The Marriage & Family Therapy Program at Edgewood College is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838-9808, coa@aamft.org.

Our program has been COAMFTE-accredited since October 2008.

Edgewood College has been continuously accredited since March 28, 1958, by the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, www.hlcommission.org

DISCLAIMER:
The provisions of this handbook do not constitute a contract, express or implied, between Edgewood College or the Marriage & Family Therapy Graduate Program and any applicant, student's family, or faculty or staff member. Edgewood College and the Marriage & Family Therapy Graduate Program reserve the right to change the policies, procedures, rules, regulations and information in this handbook at any time. Changes will become effective at the time the proper authorities so determine, and the changes will apply to both prospective students and those already enrolled. The handbook is a general information publication only, and it is not intended to nor does it contain all regulations that relate to student behaviors.
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Introduction

The administrators and faculty of the Marriage & Family Therapy (MFT) master’s program at Edgewood College (EC) have established the policies and procedures found in this handbook. The purpose of this handbook includes the following:

1) Providing all students with a comprehensive supplement to the EC Graduate Catalog and other EC documents relevant to graduate study.
2) Defining the contributions graduate students can expect to make to the MFT Program and EC to complete their graduate study.

Program overview

EC’s Master of Science degree in MFT is a 48-credit program of study. Included is a 12-month internship with a minimum of 500 clinical hours (300 direct and 200 ancillary) with individuals, couples, and families plus 100 hours of supervision. Students work with a variety of clients from the community, including families experiencing multiple systemic challenges.

The program’s basic orientation is the “General Systems” paradigm within which students are exposed to the structural, strategic, and systemic approaches, in addition to the other major modalities of the discipline. Trainees are encouraged to select and specialize in an approach that best fits their own clinical style.

The program emphasizes a broad blend of theoretical and therapeutic approaches, with a primary goal of clinical excellence in training in the field of marriage and family therapy. The program is based on national and state standards for course and clinical content and will prepare students to apply for credentialing in Wisconsin as licensed marriage and family therapists.

Program expectations

MFT program responsibilities include the following:

- Regularly offering quality graduate courses
- Providing skilled graduate faculty to serve effectively as graduate advisors, to include directing research projects and supervising internship experiences
- Ensuring adequate library and computer resources and staff
- Offering opportunities for student growth through a variety of learning experiences

Graduate student responsibilities include the following:

- Developing a clear purpose for their degree
- Learning and utilizing effective time management skills
- Committing to their program through research project and clinical internship completion
- Meeting advertised graduation dates for their degrees
- Careful, consistent planning and progression with advisors
In-class student health emergencies

Students are encouraged to share a copy of any preferred protocols with faculty/staff. Faculty/staff shall hold this information in confidence unless the student has authorized its disclosure or if an emergency arises.

- If student has shared preferred protocol, those guidelines will be followed by faculty/staff. Student should also carry a card (kept with ID) stating that protocol.
- If student’s preferred protocol is unknown by faculty/staff, 911 will be called.

Background check required

After acceptance into the program, each student is required to complete a caregiver background check through the DOJ website and provide a scanned copy of the results to the Program Administrator preferably before attending your first course, yet no later than the end of the student’s first semester of courses. If a background check is not received by this deadline, further participation in the program may be limited.

https://recordcheck.doj.wi.gov/
Program Mission

With its roots in the mission and identity statements of EC, the master’s degree program in MFT is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.

Program Goals

Our program goals include areas of knowledge, practice, diversity, research, and ethics competencies:

- Prepare students to become engaged in the field of MFT
- Maintain professional and ethical standards required for accredited graduate MFT programs
- Train students to be critical consumers of research and apply the best research evidence to their clinical work
- Enroll a culturally diverse cohort of students

Anti-Discrimination Policy

Diversity statement

EC welcomes to its learning community people of diverse backgrounds, religious affiliation, ethnic and racial identification, and sexual orientation.

Our MFT program supports this diversity statement and expands upon it to also include 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.

Affirmative action policy

EC respects the dignity and gifts of each person. We strive to create environments in which the value of diversity is understood, practiced, and embraced by our faculty, staff, and students. Diversity encompasses race, color, ethnicity, national origin, religion, gender, age, sexual orientation, disability, and Vietnam era veteran status. In order to foster diversity, we commit ourselves not only to Equal Employment Opportunity, but also to Affirmative Action through special efforts to search for qualified faculty, staff, and students from diverse backgrounds. We believe that taking affirmative action will advance our goal of social and economic justice for all people. It will empower those of diverse heritages and backgrounds to share their unique contributions and, thus, further the mission of EC.

Our MFT program supports this affirmative action policy and expands upon it to also include 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.
Nondiscrimination on the basis of disability

It shall be the policy of EC to ensure that no qualified person shall, solely by reason of disability, be excluded from participation in, or be denied benefits of, any program or activity operated by EC.

It is the responsibility of the student seeking services to provide all necessary information and documentation of special requirements for assistance well in advance of actual need for those services. It is recommended that all information be submitted 30 days prior to the beginning of a semester. Requests for some services such as alternative textbook formats and sensory impairment accommodations may require more notice. Services for students with disabilities are coordinated through Learning Support Services.

Our MFT program abides by this policy.

