psychopathology; for example, students examine the impact of the socio-cultural context on diagnosis. Students learn to identify and diagnose commonly seen disorders as well as severe mental disorders in both children and adults. Students also begin developing more advanced skills in the process of differential diagnosis.

MFC 524 Assessment and Treatment in a Developmental Context (2 units)

This course builds on knowledge obtained in MFC 520 in the area of child and adolescent diagnostic categories. The course continues skills training in the process of assessment and expands to include treatment planning specific to working with youth and families. Through in-class demonstration and course assignments, students learn intervention strategies appropriate for addressing different presenting problems and developmental stages. In addition, this course explores assessment and treatment planning with children and adolescents and their families in various settings: clinical settings, schools, and community-based facilities. The practical management of commonly-seen child and adolescent counseling issues and the legal and ethical guidelines related to working with youth and families are discussed. MFC 520 or its equivalent is a prerequisite for this course.

MFC 528 Couple Therapy (3 units)

This course examines theory, methodology, and pragmatics of working with intimate partnerships and will explore various theoretical models for an in-depth view of dynamics in couples. Issues and processes that frequently arise in couple therapy will be addressed, such as lack of intimacy, trust issues, conflicts, relationship dissolution, and domestic violence. The course will also demonstrate methods of therapeutic intervention designed to enrich couples' lives and help negotiate change.

MFC 529 Group Dynamics/Practicum (3 units)

Understanding group dynamics from the perspective of both participant and leader is an essential skill for professionals in the field of marriage and family therapy and school counseling. In this experiential course, students learn the theory and practice of group dynamics. The course includes both didactic instruction on the theories of Yalom and others, and a "laboratory" experience of being in a group. Students are encouraged to utilize this experience to enhance their personal and professional growth. Although not therapy, the experience can be therapeutic for those who participate fully. Students in clinical placement may utilize the group experience as an adjunct to their official group or individual supervision. The instructor and the group will offer monitoring and support as student deal informally with personal and professional issues related to their clinical work.

MFC 531 Applied Therapeutic Methodology: Relational Therapy I (3 units)

This course involves the application of theory to practice in marriage and family therapy. Relational and systemic theoretical models are utilized in the assessment and treatment of individuals, couples, families and children within a multicultural context. Students will formulate a relational and systemic theoretical position as a foundation for their clinical practice as Marriage and Family Therapists. The application of clinical skills is reviewed, including assessment, development of a therapeutic alliance, establishment of clinical goals, interventions, and the ongoing evaluation of treatment. Aspects of professional communications in the mental health profession will also be covered. This course must be taken concurrently with MFC 533 Practicum.

MFC 534 Applied Therapeutic Methodology: Relational Therapy II (3 units)

This course continues the application of theory to practice in marriage and family therapy. Relational and systemic theoretical models continue to be emphasized in the assessment and treatment of individuals, couples, families, and children. Knowledge of theory, the foundations of psychotherapy, and marriage and family therapy learned in the first year are reviewed and applied to cases from the Practicum experience. This course supports the student's experience in supervised Practicum with readings, assignments and resources relevant to the populations being served by the students. Students will continue to formulate a relational and systemic theoretical position as a foundation for their professional identity as marriage and family therapists. Comprehensive written and oral examinations are part of this course. The course must be taken concurrently with MFC 535 Practicum.

MFC 532 Sexuality and Sex Therapy (1 unit)

This course will introduce students to the fundamentals of sexuality and sex therapy necessary for working with intimate relationships as a marriage and relationship therapist. The course has several purposes. First, in a safe and supportive atmosphere, students will deepen their awareness of their own sexuality, increase their comfort with sexual language, and widen their perspectives on sexual variations. Second, the classes will examine the growing merger and integration of two previously separate fields, sex therapy and relationship therapy, thereby helping students decide when to refer to specialized professionals. Third, the course will help students address sexual issues in session and increase intimacy in partnerships. Fourth, the course will help students develop an increased multicultural sensitivity to issues of sexuality.

