

**MMFT PROGRAM HANDBOOK  
TABLE OF CONTENTS**

<b>Welcome.....</b>	<b>3</b>
<b>Campbellsville University Historical Overview.....</b>	<b>4</b>
<b>Accreditations .....</b>	<b>5</b>
<b>Campbellsville University Mission Statement.....</b>	<b>5</b>
<b>Master of Marriage and Family Therapy Program Information .....</b>	<b>6</b>
<b>Master of Marriage and Family Therapy Program Mission Statement .....</b>	<b>6</b>
<b>Master of Marriage and Family Therapy Program Purpose .....</b>	<b>6</b>
<b>Master of Marriage and Family Therapy Program Values .....</b>	<b>6</b>
<b>Admission Process .....</b>	<b>7-8</b>
<b>Portability of Degree .....</b>	<b>7</b>
<b>Retention Process .....</b>	<b>9</b>
<b>Remediation and Dismissal Policy .....</b>	<b>9</b>
<b>MMFT Program Goals .....</b>	<b>10-12</b>
<b>MMFT Faculty Outcomes.....</b>	<b>13</b>
<b>Program Competencies .....</b>	<b>14</b>
<b>Marriage and Family Therapy Curriculum.....</b>	<b>23</b>
<b>Program Dissemination.....</b>	<b>23</b>
<b>Instructional Faculty.....</b>	<b>24</b>
<b>Supervisors .....</b>	<b>25-27</b>
<b>MMFT Application Policies.....</b>	<b>28</b>
<b>Admission Notification .....</b>	<b>28</b>
<b>Conditional Admission.....</b>	<b>28</b>
<b>Safety Policy .....</b>	<b>28</b>
<b>Student Rights and Responsibilities.....</b>	<b>28</b>
<b>Graduate Examination .....</b>	<b>29</b>
<b>Capstone Clinical Presentation .....</b>	<b>29</b>
<b>Tuition and Fees .....</b>	<b>29</b>
<b>Grades .....</b>	<b>30</b>
<b>Graduation Requirements .....</b>	<b>30</b>
<b>Non-Academic Behavior.....</b>	<b>30-31</b>
<b>Appeal of Non-Academic Behavior Sanctions.....</b>	<b>31</b>
<b>Course Policies.....</b>	<b>32</b>
<b>Class Participation and Attendance.....</b>	<b>32</b>

<b>Classroom Behavior.....</b>	<b>32</b>
<b>Student Papers.....</b>	<b>32-33</b>
<b>Technology Requirements .....</b>	<b>33-34</b>
<b>Academic Dishonesty.....</b>	<b>34</b>
<b>Late Assignments and Exams.....</b>	<b>34</b>
<b>Incomplete Grades.....</b>	<b>35</b>
<b>Grievance and Appeals.....</b>	<b>35-36</b>
<b>Affirmative Action.....</b>	<b>36</b>
<b>Transfer Credit.....</b>	<b>36</b>
<b>Life Experiences.....</b>	<b>37</b>
<b>Practicum Academic Prerequisite .....</b>	<b>37</b>
<b>Student Requirements Regarding Securing a Practicum Site and Clinical Supervisor .....</b>	<b>37</b>
<b>Field Practicum .....</b>	<b>38</b>
<b>Field Case Conferencing .....</b>	<b>38</b>
<b>Surveys.....</b>	<b>37-38</b>
<b>Curriculum Course Descriptions.....</b>	<b>38-41</b>
<b>MMFT Course Schedule.....</b>	<b>42-43</b>
<b>Appendix A: Statement of Ethical Practice.....</b>	<b>44</b>
<b>Appendix B: Request for Incomplete.....</b>	<b>45</b>
<b>Appendix C: Student Code of Conduct.....</b>	<b>46-47</b>
<b>Appendix D: Complaint Procedures Submission Form.....</b>	<b>48-50</b>
<b>Appendix E: Student Rights .....</b>	<b>51-54</b>
<b>Appendix F: Student Recruitment .....</b>	<b>55</b>
<b>Appendix G: Program Evaluation .....</b>	<b>56</b>
<b>Appendix H: Faculty roles regarding teaching, scholarship, service and Practice .....</b>	<b>57</b>
<b>Appendix I: Technical Training for Students, Faculty and Supervisors .....</b>	<b>58</b>
<b>Appendix J: Policy on Student Retention .....</b>	<b>59</b>
<b>Appendix K: Length of Program/ SAC Data .....</b>	<b>60</b>
<b>Appendix L: Academic Calendar .....</b>	<b>61-62</b>
<b>Appendix M: Program Demographics .....</b>	<b>63</b>
<b>Appendix N: Program Director Job Description (12 Month Contract) .....</b>	<b>64-66</b>
<b>References.....</b>	<b>67</b>

## Master of Marriage and Family Therapy (MMFT) Candidates:

Thank you for your interest in the MMFT program at Campbellsville University! We are pleased and excited about your interest in the field of Marriage and Family Therapy, and we look forward to providing you with an informative and challenging academic experience in a Christ-centered environment.

The MMFT faculty sees this endeavor as an opportunity for us to prepare therapists who will integrate the Spiritual, Biological, Social, Familial, and Psychological make-up of individuals, couples, and families to create a better life and future for those you will serve. In the Marriage and Family Therapy track, we prepare graduates to view individuals and families from a systemic paradigm and to work toward equilibrium for the individual and familial system. Our intent is to engage, inform, and challenge your minds; our ultimate intent is to prepare you for service and success as a marriage and family therapist!

You are receiving this handbook as a guide to our program and policies. It is important that you become familiar with this handbook and the MMFT Field Handbook.

If you have any questions about your MMFT program, the faculty and staff are available to help. We welcome your comments, ideas, and suggestions regarding the program and this manual. We hope your experiences are educational and enjoyable. God bless you in this journey, and welcome!

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

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

Campbellsville University is a comprehensive co-educational institution located in Campbellsville Kentucky with satellite locations in Louisville, Somerset, Hodgenville, Russell Springs, Northern Kentucky, and Pineville. The University promotes the liberal arts tradition, Christian values, and a quality education. Campbellsville University views counseling as a part of its responsibility and mission to the students, the community, and society.

## **Accreditations**

Campbellsville University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelors and masters 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.

The university is a member of the American Council on Education (ACE), the Association of Independent Kentucky Colleges and Universities (AIKCU), the Association of Southern Baptist Colleges and Schools (ASBCS), the Coalition for Christian Colleges and Universities (CCCCU), the Cooperative Services International Education Consortium (CSIEC), the Council for the Advancement for Small Colleges (CASC), the Kentucky Independent College Fund (KICF), the National Association of Independent Colleges and Universities (NAICU), and the Council on Social Work Education (CSWE). The Louisville based Master of Marriage and Family Therapy is accredited by COAMFTE (Commission on Accreditation for Marriage and Family Therapy Education).

### **The Campbellsville University Mission Statement**

Campbellsville University is a comprehensive, Christian institution that offers pre-professional, 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, and active participation in a diverse, global society.

## **Program Information**

### **The Masters of Marriage and Family Therapy Mission Statement:**

The MMFT is offered to enhance career opportunities and prepare graduates with the knowledge and skills to seek licensure as a Marriage and Family Therapist. Marriage and Family Therapists work with individuals, couples and families in a variety of occupational venues.

### **The Masters of Marriage and Family Therapy Program Purpose:**

While enrolled in this program, students' examine the philosophical underpinnings that religion, spirituality, philosophy, classical and contemporary theory, social situation, media, biology, and knowledge contribute to the development of mankind. In this process students are stimulated and challenged, using various methods of instruction, to broaden their thinking and interaction with individuals, couples and families. Our efforts prepare graduates to identify, evaluate, develop and explore thoughts and behaviors of themselves and those for whom they provide counseling services.

All course work in the MMFT program is designed to fulfill the mission, goals and competencies consistent with the values of our Christian University and ethical codes of the profession. The curriculum of this program has been accepted by the Kentucky Board of Licensure for Marriage and Family Therapists, and meets the stringent accreditation requirements of the Commission on Accreditation for Marriage and Family Education (COAMFTE).

### **MMFT Program Values**

- A Christian commitment to act and serve responsibly
- The promotion of ethical and competent family systems practices
- A respect for diversity among people and other cultures
- A commitment to empower clients and client systems
- Promotion of life-long learning and growth in the marriage and family therapy profession

The Masters of Marriage and Family Therapy (MMFT) requires students to successfully complete 60 credit hours of coursework. The curriculum meets the education requirements of the Kentucky Board of Licensure for Marriage and Family Therapists as outlined in KRS 335.330 (3), as well as and the stringent accreditation requirements of the Commission on Accreditation for Marriage and Family

Education (COAMFTE). The MMFT program is designed to prepare graduates with the knowledge and skills to counsel individuals, couples and families.

### **Criteria and Processes for Student Admissions**

Applicants to the MMFT Program at Campbellsville University must meet the University's Graduate Council requirements in order to be considered for admissions. Requirements are:

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

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

The Admissions Committee consists of the Dean of the College of Mental Health, the Director of the Counseling Program, 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, the applicant will be contacted with the decision of the committee. The Admissions Committee will make its recommendation to the dean of the College of Mental Health, who will send a welcome letter to the newly accepted student.

**Information for Applying: <https://www.campbellsville.edu/admission-and-aid/apply.html>**

Applications may be submitted at any time and are reviewed continually. The Master of Marriage and Family Therapy program accepts new students at the beginning of each new academic term. Applications are reviewed, and interviews scheduled once all materials have been received by the program. In order to register for courses in your desired term of study, the application materials must

be processed and the entrance interview conducted 30 days in advance of the term for which the student is applying.