Nondiscriminatory policy

EC admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs. The college welcomes people who reflect the rich diversity of the world’s cultures and perspectives.

Our MFT program supports this nondiscriminatory policy and expands upon it to also include 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.

Student Recruitment and Admission

Students are recruited through marketing strategies collaborated upon with the EC Graduate Professional Studies office.

Admission Requirements

1) Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 3.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the EC graduate program.

3) Complete and submit graduate application (including $30 fee).

4) Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to Edgewood College Graduate and Professional Studies.

5) The MFT Program Reference Form must accompany two letters of recommendation from individuals qualified to comment on the candidate's potential for success as a therapist.
6) The MFT program requires a two-page typewritten statement indicating motives and professional goals for pursing a degree in MFT. The written statement should include:
   o Interests and motivation for wanting to be a therapist
   o Ability to succeed in graduate school
   o What preparation, either through coursework, internship, volunteer work, or job experience, has been undertaken that provides basic therapy skills.

7) Applicants must also submit a resume.

8) Applications will be reviewed upon completion. The Associate Dean and Program Administrator may request an interview at that time.

9) International Students may have additional admission requirements. Learn more.

**Deadlines**

The Marriage and Family Therapy Program begins the fall of each academic year. It is a highly competitive cohort-based graduate program with rolling admissions opening September 1st for the next year's Fall cohort. Applicants are strongly advised to apply early as applications are reviewed and spots are filled throughout the year.

**New student orientation**

An orientation day for new students will be held prior to the beginning of the semester (typically in August). More information on this date will be shared upon admittance.

**Transfer credits**

Of the degree requirements, a total of 33 graduate credits must be earned at Edgewood College to meet residency.

A student may submit up to 15 semester hours of graduate credit for consideration of transfer to Edgewood College for application to a degree program. Approval of the respective department is required. To be considered for application to a degree program, a course must have been taken within the past five years. For more information about transfer credits, students should contact their admissions counselor or advisor.

**Student Retention**

Information about academic regulations and retention as well as other important information such as the requirement for continuous enrollment is provided in the 2020-21 Edgewood College Catalog. Students should be familiar with this information and any requirements contained therein. Students must maintain good academic standing to remain in the MFT graduate program. See Edgewood College's Graduate Student Degree Requirements and especially note the following excerpt: “Grades of a C or above will fulfill program requirements; grades of CD or below cannot be used to fulfill program requirements.”
Policy for starting, delaying, or pausing the program

- If an applicant accepts and attends the program but as a student is unable to finish, they have 5 years (total) from their acceptance date into the program to complete their degree.
- If an applicant accepts and is unable to start the program on their official start date, they can delay their start date for up to one year. After one year, a student must reapply to the program.

Important:
If a student seeks a pause in the program (planned or unplanned), they must contact the Associate Dean, Program Administrator, or their Advisor as soon as possible to put an appropriate plan of action into place.

Program Courses

MFT 600 Introduction to Systems Theories: This course explores the theoretical foundations for thinking and approaching psychotherapy systemically. Provides an overview of the use of metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. A major focus in this course is the exploration and the integration of “self as a therapist” or “person of the therapist” within systemic psychotherapy. Prerequisites: None.

MFT 605 Introduction to Marriage & Family Therapy Models: This course connects the theories and the models of marital and family therapy and their clinical approaches. Sets the groundwork for MFT II by providing a solid base for understanding the core concepts & interventions of interactional therapies. Prerequisites: None.

MFT 610 MFT Approaches & Groups: This course explores the process and practice of interactional psychotherapy (from first contact through the course of treatment to termination). Addresses the professional significance of understanding and articulating rationales for treatment approaches. Examines session formats and their dynamics to include family, group, and the impact of substance use as a co-occurring disorder. Prerequisite: MFT 605.

MFT 615 Psychology of Trauma & Stress Disorders: This course examines therapeutic strategies with selected trauma and stress-related issues that impact the family, such as physical illness, death, divorce, and persistent mental illness. Prerequisite: None.

MFT 620 Diversity & Inclusion in MFT: This course focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture, from childhood through old age. Discusses the implications for interactional therapies. Prerequisites: None.

MFT 625 Couples & Sex Therapy: This course involves a review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems from a systemic perspective. Prerequisites: None.
This course provides an exploration and application of theories and methods used in marital and couple therapy using a systemic perspective. Major theoretical approaches will be examined to develop a framework within which the student can understand the nature of intimate relationships and the dynamics of marital and couple therapy.

**MFT 630 Psychopathology & Psychopharmacology:** This course examines psychopathology and personality through the DSM-5. Study of mental and behavioral disorders, diagnosis, and consideration of causes and treatments. Prerequisites: None.

**MFT 635 Assessment & Substance Use Disorders:** This course provides an overview of methods and instruments used to define problems and indicate possible treatment approaches. Comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: MFT 630.

**MFT 700 Research Methods:** This course provides a review of quantitative and qualitative methods of inquiry, examining recent marriage and family therapy research studies and includes the opportunity to conduct relevant research.

**MFT 720 Community Intersections:** This course provides an in-depth look at special populations and opportunities for community engagement.