MFC 533 Practicum - I (2 units) (CR/NC)

In this course students gain direct clinical experience with individuals, couples, families and/or groups at placement sites approved by the Clinical Placement Directors. The MFT Program practicum requirements as well as MFT licensure requirements in California are presented. The MFT Program requires that students obtain a minimum of 350 direct clinical hours and 100 alternative hours while in a Practicum and prior to graduation. The MFT Program at Phillips Education Center has affiliations with a variety of placements, including the David H. Fox Counseling Center.

MFC 535 Practicum - II (2 units) (CR/NC)

In this course students continue to gain direct clinical experience with individuals, couples, families and/or groups at placement sites approved by the Clinical Placement Directors. The MFT Program practicum requirements as well as MFT licensure requirements in California are

presented. The MFT Program requires that students obtain a minimum of 350 direct clinical hours and 100 alternative hours while in a Practicum and prior to graduation. The MFT Program at Phillips Education Center has affiliations with a variety of placements, including the California Family Counseling Center.

MFC 539 Legal, Ethical and Professional Issues (3 units)

This course reviews aspects of California and federal law relevant to the practice of marriage and family therapy. The course focuses in-depth on confidentiality and privileged communication, scope of practice and scope of competence, laws defining unprofessional conduct, laws relating to minors and other vulnerable populations, the ethical decision-making process, and the AAMFT professional ethical standards as well as those of CAMFT. Students will recognize when legal and/or clinical consultation/supervision is necessary. The course includes Family Law (issues connected to marital dissolution, child custody, and mediation of conflicts). Legal issues connected to mandated reporting requirements (child, elder, and dependent adult abuse) and to domestic violence are also presented. Students are asked to consider the application of legal and ethical standards within the framework of different theoretical perspectives with various systems, in different clinical settings, and through the lens of their own values and personal characteristics. The development of the identity of the marriage and family therapist is emphasized.

MFC 540 Professional Issues for Marriage and Family Therapists (2 units)

This course updates current clinical and professional issues impacting the practice of marriage and family therapy. Specific topics reflect recent developments in the field. Additionally, this course addresses the students' professional development and identity as a Marriage and Family Therapist as they prepare to enter associateships.

MFC 547 Psychopharmacology (3 units)

The course is designed to introduce the student to the psychopharmacological management of mental disorders. Emphasis will be placed on the role of the non-medical therapist as a member of the health care team in the assessment, referral and management of clients being treated with Psychotropic medication. The course will cover the history of psychopharmacology, basic nervous system functioning, and biochemical theories of mental disorders, and it will familiarize students with the various classes of psychoactive medications used to treat major mental disorders. In addition, the course will address the use of psychotropic medication across the lifespan and within the context of gender, race, culture, and ethnic identity. MFC 520 or equivalent is a prerequisite for this course.

MFC 549 Psychological Testing (3 units)

The course introduces students to the basics of testing and assessment so they can learn to interact with other mental health professionals in ways that facilitate the treatment of clients. This course focuses on several areas: advanced clinical interviewing, basic statistical concepts necessary for understanding tests and measurements, an introduction to most major psychological tests, the important role of testing in psychotherapy, and the process of referrals for psychological testing. In addition, students will gain information on tests that fall under the scope of practice for marriage and family therapists.

MFC 550 MFTs in Community Mental Health (2 unit)

This course defines the role of Marriage and Family Therapists (MFTs) in community mental health care and provides knowledge and skills to adequately fulfill the functions of that role. Special attention is given to culturally-relevant mental health assessment and treatment, recovery and wellness models, strength-based treatment planning and the reintegration of clients (consumers) in family and social systems. The course will also emphasize professional self-care and examine public service as a professional career for MFTs.

MFC 600 Fundamentals of Addiction (3 units)

This course offers a comprehensive overview of contemporary treatment of addictions in a highly interactive format. Topics include theories across time and cultures, the psychology of addictions, understanding and treating the needs of special populations, intervention strategies, concepts and theories of addiction, medical aspects of addiction, and customizing treatment plans to meet specific client-centered goals.