The MMFT Degree features a program designed to meet education requirements for licensure as a marriage and family therapist in Kentucky (LMFT), as well as the stringent accreditation requirements of the Commission on Accreditation for Marriage and Family Education (COAMFTE).

The 60 credit hour program has a delivery that includes approximately 50% of the academic course work online and the remaining coursework in a face-to-face delivery format. To accommodate non-traditional students, the live courses are offered one evening per week OR two mornings per week. Courses are scheduled in eight-week terms.

A sequenced calendar of courses are recommended and included in this handbook. Two tracks are offered; a two-year track and a three-year track. A student who takes two classes per term can complete the program in two years; a student who takes one-class per term can complete the program in three years. Both tracks are considered full-time.

Students are eligible to begin their practicum experience after they have successfully completed (a) 18 credit hours of prerequisites (b) Introduction to Practicum. Along with challenging and expanding the knowledge of students, this program focuses on relationships. Consistent with the mission of Campbellsville University, this program works toward developing life-long Christian servant leaders who will contribute to the betterment of humanity.

### **Portability of Degree**

If a student is considering working in states other than Kentucky, the student is responsible for seeking and acquiring the respective states policy regarding licensure. The Clinic Director, Tony Watkins, is the designated program staff person to contact with assistance in reviewing the licensure requirements for MFT in other states. Once a written request is made to the Dean of the College of



Mental Health and the director of the MFT program for special consideration, and a written approval is granted by the dean of the College of Mental Health, the faculty advisor assigned to the respective student will work in conjunction with the student to devise a plan that will meet the respective states licensing requirements.

Students are encouraged to go to [www.amftrb.org](http://www.amftrb.org) to review the directory of state licensure boards in order to consult with each state's licensure board regarding licensure requirements. Additionally, there is lecture material in MFT581 (Ethics) that demonstrates how to access this information

### **Retention Policy**

In addition to university retention policies and procedures, the MMFT faculty will do the following:

1. The MMFT Program Director meets with each student to review their progress. Those designated as Louisville students receive advising from the Program Director and those designated as online students from their online advisors.
2. The Clinical Director and MMFT faculty reviews each practicum transition point (level 1 to level 2, level 2 to level 3). These reviews are designed to help identify any academic or clinical or other issues that might impede progress toward graduation and to ensure that students are gaining some experience with providing both online and onground therapy.
3. The MMFT Faculty, along with input from Supervisors, will review the progress of each student at the end of the Fall 1, Spring 1 and Summer 1. Academic, clinical, and interactional considerations, along with adherence to program and clinic policies and procedures are reviewed in this meeting and given as feedback on the faculty/staff evaluation.

These steps are part of the program's effort to facilitate the success and retention of MFT program students in ways that are consistent with the university mission and anti-discrimination policy, and student conduct policy. We also utilize academic support services when needed, along with academic advising, and encourage students to bring concerns as they arise so that we can better meet student needs.

### **Remediation and Dismissal Policy**

The MFT Program may dismiss students from the program who do not demonstrate the clinical abilities to work safely or competently with clients as an MFT, or if the student does not meet the university's requirements for minimum GPA or violates other university policies that would lead to dismissal from the university. When possible, the program develops a remediation plan to assist students who struggle in meeting the requirements of the program. Students may appeal decisions related to dismissal through the university and program grievance procedure.

## **MMFT Program Goals**

### **Program Goal 1 (Diversity) – The program will equip graduates to work with clients who differ from them ethnically, religiously, socioeconomically and in sexual orientation.**

Alumni Benchmark – 80% of alumni who are working as MFT's will report in the Alumni Survey that they have BOTH worked with clients who differ from them ethnically, religiously, socioeconomically and in sexual orientation AND that they were at least adequately equipped by the program to work with diverse clinical populations.

#### *SLOs Designed to Help the Program Achieve Program Goal 1*

SLO 1 - 80% of students taking "Cultural Competence" will earn a grade of "B" or better on their final examination.

SLO 2 - 80% of graduating students will report in their Final Program Evaluation that the MMFT program adequately equipped them to work with diverse clinical populations. This will be indicated with a score of "4" on question 1.

SLO 3 – 80% of graduating students will earn an average score of at least 3.5 on the following questions from the "Rating Scale for the Evaluation of the Practicum Student Intern." (1.2.1; 1.3.1; 1.5.1; 2.1.1; 2.1.6; 2.4.3; 3.2.1; 4.1.1; 4.4.6)

### **Program Goal 2 (Knowledge) – The program will equip students to pass the AMFTRB National Licensure Exam.**

Alumni Benchmark – Within 3 years of graduation, 80% of those who have taken the AMFTRB will have passed it.

#### *SLOs Designed to Help the Program Achieve Program Goal 2*

SLO 1 - 80% of graduating students will earn a minimum score of 70% on the 200-question mock licensure exam taken as part of the "Professional Issues for the MFT" course.

SLO 2 - 80% of graduating students will report in their Final Program Evaluation that the MMFT program adequately prepared them to take and pass the AMFTRB. This will be indicated with a score of "4" on question 2.

SLO 3 – 80% of graduating students will earn an average score of at least 3.5 on all six domains from the “Rating Scale for the Evaluation of the Practicum Student Intern.”

**Program Goal 3 (Clinical/Supervision) – The program will equip graduates to work competently with a variety of populations and presenting problems.**

Alumni Benchmark – 80% of Campbellsville MMFT graduates will become MFTA’s within one year of graduation.

*SLOs Designed to Help the Program Achieve Program Goal 3*

SLO 1 – 80% of graduating students will earn an average score of at least 3.5 on Domains 1, 2, 3 and 4 from the “Rating Scale for the Evaluation of the Practicum Student Intern.”

SLO 2 - 80% of graduating students will report in their Final Program Evaluation that the MMFT program adequately equipped them to work with a wide variety of populations and problems. This will be indicated with a score of “4” on question 3.

SLO 3 – 80% of site supervisors will confirm that graduating students have performed at the satisfactory level or above on the section of the “Rating Scale for the Evaluation of the Practicum Student Intern” instrument labeled “Evaluation: Please check one of the following at the final evaluation.”

**Program Goal 4 (Ethics) – The program will equip graduates to work in an ethical and legal manner through equipping them in ethical decision making, skills in reading and interpreting the AAMFT Code of Ethics, and applicable state and national codes.**

Alumni Benchmark – 80% of alumni who are working as MFT’s will report on the alumni survey that they have taken an ethics CEU training, an agency in-service training, or other ethics training within the past 12 months.

*SLOs Designed to Help the Program Achieve Program Goal 4*

SLO 1 - 80% of students taking “Professional Ethics” will earn a grade of “B” or better on their final examination.

SLO 2 - 80% of graduating students will report in their Final Program Evaluation that the MMFT program adequately equipped them to work ethically. This will be indicated with a score of “4” on question 4.

SLO 3 – 80% of graduating students will score at least a 3.5 on Domain 5 of the “Rating Scale for the Evaluation of the Practicum Student Intern.”

**Program Goal 5 (Research) – The program will equip graduates to read and apply research so as to be informed users of research to improve services.**

Alumni Benchmark - 80% of alumni who are working as MFT's will report on the alumni survey that they engage in evidence based or evidenced informed practice through considering what the literature says about a variety of treatment options for a variety of clinical settings and populations.

*SLOs Designed to Help the Program Achieve Program Goal 5*

SLO 1 - 80% of students taking "Research" will earn a grade of "B" or better on their final examination.

SLO 2 - 80% of graduating students will report in their Final Program Evaluation that the MMFT program adequately equipped them to read and apply research in their practice. This will be indicated with a score of "4" on question 5.

SLO 3 – 80% of graduating students will score at least a 3.5 on Domain 6 of the "Rating Scale for the Evaluation of the Practicum Student Intern."

**Program Goal 6 (Integration of Faith and Learning) - The program will equip graduates to ethically and competently interact with clients and colleagues around issues of religion, faith, spirituality.**

Alumni Benchmark - 80% of alumni who are working as MFT's will report on the alumni survey that the MMFT program equipped them to ethically and competently interact with clients and colleagues around issues of religion, faith and spirituality.

*SLOs Designed to Help the Program Achieve Program Goal 6*

SLO 1 – 80% of students will score a "B" or above on the "Ethical Issues and Faith" exam in their Ethics class.

SLO 2 - 80% of graduating students will report in their Final Program Evaluation that the MMFT program has adequately equipped them to work with clients who have a desire to address issues of religion, faith and spirituality. This will be indicated with a score of "4" on question 6.

SLO 3 – 80% of site supervisors will confirm that graduating students have demonstrated the ability to work with clients who have a desire to address issues of religion, faith and spirituality.

**Faculty Outcomes**

1. Faculty Outcome One (Diversity)- All faculty in the program will demonstrate growing knowledge, competency, and awareness of diversity issues by doing at least two of the following each year, as reported on the faculty diversity survey (A CEU training related to a clinical population different from one's own, a service project related to a population different from one's own, a book length reading or reading of five peer reviewed articles related to diversity within the last year, or a publication or presentation related to diversity)
2. Faculty Outcome Two (Knowledge)- Faculty will demonstrate a commitment to expanding their knowledge of the theory and practice of Marriage and Family Therapy:
  - 80% of faculty will report having taken continuing education in areas related to MFT theory and practice within the last year that directly relates to courses they teach.
3. Faculty Outcome Three (Clinical/supervision)-Faculty will demonstrate competency in clinical practice so as to impart clinical knowledge to students in the program.
  - 75 percent of the Professors who are MFTs will maintain a clinical practice.
  - 75 percent of the Professors who are licensed as MFTs will be either AAMFT Approved Supervisors, AAMFT Approved Supervisor Candidates, or KY LMFT Board Approved Supervisors.
4. Faculty Outcome Four (Ethics)-Faculty will demonstrate a commitment to ethical practice and to remaining current in AAMFT ethics and legal issues.
  - 100 percent of faculty will report having completed an MFT ethics CEU training or inservice each calendar year.
  - 100 percent of faculty will report having reviewed the KY Revised Statutes and Administrative Regulations related to MFT practice within the past year.
5. Faculty Outcome Five (Research)-Faculty will demonstrate a commitment to research knowledge so as to assist students in developing a basic knowledge of accurately reading and interpreting research
  - 100 percent of the MFT faculty will report having read articles or books within the past 12 months related to contemporary research/evidence based practices in the field.
  - 100 percent of the MFT faculty (within the past three years) will complete at least one of the following activities: attend a workshop related to MFT research methods, or take an academic course in research methods, or attend an inservice related to MFT research methods , or publish or present research at a peer reviewed conference.