**MFT 740 Working with Kids & Adolescents:** This course explores therapeutic techniques for approaching children, adolescents and their parents. It is designed to both provide exposure to basic observational and therapeutic techniques, a systemic framework for intervening in common family patterns, and to provide a model for designing custom interventions based on observed dynamics. Prerequisites: None.

**MFT 745 Collaboration & Contemporary Issues:** This course facilitates students developing competencies in addressing emerging and evolving contemporary challenges impacting individuals, couples, and families. Examples may include working with veterans, immigration, and technology. This course will also address developing competency in multidisciplinary collaboration.

**MFT 750 Clinical Internship I:** Group supervision of marriage and family therapy field experience. This course must be followed within a 12-month period by MFT 760 and MFT 770. Prerequisite: completion of all Year 1 courses and approval of the Program Director.

**MFT 760 Clinical Internship II:** Group supervision of marriage and family therapy field experience. Prerequisite: MFT 750.

**MFT 770 Clinical Internship III:** Group supervision of marriage and family therapy field experience. Prerequisite: MFT 760.

**MFT 780 Clinical Internship IV (continued internship as needed):** Group supervision of marriage and family therapy field experience. Prerequisite: MFT 770.

**MFT 800 Ethics & Social Responsibility:** This course examines ethical and legal practices and dialogue about ethical issues in professional practice. It discusses legal requirements and accountability for the profession and the relationship of ethical practices that relate to global and local resource allocations. The course explores how
one’s belief system impacts on justice, honesty, and respect in dealing with colleagues and clients in the ethical conduct of the profession.

Program Fees

- Caregiver background check through the Wisconsin Department of Justice, $10
- AAMFT student membership which includes free liability insurance, $69 (required for MFT 800)
- USB 16GB flash drive to be encrypted, $7+ (required for Internship at TFC)
- Training license fee, $75 recently reduced to $62 (required for MFT 760)
- AMFTRB exam contract fee, $15 (optional for training license, required to start process of sitting for National Licensing Exam)

Tuition and Financial Aid

The current per credit tuition for our MFT program is listed on our program’s website under the Tuition and Financial Aid tab.

A tuition payment is typically required two weeks before classes begin each semester. Financial assistance is available to qualified graduate students from several sources: fellowships and scholarships, education loans, university scholars’ awards, and part-time work study programs.

Full-time and half-time student status

Effective as of Fall 2018 for degree seeking graduate students:

- 1-2 credits = Less than half-time
- 3-5 credits = Half-time
- 6 or more credits = Full-time

What does the half-time status change from 4 credits to 3 credits (per semester) mean for Graduate students?

- Degree Seeking Graduate students are eligible for financial aid at 3 credits
- Graduate students are eligible for in-school federal loan deferment at 3 credits

We encourage you to talk to your advisor to determine if this will impact your registration.

If you have specific questions as it relates to your financial aid eligibility, please contact Edgewood Central at ecentral@edgewood.edu or 608-663-4300.

Loans & grants

Graduate students are eligible for financial aid in the form of Federal Stafford Loans. For the most current information on Stafford Loans, including eligibility requirements and application instructions see our website under the Tuition and Financial Aid tab.
Scholarships

Two small scholarships are available to students to help offset Program fees and books. They are awarded based on financial need and merit.

- **Sara Thompson and Sandra Hammer Scholarship**—An award created posthumously in honor of two MFT graduates. The Thompson family established this scholarship in honor of Sara, an MFT alumna who died shortly after graduation in 1999. Later, the Hammer family added to the endowment in honor of Sandra, after her untimely death. This award is dependent upon interest earnings; therefore, the amount of this award varies.

- **Peter & Reë Hale Fabian Scholarship**—An award created by our MFT Program founder, Dr. Peter Fabian and his wife, Rev. Aurelia Hale. This was awarded for the first time Spring 2017. The amount of this award varies.

**Guidelines for Scholarship Application:**

All current EC Marriage & Family Therapy Students are eligible to apply. Students must attend to the following requirements:

- Complete a FAFSA form with the Edgewood Financial Aid Office (reflecting financial need).
- Submit one letter of recommendation from a professional reference, such as a professor, employer, or work colleague familiar with your work (reflecting merit).
- Submit a personal essay: “What this scholarship would mean to me,” in 250 to 750 words, typed and double-spaced.

**Submit the letter and essay to the Program Director by February 15th.**

A committee made up of Edgewood faculty and staff will review the applications. The scholarship recipients for the upcoming academic year will be announced the beginning of March and then the funds will be disbursed during the subsequent Fall and Spring semesters. Please note: The only effect Departmental nominated scholarships may have for the student is in reducing a student’s loan indebtedness.

**Student Advising**

The primary responsibility of assuring proper sequencing of courses and for accurate and timely registration shall be the duty of the student. Verification of degree requirement completion shall be the duty of the Registrar’s Office.

Program, academic and career advising shall be the responsibility of the MFT Program Director, the Program Administrator, the Clinical Coordinator, and the faculty of the graduate program. It shall be the responsibility of all faculty in the MFT program to monitor and assess student mastery of course material in developing clinical competency, emotional stability and maturity. It is the obligation of each faculty member to meet with a student as early as possible in a course or semester if the faculty member has a concern about the student’s mastery of coursework or overall aptitude or emotional readiness to be a clinical therapist.
The Family Center

The Family Center (TFC) is a community based, affordable state certified outpatient mental health clinic and the training center for Edgewood College’s Marriage and Family Therapy graduate program. They offer individual, relationship, family, and identity counseling in addition to care for alcohol and drug disorders. The clinic offers a sliding fee scale for those without insurance.

