## MMFT PROGRAM HANDBOOK
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>2</td>
</tr>
<tr>
<td>Campbellsville University Historical Overview</td>
<td>3</td>
</tr>
<tr>
<td>Campbellsville University Mission</td>
<td>4</td>
</tr>
<tr>
<td>Purpose of the Marriage and Family Therapy Program</td>
<td>4</td>
</tr>
<tr>
<td> Program Values</td>
<td>5</td>
</tr>
<tr>
<td> Admission Processes</td>
<td>5</td>
</tr>
<tr>
<td> MMFT Program Goals</td>
<td>8</td>
</tr>
<tr>
<td> MMFT Faculty Outcomes</td>
<td>11</td>
</tr>
<tr>
<td> Program Competencies</td>
<td>12</td>
</tr>
<tr>
<td>Marriage and Family Therapy Curriculum</td>
<td>17</td>
</tr>
<tr>
<td>Program Dissemination</td>
<td>17</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>18</td>
</tr>
<tr>
<td>MMFT Application Policies</td>
<td>19</td>
</tr>
<tr>
<td> Admission Notification</td>
<td>19</td>
</tr>
<tr>
<td> Conditional Admission</td>
<td>19</td>
</tr>
<tr>
<td> Safety Policy</td>
<td>19</td>
</tr>
<tr>
<td> Student Rights and Responsibilities</td>
<td>19</td>
</tr>
<tr>
<td> Graduate Examination</td>
<td>20</td>
</tr>
<tr>
<td> Grade Point Average</td>
<td>20</td>
</tr>
<tr>
<td> Non-Academic Behavior</td>
<td>20</td>
</tr>
<tr>
<td> Appeal of Sanctions</td>
<td>21</td>
</tr>
<tr>
<td>Course Policies</td>
<td>22</td>
</tr>
<tr>
<td> Class Participation and Attendance</td>
<td>22</td>
</tr>
<tr>
<td> Classroom Behavior</td>
<td>22</td>
</tr>
<tr>
<td> Student Papers</td>
<td>22</td>
</tr>
<tr>
<td> Academic Dishonesty</td>
<td>23</td>
</tr>
<tr>
<td> Late Assignments and Exams</td>
<td>24</td>
</tr>
<tr>
<td> Incomplete Grades</td>
<td>24</td>
</tr>
<tr>
<td> Grievance and Appeals</td>
<td>24</td>
</tr>
<tr>
<td> Affirmative Action</td>
<td>25</td>
</tr>
<tr>
<td> Transfer Credit</td>
<td>25</td>
</tr>
<tr>
<td> Life Experiences</td>
<td>25</td>
</tr>
<tr>
<td> Field Practicum</td>
<td>25</td>
</tr>
<tr>
<td> Field Case Conferencing</td>
<td>26</td>
</tr>
<tr>
<td> Surveys</td>
<td>26</td>
</tr>
<tr>
<td>Curriculum Course Descriptions</td>
<td>27</td>
</tr>
<tr>
<td>MMFT Course Schedule</td>
<td>31</td>
</tr>
<tr>
<td>Demographics</td>
<td>32</td>
</tr>
<tr>
<td> Students</td>
<td>32</td>
</tr>
<tr>
<td> Faculty</td>
<td>33</td>
</tr>
<tr>
<td>Appendix A: Statement of Ethical Practice</td>
<td>35</td>
</tr>
<tr>
<td>Appendix B: Request for Incomplete</td>
<td>36</td>
</tr>
<tr>
<td>Appendix C: Student Code of Conduct</td>
<td>37</td>
</tr>
<tr>
<td>Appendix D: Complaint Procedures and Policy</td>
<td>39</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Appendix E: Student Rights</td>
<td>42</td>
</tr>
<tr>
<td>Appendix F: Student Recruitment</td>
<td>45</td>
</tr>
<tr>
<td>Appendix G: Program Evaluation</td>
<td>46</td>
</tr>
<tr>
<td>Appendix H: Faculty roles regarding teaching, scholarship, service and Practice</td>
<td>48</td>
</tr>
<tr>
<td>References</td>
<td>49</td>
</tr>
</tbody>
</table>
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 this counseling profession, and we look forward to providing you with an informative and challenging academic experience in a Christ-centered environment.