Phillips Education Center MMFT Course Schedule

60 units

This program plan meets graduation requirements for a Master of Marriage and Family Therapy. Graduates will meet the educational requirements for MFT licensure in California.

CURRICULUM

First Term – 13 units (Offered Fall and Spring)

- MFC 502 Family Therapy: Systemic Approaches – 3 units
- MFC 503 Developmental Psychology – 3 units
- MFC 507 Foundations of Counseling and Psychotherapy – 3 units
- MFC 518 Introduction to Research – I – 1 unit
- MFC 519 Case Conference: Pragmatics and Human Communication – 3 units

Second Term – 12 units (Offered Spring and Summer)

- MFC 505 Family Therapy: Evolving Systemic Approaches – 3 units
- MFC 504 Diversity and Social Justice in Families, Schools and Other Systems – 2 units
- MFC 523 Case Conference/Practicum – 3 units
- MFC 520 Abnormal Psychology – 2 units
- MFC 524 Assessment and Treatment in a Developmental Context – 2 units

Summer Term – 11 units (offered Summer only)

- MFC 529 Group Dynamics/Practicum – 3 units
- MFC 549 Psychological Testing – 3 units
- MFC 550 MFTs in Community Mental Health – 2 units
- MFC 600 Fundamentals of Addiction – 3 units

Third Term – 13 units (Offered Fall only)

- MFC 521 Introduction to Research II – 1 unit
- MFC 528 Couple Therapy – 3 units
- MFC 531 Applied Therapeutic Methodology: Relational Therapy I – 3 units
- MFC 532 Sexuality and Sex Therapy – 1 unit
- MFC 533 Practicum – I – 2 units
- MFC 539 Legal, Ethical and Professional Issues – 3 units

Fourth Term – 11 units (Offered Spring only)

- MFC 522 Professional Project – 1 unit
- MFC 534 Applied Therapeutic Methodology: Relational Therapy II – 3 units
- MFC 535 Practicum II – 2 units
- MFC 540 Professional Issues for Marriage and Family Therapists – 2 units
- MFC 547 Psychopharmacology – 3 units

Appendix A



**Statement of Understanding
Commitment to Ethical Practice**

I have read the Phillips Education Center of Campbellsville University's MMFT Graduate Student Handbook in its entirety. I understand the requirements of an MMFT student and the policies of the MMFT program. By signing below I am confirming my agreement to abide by the requirements of the program at Phillips Education Center of Campbellsville University and by the AAMFT Code of Ethics, and I'm pledging my commitment to provide the MMFT program with post-graduation employment data described within this handbook.

(Student Name - Please Print)

(Student Name-Please Sign) (Date)

Appendix B



Incomplete Course Contract

19900 Plummer Street • Chatsworth, CA 91311 • Fax 818-386-5699 • www.phillips.campbellsville.edu

Complete this form, obtain the appropriate signatures and submit the original form to the Registration/Records Office.

- An incomplete "I" grade may be assigned by the instructor in cases where the student has completed at least 70% of the courses but will not fulfill course requirements by the end of the academic semester due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances.
- Students must complete Student section and meet with the instructor for approval. Both the student and instructor must agree upon a completion date not to exceed the subsequent academic semester.
- Instructor will then submit the original to the Registration/Records Office who will scan and email to the MFT Site Director.
- Students who fail to meet the conditions established by this contract by the specified completion date will receive a grade of "F" or "U" depending on the course credit type.
- Student will not be granted a Leave of Absence if they have any pending Incomplete "I" grades.