As an agency, they embrace the values of Truth, Compassion, Justice, Partnership and Community and are committed to ensuring that all who need help are able to access it. Their mission is to support the growth, transformation, and overall wellness of their clients, staff and the community within which they serve.

TFC group supervision requirements

Interns (and Residents) receive individual supervision once a week for the duration of their clinical year. Interns are required to choose one of four Group Supervision options a month. Additionally, if they have a client/case that deals with either Couples & Sex issues or SUD – their supervisor can require them to consult with those specialists at their next consultation meeting for additional supervision. Interns are required to attend a mandatory Staff/TFC Update meeting once a month. (Residents are required to attend a mandatory Resident/ TFC Update Meeting once a month.)

Typical TFC monthly schedule (subject to change)

- 1st week: Couples and Sex Consultation/Supervision – Thursdays 5-7 p.m.
- 2nd week: Mandatory Intern Meeting/TFC Update meeting – Wednesday 1-3 p.m.
- 3rd week: Mandatory Resident Meeting/TFC Update Meeting – Wednesday 3-4 p.m.
- 4th week: Group Supervision –Friday 10 a.m. - Noon
- 4th week: SUD Consultation – Thursdays 5-6 p.m.

One of the things I appreciated most about my time at The Family Center was the ability to be innovative. Out of all my experiences and different work placements as a therapist, The Family Center is where I was offered the most innovative freedom as a therapist. I was able to experiment with different theoretical approaches and therapeutic techniques thus creating roots for who I am now as a therapist. The Family Center saw me as a developing therapist so I was challenged and questioned by numerous co-therapists and supervisors. This helped establish my ethical decision making process. In addition, I am able to vocalize clearly and concisely why I make the decisions that I do therapeutically.

Since my time at The Family Center, I’ve been able to work in numerous environments and with very diverse caseloads. I view this success as greatly due to being strong in my therapeutic approach which came from my experience at The Family Center.

–Lindsey M., past Intern, resident, & supervisor
Graduation

Program requirements
Students must meet all graduation requirements and deadlines as specified in the 2020-21 Edgewood College Catalog and on the Registrar’s website (including an online Intent to Graduate—Masters form).

To receive the Master of Science degree in Marriage & Family Therapy, students must have:

- Earned 48 credits in prescribed marriage and family therapy courses;
- Maintained a 3.00 grade point average in those credits;
- Successfully completed a minimum of 500 clinical contact hours (which must include 300 direct contact hours), plus 100 hours of supervision prior to graduation.

Degree requirements
The following sequence of courses has been established for appropriate progress through the program. All courses carry 3 graduate credits. Also, an Independent Study course is available if needed and should be arranged with the Director of the Program.

**Standard Full-time Course Sequence Schedule (Prior to Fall 2019)**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester Year 1</td>
<td>2nd Semester Year 1</td>
<td>3rd Semester Year 2</td>
<td>4th Semester Year 2</td>
<td>5th Semester Year 2</td>
<td>6th Semester Year 2</td>
<td></td>
</tr>
<tr>
<td>600 (F) 6-9</td>
<td>610 (M) 6-9</td>
<td>740 (W) 4-7 e/o*</td>
<td>700 (W) 6-9 e/o</td>
<td>625 (W) 4-5:40*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>605 (T) 6-9</td>
<td>615 (T) 6-9</td>
<td>750 (W) 4-7 e/o</td>
<td>745 (W) 4-5:40*</td>
<td>770 (W) 6-9 e/o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>620 (R) 6-9</td>
<td>655 (W) 6-9</td>
<td>760 (W) 6-9 e/o</td>
<td>800 (W) 6-9 e/o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>630 (M) 6-9</td>
<td>655 (R) 6-9</td>
<td>Internship Begins</td>
<td>Internship</td>
<td>Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 credits to date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total 48 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard Full-time Course Sequence Schedule (Fall 2019)**

<table>
<thead>
<tr>
<th>FALL (1st year)</th>
<th>SPRING (1st year)</th>
<th>SUMMER</th>
<th>FALL (2nd year)</th>
<th>SPRING (2nd year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 (M) 5-7pm</td>
<td>610 (M) 5-7pm</td>
<td>800 (W) 4-7pm e/o</td>
<td>740 (W) 5-7pm (weeks 1-8)</td>
<td>700 (W) 5-7pm (weeks 1-8)</td>
</tr>
<tr>
<td>630 (M) 7:30-9:30pm</td>
<td>615*M (M) 7:30-9:30pm</td>
<td>750 (W) 4-7pm e/o</td>
<td>720 (W) 5-7pm (weeks 9-16)</td>
<td>745 (W) 5-7pm (weeks 9-16)</td>
</tr>
<tr>
<td>620*T (T) 5-7pm</td>
<td>625*T (T) 5-7pm</td>
<td>760 (W) 7:30-9:00pm</td>
<td>770 (W) 7:30-9:00pm</td>
<td></td>
</tr>
<tr>
<td>605*T (T) 7:30-9:30pm</td>
<td>635*T (T) 7:30-9:30pm</td>
<td>Internship Begins</td>
<td>Internship</td>
<td>Internship</td>
</tr>
<tr>
<td>24 credits to date</td>
<td></td>
<td></td>
<td></td>
<td>Total 48 credits/Graduation</td>
</tr>
</tbody>
</table>
Standard Full-time Course Sequence Schedule (Fall 2020)

