



Program Handbook Academic Year 2022-2023

**PHILLIPS GRADUATE INSTITUTE
MMFT PROGRAM HANDBOOK
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Dear Master of Marriage and Family Therapy Candidates:

Thank you for joining the Phillips Graduate Institute family at the Los Angeles Education Center of Campbellsville University. For more than 50 years, we have maintained a legacy that includes a high academic standard, a relationship-focused model, a strong experiential component, and provision of outstanding, culturally responsive 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', with a stylized flourish at the end.

Randy Christopher, MS, LMFT
Executive Director
Phillips Graduate Institute

Historical Overview

History of Phillips Graduate Institute

A nonprofit educational, counseling, training, and research center, Phillips Graduate Institute 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 Graduate Institute. In 2019, Phillips Graduate Institute became part of the Los Angeles Education Center of Campbellsville University and continues its proud tradition of graduate education through the delivery of the Phillips Graduate Institute Master of Marriage and Family Therapy program.

With more than 50 years of excellence in graduate education and training, Phillips is a free-standing, non-profit, non-residential, non-sectarian graduate program 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.

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.

CAMPBELLVILLE UNIVERSITY MISSION AND VALUES

Mission

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship by linking discovery research to knowledge at the doctoral level, and active participation in a diverse, global society.

Values

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, and graduate programs through traditional, technical, and online systems
- To achieve academic excellence through rigor and relevancy in undergraduate, master's and doctoral level programs
- To provide an environment conducive for student success
- To value diverse perspectives within a Christ-centered community
- To model servant leadership and effective stewardship

Phillips Graduate Institute at the Los Angeles Education Center of Campbellsville University is a non-sectarian graduate program dedicated to the training and preparation of students as marriage and family therapists.

Phillips Graduate Institute
Master of Marriage and Family Therapy (MMFT)
Program Information

Purpose of the MMFT Program

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

The MMFT Program integrates theory and practice, preparing students with the academic knowledge, clinical competency, cultural responsiveness, 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), Phillip's 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 to diverse clientele 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, and the accrediting body is the Commission on Colleges of the Southern Association of Colleges and Schools (SACSOCS).

MMFT Program Mission Statement

MMFT Program Mission Statement: The mission of the MMFT Program at Phillips Graduate Institute Los Angeles Education Center of Campbellsville University is to create an educational experience that fosters inclusiveness, supports collaborative learning, and provides students with the academic knowledge, clinical competency, cultural humility, and professional development necessary for beginning practice as marriage and family therapists working in diverse environments. Students who complete the program are prepared to enter the field as research-informed clinicians, demonstrating self-awareness and a commitment to legal and ethical practice, cultural responsiveness, and relational responsibility in service to individuals, couples, families, community, and the profession of marriage and family therapy. Students who complete the program will have met the educational requirements for becoming licensed marriage and family therapists (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.

MMFT Non-Discrimination and Inclusion Policy

The MMFT Program supports and respects the dignity of every individual and does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation, or national origin in any of our activities or policies relating to students, faculty, instructors, supervisors, and staff. The MMFT Program seeks to promote mutual respect and the understanding of diverse perspectives among students, faculty, and staff. The program seeks to address the needs of populations who are underrepresented while striving to provide access and support for all students, faculty, and staff in ways that are culturally relevant and responsible.

Phillips Graduate Institute/Campbellsville University's notice of non-discrimination is widely disseminated across multiple platforms. The Notice of Non-Discrimination can be viewed here: <https://www.campbellsville.edu/policy/non-discrimination-policy/>.

Affirmative Action

Phillips Graduate Institute and Campbellsville University are committed to Affirmative Action and providing equal opportunities to students, faculty, and staff without regard to race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation, or national origin. Phillips Graduate Institute and Campbellsville University do not discriminate on the basis of any of the aforementioned characteristics in policies relating to recruitment, hiring, student admissions, codes of conduct, scholarship and loan programs, or other school-administered programs.

MMFT Program Goals and Student Learning Outcomes

Program Goal 1 (Diversity): The program will prepare graduates to be culturally responsive clinicians.

Alumni Benchmark: 80% of alumni who are working as MFTs will report in the Alumni Survey that they are providing culturally responsive therapy and services to diverse clinical populations.

SLOs designed to help the program achieve Program Goal 1

SLO 1.1

Students will develop and demonstrate personal self-awareness of their biases and assumptions and will cultivate an open, culturally responsive stance toward populations different from their own: 80% of students will score 80% or above on the Exploring Diversity in Relationships assignment from the MFC 504 Diversity and Social Justice course.

SLO 1.2

Students will integrate and apply understanding and knowledge of diversity considerations to a variety of clinical situations: 80% of graduating students will score 80% or above in the Diversity content area of the Comprehensive Written Exam (capstone experience) taken in course MFC 534 Applied Therapeutic Methodology: Relational Therapy II.

Program Goal 2 (Knowledge): The program will prepare graduates to pass the MFT licensure exam for the State of California.

Alumni Benchmark: 80% of alumni will report in the Alumni Survey that they passed the California MFT licensure examination within six (6) years of degree conferral.

SLOs designed to help the program achieve Program Goal 2

SLO 2.1

Students will gain comprehensive knowledge of marriage and family therapy practice competencies aligned with the AMFTRB domains: 80% of graduating students will score 70% or above on the Written Comprehensive Exam (capstone experience) taken in MFC 534 Applied Therapeutic Methodology: Relational Therapy II.

SLO 2.2

Students will integrate and apply comprehensive theoretical and clinical knowledge necessary for practicing effectively in the field: 80% of graduating students will score 80% or above on the Oral Comprehensive Exam (capstone experience) taken in MFC 534 Applied Therapeutic Methodology: Relational Therapy II.

Program Goal 3 (Clinical/Supervision): The program will prepare graduates to work competently with a variety of treatment populations and clinical issues.

Alumni Benchmark: 80% of MMFT graduates will report in the Alumni Survey becoming Associate Marriage and Family Therapists (AMFTs) and obtaining employment in a variety of clinical settings within one (1) year of graduation.

SLOs designed to help the program achieve Program Goal 3

SLO 3.1

Student trainees will learn to assess, diagnose, and develop appropriate treatment plans and interventions for a variety of clients and presenting problems: 80% of graduating student trainees will receive from their Clinical Supervisors a score of 4 points or more in the Overall Assessment category (measuring clinical readiness for competent employment in the field) of their final MFT Trainee Evaluations.

SLO 3.2

Students will fully integrate the academic curriculum of the program into clinical practice/fieldwork with their practicum clients: 80% of graduating students will receive from their MFC 534 Applied Therapeutic Methodology: Relational

Therapy II supervisors a score of 4 points or more in the Overall Assessment category of their final ATM Student Evaluation.

Program Goal 4 (Law and Ethics): The program will prepare graduates to work in an ethical and legal manner in the field of MFT by training them in the practice of ethical decision-making utilizing the AAMFT Code of Ethics, the CAMFT Code of Ethics, and the BBS Statutes and Regulations related to the practice of MFT.

Alumni Benchmark: 80% of alumni who are working as AMFTs will report on the AlumniSurvey that they have successfully passed the California BBS Law and EthicsExamination within three (3) years of degree conferral.

SLOs designed to help the program achieve Program Goal 4

SLO 4.1

Students will apply legal and ethical standards of the field to a variety of professional and clinical situations: 80% of students will earn 80% or above on the Final Exam in the MFC 539 Legal, Ethical, and Professional Issues course.

SLO 4.2

Students will integrate legal and ethical knowledge of the field into clinical practice: 80% of graduating students will receive from their Clinical Supervisors a score of 4 points or more on Competency 7 (Law) of the final MFT Trainee Evaluation.

Program Goal 5 (Research): The program will prepare graduates to become research-informed clinicians.

Alumni Benchmark: 80% of alumni will report on the Alumni Survey that they engage in research-informed clinical practice by consulting current and foundational professional literature regarding theoretical, diagnostic, and therapeutic issues pertaining to a variety of clinical issues.

SLOs designed to help the program achieve Program Goal 5

SLO 5.1

Students will learn to conduct targeted research investigations, synthesizing and applying scholarly research to specific therapeutic issues, populations, and systemic/relational dynamics relevant to the field of Marriage and Family Therapy: 80% of graduating students will earn 80% or above on the Professional Project (capstone experience) in MFC 522 Professional Project.

MMFT Faculty Outcomes

Faculty Outcome 1 (Diversity):

All faculty in the program will demonstrate growing knowledge of clinical issues related to diversity by engaging in at least two of the following activities each year as reported on the Faculty Survey: Participating in a service project related to a population different from one's own; reading five (5) peer-reviewed articles or publications related to a population or dimension of diversity different from one's own; attending a presentation, conference, or training related to a population or dimension of diversity different from one's own within each license renewal period.

- 100% of faculty will report having engaged in at least two of the following activities each year as reported on the Faculty Survey: Participating in a service project related to a population different from one's own; reading five (5) peer-reviewed articles or publications related to a population or dimension of diversity different from one's own; attending a presentation, conference, or training related to a population or dimension of diversity different from one's own within each license renewal period.

Faculty Outcome 2 (Knowledge): All faculty will demonstrate a commitment to expanding knowledge of the theory and practice of Marriage and Family Therapy:

- 100% of faculty will report on the Faculty Survey having participated in continuing education related to MFT theory and practice within each license renewal period.

Faculty Outcome 3 (Clinical/supervision): Faculty will demonstrate competency in clinical practice so as to impart clinical knowledge to students in the program.

- 100% of faculty who are licensed as MFTs will report on the Faculty Survey that they maintain an active professional role in the field.
- 70% of faculty who are licensed as MFTs will report on the Faculty Survey that they are AAMFT Approved Supervisors, AAMFT Approved Supervisor Candidates, or California LMFT Board Approved Supervisors.

Faculty Outcome 4 (Legal and Ethical): Faculty will demonstrate a commitment to ethical clinical practice and to remaining current with both AAMFT and California legal and ethical issues pertaining to the field of MFT.

- 100% percent of faculty will report on the Faculty Survey having completed six (6) hours MFT Law & Ethics continuing education training or in-service within each license renewal period.
- 100% of faculty will report on the Faculty Survey having reviewed the California BBS Regulations and Statutes related to the practice of MFT within the past year.

Faculty Outcome 5 (Research): Faculty will demonstrate a commitment to research knowledge so as to assist students in developing a basic knowledge of reading and applying research in a clinical context.

- 100% of the MFT faculty will report on the Faculty Survey that within the past 12 months they have engaged in at least one of the following activities: Read peer-reviewed, current, scholarly research articles related to the field of MFT; and/or read scholarly research-based books related to the field of MFT; and/or attended clinical trainings related to current research/evidence-based practices in the field of MFT.

MMFT Program Outcome Assessment

The MMFT Program's outcome-based education emphasizes carefully developed program goals and the program's expectations for student competence upon completion of the MMFT Program. The design and structure of the curriculum, the program resources, and the program and course policies are designed to support the development of student competence and achievement of program goals and student learning outcome benchmarks. The MMFT Program employs a formal assessment process to evaluate student competence and uses the student learning outcome benchmark performance to make data-informed modifications and improvements to program processes and curriculum through bi-monthly faculty meetings attended by the MMFT Site Director, Assistant Site Director, Clinical Placement Co-Directors, Core Faculty, Adjunct Faculty, AAMFT-approved Supervisors, and AAMFT-approved Supervisor Candidates, as well as meetings with student representatives and other Communities of Interest.