### 43 Competencies and 46 Practice Behaviors

#### Domain 1: Treatment

#	Subdomain	Competencies
1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
1.1a	Practice Behavior	<b>Demonstrate working knowledge of psychological, systemic, and theoretical perspectives as it pertains to family assessment and treatment.</b>
1.2	Conceptual	Understand theories and techniques of individual, marital, couple, family, and group Psychotherapy.
1.2a	Practice Behavior	<b>Demonstrate working knowledge of same by drafting a treatment plan.</b>
1.3	Perceptual	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, and social context).
1.3a	Practice Behavior	<b>Demonstrate working knowledge of multiple systems (including work, church, and school) and their interlocking relationship with family systems.</b>
1.4	Perceptual	Consider health status, mental status, other therapy, and other systems involved in the clients' lives.
1.4a	Practice Behavior	<b>Demonstrate a working knowledge of systemic models of treatment (courts, social services,) and their</b>

		<b>interlocking relationship with family systems through the development of a comprehensive genogram.</b>
1.5	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
1.5a	<b>Practice Behavior</b>	<b>Use vignettes and genograms in textbooks to practice the systemic integration of relationship patterns and the assessment process.</b>
1.6	Executive	Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extra familial resources).
1.7	Executive	Establish and maintain appropriate and productive therapeutic alliances with the clients.
1.8	Evaluative	Evaluate case for appropriateness for treatment within professional scope of practice and competence.
1.8a	<b>Practice Behavior</b>	<b>Use genogram as a tool to decipher how the multigenerational family system might or might not be relevant to an identified client's presenting needs.</b>
1.9	Professional	Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors, minorities, disenfranchised).

1.9a	Practice Behavior	Identify family law applications (Federal Acts, State Regulations and State Statutes) as they relate to the family, school and judicial systems.
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## **Domain 2: Assessment and Diagnosis**

#	Subdomain	Competencies
2.1	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).
2.1a	Practice Behavior	<b>Demonstrate working knowledge of family life cycle transitions, family development, vertical and horizontal stressors.</b>
2.1b	Practice Behavior	<b>Identify and systemically assess response to emotional load.</b>
2.2	Conceptual	Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
2.2a	Practice Behavior	<b>Demonstrate a working knowledge of how to use the DSM 5.</b>
2.3	Conceptual	Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
2.3a	Practice Behavior	<b>List cultural biases and beliefs in clinical formulations and correct same</b>
2.4	Perceptual	Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.



2.4a	Practice Behaviors	Formulate a clinical hypothesis based on case vignettes and mock sessions.
2.5	Perceptual	Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
2.5a	Practice Behavior	Identify the difference between organic problems and emotional symptoms.
2.6	Executive	Diagnose and assess client behavioral and relational health problems systemically and contextually.
2.7	Executive	Apply effective and systemic interviewing techniques and strategies.
2.8	Evaluative	Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
2.8a	Practice Behavior	Identify cultural biases and beliefs in clinical formulations and correct same through inquiry and exploration of client context.
2.9	Professional	Utilizes consultation and supervision effectively.
2.9a	Practice Behavior	Seeks out consultation without prompting

### **Domain 3: Treatment Planning and Case Management**

#	Subdomain	Competencies
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3.1	Conceptual	Know which models, modalities, and/or techniques are most effective for presenting problems.
3.1a	<b>Practice Behavior</b>	<b>Demonstrate a working knowledge of the following family systems models: intergenerational, cognitive-behavioral, structural, strategic, narrative and solution-focused.</b>
3.2	Perceptual	Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.
3.2a	<b>Practice Behavior</b>	<b>Demonstrate an ability to integrate cultural competence in constructing a genogram.</b>
3.3	Executive	Structure treatment to meet clients' needs and to facilitate systemic change.
3.4	Executive	Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.
3.5	Evaluative	Recognize when treatment goals and plans require modification.
3.5a	<b>Practice Behavior</b>	<b>Practice humility and recognize the common fact that we're not always right. Accept mistakes; switch gears and recover keeping in mind that the client's need is the subject for focus.</b>
3.6	Professional	Advocate with clients in obtaining quality care, appropriate resources, and services in their community.
3.6a	<b>Practice Behavior</b>	<b>Assist the family in getting additional services when necessary.</b>

#### Domain 4: Therapeutic Interventions

#	Subdomain	Competencies
4.1	Conceptual	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
4.1a	Practice Behavior	<b>Identify culturally sensitive approaches and their relevance for therapeutic applications.</b>
4.2	Perceptual	Recognize how different techniques may impact the treatment process.
4.2a	Practice Behavior	<b>Demonstrate a working knowledge of a variety of techniques and their subsequent impact of the treatment process.</b>
4.3	Executive	Match treatment modalities and techniques to clients' needs, goals, and values.
4.4	Executive	Engage each family member in the treatment process as appropriate.
4.5	Executive	Modify interventions that are not working to better fit treatment goals.
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.

<b>4.6a</b>	<b>Practice Behavior</b>	<b>Participate in Clinical Supervision and Case Conferences</b>
4.7	Professional	Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.
<b>4.7a</b>	<b>Practice Behavior</b>	<b>Formulate a clinical hypothesis and draft a treatment plan</b>

#### **Domain 5: Legal Issues, Ethics, and Standards**

<b>#</b>	<b>Subdomain</b>	<b>Competencies</b>
5.1	Conceptual	Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
<b>5.1a</b>	<b>Practice Behavior</b>	<b>Discuss professional ethics and standards of practice with clinical supervisor.</b>
5.2	Conceptual	Understand the process of making an ethical decision.
<b>5.2a</b>	<b>Practice Behavior</b>	<b>Discuss ethical decision making with clinical supervisor.</b>
5.3	Perceptual	Recognize when clinical supervision or consultation is necessary.
<b>5.3a</b>	<b>Practice Behavior</b>	<b>Continuously seek and accept clinical supervision and constructive criticism.</b>

5.4	Executive	Obtain knowledge of advances and theory regarding effective clinical practice.
5.5	Evaluative	Monitor attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact the therapy process adversely or create vulnerability for misconduct.
5.5a	<b>Practice Behavior</b>	<b>When issues adversely influence or create vulnerability for misconduct, make a decision to cancel, re-schedule or refer until said situation is addressed with the clinical supervisor.</b>
5.6	Professional	Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.
5.6a	<b>Practice Behavior</b>	<b>Volunteer to serve at an annual conference and submit academic products that contribute to the profession.</b>

### Domain 6: Research and Program Evaluation

#	Subdomain	Competencies
6.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
6.1a	<b>Practice Behavior</b>	<b>Read and interpret at least five resources used in every core course throughout the curriculum.</b>
6.2	Conceptual	Understand research and program evaluation methodologies, quantitative and qualitative, relevant to mental health services.

<b>6.2a</b>	<b>Practice Behavior</b>	<b>Select programs and research relevant to practice.</b>
6.3	Perceptual	Recognize opportunities for therapists and clients to participate in clinical research.
<b>6.3a</b>	<b>Practice Behavior</b>	<b>Select questions that require exploration of clinical outcomes.</b>
6.4	Executive	Read current counseling literature.
6.5	Evaluative	Evaluate knowledge of current clinical literature and its application.
<b>6.5a</b>	<b>Practice Behavior</b>	<b>Show familiarity with counseling literature as demonstrated through assignment submissions and performance on exams.</b>
6.6	Professional	Contribute to the development of new knowledge.
<b>6.6a</b>	<b>Practice Behavior</b>	<b>Pose a practice question and engage in clinical research.</b>

### **Domain 7 : Professionalism**

#	Subdomain	Competencies
7.1	<b>Practice Behavior</b>	<b>Demonstrate professional demeanor, appearance, discipline and abide by agency policy and standards.</b>

### **Marriage & Family Core Curriculum (required)**

**50 hrs**

**The Marriage and Family Core Curriculum Meets the Educational Requirements for Licensure in the State of Kentucky. Students Who Want to Explore Licensure in Other States Should Contact the Clinic Director for Assistance in This Area**

MFT 500 MFT Foundations: Marriage and Family Therapy Theories and Practice I

MFT 520 Human Development

MFT 523 Marriage and Family Therapy Skills

MFT 530 Research Methods MFT

MFT 550 MFT Foundations: Marriage and Family Therapy Theories and Practice II  
 MFT 560 Psychopathology  
 MFT 570 Cultural Competencies  
 MFT 581 Ethical, Legal, and Professional Issues in Marriage and Family Therapy  
 MFT 515 Introduction to Family Studies  
 MFT 516 Marriage and Family Therapy II  
 MFT 517 Marriage and Family Therapy III  
 MFT 535 Trauma Counseling  
 MFT 540 Group Counseling  
 MFT 546 Marital and Sex Counseling  
 MFT 555 Addictions Counseling for the MFT  
 MFT 600 Professional Issues for the MFT  
 MFT 624 The Child and Adolescent in Marriage and Family Therapy  
 MFT 685 Introduction to Practicum

**\*Practicum/internship (300 direct client hours are required; 500 hours are optional) - 10 hrs**

MFT 690 Practicum

**Students are eligible to begin their practicum experience after they have successfully completed (a) 18 credit hours of academic prerequisites (b) Introduction to Practicum.**

### ***Program Dissemination***

All MFT courses are taught in the evenings or online by a team of doctoral faculty. While the faculty is primarily composed of Marriage and Family Therapists, it is occasionally supported by other disciplines when the requirements of a specific class necessitate. Nearly half of the curriculum is taught asynchronously online, and the other courses are taught live, online, in the evening to accommodate the adult learner. Some of the courses that are taught, live, online, in the evening may also be taken on-campus in a face-to-face way.