<table>
<thead>
<tr>
<th>FALL (1st year)</th>
<th>SPRING (1st year)</th>
<th>SUMMER</th>
<th>FALL (2nd year)</th>
<th>SPRING (2nd year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 (M) 5-7pm</td>
<td>610 (M) 5-7pm</td>
<td>800 (W) 4-7pm e/o</td>
<td>740 (W) 5-7pm (weeks 1-8)</td>
<td>700 (W) 5-7pm (weeks 1-8)</td>
</tr>
<tr>
<td>605 (M) 7:30-9:30pm</td>
<td>635 (M) 7:30-9:30pm</td>
<td>750 (W) 4-7pm e/o</td>
<td>720* (W) 5-7pm (weeks 9-16)</td>
<td>745 (W) 5-7pm (weeks 9-16)</td>
</tr>
<tr>
<td>630 (T) 5-7pm</td>
<td>615* (T) 5-7pm</td>
<td></td>
<td>760 (W) 7:30-9:00pm</td>
<td>770 (W) 7:30-9:00pm</td>
</tr>
<tr>
<td>620 (T) 7:30-9:30pm</td>
<td>625* (T) 7:30-9:30pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship begins</td>
<td>Internship</td>
<td></td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>24 Credits to Date</td>
<td></td>
<td></td>
<td>Total 48 credits / Graduation</td>
<td></td>
</tr>
</tbody>
</table>

Course Identification by number, title, & meeting frequency

- MFT 600 = Intro to Systems Theories (meets on campus every Monday)
- MFT 605* = Intro to Marriage & Family Therapy Models (may be blended format Tuesday, 50% online)
- MFT 610 = MFT Approaches and Groups (meets on campus every Monday)
- MFT 615* = Psychology of Trauma & Stress (may be blended format Monday, 50% online)
- MFT 620* = Diversity & Inclusion in MFT (may be blended format Tuesday, 50% online)
- MFT 625* = Couple’s and Sex Therapy (may be blended format Tuesday, 50% online)
- MFT 630 = Psychopathology & Psychopharmacology (meets on campus every Monday)
- MFT 635* = Assessment & SUD (may be blended format Tuesday, 50% online)
- MFT 700 = Research Methods (meets 1st 8 weeks of semester)
- MFT 720 = Community Intersections (meets 2nd 8 weeks of semester)
- MFT 740 = Working w/Children & Adolescents (meets 1st 8 weeks of semester)
- MFT 745 = Collaboration & Contemporary Issues (meets 2nd 8 weeks of semester)
- MFT 750 = internship I (meets every other week, starting on 2nd Wednesday of semester, rotates with MFT 800)
- MFT 760 = internship II (every week)
- MFT 770 = internship III (every week)
- MFT 780 = internship, as needed (required course if working on any remaining clinical hours)
- MFT 800 = Ethics & Social Responsibility (meets every other week, starting on 1st Wednesday of semester, rotates with MFT 750)
- * indicates tech-enhanced course.
- Also may be blended format (50% online), meeting every other week on campus (starting with the 1st week), off campus weeks have online activities

Commencement

Students are encouraged to participate in the Edgewood College commencement activities. Information about these activities will be posted on Edgewood College’s website.

MFT hooding ceremony

The MFT hooding ceremony is conducted on the day of commencement, just prior to the college’s commencement ceremony. Students are encouraged to participate as this is a tradition of the MFT program and provides an opportunity to recognize your achievement as a cohort. MFT staff and faculty will be present to congratulate you once the Program Director has officially positioned your MFT hood on your graduation robe. More information about the Hooding Ceremony will be provided prior to commencement.
## Program Progress Completion Checklist

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 600 (Systems)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 605 (Models)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>MFT 610 (Approaches &amp; Groups)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 615 (Trauma &amp; Stress)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 620 (Diversity &amp; Inclusion)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 625 (Couples &amp; Sex)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 630 (Psychopathology &amp; Meds)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 635 (Assessment)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 720 (Community)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 700 (Research)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 740 (Kids/Adolescents)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 745 (Collaboration)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MFT 750 (Internship I)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 760 (Internship II)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MFT 770 (Internship III)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 800 (Ethics)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Edgewood College Catalog date upon entry into program: ___________
Complaints and Grievances

Grievance procedure policy

_Students who have a grievance are strongly encouraged to first discuss their concern(s) directly with the faculty member with whom there is an issue._ If the concern is related to a clinical placement site, the grievance should be brought directly and immediately to the Clinical Coordinator. If the student and faculty member are unable to resolve their differences, the student may then (listed in order of proper progression):

1) Attend an MFT Town Hall meeting to obtain feedback and potential resolution from other cohorts and the attending Faculty Advisor.
2) Bring concerns privately to a Graduate Advisor.
3) Only after following the previous steps, direct the matter to the Program Director for resolution. If the issue is with the Program Director, please direct the matter to the Dean of Nursing.