STUDENT SECTION

Name: _____ Student ID #: _____

Semester: _____ Course #: _____ Instructor: _____

Reason: _____

Request:

Rationale:

Signature: _____ Date: _____

COURSE CHAIR SECTION

Approved Disapproved

Completion Date: _____

Comments – specify what the student must complete

Signature: _____ Date: _____

REGISTRATION/RECORDS SECTION

Signature: _____ Date: _____

Incomplete Fulfilled Incomplete not Fulfilled Instructor Initial & Date: _____

Registration Office Signature: _____ Date: _____

Revised July 2019

Appendix C



PHILLIPS EDUCATION CENTER'S CODE OF CONDUCT

All members of the Phillips community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of our community and resisting behavior that may cause danger or harm to others. This shall include, but not be limited to, violence, theft or bigotry. All members of the Phillips community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

Students who engage in any prohibited or unlawful behavior that results in the disruption of a class/clerical setting or operation of the Institute may be directed by the faculty/staff member to leave the class/service area. Longer suspensions from a class/service area or dismissal on disciplinary grounds must be preceded by a hearing.

Students who engage in the following conduct on Phillips Education Center's premises, or at Phillips-sponsored activities, or at activities involving Phillips-recognized organizations may be subject to disciplinary action.

Repeated convictions for violations of the established Phillips Education Center's Behavior Code, regardless of the seriousness of the individual offense involved, or any aggravated violation, may result in either expulsion or suspension from Phillips Education Center.

Attempts to commit acts prohibited by the Behavior code, or assisting others to commit acts prohibited by this Behavior Code, shall be treated in the same manner as completed violations and subject to the same sanctions.

The following violations are grounds for disciplinary sanctions, which may include suspension from Phillips Education Center:

1. Obstruction or disruption of Phillips' educational process, administrative process, or other Phillips function
2. Forgery, alterations, misuse, or unauthorized use of any Phillips documents or records, or any instrument or form of identification
3. Continued disruptive behavior, habitual profanity or vulgarity, or the open and persistent abuse of Phillips personnel
4. Assault, battery, or any threat of force or violence upon a student, the University's personnel, or any other person
5. Willful misconduct which results in injury (mental or physical) or death to a student, Phillips personnel, or any other person, or which results in cutting, defacing, or other injury to any real or personal property owned by the University
6. The use, sale, or possession on campus or at any Phillips activity, or being under the influence of any alcohol, controlled substance, or any poison
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of Phillips
8. Theft of, or damage to, property of Phillips or any other person
9. Failure to make good on returned checks cashed by Phillips
10. Failure to pay debts, such as fines or loans, and failure to return Phillips property
11. Unauthorized entry into Phillips' facilities, or unauthorized use of Phillips' supplies or equipment, including unauthorized possession or duplication of keys to any University premises
12. Gambling or other unauthorized gaming activity
13. Use, possession or storage of any weapon, dangerous chemical, fireworks, or other explosive, regardless of a federal or state license to possess the same that has been issued to the possessor
14. Intentionally false accusations or malicious charges against any other students and/or personnel of Phillips
15. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy

16. Using any communicative device to access or share information during class, testing, instructional activity or meeting with University staff

17. Theft or other abuse of Phillips' facilities and/or computing equipment, including, but not limited to, the following:

a) unauthorized entry into a file to use, read or change contents, or for any other purpose b) unauthorized transfer of a file c) unauthorized use of phone or electronic devices such as fax, modem, etc. d) unauthorized use of another individual's identification or password e) use of computing facilities to interfere with the work of another student or University employee f) use of computing facilities to interfere with normal operations of the University's computing system g) use of computing facilities to send or receive obscene or abusive messages

18. Violation of other state, federal, or local statutes while on Phillips property

19. Violations of other published Phillips regulations or policies. These policies may include regulations governing the use of computers and networks, parking rules, and regulations governing student organizations

20. Any form of sexual assault, consensual or nonconsensual sexual contact, or any other lewd conduct

Title IX Policy

Phillips Education Center/Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Deputy Coordinator:

E.J. Pavy, Title IX Coordinator
Campbellsville University UPO 944
titleixcoordinator@campbellsville.edu
(270) 789-5092

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Professional Behavior Evaluation

Purpose: An evaluative measure of students by faculty and advisors on criteria supported in literature to be essential to the professional development of psychotherapists and other helping professionals.