### **Instructional Faculty**

**Dale Bertram, Marriage and Family Therapy  
(Interim Program Director)**

BA Eastern New Mexico University - double major in Religion and Speech Communication,

MA Eastern New Mexico University – Religion

MEd Albertson College of Idaho – General Counseling

PhD Nova-Southeastern University – Family Therapy

Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

**Nikki Erwin, Marriage and Family Therapy  
(Assistant Clinical Director)**

MSC Campbellsville University – Marriage and Family Therapy

BS Campbellsville University – Christian Studies

Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

**Kenneth Hollis, Theology/ Marriage and Family Therapy  
Adjunct Faculty (retired former Program Director)**

B.S. University of Louisville – Sociology

M.Div. The Southern Baptist Theological Seminary – Pastoral Care and Counseling

D.Min The Southern Baptist Theological Seminary – Family Ministry

PhD The Southern Baptist Theological Seminary – Christian Counseling/  
Marriage and Family Studies

Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

**Rahsheeno Griffith, Marriage and Family Therapy**

BS Boyce College – Christian Counseling

MA The Southern Baptist Theological Seminary – Biblical Counseling

MS Campbellsville University – Counseling

PhD – University of Louisiana at Monroe – Marriage and Family Therapy

Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

**Scott Wigginton, Theology – Theology/ Marriage and Family Therapy**

BA Western Kentucky University

M.Div. Th.M. & PhD, The Southern Baptist Theological Seminary

Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

**Anthony Watkins - Marriage and Family Therapy (Clinical Director)**

BS Campbellsville University – Christian Ministry

MA Louisville Presbyterian Theological Seminary – Marriage and Family Therapy

Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

**Practicum Supervisors**

Name	Education	License Designation	Clinical Designation
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Dale E. Bertram, PhD	PhD in MFT from Nova Southeastern University	LMFT-KY, AL LMFT-S - TX	AAMFT Approved Supervisor
Rahsheeno Griffith PhD	The University of Louisiana at Monroe PhD	LMFT – KY	AAMFT Approved Supervisor
Tony Watkins, MA MFT	MA-MFT Presbyterian Theological Seminary	LMFT-KY, AL	AAMFT Approved Supervisor #98940
Seneca Rodriquez, PhD	Doctorate in Clinical Psychology Masters from New Mexico State University	LMFT in KY and NM and LADAC in NM LCDAC in KY	AAMFT supervisor candidate.
Mary Arbaugh	Master of Science in Counseling, (Emphasis in Marriage and Family Therapy)  Master of Arts in Applied Behavior Analysis  Spalding University	LMFT- KY	AAMFT Approved Supervisor Candidate
Mary Badami	MA-MFT Johnson Bible College	KY-LMFT license number: 104043  IN LMFT license number: 35001660	AAMFT Approved Supervisor

Heather Brooks,	Master's University of Louisville	LMFT-KY	AAMFT Approved Supervisor
Randall Smith	The Southern Baptist Theological Seminary Masters of Divinity, MA	LMFT-KY	AAMFT Supervision Candidate License # KY 105758
John Morgan	Drexel University MA MFT	LMFT-TN	
John Nerswick	University of Georgia PhD	LMFT (KY),	AMMFT Supervisor
Marilyn Verbiscer	MS Purdue University	LMFT in the state of IN, LMFT in the state of IL.	Clinical Fellow of AAMFT, AAMFT Approved Supervisor, Certified Gottman Seven Principles Leader
Scott Wigginton	The Southern Baptist Theological Seminary M.Div.; Th.M.; PhD	LMFT KY	AAMFT Approved Supervisor
Jay Close	UofL MA-MFT	LMFT KY	AAMFT Approved Supervisor  Association for Clinical Pastoral Education

Don Delafield	Southern Seminary MDiv UofL PDI MFT	LMFT KY	AAMFT Approved Supervisor
Nikki Erwin	Campbellsville University MA MFT	LMFT KY LMFT IN	AAMFT Approved Supervisor
John Wood	Presbyterian Theological Seminary MA MFT	LMFT KY	AAMFT Approved Supervisor
Ken Hollis	The Southern Baptist Theological Seminary M.Div.; D.Min.; Ph.D	LMFT KY	AAMFT Approved Supervisor

### **MFT Application Policies**

#### **Admission Notification**

Applicants will receive a written letter of notification when:

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

#### **Conditional Admission**

Students accepted into the MFT program as conditional

1. Must maintain a grade of “B” or higher in all coursework taken in the first two full terms (4 classes) of enrollment.
2. Have their course performance assessed (each term) by their advisor
3. Complete all admissions requirements not met during the admissions review and interview, thus responsible for “conditional acceptance,” by the end of the first term of enrollment.
4. Earn no more than one “C” grade during graduate program enrollment.

### **Safety Policy**

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

### **Students Rights and Responsibilities**

All students enrolled in program at 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:
3. To inclusion in the decision-making process related to curriculum and program issues through the student representative to the division:

### **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.

To sign and provide a promissory agreement with the program (Appendix B). The signature pledges your commitment to provide the program your employment location and responsibilities for a period of not less than three years after graduation. This information is kept within a secure, password

protected computer, and 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), work activities, and your willingness to supervise a student in the future if requested. The information is kept for immediate and future evaluation and is not shared with the Alumni Office or the Business Office.

### **Graduate Examination**

Prior to graduation, all MMFT must successfully complete a comprehensive exit examination consisting of MFT content in order to receive their diploma. Students are eligible to take the comprehensive exit examination during MFT600 (Professional Issues for the MFT – “the Exit Class”). Students must pass the comprehensive examination before they participate in graduation activities. A passing score is 70% or higher. If a student does not succeed in their exit examination within the first four weeks of MFT600, the MMFT Program Director will provide them with an alternate exercise.

### **Capstone Clinical Presentations**

**Rationale:** All COAMFTE programs must have a capstone course and activity(ies). Our capstone course is MFT 600 (Exit course) with the Family Solutions exam serving as the capstone project. This an appropriate capstone and students benefit from gaining exposure to things not highlighted or taught in the program through completing that exam. Many COAMFTE accredited programs do this type of capstone activity because there is not sufficient opportunity in a 60 hour Masters program to teach everything related to the field and everything that might be included on the AMFTRB National exam. Thus, Part One of the Capstone project is to complete the Family Solutions 200 point mock exam with a score of 70 percent or higher. Likewise, many COAMFTE accredited programs have a capstone clinical presentation, which demonstrates a student’s ability to proficiently work from a model of MFT or an integrative MFT model. This is an important measure of student achievement, as MFT programs are designed to train graduates to be clinicians.

**Students are encouraged to consult with their individual supervisors in developing this presentation.**

**The Protocol:**

This activity would be

1. Linked to both the final group supervision and MFT 600.
2. During the student's final term in group supervision, the student will present the case in **Group Supervision and receive feedback from the Group Supervisor and the other students in the group**
3. In the unusual circumstance that a student finishes their final group supervision in a term before taking MFT 600, then the Program Director and Clinical Director will coordinate with group supervisors to allow the student to present the presentation in a group during the term in which the student is taking MFT 600, so that the student can have the same "trial run" in group supervision that other students have.
4. It will then be presented in MFT 600 with **these people in attendance assessing it with a rubric:**
  - A. The Faculty Member teaching MFT 600
  - B. The final individual supervisor
  - C. One additional teaching faculty member
  - D. If one or more of the above are not available, a third reviewer can be selected by the teacher of MFT 600 to score the presentations.
5. The student would give a brief 20-25 minute PowerPoint presentation that includes:
  - A. The model(s) they're using.
  - B. The constructs of the model(s)
  - C. How they've assessed the case based on the model(s)
  - D. Background of the case
  - E. Case exemplars via video that demonstrate them using the model (e.g., if a student is using solution focused there might be examples of the miracle question, scaling questions, etc.

shown; if a student is using narrative there might be examples of externalization, asking future questions, etc.; if a student is using MRI there might be examples of making the covert overt, looking for stuck solution attempts, etc.)

**F. Passing score: Students must score a minimum of 3 on each area of the rubric. Any area that falls below a 3 will result in the student having to redo the entire presentation or doing something (e.g., writing a paper or a mini presentation on the part(s) that were below 3) depending on the decision of the committee.**

G. The following rubric will be used:

**H. Comprehensive Examination Presentation Rubric**

1 = Fails to meet minimum expectations

2 = Meets some but not all expectations

3 = Meets expectations

4 = Exceeds expectations

<b>Expectation</b>	<b>Rating</b>
1. Provides a clear description of the theory of change	
2. Provides an adequate description of the client system including assessment considerations	
3. Demonstrates understanding of relevant ethical and legal issues	
4. Ability to identify and describe relevant diversity issues	
5. Possesses the ability to diagnose clients according to the DSM-5 TR	
6. Demonstrates clinical judgment in making referrals and seeking consultation	

7. Provides a clear description of the stages of therapy and the interventions used based on the theory of change and describes the progress of the case over time	
8. Demonstrates the ability to think critically about the personal journey of choosing a model of therapy	

### **Tuition and Fees**

Tuition . . . . . \$399.00 per credit hour

Technology fee . . . . . \$75.00 per term

Practicum Supervisor Fee . . . . . \$200.00 per term (applied only during those terms when a student is enrolled in practicum)

Family Solution Year 1 Packet . . . \$440.00 (one time expense)

Family Solution Year 2 Packet . . . \$200.00 (one time expense)

### **Grades**

Marriage and Family Therapy classes are graded on the following scale.