Policy for filing a formal student complaint

_As a graduate program under the School of Nursing, students are required to abide by the School of Nursing official policy for filing a formal complaint._ A formal complaint is a written report from a student or other constituent that expresses a serious concern about the quality of the MFT program or the conduct of a faculty/staff member or student in the MFT program at Edgewood College. A formal complaint should be initiated when all other appropriate channels have failed to produce a satisfactory resolution from the point of view of the complainant. The formal complaint form is provided by the Program Director to the complainant if requested during step 3 above. This form is completed by the complainant and submitted to the Program Director for follow up as needed. The Program Director maintains a copy of this formal complaint.

Remediation and Dismissal

Remediation plan

Due to the important consideration that needs to be given to the potential clients with whom students will be working in the clinical experience, each student will be evaluated for personal and professional competence and for suitability for clinical placement by the MFT program faculty in the semester before clinical placement. This should be a natural outgrowth of the close contact and communication that has occurred with each faculty member as the student progresses through the semesters.

Admission into the MFT graduate program does not imply a right to admission into the clinical experience. If the student has not demonstrated sufficient mastery of course and clinical skills, or if the student's emotional stability and maturity create a concern about ability to work with clients effectively and professionally, the student will be denied admission to the clinical experience.

Even after the student is admitted to the clinical placement, the on-site supervisors, in communication with the Program Director, may determine that the student does not have sufficient entry-level mastery or stability to work in the agency. In such cases, students would be withdrawn from the clinical experience. The Program Director
would then advise the student on the necessary steps for reinstatement into the clinical portion of the program. Remedial coursework, training experience or personal or family therapy are options the Program Director might suggest. All remedial options are the student’s responsibility to initiate and verify to the satisfaction of the Program Director and any expenses incurred are the obligation of the student. Failure to be admitted to and complete the clinical experience necessarily precludes completion of the degree.

Administrative withdrawal policy
The MFT program abides by EC’s established policy.

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1) Disruptive behavior that interferes with the learning of other students
2) Lack of course prerequisite(s)
3) Lack of instructor, advisor, or departmental approval for a course
4) Academic dishonesty
5) Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

Grading/Assessment

Student learning outcomes and assessments

<table>
<thead>
<tr>
<th>Outcome and description</th>
<th>Assessment measure</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Knowledge Base (SLO 1) — Students will become knowledgeable of the core concepts, common factors, and major schools of Marriage and Family Therapy.</td>
<td>Comparative Analysis Paper</td>
<td>MFT 605</td>
</tr>
<tr>
<td>Integration of Concepts, Models &amp; Techniques (SLO 2) — Students will apply a systemic, integrative and empirically informed approach to their clinical practice as Marriage and Family therapists, and demonstrate the ability to analyze and present a clinical case using one of the major MFT models.</td>
<td>Clinical Case Paper</td>
<td>MFT 610</td>
</tr>
<tr>
<td>Clinical Competence (SLO 3) — Students will develop a strong foundational level of professional competence in the conduct of systemically-orientated Marriage and Family Therapy, and use systems relational theories to guide practice and service delivery across interpersonal, family, organizational, and/or community contexts.</td>
<td>Passing Grade for Clinical Internship</td>
<td>MFT 750/760</td>
</tr>
<tr>
<td>Integration of Research (SLO 4) — Students will learn to be critical consumers of research. Through learning the principles of evidence-based practice, students will understand how to apply the best research evidence available to their own practice setting.</td>
<td>Research Project</td>
<td>MFT 700</td>
</tr>
<tr>
<td>Diversity &amp; Cultural Sensitivity (SLO 5) — Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.</td>
<td>Cultural Exposure Project/Paper</td>
<td>MFT 625</td>
</tr>
<tr>
<td>Professional &amp; Ethical Standards (SLO 6) — Students will demonstrate an understanding of legal and ethical standards and apply them in the professional practice of Marriage and Family Therapy and maintain legal and ethical practices in their clinical internship.</td>
<td>Ethical Decision-Making Process Paper</td>
<td>MFT 800</td>
</tr>
</tbody>
</table>
**Outcome and description**

<table>
<thead>
<tr>
<th>Assessment measure</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Vitae</td>
<td>MFT 800</td>
</tr>
</tbody>
</table>

**Program goals, outcomes, and competencies flowchart**

**Student portfolio guidance**

To meet COAMFTE accreditation standards, each student creates a portfolio exhibiting attainment of the listed student learning outcomes by uploading “student selected artifacts.”

If there is an item to be uploaded by the student, it is listed in the table below under Assessment Measure. It is also listed on the syllabus for that course.

**Prior to Fall 2019 cohort**

6) Login to Edgewood Express using your Edgewood ID (email address) and Password.
7) Choose Foliotek ePortfolio from the left menu listing.
8) Click on My ePortfolio.
9) Choose the course where you want to upload your artifact.

**Important:** Ensure that your “student artifact” files are uploaded to the individual course it corresponds to and not to the general “files” location.