- _____ 1. **Open** – Student is appropriately willing to share thoughts and/or feelings in an appropriate manner about class material and him/herself.
- _____ 2. **Flexible** – Student is able to adapt to changes in classroom process and requirements without becoming inappropriately anxious or controlling.
- _____ 3. **Cooperative** –
 - a. Student is able to work well with the instructor.
 - b. Student is able to work well with other students.
- _____ 4. **Accepts feedback** – Student is able to accept feedback and implements suggestions as needed.
- _____ 5. **Aware of impact on others** – Student’s behavior reflects an awareness of others in the classroom and his/her impact on them.
- _____ 6. **Aware of diversity factors** – Student demonstrates a respectful awareness of the ways in which factors, such as culture, gender, sexual orientation, age, or socioeconomic status, influence interaction between him/herself and others.
- _____ 7. **Manages conflict** – Student demonstrates the ability to understand differing points of view and deal with such differences in a constructive manner.
- _____ 8. **Personal responsibility** – Student willingly examines his/her own behavior by accepting responsibility for his/her action or inaction.
- _____ 9. **Expresses feelings effectively and appropriately.**
 - a. Student is aware of, acknowledges, and shares his/her feelings as appropriate.
 - b. Student appropriately modulates his/her affect.
- _____ 10. **Punctual** – Student attends classes with consistency and on time.
- _____ 11. **Respectful** –
 - a. Student’s interactions with classmates are respectful and professionally appropriate.
 - b. Student’s interactions with faculty/administration are respectful and professionally appropriate.

- c. Student's interactions with Phillips staff are respectful and professionally appropriate.

_____ 12. **Maintains appropriate boundaries** –

- a. Student establishes and maintains appropriate boundaries with peers.
- b. Student establishes and maintains appropriate boundaries with faculty.
- c. Student establishes and maintains appropriate boundaries with staff.

_____ 13. **Demonstrates initiative** – Student demonstrates initiative with regard to independent learning and a commitment to his/her own learning process.

_____ 14. **Able to follow directions** – Student demonstrates an ability to complete assignments as assigned.

_____ 15. **Able to consult** –

- a. Student constructively uses academic and clinical advisement.
- b. Student demonstrates the ability to consult with faculty and administration in a professionally appropriate manner.

Please be aware that as needed students may receive feedback regarding their performance in the above-stated Parameters of Professional Behavior. Students should be open to this feedback and recognize that it is provided in an effort to ensure the student's success both academically and professionally.

Student Signature

Appendix D
Complaint Procedures and Policy



Master of Marriage and Family Therapy Program

SUBJECT: Complaint Procedures

EFFECTIVE DATE: July 1, 2013

Definition of a complaint:

Expression of dissatisfaction related to a policy, procedure, consequence, action, statement or other treatment or discriminatory act.

The following steps will be initiated in processing a complaint:

1. All complaints must be completed on the appropriate form (1.2) and signed and dated by the individual making the complaint. The complaint forms are available in the Program Handbook (see following page) and the office of the MMFT Site Director .
2. If a concerned person wishes to address concerns related to a student, the student must give written consent or accompany the person. Federal law prohibits faculty and administration from speaking with concerned persons without student consent.
3. All complaints involving faculty or staff will be addressed by the complainant at the level in the institution where the concerns lie before moving up the chain of command.
4. All complaints will be routed through the MMFT Site Director of Phillips and MMFT Program Director of Campbellsville University.
5. The complaint will be processed in the following manner:
 - All written complaints will be logged in on the date delivered to the MMFT Site Director of Phillips and MMFT Program Director of Campbellsville University.
 - If the complaint is of any department other than those within the MMFT Program, it will be referred to the appropriate supervisor, and will not be addressed by the MMFT Site Director of Phillips

and MMFT Program Director of Campbellsville University other than providing documentation or consultation as requested.

- Complaints will normally be processed within two weeks. If additional time is needed to process the complaint, the complainant will be notified.
6. If the complainant is not satisfied with results obtained through the process outlined above, they may ask for a review by the Vice President of Academic Affairs at Campbellsville University.