The School of Theology 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 the individual and family 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!

Sincerely,

John E. Hurtgen, Ph.D.
Dean, School of Theology
**Historical Overview**

**History of Campbellsville University**

Campbellsville University was founded in 1906 by the Russell Creek Baptist Association as the Russell Creek Academy. The Academy grew and expanded with the 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.

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 (CCCU), 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 Master of Marriage and Family Therapy is accredited by COAMFTE (Commission on Accreditation for Marriage and Family Therapy Education).

The Campbellsville University Mission
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.

Master in Marriage and Family Therapy (M.M.F.T.)
Program Information
The Masters of Marriage and Family Therapy Program Purpose:
The MMFT is offered to enhance career opportunities and prepare graduates with the knowledge and skills to counsel individuals, couples and families in a variety of occupational venues.

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 School of Theology, 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, a letter of decision, invitation, or both is mailed to the applicant at the address provided on the application.

Please submit your MMFT Program application materials to:

**Louisville Extension Center**
Campbellsville University
2300 Greene Way
Louisville, KY 40220
Attn: Admissions

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 beginning fall or spring.

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, courses are offered in the evenings and meet one night a week. Courses are scheduled in eight-week terms.
A sequenced calendar of courses are recommended and included in this handbook. We currently offer a two-year track and a three-year track. A student on the two-year track will take two classes every eight weeks. A student on the three-year track will take one class every eight weeks. For financial aid purposes, both tracks are considered full-time (though students taking only one class per eight-week term cannot take a term off).

Students are eligible to begin their practicum experience after they have successfully completed 12 credit hours (please arrange a meeting with the MMFT Field Director once you have completed 9 credit hours of coursework in this program). Practicum will last a minimum of one year (six terms), though students will only have to pay for five terms. The first practicum class is a preparatory class. The preparatory practicum class can be taken after the student has completed nine hours, and is required before students are allowed to provide therapy during the following practicum classes.

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.

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. Once a written request is made to the Dean of the School of Theology and the director of the MFT program for special consideration, and a written approval is granted by the dean of the School of Theology, 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.
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.
# MMFT Program Competencies December 2014

43 Competencies and 46 Practice Behaviors

## Domain 1: Treatment

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<thead>
<tr>
<th>#</th>
<th>Subdomain</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Conceptual</td>
<td>Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.</td>
</tr>
<tr>
<td>1.1a</td>
<td>Practice Behavior</td>
<td>Demonstrate working knowledge of psychological, systemic, and theoretical perspectives as it pertains to family assessment and treatment.</td>
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<tr>
<td>1.2</td>
<td>Conceptual</td>
<td>Understand theories and techniques of individual, marital, couple, family, and group Psychotherapy.</td>
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<tr>
<td>1.2a</td>
<td>Practice Behavior</td>
<td>Demonstrate working knowledge of same by drafting treatment plan.</td>
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<tr>
<td>1.3</td>
<td>Perceptual</td>
<td>Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, and social context).</td>
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<tr>
<td>1.3a</td>
<td>Practice Behavior</td>
<td>Demonstrate working knowledge of multiple systems (including work, church, and school) and their interlocking relationship with family systems.</td>
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<td>1.4</td>
<td>Perceptual</td>
<td>Consider health status, mental status, other therapy, and other systems involved in the clients' lives.</td>
</tr>
<tr>
<td>1.4a</td>
<td>Practice Behavior</td>
<td>Demonstrate a working knowledge of systemic models of treatment (courts, social services,) and their interlocking relationship with family systems through the development of a comprehensive genogram.</td>
</tr>
<tr>
<td>1.5</td>
<td>Executive</td>
<td>Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.</td>
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<tr>
<td>1.5a</td>
<td>Practice Behavior</td>
<td>Use vignettes and genograms in textbooks to practice the systemic integration of relationship patterns and the assessment process.</td>
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<tr>
<td>1.6</td>
<td>Executive</td>
<td>Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extra familial resources).</td>
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<tr>
<td>1.7</td>
<td>Executive</td>
<td>Establish and maintain appropriate and productive therapeutic alliances with the clients.</td>
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<tr>
<td>1.8</td>
<td>Evaluative</td>
<td>Evaluate case for appropriateness for treatment within professional scope of practice and competence.</td>
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<tr>
<td>1.8a</td>
<td>Practice Behavior</td>
<td>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.</td>
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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.