Directly upload your graded file or scan your artifact and then upload it.
Foliotek artifact checklist

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment measure/artifact</th>
<th>From</th>
<th>Uploaded</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Foundational Knowledge Base</td>
<td>Comparative Analysis paper</td>
<td>PSY 605</td>
<td></td>
</tr>
<tr>
<td>SLO 2: Integration of Concepts, Models, &amp; Techniques</td>
<td>Clinical Case paper</td>
<td>PSY 610</td>
<td></td>
</tr>
<tr>
<td>SLO 3: Clinical Competence</td>
<td>Passing of PSY 750/760 and/or Final signed Clinical Internship Evaluation</td>
<td>PSY 770</td>
<td></td>
</tr>
<tr>
<td>SLO 4: Integration of Research</td>
<td>Research paper/project</td>
<td>PSY 700</td>
<td></td>
</tr>
<tr>
<td>SLO 5: Diversity &amp; Cultural Sensitivity</td>
<td>Cultural Exposure paper/project</td>
<td>PSY 620</td>
<td></td>
</tr>
<tr>
<td>SLO 6: Professional &amp; Ethical Standards</td>
<td>Ethical Decision Making paper and/or State Statutes exam</td>
<td>PSY 800</td>
<td></td>
</tr>
<tr>
<td>SLO 7: Professional Identity as a Marriage &amp; Family Therapist</td>
<td>Professional identity project (ex. CV) and/or AAMFT membership letter</td>
<td>PSY 800</td>
<td></td>
</tr>
</tbody>
</table>

For Fall 2020 cohort & future cohorts

*Complete instructions will be provided separately once Blackboard setup is complete.*

Blackboard artifact checklist

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment measure/artifact</th>
<th>From</th>
<th>Uploaded</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Foundational Knowledge Base</td>
<td>Comparative Analysis paper</td>
<td>MFT 605</td>
<td></td>
</tr>
<tr>
<td>SLO 2: Integration of Concepts, Models, &amp; Techniques</td>
<td>Clinical Case paper</td>
<td>MFT 610</td>
<td></td>
</tr>
<tr>
<td>SLO 3: Clinical Competence</td>
<td>Passing grade for MFT 750/760 and Case Presentation competency form</td>
<td>MFT 750/760</td>
<td></td>
</tr>
<tr>
<td>SLO 4: Integration of Research</td>
<td>Research paper/project</td>
<td>MFT 700</td>
<td></td>
</tr>
<tr>
<td>SLO 5: Diversity &amp; Cultural Sensitivity</td>
<td>Cultural Exposure paper/project</td>
<td>MFT 620</td>
<td></td>
</tr>
<tr>
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<td>Ethical Decision Making paper</td>
<td>MFT 800</td>
<td></td>
</tr>
<tr>
<td>SLO 7: Professional Identity as a Marriage &amp; Family Therapist</td>
<td>Professional identity project (ex. CV and/or AAMFT membership letter)</td>
<td>MFT 800</td>
<td></td>
</tr>
</tbody>
</table>

If you have questions about using the e-portfolio process, contact the Program Administrator. If you have questions about any specific “assessment measure” listed above, contact your instructor for that course.

Core competencies: curriculum evaluation

**Domain 1: Admission to Treatment**

1.2 **PERCEPTUAL SKILLS**

1.2.1: Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context).

**Domain 2: Clinical Assessment and Diagnosis**

2.3 **EXECUTIVE SKILLS**

2.3.6: Assess family history and dynamics using a genogram or other assessment instruments.

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

3.1 **CONCEPTUAL SKILLS**

3.1.1: Know which models, modalities, and/or techniques are most effective for the presenting problem.
3.3 EXECUTIVE SKILLS
3.3.3: Develop a clear plan of how sessions will be conducted.

Domain 4: Therapeutic Interventions
4.1 CONCEPTUAL SKILLS
4.1.1: Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies, and culturally sensitive approaches.

4.5 PROFESSIONAL SKILLS
4.5.3: Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics.

Domain 5: Legal Issues, Ethics, and Standards
5.1 CONCEPTUAL SKILLS
5.1.2: Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
5.1.4: Understand the process of making an ethical decision.

5.2 PERCEPTUAL SKILLS
5.2.1: Recognize situations in which ethics, laws, professional liability, and standards of practice apply.

5.5 PROFESSIONAL SKILLS
5.5.3: Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.

Domain 6: Research and Program Evaluation
6.1 CONCEPTUAL SKILLS
6.1.1: Know the extant MFT literature, research, and evidence-based practice.
6.1.2: Understand research and program evaluation methodologies relevant to MFT and mental health services.

6.4 EVALUATIVE SKILLS
6.4.1: Evaluate knowledge of current clinical literature and its application.

Core competencies: internship evaluation

Domain I: Admission to Treatment
1.2.2: Consider health status, mental status, other therapy, and other systems involved in the clients’ lives (e.g., courts, social services).
1.2.3: Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
1.3.1: Gather and review intake information.

1.3.2: Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extra-familial resources).

1.3.3: Facilitate therapeutic involvement of all necessary participants in treatment.

1.3.4: Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.

1.3.5: Obtain consent to treatment from all responsible persons.