Communities of Interest

The MMFT Program seeks feedback from the following Communities of Interest: students, faculty, supervisors, university administration, and alumni. Each community of interest plays an important role in program governance.

Students

Students are invited to provide feedback formally and informally to program faculty and administrators. Formal mechanisms for feedback include regular meetings with student-elected cohort representatives, end-of-course evaluations, and the Student Exit Survey and Agency Evaluation. Informal mechanisms for feedback include open office hours with faculty and program administrators, and ongoing dialogue with supervisors. Students are encouraged throughout the program to share their feedback and suggestions with MMFT faculty and directors.

Faculty

Core Faculty and Adjunct Faculty members have the necessary experience and academic qualifications to teach and supervise within the MMFT Program. Faculty have a collective responsibility for collaborative governance of the MMFT Program, and they work together to

support the program in achieving its mission and goals. Core Faculty members collaborate on the development and revision of program goals, learning outcomes, and curriculum. Faculty meet on a bi-monthly basis to discuss program processes, program development, curriculum, and student academic performance and professional behavior; the MMFT Program Site Director, the MMFT Program Assistant Site Director, and the Co-Directors of Clinical Placement also attend these bi-monthly meetings.

Core Faculty and Adjunct Faculty members formally evaluate students through measures including written assignments, exams, in-class presentations, graded experiential activities, and student evaluations. Data is also gathered from faculty through the MMFT Faculty Survey.

Supervisors

Clinical Site Supervisors provide weekly clinical supervision to MMFT student-trainees at an approved clinical training site. Supervisors must either be AAMFT approved or must meet California requirements for MFT supervision. Supervisors sign student hours weekly and submit student-trainee evaluations at the end of each term. Supervisors submit a final evaluation of their student-trainees at the end of the student's academic program; supervisors also formally evaluate the effectiveness of the MMFT Program's Clinical Placement Office through the Clinical Placement Evaluation survey.

Administration

The Executive Director of the Los Angeles Education Center meets bi-monthly with the Site Director, Assistant Site Director, Co-Directors of Clinical Placement, Core Faculty, Adjunct Faculty, and Staff to develop policies and coordinate support for resources across the MMFT Program.

Alumni

Alumni contribute to program improvement by sharing feedback through alumni surveys that collect information about employment, licensing exam outcomes, and the extent to which the program prepared them to work competently in the field of marriage and family therapy.

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.

Association of Marriage and Family Therapy Regulatory Boards Practice Domains

Domain 01	The Practice of Systemic Therapy Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.
Domain 02	Assessing, Hypothesizing, and Diagnosing Tasks related to assessing the various dimensions of the client system, formulating and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities.
Domain 03	Designing and Conducting Treatment Tasks related to developing and implementing interventions within the client system.
Domain 04	Evaluating Ongoing Process and Terminating Treatment Tasks related to continuously evaluating the therapeutic process and incorporating feedback into the course of treatment, as well as planning for termination.
Domain 05	Managing Crisis Situations Tasks related to assessing and managing emergency situations, and intervening when clinically indicated and/or legally mandated.
Domain 06	Maintaining Ethical, Legal, and Professional Standards Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism

Association of Marriage and Family Therapy Regulatory Board (AMFTRB)

<https://amftrb.org/>

AAMFT Code of Ethics

Follow the link below for information about the AAMFT Code of Ethics:

https://aamft.org/Legal_Ethics/Code_of_Ethics.aspx

CAMFT Code of Ethics

Follow the link below for information about the CAMFT Code of Ethics:

<https://www.camft.org/Membership/About-Us/Association-Documents/Code-of-Ethics>

BBS Statutes and Regulations

Follow the link below for information about BBS Statutes and Regulations relating to the practice of Marriage and Family Therapy:

<https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>

MMFT Program Degree Completion Requirements

Academic Eligibility for Degree Completion:

- Marriage & Family Core Curriculum - 60 units

Clinical Eligibility Degree Completion:

- Traineeship/Practicum – 375 hours total (200 individual direct client hours, 100 relational direct client hours, plus 75 hours of client-centered advocacy):
 - Minimum 100 Relational Hours
 - Maximum 200 Individual Hours
 - Maximum 75 Client-Centered Advocacy Hours

Students may begin their practicum experience after they have successfully completed 13 credit hours in the program. Prior to beginning the experience, students must obtain approval from Phillips' MMFT Core Faculty who determine traineeship readiness through a formal evaluation process. 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.

The academic coursework and clinical hour requirements of the program is designed to be completed in five (5) sequential semesters; successful completion of all required coursework clinical hours is necessary for students to meet graduation requirements for the clinical Master of Marriage and Family Therapy degree. Student graduates who successfully complete all coursework and clinical hours in the MMFT Program will fulfill the educational requirements for MFT licensure in the state of California. 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.

Students who need additional time to complete the clinical hour requirement may enroll in a Practicum course for each additional semester they need to complete their clinical hours. Students who enroll in fewer than all credits offered each semester and students who take a leave of absence from the program will also need additional time to complete graduation requirements. Degree completion requirements must be completed within seven (7) years of initial matriculation.

Personal Psychotherapy Requirement for Degree Completion

- 24 hours of 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. Group therapy does not count toward the 24 psychotherapy hours.

MMFT Program Dissemination

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 five 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 (found on the following page) is recommended. 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/or 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.

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.

MMFT Program Curriculum Course Schedule

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

MMFT Program Curriculum 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 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 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 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.

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 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 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.

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 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 students 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 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) (Satisfactory/Unsatisfactory)

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 300 direct clinical hours (200 individual, 100 relational) and 75 client-centered advocacy hours while in a Practicum and prior to graduation. The MFT Program at Phillips Graduate Institute has affiliations with a variety of placements, including the California Family Counseling Center.

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 535 Practicum - II (2 units) (Satisfactory/Unsatisfactory)

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 MMFT Program practicum requirements as well as MFT licensure requirements in California are presented. The MMFT Program requires that students obtain a minimum of 300 direct clinical hours and 75 client-centered advocacy hours while in a Practicum and prior to graduation. The MMFT Program at Phillips Graduate Institute 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.

Extended Coursework

MFC 546 Professional Paper Extension (1 unit) (Satisfactory/Unsatisfactory)

Students who require extended time and/or supervision to complete their professional project must be enrolled continuously in MFC 546. This course ensures use of Phillips' facilities and guidance from faculty while the professional project is being completed. Course may be repeated for credit.

MFC 596 Field Study Practicum (0 units) (Satisfactory/Unsatisfactory)

In this course, students meet regularly with supervising faculty to discuss clinical work and to explore related issues. Faculty design specific reading and research assignments relevant to the populations being served by the student. MFC 596 functions to assist students who extend Practicum in the program and to meet the licensing board's requirement that, except for short breaks between semesters, a student must be registered in Practicum while seeing clients as a trainee. Course may be repeated for credit.

MFC 616 Independent Study (1-3 units)

In consultation with the MMFT Site Director, the student designs a course of study combining learning experiences both on and off the Phillips campus.

Option for Non-Clinical Master's Degree 50 Units Master of Marriage and Family Therapy

This degree option allows students who have decided not to pursue clinical practice to complete a master's degree in marriage and family therapy. While this 50-unit degree will not qualify for licensure, it may equip the student for a variety of related professions or provide more opportunities in the student's existing work setting. The student applies for this degree only after completing at least 13 units in the first two (2) terms of the Master of Marriage and Family Therapy program. An individual academic plan is determined by the student's faculty advisor in consultation with the MMFT Site Director. Coursework excludes the clinical block (MFC 531/MFC 534 and MFC533/MFC535).

MMFT Program 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

Clare Sobel, M.A., LMFT

Assistant MMFT Site Director

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

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

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

Licensure Portability

There is no “national” Marriage and Family Therapist (MFT) license that will allow MFTs to easily transport their degree from one state to another; each state has its own licensure process. Should a graduate from a California marriage and family therapy program decide to move outside California, the state to which they relocate may have additional requirements for licensure. If a student is considering working in a state other than California, the student should contact the MMFT Program Site Director and Academic Advisor who will work in conjunction with the student to assist in developing a plan regarding the respective state’s licensing requirements. Students will benefit from reviewing the directory of state licensure boards and consulting with each state’s licensure board to determine each state’s licensing requirements.

The Association of Marital and Family Therapy Regulatory Boards (AMFTRB) is the association of state licensing boards governing the regulation of LMFTs. The link below offers additional helpful information provided by the AMFTRB regarding licensure portability.

<https://amftrb.org/#board>

All Phillips MMFT Program applicants are required to sign the License Portability Acknowledgment Letter prior to enrolling in the MMFT Program (see Appendix A).

MMFT Student Recruitment, Application, and Admissions Policies

Student Recruitment

Phillips Graduate Institute of Campbellsville University's MMFT Program actively recruits students who have a bachelor's degree from regionally accredited colleges and universities; exceptions can be made within this framework of the university's policies regarding admission of students who have degrees from non-regionally accredited institutions. Recruitment of students who will abide by the Phillips Graduate Institute of Campbellsville University Student Code of Conduct (Appendix B) and who will adhere to the parameters of the Professional Behavior Evaluation (Appendix C) is also encouraged.

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. A \$80 application fee is required.
3. Submit official transcripts from the bachelor's degree conferral college or university and all previous colleges or universities where graduate level coursework was completed.
4. Three letters of recommendation regarding academic potential for graduate study.
5. A 400-700 word essay describing (a) why the applicant wants to become a therapist, and (b) some of the experiences and abilities that will make the applicant 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 MMFT Program application materials to:

Phillips Graduate Institute Los Angeles Education Center of Campbellsville University
16830 Ventura Blvd., Suite 200
Encino, CA 91436
Attn: Enrollment Services

Applications may be submitted at any time and are reviewed continually. The MMFT Program accepts new students at the beginning of each fall and spring academic terms. Applications are reviewed and interviews are scheduled once all application materials have been received by the the enrollment team. To best ensure registering for courses in the desired term of study, the application materials should be processed and the entrance interview conducted 30 days in advance of the term beginning fall or spring.

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 second week of the first term.
4. Earn no more than one “C” (C-, or C, or C+) grade during graduate program enrollment.

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 Experience

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

Students Rights and Responsibilities

All students enrolled in programs provided by Phillips Graduate Institute Los Angeles 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 cohort.

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, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation, or national origin. 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 D). The signed statement pledges your commitment to providing the program your employment location and responsibilities for a period of not less than six 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 Graduate Institute Los Angeles Education Center of Campbellsville University, by the AAMFT Code of Ethics, and by the CAMFT Code of Ethics.