### Domain 2: Assessment and Diagnosis

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<th>Competencies</th>
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<tr>
<td>2.1</td>
<td>Conceptual</td>
<td>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).</td>
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<tr>
<td>2.1a</td>
<td>Practice Behavior</td>
<td>Demonstrate working knowledge of family life cycle transitions, family development, vertical and horizontal stressors.</td>
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<tr>
<td>2.1b</td>
<td>Practice Behavior</td>
<td>Identify and systemically assess response to emotional load.</td>
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<tr>
<td>2.2</td>
<td>Conceptual</td>
<td>Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.</td>
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<tr>
<td>2.2a</td>
<td>Practice Behavior</td>
<td>Demonstrate a working knowledge of how to use the DSM 5.</td>
</tr>
<tr>
<td>2.3</td>
<td>Conceptual</td>
<td>Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.</td>
</tr>
<tr>
<td>2.3a</td>
<td>Practice Behavior</td>
<td>List cultural biases and beliefs in clinical formulations and correct same</td>
</tr>
<tr>
<td>2.4</td>
<td>Perceptual</td>
<td>Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.</td>
</tr>
<tr>
<td>2.4a</td>
<td>Practice Behaviors</td>
<td>Formulate a clinical hypothesis based on case vignettes and mock sessions.</td>
</tr>
<tr>
<td>2.5</td>
<td>Perceptual</td>
<td>Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.</td>
</tr>
<tr>
<td>2.5a</td>
<td>Practice Behavior</td>
<td>Identify the difference between organic problems and emotional symptoms.</td>
</tr>
<tr>
<td>2.6</td>
<td>Executive</td>
<td>Diagnose and assess client behavioral and relational health problems systemically and contextually.</td>
</tr>
<tr>
<td>2.7</td>
<td>Executive</td>
<td>Apply effective and systemic interviewing techniques and strategies.</td>
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### Domain 3: Treatment Planning and Case Management

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<thead>
<tr>
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<th>Competencies</th>
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<tr>
<td>3.1</td>
<td>Conceptual</td>
<td>Know which models, modalities, and/or techniques are most effective for presenting problems.</td>
</tr>
<tr>
<td>3.1a</td>
<td>Practice Behavior</td>
<td>Demonstrate a working knowledge of the following family systems models: intergenerational, cognitive-behavioral, structural, strategic, narrative and solution-focused.</td>
</tr>
<tr>
<td>3.2</td>
<td>Perceptual</td>
<td>Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.</td>
</tr>
<tr>
<td>3.2a</td>
<td>Practice Behavior</td>
<td>Demonstrate an ability to integrate cultural competence in constructing a genogram.</td>
</tr>
<tr>
<td>3.3</td>
<td>Executive</td>
<td>Structure treatment to meet clients’ needs and to facilitate systemic change.</td>
</tr>
<tr>
<td>3.4</td>
<td>Executive</td>
<td>Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.</td>
</tr>
<tr>
<td>3.5</td>
<td>Evaluative</td>
<td>Recognize when treatment goals and plan require modification.</td>
</tr>
<tr>
<td>3.5a</td>
<td>Practice Behavior</td>
<td>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.</td>
</tr>
<tr>
<td>3.6</td>
<td>Professional</td>
<td>Advocate with clients in obtaining quality care, appropriate resources, and services in their community.</td>
</tr>
<tr>
<td>3.6a</td>
<td>Practice Behavior</td>
<td>Assist the family in getting additional services when necessary.</td>
</tr>
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Domain 4: Therapeutic Interventions