- A. 100%-90%
- B. 89%-80%
- C. 79%-70%
- D. 69%-60%
- F. 59% and below

No student may graduate from the MMFT Program with a GPA of less than 3.0 or with more than one C in their graduate coursework. Students can only carry two "incompletes". Any student with more than two incompletes will not be allowed to register for future terms until at least one incomplete has been removed.

### **Graduation Requirements**

In order to be eligible to graduate from the MMFT program, students must:

- (a) successfully complete all academic courses
- (b) complete all practicum requirements
- (c) pass the Exit Exam



(d) complete the Graduation Audit with Student Records

Please note that this applies only to the MMFT academic requirements. The university may have additional requirements that must be completed for a student to be eligible for graduation.

### **Non-Academic Behavior**

Students, at a minimum, are expected to follow the University behavioral conduct of code (see Appendix C). In addition, students are expected to adhere to the American Association for Marriage and Family Therapy Code of Ethics (<http://www.aamft.org>). Students accused or suspected of violating the University Code and/or the AAMFT Code of Ethics will be referred to the University Judicial Council and/or the Graduate Committee for review. Sanctions may range from a verbal reprimand to University dismissal, dependent upon the severity of the violation.

The following constitute examples for which termination from the program will be seriously considered:

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

If an MFT 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 College of Mental Health. A student may be invited to present his/her comments to the committee, depending upon the nature of the issue.

Decisions of the committee may include:

- Continuance in the program
- 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.
- Termination from the MMFT program.

### **Appeal of Non-Academic Behavior Sanctions**

The student dissatisfied with the decision of the MMFT Program Committee (consisting of the MMFT Program Director, the Assistant Program Director, and the Director of Field Education) may file an appeal as follows:

Students may file an appeal about a decision made by the MMFT Program Committee 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) and schedule a hearing with the Academic Council through the office of the VPAA at 270-789-5231 (special accommodations for technology may be available for extended campus students). No legal council is necessary or permitted. Students are encouraged to meet with the Academic Council when their appeal is discussed.

## **Course Policies**

### **Student Class Participation and Attendance**

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

### **Classroom Behavior**

Students are expected to learn collegiality and to develop listening skills. Professional collegiality demands respect for another's viewpoints and statements. Listening is both a skill and an art that requires ongoing practice. In class and in the field, students are expected to demonstrate collegiality, respect and the ability to listen and hold confidence. Side conversations, dozing, texting, using technology for non-coursework, doing homework, etc., 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 have points deducted from course grade.

### **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 conform to professional American Psychological Association (APA) standards of writing. Papers not conforming to these standards of style and exactness will be returned without a grade. Papers demonstrating serious deficiencies in common English usage will also be returned without a grade.

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

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

Source: Grisso, T. (2012). Guidance for improving forensic reports: a review of common errors. *Journal of Forensic Psychology*. Open publication. Retrieved from [http://www.forensicpsychologyunbound.ws/OAJFP/Volume\\_2\\_\\_2010\\_files/Grisso%202010-2.pdf](http://www.forensicpsychologyunbound.ws/OAJFP/Volume_2__2010_files/Grisso%202010-2.pdf)

### **Technology Requirements**

All students entering the MMFT program are required to have access to a computer and an internet connection. Students will need to be familiar with Microsoft Word and PowerPoint.

During the program, all MFT students will be trained in the following

--Tigernet and Moodle: TigerNet is a CU platform that houses most university functions

(registration, financial aid, calendars, etc). Moodle is a platform that houses all academic classes. Students will receive an introduction to both platforms during their New Student Orientation.

- Montgomery On-line Library: Students will receive information on how to access and use the resources available through the Montgomery On-line Library during their New Student Orientation.
- CU Tracking App: CU-Well has developed its own tracking app that students use to record counseling hours and supervision hours. Students will receive training in this app during Introduction to Practicum
- Technology Assisted Services Training: As CU-Well offers both face-to-face counseling and telehealth, all students are required to complete the Technology Assisted Services Training prior to seeing clients. This training is offered in April, August and December. Furthermore, this training meets the TAS requirements to offer telehealth in the state of Kentucky.

## **Academic Dishonesty**

Academic dishonesty falls into one of two categories: cheating and plagiarism.

- Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student cheat is as guilty as the student assisted. Students found guilty of cheating will receive a failing grade of F for the course.
- Plagiarism is defined as representing or repeating the words or ideas of someone else as one's own in any academic exercise. Therefore, all of the writing that you do for a course must be your own and must be exclusively for that course, unless the professor stipulates differently. Pay special attention to the accuracy of the quotations, paraphrases, summaries, and documentation practices you use in your assignments. If you have any questions about plagiarism, please ask your professor. If you plagiarize, your professor reserves the right to grant you a failing grade for the assignment or the course, and your situation will be reported to the Dean of the College of Mental Health.

## **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 occur on an exam day will be individually evaluated by the professor.

### **Incomplete Grades**

"Incompletes" are not automatically granted to a student who fails to complete the requirements for a particular course. Students requesting an incomplete, must submit the appropriate paperwork for their professor's approval before the end of the term (copies of which are found in your syllabus, or can be obtained from your professor or from the program director). This paperwork includes a plan to complete the course within the next 6 months. Grades of "incomplete" will become an "F" after 6 months upon receipt of a grade change form from the course instructor. Students can only carry two "incompletes". Any student with more than two incompletes will not be allowed to register for future terms until at least one incomplete has been removed. The MFT advisor will notify Student Records to initiate a hold when a student has two incompletes to prevent them from enrolling in future courses. At that time Student Records will remove the student from all future scheduled courses. The MFT advisor will notify Student Records when the hold is to be removed.

### **Grievance and Appeals**

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

**Formal Complaints** - In the instance of a grievance occurring with the faculty or staff of the Marriage and Family Therapy program, the student should initiate dialogue with the person with whom s/he has a grievance. Grievances need to be presented in writing (the Complaint Procedures Submission form can be found in this document on Appendix D). If the grievance is over a grade, the grievance must be filed within two weeks of the grade being posted.

Should the student not be satisfied with the outcome, s/he should then appeal in writing to the Program Director of the Marriage and Family Therapy program. If the student is still not satisfied with

the outcome, s/he should appeal directly in writing to the Dean of the College of Mental Health. The next appeal is to the Provost of the University.

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

### **Affirmative Action**

Campbellsville University is committed to Affirmative Action and providing equal opportunities without regard to race, ethnicity, nationality, gender, sexual orientation, age, creed, disability, religion or political affiliation. Campbellsville University does not discriminate on the basis of any of the aforementioned characteristics in policies relating to student admissions, scholarship and loan programs, or other school-administered programs.

In addition to the university's statement regarding affirmative action, the Master of Marriage and Family Therapy has also developed its own policy. The CU-MMFT Program welcomes students who are diverse in race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin. This is true in regard to the recruitment, admission, codes of conduct, hiring, retention, and dismissal decisions related to the program.

### **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 the dean of the College of Mental Health and the director of the Marriage and Family Therapy program. Transfer courses must be full-term courses from a regionally accredited institution of higher education (SACS, MSCHE, etc.) and not 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. The MMFT program, with the approval of the Program Director and Clinical Director, will accept up to 100 counseling hours and up to 20 supervision hours from other MMFT programs.

### **Life Experiences**

No credit is given for life or work experiences. No credit is given for field or practicum activities that occurred prior to the completion of 18 credit hours in the MMFT program.

### **Practicum Academic Prerequisites**

Students must be in good academic standing prior to taking "Introduction to Practicum". Good academic standing is defined as receiving grades of either an "A" or "B", with the exception of a single "C", in their pre-practicum coursework. Any student with an "Incomplete" in a pre-practicum course must complete the required work missing in the course or they must delay enrolling in Introduction to Practicum".

- MFT523: Marriage and Family Therapy Skills
- MFT581: Ethical, Legal and Professional Issues
- MFT560: Psychopathology
- Two of the five theory classes (MFT500, 515, 516, 517, and 550)

Former students returning to the MFT program must (a) complete the pre-practicum coursework and (b) complete Introduction to Practicum before being allowed to enroll in Practicum.

### **Student Requirements Regarding Securing a Practicum Site and Clinical Supervisor**

It is always the responsibility of the student, not the program, to secure an externship experience to fulfill the requirements of Practicum. All supervision that counts for the program's required hours will be provided by Program Clinical Supervisors.

### **Field Practicum**

The Master in Marriage and Family Therapy requires field practicum experience of 300 hours of direct client contact, and must meet COAMFTE requirements. Students may begin their practicum

experience after they have successfully completed 18 credit hours in the program. Students will begin their practicum experience at CU-Well. After providing 20-hours of counseling at CU-Well, students may make an application with the clinical director for an outside placement. Prior to beginning the experience they must obtain approval of the CU ClinicalDirector for the adequacy of the field agency and the field agency supervisor. Supervisors must be approved by the Clinical Director. Students with outside placement will be expected to continue counseling at CU-Well. Ideally, students will gain experience providing both on ground and online therapy to clients. However, students must demonstrate they have provided some of their therapy on ground either at the CU-Well or an externship site.