MMFT Program Technology Requirements

The MMFT Program requires students to own or have access to a personal device for MMFT Program-related activities. Students will use this device to access TigerNet (the institutional online student portal) and to access course materials through Moodle (the online learning management system). Personal devices are also used for taking exams, for livestream learning, and for some in-class activities. Laptops and tablets with functioning webcams and the minimum requirements listed in Table 1 below can be used for in-class technology requirements; smartphones are not optimized to interface well with Moodle. Students are also encouraged to have headphones or earpieces to ensure confidentiality when seeing clients via telehealth and to reduce feedback when multiple students are using devices within the same physical space. Free WiFi is offered to all students while on campus; students are required to have internet connection at their off-campus locations for seeing clients via telehealth and for participating in occasional distance learning experiences. Students

enrolling in the MMFT Program should be proficient with basic computer keyboarding skills (e.g., word processing for written assignments) and with online, internet-based tasks such as email communication with students, faculty, and staff; accessing the online library; and submitting assignments electronically.

All MMFT Program students are eligible to download the Microsoft 365 suite of products including Word, Excel, PowerPoint, OneNote, and Microsoft Teams. These products are available at no-cost by following the steps below:

- Login to TigerNet using student log-in credentials
- Click on Student Resources
- Click on Information Technology (located on the left of the screen)
- Select “Free O365” and follow the instructions (step-by-step pictures included)

The MMFT Program does not make specific recommendations for personal devices and encourages students to make purchase decisions based on budget, features, and preference for Mac or PC. However, students must own a computer with a functioning webcam that meets the following minimum specifications for interfacing with Moodle:

Table 1

Operating System	Windows Vista, 7, 8, 10 Mac OS X 10.6 or higher
Browser	Internet Explorer 9 Firefox 14 Google Chrome 20 Safari 5 Opera 9
Internet Access	Wi-Fi Cable DSL Dial-Up (may have slow load times)
PDF Viewing	Adobe Acrobat Reader MacOS Preview Browser Extensions
Browser Plug-in Extension	Adobe Flash Player

MMFT Program Policies

Grading and Assessment

All courses in the MMFT Program are assessed using a standard grading scale to determine final course grades (see below). Student learning is assessed by measures such as written assignments, exams, quizzes, in-class presentations, experiential activities, and professional participation. Detailed assignment descriptions and specific information regarding point values for course-specific assignments and exams can be found in course syllabi.

GRADING SCALE:

Grading Scale (%)	
100-94	A
93-91	A-
90-88	B+
87-84	B
83-81	B-
80-78	C+
77-74	C
73-71	C-
70-68	D+
67-64	D
63-61	D-
Below 60	F

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.

Graduate Examination

In order to receive their degree diplomas, all MMFT students must successfully complete three comprehensive capstone experiences prior to graduation: a written examination and an oral examination covering MMFT Program content, completion of all requirements in the Professional Project course, and completion of the MMFT Program’s practicum graduation requirement (see Field Practicum information below). Students will complete the capstone experiences during MFC 534 Applied Therapeutic Methodology: Relational Therapy II, and MFC 522 Professional Project. Students must pass both the MFC 534 Applied Therapeutic Methodology: Relational Therapy II and MFC 522 Professional Project courses.

Field Practicum

The MMFT Program requires field practicum experience of 375 hours in specific categories: 200 hours of individual direct client contact hours, 100 hours of relational direct client contact hours, and 75 client-centered advocacy hours. Students may begin their practicum experience after they have successfully completed 13 credit hours in the program. Prior to beginning the practicum 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 regarding the adequacy of the field agency and the field agency supervisor. An affiliation agreement between Phillips and the Agency must be prepared and executed by all parties before students begin seeing clients at the site. If students do not meet the graduation requirement of 375 hours over the five academic terms of the MMFT Program, they may extend the program by 1-2 terms to complete their hours. Students extending their program to complete their hours will register for MFC 596 Field Study Practicum and will continue seeing clients at their placement site.

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 students an opportunity to explore their own personal or family issues, provides students with the experience of being the "client," and allows students to learn from the modeling provided by their own therapists. Many traineeships recommend or require that trainee applicants have the experience of being in their own therapy.

Non-Academic Behavior

At a minimum, students are expected to follow Phillips' Student Code of Conduct (Appendix B) and adhere to the parameters of the Professional Behavior Evaluation (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) and the California Association of Marriage and Family Therapists Code of Ethics (<https://www.camft.org/Membership/About-Us/Association-Documents/Code-of-Ethics>). Students

accused or suspected of violating Phillips Code of Ethics and/or the AAMFT Code of Ethics and/or the CAMFT 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, CAMFT 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 or cheating.
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. Students recommended to the SERC process will be invited to present their 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.

Academic Dishonesty: Plagiarism and Cheating

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). If the student commits more than one act of plagiarism or cheating, the student will be placed on immediate academic suspension. The Center Director and the Vice-President for Academic Affairs will be notified of all actions taken.

Useful resources for understanding plagiarism:

https://owl.purdue.edu/owl/avoiding_plagiarism/plagiarism_faq.html

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 regarding 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 MMFT Site Director, the Executive Director of the Los Angeles Educational Center, and the MMFT Program Director from Campbellsville University.

The nature of the SERC meetings is 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 if 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 Support/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, writing tutor services). 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.

During instances in which 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 (Appendix B) policies.
- Issues related to unprofessional conduct (e.g., clinical/professional/academic suitability) or related to the failure to adhere to the parameters of the Professional Behavior Evaluation (Appendix C) have been documented by a Statement of Support/Concern.
- 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 Support/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-, C, or C+” or below in any course.
- There are two or more grades of “C” (C-, or C, or C+) or below 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.

Student Retention Policy

To support student retention, each MMFT Program student is assigned to a Core Faculty academic advisor who works closely with that student throughout the duration of the academic program. Student are encouraged to make use of advisement on a regular basis. Advisors conduct regular check-ins with advisees via email and by setting up in-person meetings, and advisors are available to meet as needed with student advisees to discuss academic course loads, academic progress, and professional development. Academic advisors inform the MMFT Site Director of all student concerns that arise during advisement, and the MMFT Site Director meets with academic advisors and student advisees as needed.

The Clinical Placement Co-Directors hold a formal evaluation meeting with faculty to determine student readiness for traineeship. Students are evaluated on academic performance and professional behavior. Students who are deemed unready for traineeship will work closely with their advisors to address areas of concern so that they can move productively toward trainee readiness. Clinical Placement Co-Directors are in ongoing communication with placement-site supervisors to monitor student/trainee progress and concerns. All student-trainees are required to have their clinical supervisors complete an MFT Trainee Evaluation (see Appendix E) every term that reflects student-trainees' clinical competency across multiple domains, thereby providing an additional opportunity to address student concerns.

During each bi-monthly faculty meeting, the MMFT Site Director, Assistant Site Director, Clinical Placement Co-Directors, Core Faculty, and Adjunct Faculty collectively discuss student academic progress/concerns and professional behavior progress/concerns so that all stakeholders have the opportunity to collaboratively support student success by addressing ongoing and developing student issues as a group.

MMFT Program Course Policies

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 others' 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 activities unrelated to 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.

Synchronous Online Learning Guidelines

An online class is the same as an in-person class. Focus and attention during class are imperative. A few rules have been established to foster an online environment that is respectful, productive, and engaging for everyone:

- The camera is your classroom. Like a classroom, you must attend every class with video active and it must always be on unless it is time for a scheduled break. If you need to leave the class at any time other than a scheduled break, use the private chat feature to let your instructor know why you are turning video off and when you will return. Whenever possible, wait for scheduled breaks to do what you need to do.
- As indicated in the basic attendance policy, arriving late to class, returning late from breaks, or leaving early will impact your course grade.
- Mute your mic upon signing on and during class whenever you are not speaking. This is important to avoid background noise and distractions for others.

- Find (or create) a dedicated space for your video classes and meetings. Preferably it's a place with limited distractions around you, such as clutter or activity.
- Find (or create) a place where you can sit up comfortably. Do not lie down on a bed or sofa. Do not walk around, cook, or do other things while in class. You wouldn't do it in the classroom; do not do it here.
- Silence all personal devices (cell phones). Do not check email/phone/websites while in class, as other participants (including the instructor) can easily tell when you are distracted.

Recommended:

- Try to have your light source located in front of you. When lighting is overhead, beneath, or behind you it creates dark shadows on your face. One option is to face a window without direct sunlight. If necessary, close or semi-close blinds or window covering for softer light. Another option is to put a lamp or other light source just behind your computer in front of you. Put it on a box or stack of books, if necessary.
- Position the camera directly in front or slightly above your eye level. Again, put it on a box or stack of books, if necessary.
- As with in-person meetings and presentations, eye contact when speaking is crucial. In small groups or general discussions, speaking with your eyes looking at the screen may feel more natural. However, in a formal context, such as a presentation, speak while looking at camera lens to simulate looking at your audience.
- Clothing matters, particularly what you wear on the upper half of your body. Be conscious of what the camera captures, both on your person and in your home (behind you).

As always, you are encouraged to contribute to class with comments, questions, thoughts, and reflections. When participating in an online learning atmosphere, there are a few things to keep in mind:

- When you want to speak, physically raise your hand as you would in a classroom or use the "raise hand" feature at the bottom of your screen.
- If you prefer, you may ask questions and make comments to the group or instructor silently using the "chat" feature at the bottom of your screen but often these aren't seen right away and are difficult to read and respond to during class.

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 language writing 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.

Formatting and Submission Guidelines for Written Assignments

All written assignment must adhere to the following formatting and submission guidelines. Assignments submitted that do not meet these requirements may be returned without being read or graded. Check individual course syllabi for specifics or modifications of these instructions.

General Formatting

- ⇒ All written assignments should be submitted electronically in Word document format (not PDF).
- ⇒ Assignments must be typed, double-spaced (including the reference page).
- ⇒ Provide 1-inch margins on side, top, and bottom of page.
- ⇒ Use 12-pt Times New Roman or Calibri font, or 11-pt. Arial font.
- ⇒ Number pages on top right of page, except title page (no number on title page).
- ⇒ Follow APA guidelines when using in-text citations and creating a reference page. Running head is not required for student papers.

⇒ Title Page: All written assignments require a title page using the following format:

Format	Example
<div><p>TITLE OF PAPER</p><p>Your Name Your Email Date Submitted Date Assignment is Due Class Group (Wed, Thur, Sat) Course Number Course Chair or ATM Instructor</p></div>	<div><p>Case Conceptualization Paper</p><p>Joanna Smith jsmith@students.campbellsville.edu November 13, 2022 November 13, 2022 Saturday Class MFC 531 Clare Sobel</p></div>

Generally, assignments are submitted electronically by email directly to the instructor or through the Moodle course page of the class unless otherwise instructed. Submit assignments via email to the Course Chair when required. Consult the front page of each syllabus for the Course Chair's email address. Faculty take approximately three weeks to grade papers; graded assignments are returned to students electronically.

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 an Incomplete Class Contract (see Appendix F) for their professor's approval before the end of the term (copies of the Incomplete Class contract 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

Students, faculty, supervisors, and staff are encouraged 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 MMFT Program. If the grievance is not able to be resolved through the informal process, individuals may choose to file a formal complaint.

Formal Complaints

In the instance of a grievance occurring with the faculty or staff of the MMFT Program, students should initiate dialogue with the person with whom they have 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, the student should then appeal in writing to the Program Director of the Master of Marriage and Family Therapy program. If the student is still not satisfied with the outcome, the student 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 Master of Marriage and Family Therapy program via the MMFT Site Director. If the student is still not satisfied with the

outcome, the student 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 is 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.