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<tr>
<th>#</th>
<th>Subdomain</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>4.1</td>
<td>Conceptual</td>
<td>Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.</td>
</tr>
<tr>
<td>4.1a</td>
<td>Practice Behavior</td>
<td>Identify culturally sensitive approaches and their relevance for therapeutic applications.</td>
</tr>
<tr>
<td>4.2</td>
<td>Perceptual</td>
<td>Recognize how different techniques may impact the treatment process.</td>
</tr>
<tr>
<td>4.2a</td>
<td>Practice Behavior</td>
<td>Demonstrate a working knowledge of a variety of techniques and their subsequent impact of the treatment process.</td>
</tr>
<tr>
<td>4.3</td>
<td>Executive</td>
<td>Match treatment modalities and techniques to clients’ needs, goals, and values.</td>
</tr>
<tr>
<td>4.4</td>
<td>Executive</td>
<td>Engage each family member in the treatment process as appropriate.</td>
</tr>
<tr>
<td>4.5</td>
<td>Executive</td>
<td>Modify interventions that are not working to better fit treatment goals.</td>
</tr>
<tr>
<td>4.6</td>
<td>Evaluative</td>
<td>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.</td>
</tr>
<tr>
<td>4.6a</td>
<td>Practice Behavior</td>
<td>Participate in Clinical Supervision and Case Conferences</td>
</tr>
<tr>
<td>4.7</td>
<td>Professional</td>
<td>Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics.</td>
</tr>
<tr>
<td>4.7a</td>
<td>Practice Behavior</td>
<td>Formulate a clinical hypothesis and draft a treatment plan</td>
</tr>
</tbody>
</table>

Domain 5: Legal Issues, Ethics, and Standards

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<tr>
<th>#</th>
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<th>Competencies</th>
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<tbody>
<tr>
<td>5.1</td>
<td>Conceptual</td>
<td>Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.</td>
</tr>
<tr>
<td>5.1a</td>
<td>Practice Behavior</td>
<td>Discuss professional ethics and standards of practice with clinical supervisor.</td>
</tr>
<tr>
<td>5.2</td>
<td>Conceptual</td>
<td>Understand the process of making an ethical decision.</td>
</tr>
<tr>
<td>5.2a</td>
<td>Practice Behavior</td>
<td>Discuss ethical decision making with clinical supervisor.</td>
</tr>
<tr>
<td>5.3</td>
<td>Perceptual</td>
<td>Recognize when clinical supervision or consultation is necessary.</td>
</tr>
<tr>
<td>5.3a</td>
<td>Practice Behavior</td>
<td>Continuously seek and accept clinical supervision and constructive criticism.</td>
</tr>
<tr>
<td>Domain 6: Research and Program Evaluation</td>
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<td><strong>#</strong></td>
<td><strong>Subdomain</strong></td>
<td><strong>Competencies</strong></td>
</tr>
<tr>
<td>6.1</td>
<td>Conceptual</td>
<td>Know the extant MFT literature, research, and evidence-based practice.</td>
</tr>
<tr>
<td>6.1a</td>
<td>Practice Behavior</td>
<td>Read and interpret at least five resources used in every core course throughout the curriculum.</td>
</tr>
<tr>
<td>6.2</td>
<td>Conceptual</td>
<td>Understand research and program evaluation methodologies, quantitative and qualitative, relevant to mental health services.</td>
</tr>
<tr>
<td>6.2a</td>
<td>Practice Behavior</td>
<td>Select programs and research relevant to practice.</td>
</tr>
<tr>
<td>6.3</td>
<td>Perceptual</td>
<td>Recognize opportunities for therapists and clients to participate in clinical research.</td>
</tr>
<tr>
<td>6.3a</td>
<td>Practice Behavior</td>
<td>Select questions that require exploration of clinical outcomes.</td>
</tr>
<tr>
<td>6.4</td>
<td>Executive</td>
<td>Read current counseling literature.</td>
</tr>
<tr>
<td>6.5</td>
<td>Evaluative</td>
<td>Evaluate knowledge of current clinical literature and its application.</td>
</tr>
<tr>
<td>6.5a</td>
<td>Practice Behavior</td>
<td>Show familiarity with counseling literature as demonstrated through assignment submissions and performance on exams.</td>
</tr>
<tr>
<td>6.6</td>
<td>Professional</td>
<td>Contribute to the development of new knowledge.</td>
</tr>
<tr>
<td>6.6a</td>
<td>Practice Behavior</td>
<td>Pose a practice question and engage in clinical research.</td>
</tr>
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Domain 7: Professionalism

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<tr>
<th>#</th>
<th>Subdomain</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Practice Behavior</td>
<td>Demonstrate professional demeanor, appearance, discipline and abide by agency policy and standards.</td>
</tr>
</tbody>
</table>

**Marriage & Family Core Curriculum (required) 50 hrs**
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 545 Premarital and Marital 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

*Practicum/Internship (500 direct client hours) 10
MFT 690 Practicum

Students may begin their practicum experience after they have successfully completed 18 credit hours in the program. Prior to beginning the experience, they must obtain approval of the Practicum Director for the adequacy of the field agency and the field agency supervisor.