Note: At any point in the complaint process, resolution of the complaint will terminate the process. A written record of the actions taken will be maintained in by the MMFT Site Director of Phillips and MMFT Program Director of Campbellsville University. All support information and the release of information must be submitted with a complaint.



MMFT Therapy Program - Complaint Form

Complainant Name: _____
Complainant Phone: _____
Complainant Email: _____

Does this complaint directly involve another person (student, faculty, staff or administrator)?

- Yes
- No

explain _____

Have you attempted to resolve this matter with the person directly involved?

- Yes
- No

Explain reply

Nature of Complaint:

Outcomes (if any) that you would hope to see regarding this complaint

Complainant Signature _____

Date _____

Note: The Complaint Form must be completed entirely in order for the complaint to be processed.

Appendix E ***Student Rights***

Privacy Rights of Students

Phillips Education Center of Campbellsville University is subject to the provisions of the Family Education Rights and Privacy Act (FERPA). This federal law affords students' rights of access to education records and imposes regulations on the University in the release and disclosure of education records to third parties.

In order to comply with this law, Phillips Education Center of Campbellsville University has formulated and adopted institutional policies and procedures to be followed by the University and by those interested in gaining access to education records. These policies and procedures allow students the right to inspect substantially all of his/her education records; the right to prevent disclosures of education records to third parties; and the right to request amendment or correction of education records believed to be inaccurate or misleading. These policies are available for inspection and review in the Office of Student Records.

It is the policy of the University to allow students to inspect and review their education records unless those records contain any of the following:

1. Information on more than one student;
2. Financial information on his/her parents; or
3. Confidential letters and statements of recommendation if the student has waived his/her right to inspect the letters and the letters are related to the student's admission to the University, application for employment or receipt of honorary recognition.

According to the Family Educational Rights and Privacy Act of 1974, institutions may release without written consent those records identified as public or directory information for students, current and former.

Directory information includes the following student information: student's name, address, telephone number, date and place of birth, major fields of study, dates of attendance, degrees and awards received, and most recent educational institution attended.

Under no circumstances shall a member of the faculty disclose an education record which is in his/her possession or control to any person other than the student to whom it pertains. All requests to inspect and review records not within the faculty member's possession or control and all requests by third parties (including the student's parents) to inspect and review records shall be referred to the Vice President for Academic Affairs of Campbellsville University.

Equal Opportunity

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Phillips Education Center of Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment.

Sexual Harassment

Phillips Education Center of Campbellsville University is committed to providing its students, faculty, and staff with an environment free from implicit and explicit coercive behavior used to control, influence or affect the well being of any member of the University community. Sexual harassment can include physical conduct or verbal innuendo of a sexual nature which creates an intimidating, hostile or offensive environment. Sexual harassment of any person is inappropriate and unacceptable, and is grounds for disciplinary action including expulsion. Legal action may be taken against an alleged perpetrator.

Compliance with the Rehabilitation and American Disabilities Acts (ADA)

No qualified individual with a documented disability shall be excluded from participation in, denied benefits or, or otherwise subjected to discrimination in any of Phillips Education Center of Campbellsville University's programs, courses, services, and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Requests for reasonable accommodations in programs, courses, services, and/or activities requires current (i.e. within 3 years) documentation of the disability after acceptance to the University and before registration.

Phillips Education Center of Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Disabilities

According to the Americans with Disabilities Act, a person with a disability is one who:

- has a physical or mental impairment which substantially limits a major life activity
- has a record of history of such impairment, or
- is regarded as having such an impairment.

Documentation

The Coordinator of Disability Services will ask for documentation to verify the disability, and if appropriate, will cooperate with instructors and Academic Support services to facilitate and track accommodations and services.

No accommodation will be provided without documentation. In addition, Phillips Education Center of Campbellsville University will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

Reasonable Accommodations

- Accommodations are provided on an individual basis.
- Accommodations are provided to support the educational development of students with disabilities.
- In addition to the academic support services available to all Phillips Education Center of Campbellsville University students, some examples of reasonable accommodations include extended time for tests, administration of oral tests, note-taking assistance, and use of assistive devices such as calculators or computers.