### **Supervision**

Students are required to meet for Individual Supervision and Group Supervision. Both Individual Supervision and Group Supervision will meet 1 hour per week. Supervision may occur face to face or through technology, dependent upon the arrangements of the instructor and student.

### **Surveys**

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

## **CURRICULUM COURSE DESCRIPTIONS FOR THE MASTERS OF MARRIAGE AND FAMILY THERAPY**

### **COURSE DESCRIPTIONS:**

#### **MFT500 Marriage & Family Therapy Theories & Practice I.....3 hrs.**

This seminar is a survey of the major classical historical theoretical models of human personality development and their impact upon the development of psychotherapy. Specific application of the theoretical principles of these historical classical models will be investigated, analyzed, and described regarding their implications for understanding human development and the effectiveness of



therapeutic intervention(s) across the life cycle. Seminar content includes an emphasis upon these classical theories of individual personality and psychotherapy as they are critiqued by systems theory and a worldview analysis.

**MFT515 Introduction to Marriage & Family Studies.....3 hrs.**

This course will study the dynamics of marriage and family relationships with emphasis on understanding and assessing their structure and function through a family systems approach. Tending to family developmental life cycle issues, students will learn ways in which counselors may approach marriage and family counseling as a creative, preventative, and healing enterprise. Both theory and techniques of marriage and family counseling are presented and integrated with careful attention given to psychological, systemic, and theological perspectives.

**MFT516 Marriage and Family Therapy II .....3 hrs.**

This course is an advanced theoretical exploration of the prevailing models for doing marriage and family therapy. Students will explore the historical foundations and evolution of marriage and family therapy as a profession and be exposed to dominant theoreticians and models for the assessment and treatment of marriages and families.

**MFT517 Marriage and Family Therapy III.....3 hrs.**

This course is an advanced exploration of the theory and practice of Cognitive-Behavioral, Narrative, and Solution-Focused approaches to marriage and family therapy with special attention paid to critique and theological integration. The course will address both theoretical underpinnings as well as connections to other therapies in a broader context. Students will learn the skill sets specific to each of these approaches and will begin to learn to apply these in a therapeutic setting, with a particular emphasis on acquisition of skills.

**MFT520 Human Development.....3 hrs.**

A thorough survey of the specified divisions of the life cycle from early childhood to death will be detailed in this course. Topics include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social and physical development and learning theories will be explored. Counseling strategies for specific concerns in the life cycle will be emphasized.

**MFT523 Marriage and Family Therapy Skills.....3 hrs.**

This seminar provides students with both theoretical knowledge and laboratory honed skills that are necessary for basic counseling with individuals, couples and families. Therefore the seminar is designed to introduce theoretical insights and practical experiential skill development.

**MFT530 Research Methods.....3 hrs.**

This course is an introduction to research methods and their application to research problems with emphasis on the conceptualization, design, completion, and evaluation of research in counseling. Course content includes an emphasis on the formal descriptions of the interaction between persons

and their environments, presentation of a wide variety of designs, analyses, and conceptual approaches. Both quantitative and qualitative methods will be presented in the context of carrying out individual research projects.

**MFT535 Crisis Intervention and Trauma Counseling for the MFT .....3 hrs.**

This course will equip students with insights into the theories. Principles and practices of crisis intervention and trauma counseling. While exploring the impact of trauma and crisis, students will study the etiology and effects of trauma, learn skills useful in assessing and intervening, and make application to specific crisis situations. Special attention will be given to: post-traumatic stress disorder; self-care strategies for the counselor; spiritual concerns; as well as ethical and legal considerations.

**MFT540 Group Counseling .....3 hrs.**

This course explores the principles of group counseling dynamics, group development, theory, and techniques. Course content includes: developing competencies in self-intervention, growth, and competence in processes of small group practice; relationships within the family system and other small group settings; and the kinds and types of groups, with emphasis on methods, problems, and needed skills in working with groups and families in a variety of settings.

**MFT546 Marital and Sex Counseling .....3 hrs.**

This course will provide a historical overview of the marriage counseling movement. We will deal with a full range of topics: research based premarital counseling (PREPARE), marriage enrichment, research based marital therapy (John Gottman and EFCT), and brief sex therapy.

**MFT550 Marriage and Family Therapy Theories and Practice II.....3 hrs.**

This course develops advanced counseling techniques. Course content includes further psychological perspectives on modern psychodynamic, family, group, and crisis intervention forms of counseling and psychotherapy; theories and practice of brief forms of therapy, as well as long-term methods of treatment; and cross-cultural and gender factors that influence counseling and theory. Students will identify and personalize their own theoretical approach through development, demonstration, and integration of the theories.

**MFT555 Addictions Counseling for the MFT.....3 hrs.**

This course utilizes the strengths perspective to explore the biological, psychological, social and spiritual aspects of addictions and treatment across the lifespan and with special populations. Although there is an emphasis on drug and alcohol addictions, the course will also examine other addictions such as eating, gaming/internet, gambling, etc. Additional key elements include: an exploration of personal beliefs and experiences that may impact practice; analysis of related ethical issues and guidelines; and the historical influences on public policies and laws related to addictions.

**MFT560 Psychopathology.....3 hrs.**

This course is an overview of contemporary perspectives on child and adult psychological disorders. Course content includes: Training in the use of the DSM-5 diagnostic system; examination of the role of culture, ethnicity, gender, and social class in symptom formation and the experience of illness and critical examination of these issues in clinical application of the DSM-5.

**MFT570 Cultural Competencies.....3 hrs.**

This course is designed to address societal changes, influences and trends, human roles, societal subgroups, social mores, and diversity of life-styles. Other course content includes social change and individual/societal responses, multicultural issues, religion, racial issues, ethnicity, gender issues, sexual preference, aging issues, subgroup cultural communication patterns, and methods of addressing the provision of counseling services for these diverse groups.

**MFT581 Ethical, Legal, & Professional Issues in Marriage & Family Therapy...3 hrs.**

This course provides an in-depth study of professional ethics, legalities, and professional issues relating to the professional practice of counseling.

**MFT600 Professional Issues for the MFT .....2 hrs.**

This course will focus on the personal and professional needs and issues faced by those who are transitioning from being a Marriage and Family Therapy Student to being a Marriage and Family Associate.

**MFT624 The Child & Adolescent in Marriage & Family Therapy.....3 hrs.**

This course examines the theories, methods, and techniques of counseling and psychotherapy with children and adolescents. Emphasis will be placed on a multidimensional view of intervention with children and adolescents, giving attention to development, cognitive, behavioral, organic, educational, social, and environmental issues, and development of skills in counseling children and adolescents individually and in family therapy. Coordination of services with agencies, the juvenile court system and assessment instruments with adolescents are examined.

**MFT690 Practicum.....10 hrs.**

A field-based counseling experience supervised by a qualified, licensed marriage and family professional at a site selected by special arrangement with the student, the program director, and a mental health agency. Specific emphasis is to place students in direct contact with consumers of marriage and family counseling services. The practicum includes all activities a counselor would perform under proper supervision. It provides the students with an opportunity to develop and apply clinical diagnostic skills and counseling skills in a practical setting. Prerequisites: 18 credit hours of coursework and permission of the field director.

**MFT699 Graduate Candidacy.....0 hrs.**

Enrollment in this course number is required for MMFT students who have previously enrolled in the maximum number of practicum credits required for their respective track, but who have not yet completed the required clock hours or evaluations required for a course grade or program completion.

Students who are not enrolled in coursework or field or those who have not completed their requirements for graduation, must enroll in graduate candidacy to continue in the MSC program. A student is allowed to enroll in up to 7 consecutive trimesters of Graduate Candidacy.

**G1 (approx. June – July)**

MFT517 – Marriage and Family Therapy 3

MFT555 – Addictions Counseling for the

MFT600 – Exit Class

**G2 (approx. Aug.-Sept.)*****MFT523 – Marriage and Family Therapy Skills***

MFT570 – Cultural Competencies

MFT535 – Trauma Counseling

***MFT581 – Ethical, Legal and Professional Issues in Marriage and Family Counseling*****G3 (approx. Oct-Dec.)**

MFT515 – Intro to Marriage and Family Studies

MFT520 – Human Development

***MFT560 – Psychopathology***

MFT600 – Exit Class

*\*\*\*\*Before you can begin your practicum, you must complete the following courses**--MFT523 (Skills)**--MFT581 (Ethics)**--MFT560 (Psychopathology)**--MFT685 (Introduction to Practicum)**(MFT685 is offered every term)**--12 hours of personal counseling**\*\*\*Before you can begin your practicum, you must also complete 2 of our 5 theory courses (MFT500, 550, 515, 516 or 517)***G4 (approx. Jan.-Feb.)**

MFT500 – Marriage and Family Theories &amp; Practice 1

MFT530 – Research Methods

MFT516 – Marriage and Family Therapy 2

***MFT560 – Psychopathology*****G5 (approx. March-April)*****MFT581 – Ethical, Legal and Professional Issues in Marriage and Family Counseling***

MFT550 – Marriage and Family Therapy      Theories & Practice 2

MFT540 – Group Counseling

**MFT523 – Marriage and Family Therapy      Skills**

MFT600 – Exit Class

**G6 (approx. May-June)**

MFT624 – The Child and Adolescent in Marriage and Family Therapy

MFT546 – Marital and Sex Counseling

*\*\*\*Courses that have been highlighted are asynchronous on-line courses*

*\*\*\*Courses not highlighted are courses taught live, via Zoom. Some of these courses may also be offered during a term on the Louisville campus.*

*\*\*\*Courses printed in bold are prerequisites for practicum*

*\*\*\*Courses identified as blended will meet partly on-line and partly face-to-face*

## **Statement of Understanding**

### **Commitment to Ethical Practice**

I have read the Campbellsville University MFT Graduate Student Handbook in its entirety. I understand the requirements of an MFT student and the policies of the MFT program. By signing below I am confirming my agreement to abide by the requirements of the program at Campbellsville University and by the AAMFT Code of Ethics.