Appendix A

Licensure Portability Acknowledgement Letter



MARRIAGE AND FAMILY THERAPY PROGRAM APPLICANT LICENSURE PORTABILITY ACKNOWLEDGMENT LETTER

There is no “national” Marriage and Family Therapist (MFT) license that would allow MFTs to easily transport their degree from one state to another.

This acknowledgment letter is provided to individuals applying to the Phillips Graduate Institute’s Master of Marriage and Family Therapy program located at the Los Angeles Education Center of Campbellville University. Each state has its own licensure process. Should a graduate from a California marriage and family therapy program decide to move outside California, the state to which they relocate may have additional requirements for licensure.

Please initial the following statements to acknowledge you have read the information. If you have any questions, please contact the MFT Site Director, Shelly Stee (skstee@campbellsville.edu) for clarification before initialing and signing below.

Statement of Acknowledgement:

1. I understand Phillips’s Master of MFT program is designed for individuals desiring to pursue clinical licensure in the State of California. Phillips staff and/or faculty have informed me that the state within which I have indicated a desire to practice (if other than California) may have additional requirements for licensure. _____
2. I understand that to graduate with a Master’s of Marriage and Family Therapy from Phillips I must complete the clinical requirements (300 direct client contact hours, 75 hours of client centered advocacy and 100 hours of AAMFT supervision) even though I may decide not to pursue a license and/or employment as an MFT in California. _____
3. Please note that state laws can change at any time. Students can learn more about the requirements of MFT licenses in other states at: <https://amftrb.org/resources/state-licensure-comparison/>. _____
4. I acknowledge that I have addressed any questions with a representative of the Department of Marriage and Family Therapy. _____

Please sign and return the completed form to Samantha Aguirre, MMFT Program Support Coordinator (smaguirre@campbellsville.edu)

Student Signature: _____ Date: _____

Appendix B

Code of Conduct



PHILLIPS GRADUATE INSTITUTE'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 Graduate Institute'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 Graduate Institute'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 Graduate Institute.

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 Graduate Institute's Master of Marriage and Family Therapy program:

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 Campbellsville University
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 Graduate Institute/Campbellsville University has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX. Additionally, this grievance process complies with Title IX §106.45 for formal complaints. Phillips/Campbellsville hereby provides notice of this grievance procedures and processes to applicants for admission and employment, students and employees, and all unions of professional organizations holding collective bargaining or professional agreements, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the Phillips/Campbellsville will respond in such cases, all of which is set forth in Sections 5 through 9 in the Sexual Misconduct Policy, which can be found here: <https://www.campbellsville.edu/policy/title-ix-policy-procedure/>.

To file a report of sex discrimination or sexual harassment, any person may use this link:

https://cm.maxient.com/reportingform.php?CampbellsvilleUniv&layout_id=2

OR contact the individuals listed below:

- o **Title IX Coordinator**
Administration Building, Office 7C

1 University Drive, UPO 944
Campbellsville, KY 42718
TitleXCoordinator@campbellsville.edu
(270) 789-5092

- o **Director of Personnel Services**
Administration Building, Office 7B
1 University Drive, UPO 944
Campbellsville, KY 42718
HRQuestions@campbellsville.edu
(270) 789-5016

Phillips Graduate Institute/Campbellsville University's notice of non-discrimination is widely disseminated across multiple platforms. The Notice of Non-Discrimination can be viewed here: <https://www.campbellsville.edu/policy/non-discrimination-policy/>.

Appendix C



Professional Behavior Evaluation

Purpose: The evaluation categories below reflect professional behavior competencies essential to the professional development of marriage and family therapists. Over the course of the MMFT Program, students may receive feedback from faculty, academic advisors, and clinical supervisors regarding their performance related to these parameters of professional behavior. Students will benefit from being open to this feedback as it is provided to support the student's success both academically and professionally. Please read and initial each competency listed below, and please sign and date the form to indicate that you have read, reviewed, and understand the expectations for professional behavior in the MMFT Program.

- _____ 1. **Open** – Student is appropriately willing to share thoughts and/or feelings in an appropriate manner about class material, clinical cases, and self.
- _____ 2. **Flexible** – Student is able to adapt to changes in classroom and placement site processes and requirements without becoming inappropriately anxious or controlling.
- _____ 3. **Cooperative** –
 - a. Student is able to work well with the instructor.
 - b. Student/trainee is able to work well with clinical supervisors and co-therapists.
 - c. 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 traineeship sites; student's behavior reflects awareness of impact of self on others in these settings.
- _____ 6. **Aware of diversity factors** – Student demonstrates a respectful awareness of the ways in which factors such as culture, gender, sexual orientation, age, ability, or socioeconomic status, influence interaction between student 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 own behavior by accepting responsibility for student’s action or inaction.
- _____ 9. **Expresses feelings effectively and appropriately** –
- a. Student is aware of, acknowledges, and shares own feelings as appropriate.
 - b. Student appropriately modulates affect.
 - c. Student manages countertransference and emotional reactivity in the classroom and at traineeship sites.
- _____ 10. **Punctual** – Student attends classes on time and with consistency; student/trainees keep scheduled appointments with clients and supervisors on-time and with consistency.
- _____ 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.
 - d. Student’s interactions with clinical supervisors, agency staff, clients, and co-therapists 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.
 - d. Student establishes and maintains appropriate boundaries with clinical supervisors, agency staff, clients, and co-therapists.
- _____ 13. **Demonstrates initiative** – Student demonstrates initiative with regard to independent learning and a commitment to their 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, administration, clinical supervisors, and agency staff in a professionally appropriate manner.

Student Signature

Date

Appendix D



**Statement of Understanding
Commitment to Ethical Practice**

I have read the Phillips Graduate Institute 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 Graduate Institute of Campbellsville University, by the AAMFT Code of Ethics and CAMFT 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 E



MFT Trainee Evaluation Form

Student Name _____

Evaluation Period: ☐ Fall 20____ ☐ Spring 20____ ☐ Summer 20____ ☐ Other _____

Agency Name _____ City _____

HOURS OF SUPERVISED EXPERIENCE DURING THIS EVALUATION PERIOD

Dates covered by this evaluation: Week of _____ to Week of _____

Total hours of **direct clinical services** provided during this term (semester) that count toward the required PGI Hours and BBS required hours for face-to-face client contact:

Individual Therapy (Individuals, Adolescents, Children, plus Non-Relational Groups)	_____	Hours
Relational Hours (Couples, Families, Relational Groups (e.g. residential group), etc.)	_____	Hours
Total Number of Client Hours	_____	Hours
Client-Centered Advocacy Hours (for BBS & PGI)	_____	Hours

Total hours of **supervision and training** received during this (term) semester:

Individual/Triadic Supervision: Case Report	_____	Hours
Individual/Triadic Supervision: Live (includes viewing video tapes of therapy in supervision, therapy with clinical supervisor in session and/or clinical supervisor observation behind one-way mirror)	_____	Hours
Group Supervision: Case Report	_____	Hours
Group Supervision: Live (includes viewing video tapes of therapy in group supervision, therapy with clinical supervisor in session and/or clinical supervisor observation behind one-way mirror)	_____	Hours
Workshops, seminars, or trainings	_____	Hours

Clinical supervisor met, reviewed, and discussed this evaluation with the student? ☐ Yes ☐ No

If No, please explain _____

SIGNATURES

Supervisor: Printed Name	Signature/License Number	Date
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Student's signature attests to the fact that the evaluation has been read and in no way indicates that the contents are agreed with. Students have the right to respond in writing and to have the response placed with this evaluation in the student's education file. Upon student request, a copy of the written response will be sent to the site supervisor.

Student: Printed Name	Signature	Date
------------------------------	-----------	------

Student Name _____ Academic Program _____

Evaluation Period: ☐ Fall 20____ ☐ Spring 20____ ☐ Summer 20____ ☐

Other _____

Agency Name _____ City _____

Clinical Supervisor's Name _____ Phone _____

How Competency was Assessed. Check all that apply. A. <input type="checkbox"/> Direct Observation C. <input type="checkbox"/> Audio E. <input type="checkbox"/> Review of Written Reports G. <input type="checkbox"/> Other (specify): _____ B. <input type="checkbox"/> Video D. <input type="checkbox"/> Supervisory Discussion F. <input type="checkbox"/> Feedback from others		Competency Expectations: FALL: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher. SPRING: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher. SUMMER: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.	
Performance Levels: Check all boxes that apply within each Competency area and rank student 1 thru 6 based on where the majority of the boxes are checked for that competency. 1: Fails to meet standard, needs improvement 2: Meets minimum standard, needs improvement 3: Meets minimum standard, would benefit from further training		4: Meets standard, appropriate to current level of training and experience 5: Meets standard, exceeds in some competencies 6: Exceeds performance standard in most competencies	
COMPETENCY 1: Clinical Evaluation			
Needs much guidance in <input type="checkbox"/> identifying presenting problems, <input type="checkbox"/> identifying client strengths, and <input type="checkbox"/> identifying possible substance abuse, and <input type="checkbox"/> connecting presenting problem to DSM diagnoses.	<input type="checkbox"/> Can identify treatment unit, presenting problems, and patterns of behavior with guidance. <input type="checkbox"/> Does not always identify risks and self-destructive behaviors. <input type="checkbox"/> Sometimes misses client strengths and needs to be reminded to identify strengths. <input type="checkbox"/> Does not always assess for substance abuse. <input type="checkbox"/> Needs help connecting DSM criteria to presenting problems. <input type="checkbox"/> Has little understanding of prognostic indicators.	<input type="checkbox"/> Generally good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Generally sufficient in using the DSM but sometimes needs help in identifying appropriate diagnoses. <input type="checkbox"/> Beginning to understand prognostic indicators.	<input type="checkbox"/> Consistently good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Connects presenting problem with DSM diagnosis and identifies possible comorbid disorders. <input type="checkbox"/> Can identify elements relevant to making proper prognosis.
1 Fails to Meet Standard	2 Meets Minimum Standard	3 Meets Minimum Standard	4 Meets Standard
5 Meets Standard			
6 Exceeds Standard			
Comments required if student ranks 1 or 2:			
COMPETENCY 2: Crisis Management			
<input type="checkbox"/> Is inadequate in identifying indicators of abuse, danger to self, or danger to others. <input type="checkbox"/> Sometimes disputes supervisor's identifications of such indicators. <input type="checkbox"/> Inadequate in issues dealing with trauma. <input type="checkbox"/> Completely relies upon supervisor to develop and implement a plan to reduce the	<input type="checkbox"/> Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. <input type="checkbox"/> Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. <input type="checkbox"/> Is uncertain in identifying and treating trauma. <input type="checkbox"/> Feels less confident in reporting such crises	<input type="checkbox"/> Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. <input type="checkbox"/> Helps in the development and implementation of a plan to reduce the potential for danger. <input type="checkbox"/> Generally good at identifying and treating trauma with assistance from supervisor. <input type="checkbox"/> Manages reporting	<input type="checkbox"/> Consistently observes and assesses for indications of abuse, danger to self, or danger to others. <input type="checkbox"/> Develops/implements a plan to reduce the potential for danger with appropriate input from supervisor. <input type="checkbox"/> Excellent at identifying and treating trauma. <input type="checkbox"/> Manages reporting requirements appropriately.