Students Right to Know and Campus Security Act

Phillips Education Center of Campbellsville University complies with the Federal Student Right to Know and Campus Security Act.

Appendix F
Student Recruitment

Phillips Education Center of Campbellsville University's MMFT Program actively recruits students who have a bachelor's degree from regionally accredited colleges and universities, but exceptions can be made on a case-by-case basis within the framework of the university's policies regarding admission of students who have degrees from non-regionally accredited institutions. We also encourage recruitment of students who will abide by the Phillips Education Center of Campbellsville University Student Code of Conduct.

Appendix G ***Program Evaluation***

The MMFT program will receive constant evaluation by the Student Committee (consisting of five MMFT students), the Community of Interest Committee (composed of the MMFT Program Director, two members of the student committee, two MFT alumni, one practicum supervisor, and one MFT employer), the MMFT faculty, and the MMFT student body.

The Student Committee meets four times a year to discuss the state of the MMFT program, to identify areas of concern, to suggest possible changes, and to serve as a liaison between the program director and the student. The Community of Interest Committee (COI) meets twice a year with much the same focus (to discuss the state of the MMFT program, to identify areas of concern, and to suggest possible changes). The difference is primarily who each group represents. The Student Committee obviously represents those students presently enrolled in the MMFT program. The COI represents a larger group. In addition to the student body, the COI represent alumni, supervisors, employers, the university, KIN and AAMFT.

The Faculty Committee meets monthly. Areas of concern identified by either the Student Committee or the COI will be discussed by the MMFT faculty. The faculty will either make a decision or, if necessary, refer the issue to the appropriate university representatives. It should be noted that the Faculty Committee is not limited to discussing issues raised by the Student Committee or the COI. The Faculty Committee can also take the initiative to address areas of concern that impact the program. In addition to the monthly that have already been discussed, the Faculty Committee meets yearly to evaluate the program data collected the previous 12-months (i.e. alumni surveys, employer surveys, student surveys, student course evaluations, exit exam scores, etc.), as well as to review the various course syllabi.

Additionally, each committee will evaluate the program and recommend necessary changes based on COAMFTE educational outcomes, stated learning objectives, university and department policies, student evaluations, as well as the feedback provided by each committee. If changes are recommended, they will be forwarded to the appropriate representatives of Campbellsville University. Those members of the student body not serving on a committee still have an opportunity to have their voices heard. Each course is evaluated at the end of the term by the members of that particular class. The results of these evaluations go to the program director, as well as to the professor of that particular course. Program surveys are distributed to all students on a yearly basis, the results of which go to the program director who shares them with all appropriate parties. Practicum student evaluate their supervisors, the results of which go to the Field Director.

Appendix H

Faculty roles regarding teaching, scholarship, service, and practice

Phillips Education Center of Campbellsville University requires all faculty to meet the rigorous standards of SACSCOC for faculty requirements and scholarship. In addition, it is the opinion of the MMFT leadership that the best teachers are practitioners who deal with all of the practical issues that are common to all MFTs. As a result, it is the expectation of the MMFT program that our teachers excel in both the art of teaching and the practice of Marriage and Family Therapy. Our professors are expected to present MFT theory in a manner that is understandable and practical (our professors will be evaluated at the end of each term by their students). Our professors are expected to embrace scholarship by remaining up to date on MFT literature, by earning CEUs, by attending and leading workshops and conferences. Our professors are expected to model service to our students. This is accomplished by a willingness to spend extra time with students to address their concerns and struggles. Our MMFT Core Faculty professors are required to maintain their own clinical practices, and 100% of MMFT Core Faculty members have met this requirement.

References

Grisso, T. (2012). Guidance for improving forensic reports: A review of common errors. *Journal of Forensic Psychology*. Open publication.

Retrieved from

http://www.forensicpsychologyunbound.ws/OAJFP/Volume_2__2010_files/Grisso%202010-2.pdf