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(Student name)

(date)

**Campbellsville University**  
**College of Mental Health; Marriage and Family Therapy Program**

Request for Incomplete

Students need to understand that “incompletes” are not automatically granted simply because a student fails to complete the course requirements. Rather, incompletes are granted at the discretion of the professor, and only under specific circumstances. A student who does not complete the course requirements and fails to receive permission for an “incomplete” will receive an F for that course.

Students requesting an incomplete need to complete this form and then submit it to the course professor for their approval. “Incompletes” not completed within 6 months will become “F’s”.

Students Name \_\_\_\_\_ ID Number \_\_\_\_\_

Date of Request \_\_\_\_\_

Please explain why you are requesting an incomplete

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What is your plan to complete the course requirements?

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Professor Approves/ Rejects \_\_\_\_\_

(Professors Signature)

**Appendix C**

**Campbellsville University Student Code of Conduct**



## **Philosophy of Behavior**

Campbellsville University was founded with the goal of providing a quality education along with Christian values. Learning, we believe, best takes place where students, faculty and staff are guided by Christ-like concern and behavior. Moral and ethical integrity are essential to the environment we seek to uphold. All who work, study and learn at Campbellsville University have the responsibility to affirm the value of and work toward the maintenance of a peaceful and purposeful community.

Many religious denominations and faiths are represented on campus. However, it is the responsibility of the entire community to be sympathetic to the stated mission, goals and behavior expectations of the University.

## **Student Behavioral Expectations**

A student attends Campbellsville University voluntarily and is expected for the sake of the community to conduct him or herself with a high standard of personal behavior. A student whose conduct violates stated behavior expectations faces specific disciplinary sanctions.

Behavior expectations are clustered around the following individual and community values: worth of the individual, self-discipline, academic integrity, and respect for property, the environment and community authority.

### **Worth of the Individual**

Each person in our community intrinsically is a person of worth. We value behavior that appreciates the cultural backgrounds of fellow students and respects the right of persons to hold differing attitudes and opinions. The value of the worth of individuals can be violated by behaviors such as harassment and indecent and lewd conduct.

### **Self-Discipline**

Each person has the God-given capacity for developing one's self to the fullest extent individually possible. We value behavior that leads to the physical, intellectual, spiritual, social and emotional well-being of the individual. Indecent and lewd conduct; gambling; disorderly conduct; manufacturing, possessing, consuming or distributing alcohol or other controlled substance; and intoxication are examples of behaviors which violate the value of self-discipline.

### **Academic Integrity**

Each person has the privilege and responsibility to develop one's learning abilities, knowledge base and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to other's contributions to one's course work. These values can be violated by academic dishonesty and fraud.

### **Property and the Environment**

Each person has the duty to treat with care and respect one's own property, the property of others and University property. We value behavior that recognizes the rights and privileges of owning and

using personal and institutional property. Stealing and being in possession of stolen or lost property, vandalism, setting a fire and arson, tampering with fire and safety equipment, possessing firearms or weapons on campus, possessing and using fireworks on campus and unauthorized entry are examples of behaviors which violate the value of property and the environment.

**Respect for Community Authority**

Each person recognizes that codes of conduct are necessary for prosperous and peaceful community life. We value behavior that abides by and shows respect for the authorities that administer the rules, regulations and laws of the campus, city, state and community and as citizens of the community beyond our campus. The value of respect for community authority is violated by possessing, consuming, and/or distributing alcoholic beverages; intoxication; possessing, using and/or distributing illegal drugs; sexual misconduct; aiding, abetting or conspiring to engage in value violations;; reckless behavior; fighting; lewd and indecent conduct; insubordination; unauthorized and/or unruly demonstrations; driving while impaired; habitually offending motor vehicle rules and regulations; creating a nuisance by talking, yelling, singing, playing a musical instrument, electronic device, etc. loudly enough to disturb members of the University community and committing a city, state or federal offense.

## Complaint Procedures Submission Form



Marriage and Family Therapy Program

**SUBJECT:** Complaint Procedures

**EFFECTIVE DATE:** July 1, 2013

Definition of a complaint:

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

The following steps will be initiated in processing a complaint:

1. All complaints must be completed on the appropriate form (1.2) and signed and dated by the individual making the complaint. The complaint forms are available in the Program Handbook (see following page) and the office of the director of the MT program.
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 College of Mental Health.
5. The College of Mental Health or their designee will give written acknowledgement of the complaint, within ten (10) working days.
6. The complaint will be processed in the following manor:
  - All written complaints will be logged in on the date delivered to the College of Mental Health.
  - If the complaint is of any department other than those within the College of Mental Health, it will be referred to the appropriate supervisor, and will not be addressed by the College of Mental Health 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.
7. If the complainant is not satisfied with results obtained through the process outlined above, they may ask for a review by the Academic Council.

**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 the College of Mental

Health by the division support staff. All support information and the release of information must be submitted with a complaint.

*Adopted: August 20, 2013: Carver School Faculty Retreat*

Campbellsville University  
College of Mental Health; Marriage and Family Therapy Program

## Complaint Form

Complainant Name: \_\_\_\_\_

Complainant Phone: \_\_\_\_\_

Complainant Email: \_\_\_\_\_

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

☐ Yes

☐ No

Explain

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

☐ Yes

☐ No

Explain

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Nature of Complaint:

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

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Complainant Signature \_\_\_\_\_ Date \_\_\_\_\_

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

### Appendix E

### Student Rights

### **Privacy Rights of Students**

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

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

1. Information on more than one student;
2. Financial information on his/her parents; or
3. Confidential letters and statements of recommendation if the student has waived his/her right to

inspect the letters and the letters are related to the student's admission to the University, application for employment or receipt of honorary recognition.

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

Directory information includes the following student information: student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent educational institution attended.

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

### **Equal Opportunity/ Non-Discrimination Policy**

Campbellsville University does not discriminate on the basis of sex in the education programs or activities that the University operates. The University is required by Title IX not to discriminate in such

a manner. This requirement not to discriminate in the University's education programs or activities extends to employment and admissions.

Campbellsville University's notice of non-discrimination is widely disseminated across multiple platforms. You can review the Notice of Non-Discrimination here:

<https://www.campbellsville.edu/policy/non-discrimination-policy/>.

Campbellsville University does not treat applicants, students, or employees differently on the basis of sex.

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, the University's grievance process complies with Title IX §106.45 for formal complaints. The University hereby provides notice of the University's 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 University 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](https://cm.maxient.com/reportingform.php?CampbellsvilleUniv&layout_id=2) OR contact the individuals listed below:

Title IX Coordinator

Administration Building, Office 7C

1 University Drive, UPO 944

Campbellsville, KY 42718

TitleIXCoordinator@campbellsville.edu

(270) 789-5092

Director of Personnel Services

Administration Building, Office 7B

1 University Drive, UPO 944

Campbellsville, KY 42718

HRQuestions@campbellsville.edu

(270) 789-5016

Campbellsville University also makes available the state of Kentucky's definitions of sexual violence, under the Kentucky Revised Statutes. These definitions can be found here:

<https://www.campbellsville.edu/policy/title-ix-policy-procedure/resources/>

Additionally, a number a resources are available on the Title IX website, including:

- CU's Sexual Misconduct Policy and Procedure:  
<https://www.campbellsville.edu/policy/title-ix-policy-procedure/>
- Title IX Personnel:  
<https://www.campbellsville.edu/policy/title-ix-policy-procedure/title-ix-personnel/>
- Title IX Training: <https://www.campbellsville.edu/policy/title-ix-policy-procedure/training/>
- Title IX Resources: <https://www.campbellsville.edu/policy/title-ix-policy-procedure/resources/>
- Sexual Violence Prevention Plan:  
<https://www.campbellsville.edu/policy/title-ix-policy-procedure/sexual-violence-prevention-plan/>

## **Sexual Harassment**

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 are 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 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.

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, 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 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

Campbellsville University complies with the Federal Student Right to Know and Campus Security Act.

## **Appendix F**

### **Recruitment:**

Campbellsville University MFT Program actively recruits students who have a bachelor's degree from regionally accredited colleges and universities, exceptions can be made on a case-by-case basis

within the framework of the university's policies regarding admission of students who have degrees from non-regionally accredited institutions." Active recruitment strategies involve providing resources to churches and community based ministries that have created interest in people applying for the program. We also encourage recruitment of students who will abide by the Campbellsville University Student Code of Conduct."

## **Appendix G**

### **Program Evaluation:**

The MMFT program will receive constant evaluation by the Student Committee (consisting of five MFT students), the Community of Interest Committee (composed of the dean of the College of Mental

Health, two members of the student committee, two MFT alumni, one practicum supervisor and one MFT employer), the MMFT faculty, and the MMFT student body.

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

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

Additionally, each committee will evaluate the program and recommend necessary changes based on COAMFTE educational outcomes, stated learning objectives, university and department policies, student evaluations, as well as the feedback provided by each committee. If changes are recommended, they will be forwarded to the appropriate representatives of Campbellsville University.

Those members of the student body not serving on a committee still have the opportunity to have their voices heard. Each course is evaluated at the end of the term by the members of that particular class. The results of these evaluations go to the program director, as well as to the professor of that particular course. Program surveys are distributed to all students on a yearly basis, the results of which go to the program director who shares them with all appropriate parties. Practicum students evaluate their supervisors, the results of which go to the Field Director. In addition, in order to further communication between students and the program director, students are given the program directors personal cell phone number.