potential for danger and to report these incidents.	and defers to supervisor to complete reporting requirements.	requirements with assistance from supervisor.	
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 3: Treatment Planning			
<input type="checkbox"/> Inadequate knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Difficulty in identifying stages of treatment and imposes treatment goals. <input type="checkbox"/> Does not understand the differences between short- and long-term treatment goals. <input type="checkbox"/> Does not recognize the need for referral and is not aware of appropriate referrals.	<input type="checkbox"/> Often needs help demonstrating knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Needs help in identifying stages of treatment and developing mutually agreed upon, appropriate short- and long-term goals. <input type="checkbox"/> Often needs help recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Generally good demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Acceptable identification of stages of treatment and mutually agreed upon, appropriate short- and long-term treatment goals. <input type="checkbox"/> Sometimes needs guidance on recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Consistent demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Identifies stages of treatment and sets mutually agreed upon, appropriate short- and long-term goals for treatment. <input type="checkbox"/> Recognizes the need for referral and identifies appropriate services and resources.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 4: Rapport Building			
<input type="checkbox"/> Inadequate in developing empathy and sometimes is not aware of empathy's importance. <input type="checkbox"/> Does not create a safe environment. <input type="checkbox"/> Is unaware of how one's own biases affect treatment outcomes.	<input type="checkbox"/> Often does not develop empathy. <input type="checkbox"/> Needs help in creating a safe environment and understanding the problem from the client's perspective. <input type="checkbox"/> Difficulties developing trust with clients; often imposes one's own biases. <input type="checkbox"/> Is not always aware of one's emotions and imposes treatment without much regard to therapeutic working alliance. <input type="checkbox"/> Is not aware of impact of self on clients.	<input type="checkbox"/> Generally good at developing empathy. <input type="checkbox"/> Is adequate in creating a safe environment and attempts to understand the problem from the client's perspective. <input type="checkbox"/> Is adequate in developing trust with clients but sometimes needs to keep biases in check. <input type="checkbox"/> Is developing the ability to control one's emotions. <input type="checkbox"/> Sometimes proceeds to treatment before trust is fully developed. <input type="checkbox"/> Is appropriately aware of impact of self on clients.	<input type="checkbox"/> Consistent demonstration of empathy. <input type="checkbox"/> Creates a safe environment by understanding the problem from the client's perspective. <input type="checkbox"/> Consistently in control of one's emotions and assesses for safety and trust. <input type="checkbox"/> Is aware and uses impact of self on clients in treatment.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 5: Treatment			
<input type="checkbox"/> Unable to apply any therapeutic principles.	<input type="checkbox"/> Poor knowledge of theoretically appropriate, evidence-based treatment, and client-specific clinical interventions. <input type="checkbox"/> Needs help in evaluating client's coping skills to	<input type="checkbox"/> Generally good knowledge of theoretically appropriate, evidence-based treatment, and client-specific clinical interventions. <input type="checkbox"/> Is adequate at explaining treatments to clients.	<input type="checkbox"/> Demonstrates consistent knowledge of theoretically appropriate, evidence-based treatment, and client-specific clinical interventions. <input type="checkbox"/> Very good skills in explaining treatments in ways clients

	determine timing of interventions. <input type="checkbox"/> Needs guidance in modifying the treatment process based upon therapeutic progress. <input type="checkbox"/> Needs assistance in understanding transference and countertransference issues. <input type="checkbox"/> Poor at case management-related issues. <input type="checkbox"/> Needs help in identifying appropriate termination and transition from treatment.	<input type="checkbox"/> Good in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Good in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Is gaining awareness of transference and countertransference issues. <input type="checkbox"/> Adequate at case management-related issues. <input type="checkbox"/> Good in developing a plan for termination with client to provide a transition from treatment.	can understand. <input type="checkbox"/> Consistent in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Consistent in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Has good awareness of transference and countertransference issues. <input type="checkbox"/> Good at case management-related issues. <input type="checkbox"/> Consistent in developing a plan for termination with client to provide a transition from treatment.
1 Fails to Meet Standard	2 Meets Minimum Standard	3 Meets Standard	4 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 6: Human Diversity			
<input type="checkbox"/> Unable to understand the importance of issues of diversity.	<input type="checkbox"/> Needs help in identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Sometimes is unable to disentangle one's own values from client's values, which sometimes interferes with treatment strategies.	<input type="checkbox"/> Generally good at identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Is able to provide an unbiased therapeutic environment when client's values or beliefs are different from one's own views. <input type="checkbox"/> Can apply treatment strategies consistent with client's values, beliefs, and/or worldviews.	<input type="checkbox"/> Consistent at identifying issues of diversity which impact the therapeutic environment, including issues of gender, sexual orientation, culture, ethnicity, age, disability, and religious/faith beliefs on the therapeutic process. <input type="checkbox"/> Consistent at providing an unbiased therapeutic environment when client's values, beliefs, and/or worldviews are different from one's own views.
1 Fails to Meet Standard	2 Meets Minimum Standard	3 Meets Standard	4 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 7: Law			
<input type="checkbox"/> Poor understanding of legal issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing legal issues, managing mandated reporting requirements, and obtaining client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Does not always understand the reasoning behind the need for legal requirements. <input type="checkbox"/> Needs to be reminded of issues surrounding security of therapy records. <input type="checkbox"/> Is not very knowledgeable of laws relevant to practice.	<input type="checkbox"/> Adequately knowledgeable of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. <input type="checkbox"/> Obtains client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of clinical records. <input type="checkbox"/> Is developing knowledge of and follows law in clinical practice.	<input type="checkbox"/> Consistent knowledge of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes; understands and appropriately manages mandated reporting requirements. <input type="checkbox"/> Obtains and understands the need for client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of client therapy records. <input type="checkbox"/> Aware of and follows law in clinical practice.
1 Fails to Meet Standard	2 Meets Minimum Standard	3 Meets Standard	4 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 8: Ethics			
<input type="checkbox"/> Poor understanding of ethical issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing ethical issues arising in this clinical setting. <input type="checkbox"/> Needs reminders to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Is not aware of one's scope of practice and attempts to treat all problems. <input type="checkbox"/> Needs reminders of appropriate therapeutic boundaries. <input type="checkbox"/> Has difficulty in identifying personal reactions/counter-transference issues that could interfere with the therapeutic process and sometimes denies or disputes these issues when pointed out by supervisor.	<input type="checkbox"/> Generally good knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Is able to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Is not always aware of one's scope of practice. <input type="checkbox"/> Sometimes needs help in identifying personal reactions/counter-transference issues that could interfere with the therapeutic process but can easily correct oversights in this area. <input type="checkbox"/> Together with supervisor, identifies personal limitations that require outside consultation.	<input type="checkbox"/> Demonstrates excellent knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Consistently informs clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Consistent at staying within scope of practice. <input type="checkbox"/> Consistent ability to identify personal reactions/countertransference issues that could interfere with the therapeutic process and identifies personal limitations that require outside consultation.
1 Fails to Meet Standard	2 Meets Minimum Standard	4 Meets Standard	6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 9: Personal Qualities			
<input type="checkbox"/> Has demonstrated lapses in integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Has demonstrated lapses in oral and written communication skills.	<input type="checkbox"/> Needs improvement in demonstrating integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Needs improvement in oral and written communication skills.	<input type="checkbox"/> Generally acceptable demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Generally acceptable oral and written communication skills.	<input type="checkbox"/> Consistent demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Consistently demonstrated good oral and written communication skills.
1 Fails to Meet Standard	2 Meets Minimum Standard	4 Meets Standard	6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 10: Professional Documentation			
<input type="checkbox"/> Does not adhere to deadlines and professional documentation standards	<input type="checkbox"/> Does not always maintain timely and orderly paperwork and sometimes skirts agency policies.	<input type="checkbox"/> Maintains timely and orderly paperwork and adheres to agency policies.	<input type="checkbox"/> Consistent maintenance of timely and orderly paperwork, and adherence to agency policies.
1 Fails to Meet Standard	2 Meets Minimum Standard	4 Meets Standard	6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 11: Professionalism			
<input type="checkbox"/> Does not demonstrate professionalism in the work setting.	<input type="checkbox"/> Appearance and attire is frequently inappropriate for agency setting. <input type="checkbox"/> Is inconsistent in punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is not very aware of the need for self-care.	<input type="checkbox"/> Appearance appropriate to agency setting. <input type="checkbox"/> Acceptable demonstration of punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is developing the understanding of the importance of self-care.	<input type="checkbox"/> Consistently demonstrates proper appearance appropriate to agency setting. <input type="checkbox"/> Consistently demonstrates punctuality and responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Has the ability to understand the need for self-care as it relates to effective clinical practice.
1 Fails to Meet Standard	2 Meets Minimum Standard	4 Meets Standard	6 Exceeds Standard

Comments required if student ranks 1 or 2:			
COMPETENCY 12: Supervision			
<input type="checkbox"/> Resistant to supervision and does not make improvements after repeated input from supervisor.	<input type="checkbox"/> Needs to make better use of supervision. <input type="checkbox"/> Does not always come prepared to discuss cases or issues of concern. <input type="checkbox"/> Has difficulty in presenting full case conceptualizations. <input type="checkbox"/> Is somewhat resistant to supervisory input, and sometimes openly argues with supervisor's observations and/or suggestions.	<input type="checkbox"/> Does not always seek supervision when needed, preferring to wait until regularly scheduled supervisory sessions. <input type="checkbox"/> Comes prepared to supervision sessions, but sometimes needs prompting by supervisor to share concerns. <input type="checkbox"/> Is generally good at presenting full case conceptualizations but sometimes leaves relevant details out of presentation. <input type="checkbox"/> Is generally open to supervision and makes improvements when needed.	<input type="checkbox"/> Seeks supervision when needed, comes prepared for supervision sessions, and openly shares concerns and ideas with supervisor. <input type="checkbox"/> Can present full case conceptualizations. <input type="checkbox"/> Consistently demonstrates openness to feedback and uses supervisory suggestions to make improvements when needed.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 13: Systemic Case Conceptualization			
<input type="checkbox"/> Unable to conceptualize systemic dynamics even with assistance <input type="checkbox"/> Continues to blame one member of the system for family dynamic	<input type="checkbox"/> Able to see systemic dynamics when prompted by supervisor <input type="checkbox"/> Some errors when using systemic terms	<input type="checkbox"/> Identifies salient systemic dynamics <input type="checkbox"/> Able to identify how systemic dynamics affect individual <input type="checkbox"/> Willing and able to intervene on systemic issues	<input type="checkbox"/> Sophisticated conceptualization of systemic dynamics <input type="checkbox"/> Uses non-blaming systemic conceptualization <input type="checkbox"/> Identifies how individual, family, community, and broader social systems interrelate <input type="checkbox"/> Able to use systemic conceptualization to effectively intervene
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			
OVERALL ASSESSMENT			
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
NOTE: If student ranks 1 or 2 in Overall Assessment, supervisor needs to complete the three sections below identifying the specific competencies in need of further development and a specific plan for developing those competencies. In addition, supervisor needs to consult with student's Applied Therapeutic Methodology instructor or the Director of Clinical Training.			
Areas of Strength:			
Areas in Need of Further Development:			

Examples of counseling issues addressed (depression, dual diagnosis, schizophrenia, grief, child abuse reporting, etc.):
Plans for Development or Remediation:
Consultation with school requested by clinical supervisor: <input type="checkbox"/> No <input type="checkbox"/> Yes Best day/time: _____
Signatures: <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 20px;"> Student's Signature Date </div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 20px;"> Supervisor's Signature Date </div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 20px;"> Phillips Graduate Institute, Co-Director of Clinical Placement Signature Date </div>
Supervisor's Comments <i>(optional)</i> :
Student's Comments <i>(optional)</i> :

Appendix F

Incomplete Class Contract



Incomplete Class Contract

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

INCOMPLETE CLASS CONTRACT:

- An incomplete "I" grade may be assigned by the instructor for instances in which the student cannot fulfill class requirements by the end of the academic term due to illness, accident, death in the immediate family, or other verifiable extenuating circumstances.
- Students must complete the Student Section of the contract and must meet with the instructor to obtain approval. Both the student and instructor must agree upon a completion date not to exceed one year from the last day of the term in which the student took an Incomplete.
- Instructor will then submit the original Incomplete Class Contract to the Registration Office and will send a copy of the contract to the MMFT 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 class credit type.