**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 online, and all courses are available in the evening to accommodate the adult learner.
Instructional Faculty

Dale Bertram, Marriage and Family Therapy
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
(Director of MFT Field Education)
MSC Campbellsville University – Marriage and Family Therapy
BS Campbellsville University – Christian Studies
Licensed Marriage and Family Therapist

Kenneth Hollis, Theology/ Marriage and Family Therapy
(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

Scott Wigginton, Theology – Theology/ Marriage and Family Therapy (Assistant
Program Director)
BA Western Kentucky University
M.Div. Th.M. & PhD, The Southern Baptist Theological Seminary
Licensed Marriage and Family Therapist/ 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 who will report
   progress to the Dean

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.

Safety Policy

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

Students Rights and Responsibilities

All students enrolled in programs provided by the School of Theology 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 social work program:

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.

Grade Point Average/ Incompletes

No student may graduate with a MFT Program GPA of less than 3.0 or with more than one C in their graduate coursework.

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 School of Theology. 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:

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

**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 confidences. 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


Academic Dishonesty

Academic dishonesty falls into one of two categories: cheating and plagiarism. (a) 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. (b) 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 School of Theology.

**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 12-months. Grades of "incomplete" will become an "F" after 12-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**
Academic grievances regarding a grade the student feels he/she received unjustly should follow grievance procedure as follows:

Schedule an appointment to talk with your professor and present the professor with a written statement as to what you think is a fair and satisfactory resolution. This appointment must take place within two weeks of grades being posted. If resolution is unsatisfactory the student may next file the same letter presented to the faculty to the Vice President for Academic Affairs and
write a request for a hearing with the Academic Council (special arrangements may be requested for students enrolled at the extended Center locations).

Field Practicum placement issues, concerns and/or appeals should be submitted to your Field Education Instructor in writing. The previous procedure is to be followed if the student wishes to pursue the grievance to an advanced level after seeking resolution with the instructor.

**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.

**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 School of Theology 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.

**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.
Field Practicum
The Master in Marriage and Family Therapy requires field practicum experience of 500 hours of direct client contact, and must meet COAMFTE requirements. Students may begin their practicum experience after they have successfully completed 12 credit hours in the program, and may begin seeing clients after they have completed 18 hours of coursework. Prior to beginning the experience they must obtain approval of the CU Field Director for the adequacy of the field agency and the field agency supervisor. Supervisors must be approved by the Director of Field Education.

Field Case Conferencing
Students are required to meet with the Director of MFT Field Education, or with approved representatives, weekly for case conference and to present cases for discussion and faculty oversight. These conferences may occur face to face or through technology, dependent upon the arrangements of the instructor and student. Dependent upon the number of students assigned to the respective Director of MFT Field Education, the conferencing may occur in a group or an independent nature. Case conferencing is a requirement of the field experience and students are responsible for any additional fees or transportation to campus and field sites.

Surveys
The MMFT Program will send out two surveys per year. The first is an Alumni Survey, which will be sent to all MMFT Alumni once a year. This survey will be sent out via Survey Monkey, and both will protect the privacy of our MFT alumni, their supervisors and their employers. The purpose of the Alumni Survey is to provide the program with information as to how the student is practicing marriage and family therapy, what position graduates hold within their agency/organization, their current volunteer/mission activities, their rating of their MFT preparation, their current status toward licensure, whether they have pursued supervision or doctoral studies, their use and skills in research since graduation, and their service populations and interaction with populations-at-risk (domestic and foreign, regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation).
The second survey is an Employers Survey. The purpose of this survey is to obtain information from employers regarding the practice of our alumni (knowledge of MFT theories, therapeutic skills, ability to practice ethically, ability to practice with diverse populations, etc.). These surveys will be sent out to our alumni along with a request that they share the link with their employers and/or supervisors. Again, neither the employer nor the alumni will be identified in any way.