## **Appendix H**

### **Faculty roles regarding teaching, scholarship, service and practice:**

Campbellsville University requires all faculty to meet the rigorous standards of SACSCOC for faculty requirements and scholarship. In addition, it is the opinion of the MMFT leadership that the best teachers are practitioners who deal with all of the practical issues that are common to all MFT's. As a

result it is the expectation of the MMFT program that our teachers excel in both the art of teaching and the practice of Marriage and Family Therapy. Our professors are expected to present MFT theory in a manner that is understandable and practical (our professors will be evaluated at the end of each term by their students). Our professors are expected to embrace scholarship by remaining up to date on MFT literature, by earning CEU's, 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, as well as by offering our services free of charge to local churches and community organizations. Our professors who are MFT's are strongly encouraged to maintain their own practices, and the university provides both space and resources to that end. A goal has been established that 75% of our faculty members who are MFT's will have their own practice, a goal we are presently reaching.

## **Appendix I**

### **Technical Training for Students, Faculty and Supervisors**

Students, faculty and supervisors are required to complete the 15-hour training in Technology Assisted Services before engaging in on-line services. Furthermore, each year students, faculty and supervisors are also required to complete 2-hours of continuing education in Technology Assisted Services.

## **Appendix J**

### **Policy on Student Retention**

The MMFT program reviews the progress of each student at the end of the semester Faculty/Supervisor meeting which occurs toward the end of the Fall, Spring, and Summer semesters. Academic, clinical, and interactional considerations, along with adherence to program and clinic policies and procedures are reviewed in this meeting and given as feedback on the faculty/staff

evaluation. This is part of the program's effort to facilitate the success and retention of MFT program students in ways that are consistent with the university mission and anti-discrimination policy, and student conduct policy. We also utilize academic support services when needed, along with academic advising, and encourage students to bring concerns as they arise so that we can better meet student needs.

## **Appendix K**

### **Length of Program/ SAC Data**

COAMFTE Student Achievement Criteria Data for Campbellsville University

Master of Marriage and Family Therapy Program

Accredited: November, 2016

Advertised Program Length:

2 year track (two courses every eight week term) **or**

3 year track (1 course every eight week term). Both tracks are considered full-time for financial aid, as long as no breaks are taken.

Maximum Time to Complete Program: seven years

Cohort Year					National
Students	Number of.	Advertised	Maximum.	Job	Exam
Entered	Students in	Graduation	Graduation	Placement	Pass
Rate	Program	Program.	Rate	Rate	Rate
2015-2016	16	63%	0%	90%	66.6%
2016-2017	32	72%	0%	100%	100%
2017-2018	35	37.1%	0%	88.8%	100%
2018-2019	25	In Process	In Process	In Process	In Process
2019-2020	39	In Process	In Process	In Process	In Process
2020-2021	59	In Process	In Process	In Process	In Process

\*\*\*Both the university and the MMFT program maintain ongoing data on graduation rates. Alumni are surveyed annually in order to determine job placement and AMFTRB pass rates.

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

## Appendix L Academic Calendar

It is helpful for students to be aware of the university's academic calendar, as the MFT Program is delivered over the course of 6 terms per year. These terms are: Summer 1, Summer 2, Fall 2, Fall 2, Spring 1, and Spring 2. Students may enter the program during any of these terms. Here is a link to the university's Academic Calendar:

<https://www.campbellsville.edu/academics/academic-affairs/academic-calendars/25.26.academic.calendar.html>



<b>ETHNICITY:</b>	<b>Non-resident (International)</b>	<b>Asian/ Pacific Islander</b>	<b>African/ African American Black</b>	<b>White/ Non- Hispanic</b>
<b>Faculty</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>
<b>Supervisors</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>16</b>
<b>Students</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>41</b>

<b>ETHNICITY:</b>	<b>Hispanic/ Latino/ Chicano</b>	<b>Multi- Ethnic</b>	<b>American Indian/ Alaskan Native</b>	<b>Other</b>
<b>Faculty</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Supervisors</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Students</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>

<b>GENDER:</b>	<b>Male</b>	<b>Female</b>
<b>Faculty</b>	<b>4</b>	<b>0</b>
<b>Supervisors</b>	<b>11</b>	<b>6</b>
<b>Students</b>	<b>12</b>	<b>50</b>

## **Appendix N**

### **PRESENT JOB DESCRIPTION-Program Director**

#### **Job Description Duties**

### Oversight of the Curriculum

1. Provide administrative and curriculum instruction (teach six course per year) in a Marriage and Family Therapy program.
2. Available to instruct MFT courses and field seminars according to workload assignments.
3. Implement field-related policies in collaboration with the Dean and faculty; contribute to the design of school curriculum and the development of academic policies as requested or need identified.
4. Work closely with the Dean and faculty in coordinating academic and field advising.
5. Maintain current data regarding the status of students in field placement; ensure the consistent monitoring of all electronic records of students in field education to ensure compliance with procedures and recording standards.

### Oversight of the Clinical Training Program (serves as the direct supervisor of the Clinical Director)

1. Administer weekly or bi-weekly field supervision seminars, as designated by the syllabus and program.
2. Establish and maintain agency placement criteria and ensure agency compliance to program objectives, competencies and goals.
3. Oversee/monitor student field placement performance; ensure timely and appropriateness of student placements and assign student achievement rating for the Field Education course.
4. Oversee/monitor the performance of field placement agencies; reviews all affiliation agreements; coordinates the renewal of such agreements and all recertification; makes periodic site visits to field placement agencies, including locations beyond Jefferson county, throughout the academic year.
5. Provide administrative oversight of all background screening; ensure compliance to procedures; review and make recommendations, as needed, for placement; ensure the establishment, monitoring and confidential maintenance of background screening records (when requested by Field Placement Agency).
6. Develop field placement agency sites for MFT students; ensure appropriate levels of practice experiences are aligned with the program competencies.
7. Recruit, recommend for hiring, and supervise field liaisons when enrollment deems necessary and provides consultation to field educators and liaisons as necessary.
8. Oversee the implementation and quality of field orientations for students, agencies, field liaisons, and new field educators; Develop, facilitate, and evaluate training programs for field supervisors and liaisons.

### Oversees how the facilities are working in relationship to the MFT Program

1. Assist the Director of the Louisville Education Center in ensuring that facilities meet needed specifications for the program.

### Oversight of the program's services

1. Prepare and submit a budget for the MFT program, including field events and activities.
2. Coordinate core performance and corrective action plan reviews and make recommendations concerning the continuation, transfer, or dismissal of students or placement site; provide consultations; conduct training on the use and application of core performance standards as needed.
3. Surveying faculty, students, and alumni in order to evaluate and to enhance the program.
4. Meet with agency CEO's and other appropriate agency personnel to strengthen partnerships and help in the design of best practice learning experiences for students.

### Oversight of managing the maintenance and enhancement of the program's quality

1. Administer and submit outcome assessment data relating to student practicums and participate in recommendations as indicated.
2. Oversee, delegate and complete when necessary the timely and accurate updating of field educational manuals, forms, and administrative procedures; submit changes as required to the university catalog and student handbooks.
3. Demonstrate advanced interpersonal and leadership skills, with the ability to effectively interact with other departments, faculty, and employees of all levels.
4. Assist in development and implementation of the programs assessment plan, including observation of student competencies, field education evaluations, and other best practice assessment tools as identified by the program and professional literature.

The Program Director oversees and is ultimately responsible for all aspects of the Campbellsville University MFT Program, and represents the MFT Program to Campbellsville University Administration and all external communities of interest. Under the direct supervision of the Dean of the College of Mental Health, the Program Director is responsible for all facets of the MFT Program curriculum, clinical training program, facilities, services, and the maintenance and enhancement of the program's quality. The Program Director is ultimately responsible for maintenance of COAMFTE and SACS accreditation for the MFT program. The Program Director teaches in the Master of Family Therapy program and practices in the MFT Clinic.

### Specific Duties:

- Serve as the formal representative of the MFT program at all university and public functions.
- Actively recruit a diverse student body each year to sustain the MFT programs.

- Direct oversight of implementation of the MFT curriculum, including but not limited to scheduling of courses and assigning instructors.
- Work with students, faculty, and communities of interest to review and revise program policies and procedures.
- Work with students, faculty, and communities of interest to review and revise MFT program handbook and other program documents and publications.
- Oversight of fiscal and physical resources of the program to ensure resources are functioning and adequate.
- Work directly with the Dean of the College of Mental Health, as well as university representatives, to prepare and monitor the annual budget.
- Work with students and faculty to review, revise, and improve program resources as needed.
- Work with students, faculty, and communities of interest to monitor academic support services for effectiveness in meeting program and student needs.
- Work with Campbellsville University Alumni Office and MFT faculty to assure ongoing relationships with program graduates.
- Serve as point of contact for hiring faculty and staff.
- Supervise faculty and staff.
- Meet weekly with MFT leadership and faculty to:
- Review achievement of Educational Outcomes.
- Provide direction on all aspects of implementation of the curriculum, community placements, clinical practicum, Campbellsville University MFT Clinic.
- Review program status regarding curriculum, community placements, clinical practicum, and the Campbellsville University MFT Clinic.
- Review on-going collection and analysis of accreditation data and implementation of program improvement initiatives.
- Review on-going program growth and development related to medical family therapy initiatives.
- Review student concerns and issues. o Other issues/concerns/questions as identified.
- Oversight responsibilities for compliance with COAMFTE and SACS Standards.
- Other duties as assigned by university leadership.

## References

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