STUDENT SECTION

Name: _____ Email: _____ ID #: _____

Term: _____ Class #: _____ 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 August 2021

Appendix G

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 pages) 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.



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 H

Student Rights

Privacy Rights of Students

Phillips Graduate Institute 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 Graduate Institute 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 their 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 student's parents; or
3. Confidential letters and statements of recommendation if the student has waived the 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 faculty member's 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 Graduate Institute 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 Graduate Institute 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 Graduate Institute 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 Graduate Institute 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 Graduate Institute 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 Graduate Institute 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 Graduate Institute of Campbellsville University complies with the Federal Student Right to Know and Campus Security Act.

Appendix I

Faculty Roles: Teaching, Scholarship, Service, Practice

Phillips Graduate Institute of Campbellsville University requires all faculty to meet the rigorous degree and licensure requirements for Marriage and Family Therapists or Clinical Psychologists in the State of California. 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 clinical practices related to 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 engage actively in their own clinical practice, and 100% of MMFT Core Faculty members have met this requirement.

Appendix J

MMFT Program Demographic Composition

MMFT Program students, faculty, and staff are invited on a voluntary basis to identify themselves across the demographic dimensions of age, gender/sex, and race/ethnicity. The questionnaire below is distributed to the MMFT Program community each academic year (see aggregated data on following page).



Demographics Questionnaire

The MMFT Program collects demographic information from our student body, faculty, and staff. We greatly appreciate you taking a few minutes to complete the information below. The questionnaire is anonymous – your name will not be collected as part of this information.

AGE (Please write in your age)

Age _____

Prefer not to answer _____

GENDER (place a checkmark next to the category or categories you feel best represent you)

Male _____

Female _____

Non-binary _____

Prefer not to answer _____

RACE/ETHNICITY (please write in the races and/or ethnicities with which you identify)

Prefer not to answer _____

MMFT Program Student Demographic Data

MMFT Students	AGE RANGE	SEX / GENDER	RACE/ ETHNICITY*
	20-29: 15	Man / Male: 14	White / Caucasian: 32
	30-39: 15	Woman / Female: 39	Black / African American: 2
	40-49: 14	Non-Binary: 1	Hispanic / Latino: 4
	50-59: 10	Prefer Not to Answer: 1	Asian (East Asian, South Asian, Southeast Asian, Native Hawaiian / Pacific Islander): 1
	60-69: 1	Declined to Respond:	Middle Eastern:
	70-79"		Persian / Iranian: 2
	Prefer Not to Answer:		Two or More Races / Ethnicities: 10
	Declined to Respond:		Prefer Not to Answer: 4 Declined to Respond:
<p><i>(Demographic data continues on next page)</i></p>			

*The MMFT Program emphasizes respect for and recognition of self-identified dimensions of diversity across multiple domains. Rather than confine survey participants to pre-determined categories of race/ethnicity, participants were asked to provide write-in responses reflecting the racial and/or ethnic identities with which they identify. In addition to the information collected above, participants shared varying ethnic identities that included Mexican, Japanese, Honduran, Jewish, French, German, Polish, Italian, Scandinavian, Welsh, English, Norwegian, Danish, and American.

MMFT Program Faculty and Staff Demographic Data

MMFT Faculty & Staff	AGE RANGE	SEX / GENDER	RACE/ ETHNICITY*
	20-29:	Man / Male: 4	White / Caucasian: 8
	30-39: 4	Woman / Female: 9	Black / African American: 1
	40-49: 1	Non-Binary:	Hispanic / Latino: 1
	50-59: 3	Prefer Not to Answer:	Asian (East Asian, South Asian, Southeast Asian, Native Hawaiian / Pacific Islander):
	60-69: 3	Declined to Respond: 7	Middle Eastern:
	70-79: 1		Persian / Iranian:
	Prefer Not to Answer: 1		Two or More Races / Ethnicities: 1
	Declined to Respond: 7		Prefer Not to Answer: 2 Declined to Respond: 7
			<p>*The MMFT Program emphasizes respect for and recognition of self-identified dimensions of diversity across multiple domains. Rather than confine survey participants to pre-determined categories of race/ethnicity, participants were asked to provide write-in responses reflecting the racial and/or ethnic identities with which they identify. In addition to the information collected above, participants shared varying ethnic identities that included Irish, Scottish, Jewish, French, German, Italian, Scandinavian, Welsh, English, Norwegian, and Danish.</p>

Appendix K

Length of Program/Graduate Achievement Data

MMFT administrators track graduate licensure rates and employment data through alumni surveys and data collection from the California Board of Behavioral Sciences online license verification database.

Advertised Program Length:

- 22 Months (Fall Start – full course load between 11-13 units per term for five consecutive terms)
- 20 Months (Spring Start – full course load between 11-13 units per term for five consecutive terms)

Both start dates are considered full-time for financial aid, as long as no breaks in the academic program are taken.

Student Achievement Criteria Data for

Campbellsville University

Master of Marriage and Family Therapy Program

Phillips Graduate Institute/Los Angeles Education Center

Cohort Year Students Entered	Number of Students in Program	Advertised Graduation Program	Maximum Graduation Rate*	Associate Registration/Job Placement Rate	California Board of Behavioral Sciences (BBS) Exam Pass Rate
2019-2020	20	90%	0%	85%	In Process
2021-2022	33	91%	0%	36%**	In Process
2022-2023	51	In Process	In Process		In Process

***Maximum Graduation Rate refers to the percentage of students who required the maximum amount of time (7 years) to complete the MFT Program**

****AY2021-2022: 15 of the 33 students have degree conferral at the end of August 2022. The BBS takes approximately 8 weeks to process an associate marriage and family therapy application.**

Appendix L



2022 – 2023 ACADEMIC CALENDAR

FALL SEMESTER 2022 – August 22nd - DECEMBER 10th

New Student Orientation	August 19	Friday
Official Start of the Fall Term	August 22	Monday
Labor Day – Campus Closed	September 5	Monday
Thanksgiving – Campus Open Half Day	November 23	Wednesday
Thanksgiving Break – Campus Closed	November 24 - 25	Thursday - Friday
Final Exams	December 5 - 10	Monday - Saturday
Term Ends	December 10	Saturday
Grades Due	December 19	Monday

SPRING SEMESTER 2023 – JANUARY 9th – MAY 6th

Campus Re-Opens	January 3, 2023	Tuesday
New Student Orientation	TBD	TBD
Official Start of the Spring Term	January 9	Monday
Martin Luther King Day Observed – Campus Closed	January 16	Monday
Spring Break – Campus Open	April 3 – April 8	Monday-Saturday
Good Friday and Easter Holiday – Campus Closed	April 7 – April 10	Friday - Monday
Final Exams	May 2 – 7	Monday – Saturday
Term Ends	May 7	Saturday
Grades Due	May 15	Monday

SUMMER SEMESTER 2023 – MAY 8th – AUGUST 19th

Term Begins	May 8	Monday
Memorial Day Observed – Campus Closed	May 29	Monday
Juneteenth Observed – Campus Closed	June 19	Monday
Independence Day Observed – Campus Closed	July 4	Tuesday
Final Exams	August 14 – 19	Monday - Saturday
Term Ends	August 19	Saturday
Grades Due	August 28	Monday

July 2022, all dates are subject to change.

Appendix M

INSTITUTIONAL POLICIES

(Updated as Institutional Policies are Updated)

Health and Safety Statement

Campbellsville University values the health and safety of students and employees. While the intention is to remain face-to-face for classes scheduled in this way, this may be adjusted as circumstances change. Students and employees should be prepared to work and learn remotely as the health and safety situation dictates. Students and faculty may be required to participate in videoconferencing and remote learning for some part of the semester coursework. Students and faculty will need access to technology for remote learning including Internet access, videoconferencing (SmartPhone, tablet, laptop, or PC) and webcams for test proctoring. Students may be required to videoconference during scheduled class times. Webcams may be required for remote testing. All classes will adhere to the Campbellsville University Health and Safety Guidelines.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical 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 current, in terms of assessment, from a licensed professional. Please contact the Coordinator of Disability Services at (270) 789-5450, disabilityservices@campbellsville.edu, or visit the BASC (Badgett Academic Support Center), Room 212 to inquire about services.

Notice of Non-Discrimination

Campbellsville University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, including applicants for admission and employment. The following persons have been designated to handle inquiries regarding the University's non-discrimination policies:

Title IX Coordinator
Resources
Administration Building, Office 7
Building, Office 7

Director of Human
Administration

1 University Drive, UPO 944
UPO 944
Campbellsville, KY 42718
TitleIXCoordinator@campbellsville.edu
[ellsville.edu](mailto:TitleIXCoordinator@campbellsville.edu)
(270) 789-5092

OR

1 University Drive,
Campbellsville, KY
HRQuestions@campbellsville.edu
(270) 789-5016

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Campbellsville University has developed grievance procedures for investigating complaints of sexual misconduct, including sexual harassment and sex discrimination. The Sexual Misconduct Policy can be found at: <https://www.campbellsville.edu/policy/title-ix-policy-procedure/>.

To file a report or complaint of sexual misconduct, contact the **Title IX Coordinator**, whose contact information is listed above, or use this link to complete an online reporting form: https://cm.maxient.com/reportingform.php?CampbellsvilleUniv&layout_id=2

CU's Title IX website also contains a list of resources and events designed to enhance education around sexual violence prevention and awareness, risk reduction, and bystander intervention.

Student Attendance Policy

Students are required to attend all class meetings of courses for which they are registered. Students are responsible for meeting all the course requirements and properly addressing the content of courses for which they are registered. If a student finds it necessary to miss a class, it is the student's responsibility to:

1. Contact the course instructor before the absence, if possible;
2. To make arrangements with the course instructor for missed work; and
3. To provide the course instructor with appropriate documentation and verification of the need or reason(s) for the absence.