**CURRICULUM COURSE DESCRIPTIONS**
**FOR THE 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 the 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. Attending 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.

**MFT545 Premarital and Marital Counseling**..............................................3 hrs.
This course will provide a historical overview of the marriage counseling movement. We will deal with a full range of topics: premarital counseling, marriage enrichment, blended couple counseling, life stage events, and marital therapy. Recognizing the long history of marriage counseling, this course will focus heavily on the more recent research driven models of marriage counseling (primarily John Gottman’s and Sue Johnson models).
### MFT550 Marriage and Family Therapy Theories and Practice II

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.

### MFT560 Psychopathology

This course is an overview of contemporary perspectives on child and adult psychological disorders. Course content includes: Training in the use of the DSM-IV 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-IV.

### MFT570 Cultural Competencies

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, multi-cultural 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

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

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

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.

### MFT681 Addictions Counseling for the MFT

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.

**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 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.
### MMFT Course Schedule

#### G1 (approx. June – July)
- MFT517 – Marriage and Family Therapy 3
- MFT555 – Addictions Counseling for the MFT
- 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 (blended)**
- MFT600 – Exit Class

#### G4 (approx. Jan-Feb.)
- MFT500 – Marriage and Family Theories & Practice 1
- MFT530 – Research Methods
- MFT516 – Marriage and Family Therapy 2
- **MFT560 – Psychopathology (blended)**

#### 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
- MFT545 – Marital and Sex Counseling (blended)

---

**Before you can begin your practicum, you must complete the following courses**
- MFT523 (Skills)
- MFT581 (Ethics)
- MFT560 (Psychopathology)
- (these three courses are offered twice a year)
- (these three courses are printed in bold type to help you identify them)

**Before you can begin your practicum, you must also complete 2 of our 5 theory courses** (MFT500, 550, 515, 516 or 517)

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

**Courses not highlighted are face-to-face courses**

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

**Courses identified as blended will meet partly on-line and partly face-to-face**
### Student Demographics - 2017

#### SEX

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#### RACE

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<td>Unknown</td>
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<tr>
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RELIGIOUS AFFILIATION

Catholic 0
Church of Christ 0
Christian 13
Methodist 1
None 0
O.Bapt. 8
Other 3
Pentacostal 1
S.Bapt. 16
Unknown 2

Faculty Demographics – 2017

SEX

Male 4
Female 1

MARITAL STATUS

Married 5
Single 0
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Appendix A

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.

________________________________________________________________

(Student name) (date)
Appendix B

Campbellsville University
School of Theology; 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 12-months will become “F’s”.

Students Name ___________________________ ID Number _________

Date of Request ________________

Please explain why you are requesting an incomplete

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

What is your plan to complete the course requirements?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

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 student, 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.
Appendix D
Complaint procedures and policy

School of Theology; 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 School of Theology.
5. The School of Theology 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 School of Theology.
   - If the complaint is of any department other than those within the School of Theology, it will be referred to the appropriate supervisor, and will not be addressed by the School of Theology 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 School of Theology 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
Complainant Name: ________________
Complainant Phone: ________________
Complainant Email: ________________

Does this complaint directly involve another person (student, faculty, staff or administrator)?
  Yes
  No
  explain ____________________________________________________________________________
  _________________________________________________________________________________

Have you attempted to resolve this matter with the person directly involved?
  Yes
  No
  Explain reply _________________________________________________________________________
  ___________________________________________________________________________________
  ___________________________________________________________________________________

Nature of Complaint:
  __________________________________________________________________________________
  __________________________________________________________________________________
  __________________________________________________________________________________
  __________________________________________________________________________________
  __________________________________________________________________________________
  __________________________________________________________________________________

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

Complainant Signature ___________________________ Date ______________

Note: the Complaint Form must be completed entirely in order for the complaint to be processed.
Appendix E
Student Rights

Privacy Rights of Students

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

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Inquiries or complaints should be directed to Director of Human Resources, Campbellsville University, UPO Box 784, 1 University Drive, Campbellsville, KY 42718.

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 Theology, 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 represent alumni, supervisors, employers, the university, KIN and AAMFT.

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

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