The needs or reasons for absences may include **only** the following:

1. Illness: A specific debilitating ailment that significantly impairs the student's ability to carry on any activities other than those of recuperation.
2. Unavoidable Personal Emergency: A situation that presents an unresolvable conflict with class attendance due to severe and unusual

demands placed upon the student by circumstances beyond that person's control.

3. Participation in a University-Sponsored Event: A situation that presents an unresolvable conflict with class attendance due to the student's required participation in a University-sponsored event as approved by the Vice President for Academic Affairs (VPAA). Arrangements for missed work due to absences of this type must be made prior to the absence.

REPORTING ABSENCES

Should the student miss classes, FOR THE ABOVE STATED REASONS ONLY, and proper prior arrangements have been made, the instructors will follow (for make-up work) their policy as stated in the course syllabi. HOWEVER, course instructors are not required to repeat lectures, lab experiments, music rehearsals, or other classes or components of classes for which making up missed work may be impractical or infeasible.

If, for any reason, a student is absent from class the number of times that the class meets in two weeks during a semester, or an equivalent amount of time during term courses and other academic sessions the course instructor must notify the Director of Academic Support who will send a written warning of attendance deficiency to the student, the student's advisor, and to each coach, director or other person responsible for any school organization providing the student with a performance grant, or for which the student must maintain intercollegiate competitive eligibility.

WARNING:

- 1 class meeting per week 2 absences per semester
- 2 class meetings per week 4 absences per semester
- 3 class meetings per week 6 absences per semester

All other classes 12.5% of the total number of class meetings per semester or an equivalent amount of time during term courses and other academic sessions

If, for any reason, a student is absent from class the number of times that the class meets in four weeks during a semester, or an equivalent amount of time during term courses and other academic sessions, the course instructor must notify the Assistant Dean of Academic Support who will initiate the withdrawal of the student from the class with a grade of WA (Withdrawn- Absenteeism). A grade of WA will earn zero quality points as calculated for GPA purposes. Students for whom withdrawal from a course is initiated by the Director of Academic Support will be allowed to withdraw from said course with a grade of W if the action is taken by both parties within the normal withdrawal time period.

Online Attendance Policy

Campbellsville University's Online Course Attendance Policy Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Weather Statement

When conditions are or have the potential to be unsafe, the University may elect to move its instruction and operations to a remote status. Classes will be held remotely. Students and faculty will need access to technology for remote learning including Internet access and videoconferencing (Smart Phone, tablet, laptop, or PC). Students may be required to videoconference during scheduled class times.

Campbellsville University

ENROLLMENT AGREEMENT

1 University Drive, Campbellsville, KY 42718 | P: 270.780.5000 | www.campbellsville.edu
 19900 Plummer St., Chatsworth, CA 91311 | P: 818.386.5600 | <https://phillips.campbellsville.edu/>

PLEASE PRINT OR TYPE			<input type="checkbox"/> New Student	<input type="checkbox"/> Returning
Applicant Legal Name: _____				
(First)	(Middle)	(Last)		
Social Security # _____ Email _____				
Home Telephone: _____ Work: _____ Cell: _____				
Address _____ City _____ State _____ Zip _____				
Emergency Contact Name: _____ Telephone: _____				
Relationship _____ Student Signature: _____				

A. EDUCATIONAL SERVICE

<input checked="" type="checkbox"/> Master of Marriage and Family Therapy	Total Units: 60
Period Covered by Enrollment Agreement- Start Date: _____	Scheduled Completion Date: _____
Program Start Date: _____	Program Scheduled Completion Date: _____
Date by which student must execute his or her right to withdraw: _____	

B. ITEMIZATION & TOTAL TUITION FEES

Tuition (\$940 Per Unit) (60 Unit program)	\$ 56,400	Prorated upon withdrawal. You are liable for the charges in each payment period. Refer to refund policy provision within this Agreement.
Technology Fee (\$75 Per Term)	\$ 375	There are 5 terms. This fee is non-refundable.
Books and Materials (Estimated)	\$ 1,200/term	Estimated cost of books and materials to complete the program.
Student Tuition Recovery Fund (see Section 11)	\$ 142.00	This \$2.50 fee per \$1,000 in institutional charges is non-refundable.
Application Fee	\$ 80.00	This fee is non-refundable.

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM **\$62,997**

¹TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE (13 units x\$940, \$75 Technology Fee, STRF) **\$12,437**

²TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT **\$12,437**

***EST. SCHOLARSHIP/TUITION AWARD** **\$0.00**

***YOU ARE RESPONSIBLE FOR THE FEES AND CHARGES ABOVE. IF YOU RECEIVE A STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST, LESS THE AMOUNT OF ANY REFUND.**

STUDENT FEES: FEES ARE CHARGED WHEN SERVICES ARE RENDERED, AS APPLICABLE.

Graduation and Diploma Fee: \$100.00, Official Transcript Fee: \$10.00, Returned Check Fee: \$30.00. *Scholarship and award amounts will be represented on a student's scholarship/award letter.

¹ These charges are defined as the total amount of charges based on the total units for the term in which you are initially enrolling at the time of completing this Enrollment Agreement.

² These charges include the TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE and any additional fees charged at the time of completing this Enrollment Agreement less any fee/registration waivers.

BE SURE TO READ ALL PAGES OF THIS AGREEMENT. IT IS PART OF YOUR CONTRACT WITH THE UNIVERSITY.

Revision Date: (sign off) **07.01.2022 TM**

Page 1 of 7

(Signature)

Tuition and fees are subject to change at any time. The student is responsible for these increases. If the student needs to retake any coursework or extends the program that increases the number of units and/or terms, the costs associated (tuition, fees, books, and supplies) are the responsibility of the student.

The MMFT program requires 24 hours of personal psychotherapy in order to graduate from the program. All costs associated for this requirement are the responsibility of the student. Students can consult with their academic advisor for referrals to obtain low fee or sliding scale therapists.

Please Note: If the primary language of the student is not English and is unable to understand the terms of the enrollment agreement, the student has the right to a clear explanation of the terms, cancellation, and refund policies in his or her primary language.

C. PAYMENT OPTIONS

Must be determined and approved by Campbellsville University prior to acceptance of the enrollment agreement by the Financial Services Office.

Payments: Application fee, registration fee, and full payment of tuition for enrolled course term and any other applicable fees must be made or arrangements for payment entered into with Campbellsville University at the time of registration. Tuition and fees must be paid or arrangements for payment entered into with Campbellsville University for each term before a student's registration is complete and the student is allowed to attend classes. **Tuition for the 2022-23 academic year:** Tuition per unit \$940.00 (Graduate) and Technology Fee of \$75.00 per term. Scholarships and Awards will be adjusted toward your tuition and fee amounts on a separate award letter.

	Student Initials	School Official Initials
Charges Due Upon First Day of Class Paid in Full		
Payment Plan Established with Business Office*		
Accepted Financial Aid Award Letter		
Acceptable methods of payment: cash, personal check, money order, e-checks, credit cards (MasterCard, Visa, American Express, and Discover) and wire transfers.**		

*Students who select and are approved to make payments with a Payment Contract and do not meet their financial obligation may be suspended or immediately withdrawn from Campbellsville University at the sole discretion of the administration until Campbellsville University receives payment or the student makes written payment arrangements acceptable to Campbellsville University.

** Online debit and credit card payments are subject to a convenience fee.

D. REFUND POLICY

STUDENT'S RIGHT TO CANCEL

Students have the right to cancel and obtain a refund of charges paid through attendance at the first class session – _____ or the seventh day after enrollment – _____, whichever is later. To withdraw, students must complete a schedule change form available in TigerNet and submit to the office of student records. The California State Pro Rata Refund Policy outlines how a refund for tuition and fees is calculated. Withdraw from coursework is still available with a partial refund through the California State Pro Rata Refund Policy below.

California State Pro Rata Refund Policy

California students have the right to cancel their enrollment agreement and receive a full refund of all tuition charges paid for the semester if the student withdraws before the first class meeting or the seventh day after the enrollment agreement is signed,

BE SURE TO READ ALL PAGES OF THIS AGREEMENT. IT IS PART OF YOUR CONTRACT WITH THE UNIVERSITY.

Revision Date: (sign off) **07.01.2022 TM**

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(Signature)

whichever is later. If the student does not withdraw by this time, the student will follow the California State Pro Rata Refund Policy that is calculated as follows:

1. An application fee of \$80 is deducted from the total cost of tuition and fees for the semester.
2. The remainder is divided by the number of class meeting in the semester.
3. The quotient is the per-class-meeting charge for the program.
4. The amount owed by the student for the purpose of calculating a refund is derived by multiplying the total class meetings attended by the student by the per-class-meeting charge, plus the amount of the application fee specified in line one.
5. The refund is the amount paid by the student less the amount derived in line four.

For example, if a student completes only two class sessions of a 16 session course, and paid \$2,975, the student would receive a refund of \$2,453.12, using the calculations in the illustration below:

1. $\$2,975 - \80 application fee = \$2,895 base for refund
2. $\$2,895$ divided by 16 class meetings = \$180.94 per class meeting
3. $\$180.94 \times 2$ classes meetings attended = \$361.88 tuition owed
4. $\$361.88$ tuition + \$80 application fee = \$441.88 total owed by student
5. $\$2,895 - \$441.88 = \$2,453.12$ tuition refund due to student

Any notification of withdrawal or cancellation and any request for a refund must be made in writing. A student's withdrawal may require that part or all his/her financial aid be repaid. A student's withdrawal may require that part or all his/her financial aid be repaid.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

All federally funded Title IV financial aid programs are administered according to specific program guidelines and regulations. A student's eligibility for future federal financial aid can be adversely affected by dropping classes and withdrawing from the University **after** financial aid funds have been disbursed based on an enrollment status. The federal refund policy guidelines can be found in the Federal Student Financial Aid Handbook located in the Office of Financial Aid.

Students should also be aware of the effect that altering their enrollment status may have on their measurable "satisfactory academic progress" status. *All students receiving financial aid are advised to seek academic counseling and financial aid advisement before deciding to change their enrollment status.* The satisfactory academic progress policy can be found on the Campbellsville University website under Financial Aid.

I understand and agree to all of the above terms, conditions, and requirements for cancelling this agreement. _____Initial

Campbellsville University shall provide access to the lessons and other materials if the student has fully paid for the educational program. If Campbellsville University provides access to the lessons and material as the student requests, Campbellsville University shall remain obligated to provide the other educational services and support as previously agreed, but shall not be obligated to pay any refund after access to all of the lessons and materials are granted and on ground meetings commence.

DISTANCE EDUCATION: Campbellsville University Master of Marriage and Family Therapy program may involve a distance education component when circumstances require such adjustment. Upon acceptance for admission to Campbellsville University the first lesson and any materials will be transmitted to students within seven days after the institution accepts the student for admission. Further, students have the right to cancel this agreement and receive a full refund as outlined in the tuition refund table.

OFFICIAL ENROLLMENT: Official enrollment in a class requires registration with the Registrar prior to the first on ground meeting. Faculty is not authorized to allow non-registered students to attend class or to receive grades beyond the third-class session.

E. UNDERSTANDINGS

1. **Catalog:** Information about Campbellsville University is published in the Graduate catalog that contains a description of certain policies, procedures, and other information. Campbellsville University reserves the right to change any provision of the catalog at any time. Notice of changes will be communicated in a revised catalog, an addendum or supplement to the catalog, or another written format. Students are expected to read and be familiar with the information contained in the catalog, in any revisions, supplements and addenda to the catalog, and with all Campbellsville University policies. By enrolling at Campbellsville University, the student agrees to abide by the terms stated in the catalog and any changes or revisions to the catalog and all Campbellsville University policies. The catalog can be located at; <http://catalog.campbellsville.edu/index.php>.

INITIAL

BE SURE TO READ ALL PAGES OF THIS AGREEMENT. IT IS PART OF YOUR CONTRACT WITH THE UNIVERSITY.
Revision Date: (sign off) **07.01.2022 TM**

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(Signature)

2. **Online-Distance Education Equipment Description and Requirements:**

☐

Each graduate student is required to own or have access to a computer with a personal e-mail address for purposes of communication with faculty and classmates. Virtual research support through the use of computers in the Library, Technology Training Center, or Computer Centers may also be available by appointment.

If instruction is not offered in real time, the student shall have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund pursuant to section 71750 of the Regulations. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

Further, Campbellsville University shall transmit all lessons and materials to the student if the student has fully paid for the educational program and, after having received the first lesson and initial materials, requests in writing that all of the material be sent. If Campbellsville University transmits the balance of the material as the student requests, Campbellsville University shall remain obligated to provide the other educational services it agreed to provide, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

Campbellsville University uses Moodle to host distance learning components. The following are the computer and internet requirements you will need for Moodle to work properly.

Platform	Information
Operating System	Windows Vista, 7, 8, 10 Mac OS X 10.6 or higher
Browser	Internet Explorer 9 Firefox 14 Google Chrome 20 Safari 5 Opera 9
Internet Access	Wi-Fi Cable DSL Dial-Up (may have slow load times)
PDF Viewing	Adobe Acrobat Reader MacOS Preview Browser Extensions
Browser Plug-in Extension	Adobe Flash Player

3. **Document Awarded:** I understand that I will be awarded ☐ **Master of Marriage and Family Therapy** upon completion of all of the degree and program requirements. A graduate must have met all specified requirements and have satisfied all financial obligations in order to be conferred a degree.

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4. **Language:** If English is not your primary language and if you are unable to understand the terms and conditions of this enrollment agreement, you have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in your primary language. If the recruitment leading to enrollment was conducted in a language other than English, the enrollment agreement, disclosures, and statements shall be in that language.

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5. **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:** The transferability of credits you earn at Campbellsville University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn at Campbellsville University is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer prior to attending Campbellsville University to determine if your credits, degree, or certificate will transfer.

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6. **Location of Instruction:** Master of Marriage and Family Therapy are taught on ground at our Los Angeles Education Center, located at 19900 Plummer St., Chatsworth, CA 91311 and online using distance education instructional formats. Students must attend both the in-class and online sessions of each course. Refer to school catalog under "Program Scheduling and Delivery" for a detailed outline.

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7. **Questions:** Any questions a student may have regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education:

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BE SURE TO READ ALL PAGES OF THIS AGREEMENT. IT IS PART OF YOUR CONTRACT WITH THE UNIVERSITY.
Revision Date: (sign off) 07.01.2022 TM

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(Signature)

Address: 1747 N. Market Blvd. Ste 225
Sacramento, CA 95834
P.O. Box 980818,
West Sacramento, CA 95798-0818
Website Address: <https://www.bppe.ca.gov/>
Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897
(916) 574-8900 or by fax (916) 263-1897

8. **Complaint:** A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site <https://www.bppe.ca.gov/>. ☐
9. **Financing:** The student understands that if a separate party is financing his/her education, that the Student, and the student alone, is directly responsible for all payments and monies owed to Campbellsville University listed on this agreement. ☐
10. **Loan:** If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur: ☐
- a. The federal or state government or a loan guarantee agency may take action against the student, including garnishing an income tax refund; and
- b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.
11. **Student Tuition Recovery Fund Disclosures:** You must pay \$2.50 per \$1,000 in institutional charges of the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: ☐
1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

*The STRF is currently \$2.50 per \$1,000 in institutional charges effective April 1, 2022.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

12. **Notice of Non-Discriminatory Policy:** 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, Campbellsville University does not illegally discriminate on the basis of race, color, national origin, sex, disability, or age in its administration of education policies, programs, or activities; admissions policies; or employment. Inquiries or complaints should be directed to Director of Personnel Services, Campbellsville University, UPO Box 944, 1 University Drive, Campbellsville, KY 42718. ☐
13. **Rights Reserved:** Campbellsville University reserves the right to change, at any time, without notice, the policies and procedures announced in this agreement, technical standards, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in its catalog or other official documents. Campbellsville University reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of Campbellsville University to do so. Campbellsville University reserves the right to require the withdrawal of any student at any time for misconduct and who fails to give satisfactory evidence of academic ability, earnestness or purpose, who fails to cooperate in all requirements of their enrollment or for cause as determined within the sole discretion of Campbellsville University. ☐

14. **Students with Disabilities:** I agree that at the time I filled out this agreement, I was both mentally and physically able to respond truthfully and fully to all questions and provide all information accurately. I further agree that if I needed any accommodation provided by law to complete this agreement, I was given the opportunity to discuss an accommodation with Campbellsville University and such accommodation was provided if Campbellsville University determined that the accommodation was reasonable.

15. **Arbitration: Arbitration Agreement and Waiver of a Jury Trial**

I, _____, agree as follows:

1. I agree and understand that any dispute arising out of or related to my enrollment at Campbellsville University will be resolved by final and binding arbitration under the laws of California. This means that such disputes will not be decided by a judge or jury in a trial. I understand that arbitration is not available as a remedy for disputes about my academic performance. The arbitration will be conducted pursuant to the applicable rules of the American Arbitration Association. Campbellsville University shall bear the costs of the arbitration with the exception of attorney's fees. Attorney's fees may be awarded by the arbitrator only under applicable law. The arbitrator's award may be reviewed only pursuant to California law. This arbitration agreement does not affect Campbellsville University's procedure for student grievances found in the Graduate catalog. All Campbellsville University grievance policies and procedures must be exhausted before arbitration can be requested. I agree and understand that this agreement means that I may not pursue any cause of action or request for relief against Campbellsville University in a court of law.

Initials: _____

2. Any Dispute I may bring against Campbellsville University, or any of its parents, subsidiaries, officers, directors, or employees, without limitation, or which the University may bring against me, no matter how characterized, pleaded or styled, shall be resolved by binding arbitration, conducted by the American Arbitration Association, under its Consumer Rules, and decided by a single arbitrator. The arbitrator will decide the case pursuant to the Federal Arbitration Act, and under the laws of the state of California. Any dispute over the interpretation, enforceability or scope of this Arbitration Agreement shall be decided by the Arbitrator, and not by a Court. I explicitly waive any right I may have to a jury trial, and understand that the decision of the arbitrator will be binding, and not merely advisory.

Initials: _____

3. Neither the University nor I shall file any lawsuit against the other in any court and agree that any suit filed in violation of this provision shall be promptly dismissed by the court in favor of arbitration. Both the College and I agree that the party enforcing arbitration shall be awarded costs and fees of compelling arbitration.

Initials: _____

4. The costs of the arbitration filing fee, arbitrator's compensation, and facilities fees that exceed the applicable court filing fee will be paid by the University.

Initials: _____

5. I agree that any dispute or claim I may bring shall be brought solely in my individual capacity, and not as a plaintiff or class member in any purported class action, representative proceeding, mass action or consolidated action.

Initials: _____

6. Any remedy available from a court under the law shall be available in the arbitration.

Initials: _____

7. To the extent I have outstanding federal student loan obligations incurred in connection with my enrollment at the University, any arbitration award providing monetary damages shall direct that those damages be first paid toward my student loan obligations.

Initials: _____

8. I may, but need not, be represented by an attorney at arbitration.

Initials: _____

9. Except as specifically required by the laws of the state of California, the fact of and all aspects of this arbitration and the underlying dispute shall remain strictly confidential by the parties, their representatives and AAA. I agree that any actual or threatened violation of this provision would result in irreparable harm, and will be subject to being immediately enjoined.

Initials: _____

10. If I desire to initiate arbitration, Information about the AAA arbitration process and the Consumer Rules also can be obtained at www.adr.org or 1-800-778-7879. I shall disclose this document to the AAA.

Initials: _____

11. If any paragraph, sub-paragraph, provision, or clause herein is held invalid, said paragraph, sub-paragraph, provision, or clause shall not affect any other paragraph, sub-paragraph, provision, or clause that can have effect without the invalidated paragraph, sub-paragraph, provision, or clause, and thus is severable one from the other.

Initials: _____

16. YOU UNDERSTAND AND AGREE THAT CAMPBELLSVILLE UNIVERSITY WILL WITHHOLD TRANSCRIPTS, DIPLOMAS, CERTIFICATES, CARDS, AND OTHER SERVICES IF YOU FAIL TO PAY TUITION OR BREAK ANY PROMISES TO THIS AGREEMENT.

Prior to signing this enrollment agreement, you must be given a catalog or brochure, and a School Performance Fact Sheet which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

Initial

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three-year cohort default rate, if applicable, included in the School Performance Fact Sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

NOTICE

YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL OF THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE.

THIS AGREEMENT CONTAINS THE TERMS AND CONDITIONS OF YOUR (THE STUDENT'S) ENROLLMENT AGREEMENT (AGREEMENT) WITH CAMPBELLSVILLE UNIVERSITY (hereinafter "CU") IF YOU ARE ACCEPTED FOR ENROLLMENT. THEY ARE SUBJECT TO AMENDMENT OR MODIFICATION ONLY IN WRITING. I, THE UNDERSIGNED PURCHASER OF THE PROGRAM OF TRAINING, HAVE READ, UNDERSTAND AND AGREE TO THE TERMS AND CONDITIONS CONTAINED HEREIN AND WITH MY SIGNATURE I CERTIFY HAVING RECEIVED AN EXACT COPY OF THIS AGREEMENT, A COPY OF THE CU CATALOG. I FURTHER ACKNOWLEDGE THAT NO ORAL OR WRITTEN STATEMENTS HAVE BEEN MADE CONTRARY TO WHAT IS CONTAINED IN THIS AGREEMENT. **THIS ENROLLMENT AGREEMENT BECOMES A LEGALLY BINDING INSTRUMENT ONCE EXECUTED BY THE STUDENT (AS SIGNED BELOW) AND ACCEPTED BY THE UNIVERSITY.**

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

Signature of Student

Date

Student I.D. #

Signature and Title of School Official Accepting Enrollment

Date

BE SURE TO READ ALL PAGES OF THIS AGREEMENT. IT IS PART OF YOUR CONTRACT WITH THE UNIVERSITY.
Revision Date: (sign off) 07.01.2022 TM

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(Signature)