1.3.6: Establish and maintain appropriate and productive therapeutic alliances with the clients.

1.3.7: Solicit and use client feedback throughout the therapeutic process.

1.3.9: Manage session interactions with individuals, couples, families, and groups.

1.4.1: Evaluate case for appropriateness for treatment within professional scope of practice and competence.

1.5.2: Complete case documentation in a timely manner and in accordance with relevant laws and policies.

**Domain II: Clinical Assessment and Diagnosis**

2.2.1: Assess each client’s engagement in the change process.

2.2.2: Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.

2.3.1: Diagnose and assess client problems systemically and contextually.

2.3.3: Apply effective and systemic interviewing techniques strategies.

2.3.5: Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.

2.3.6: Assess family history and dynamics using a genogram or other assessment instruments.

2.3.7: Elicit a relevant and accurate biopsychosocial history to understand the context of the clients’ problems.

2.4.2: Assess ability to view issues and therapeutic processes systemically.

2.4.3: Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.

2.4.4 Assess the therapist-client agreement of therapeutic goals and diagnosis.
2.5.1: Utilize consultation and supervision effectively.

Domain III: Treatment Planning and Case Management

3.2.1: Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.

3.3.1: Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.

3.3.2: Prioritize treatment goals.

3.3.3: Develop a clear plan of how sessions will be conducted.

3.3.4: Structure treatment to meet clients’ needs and to facilitate systemic change.

3.3.5: Manage progression of therapy toward treatment goals.

3.3.6: Manage risks, crises, and emergencies.

3.3.9: Develop termination and aftercare plans.

3.4.1: Evaluate progress of sessions toward treatment goals.

3.4.2: Recognize when treatment goals and plan require modification.

3.4.3: Evaluate level of risks, management of risks, crises, and emergencies.

3.4.4: Assess session process for compliance with policies and procedures of practice setting.

3.4.5: Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures and outcomes.

3.5.3: Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.

3.5.4: Utilize time management skills in therapy sessions and other professional meetings.

Domain IV: Therapeutic Interventions

4.2.1: Recognize how different techniques may impact the treatment process.

4.2.2: Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.

4.3.1: Match treatment modalities and techniques to clients’ needs, goals, and values.

4.3.2: Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4.3.3: Reframe problems and recursive interaction patterns.

4.3.4: Generate relational questions and reflexive comments in the therapy room.

4.3.5: Engage each family member in the treatment process as appropriate.

4.3.6: Facilitate clients developing and integrating solutions to problems.

4.3.7: Defuse intense and chaotic situations to enhance the safety of all participants.

4.3.8: Empower clients to establish effective familial organization, familial structures, and relationships with larger systems.

4.3.9: Provide psychoeducation to families whose members have serious mental illness or other disorders.

4.3.10: Modify interventions that are not working to better-fit treatment goals.

4.3.11: Move to constructive termination when treatment goals have been accomplished.

4.4.2: Evaluate ability to deliver interventions effectively.

4.4.3: Evaluate treatment outcomes as treatment progresses.

4.4.4: Evaluate clients’ reactions or responses to interventions.

4.4.5: Evaluate clients’ outcomes for the need to continue, refer, or terminate therapy.

4.4.6: Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, and current life situation) and their impact on effective intervention and clinical outcomes.

4.5.1: Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).

4.5.2: Set appropriate boundaries and manage issues of triangulation.

4.5.3: Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics.

**Domain V: Legal Issues, Ethics, and Standards**

5.1.3: Know policies and procedures of the practice setting.

5.2.4: Recognize when clinical supervision or consultation is necessary.

5.3.1: Monitor issues related to ethics, laws, regulations, and professional standards.

5.3.3: Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
5.3.7: Practice within defined scope of practice and competence.

5.4.2: Monitor attitudes, personal well-being, personal issues and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.

5.5.1: Maintain client records with timely and accurate notes.

5.5.2: Consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work.

Codes of Conduct

Graduate students in the MFT program are expected to meet personal and professional competency requirements.

Professional behaviors:

- Understand and maintain the ethical guidelines for counselors as published by the profession.
- Fulfill obligations promptly, consistently, reliably, and according to expectations stated by professor or supervisor.
- Remain open to ideas, learning, and change.
- Prioritize interests of clients over self-interests when providing professional services.
- Respect privacy and confidentiality needs of others.
- Engage in productive supervision and consultation with colleagues and peers.
- Maintain sensitivity to role differences and power dynamics that may exist in relationships and settings, and manage them appropriately.
- Follow the procedures and policies of the graduate program.
- Engage actively in learning, training, and/or experiential processes and opportunities for personal and professional development.
- Seek professional consultation with regard to recognized personal areas of growth.
- Engage effectively as a team member supporting the efforts of the institution, agency, or work group.
- Use technology professionally and ethically in all situations while respecting others who are present or impacted (this includes but is not limited to cell phone use and all forms of social media). For further clarification see “Guidelines for Social Media Use” at the end of this section.
- Cooperate with remediation plans and endeavors to adjust or improve behavior.
- Support the learning process of others.
- Expand professional knowledge related to clinical work and client cases independent of course requirements (clinical year).
- Advocate for advancement of and excellence as a professional.
- Maintain a professional appearance (including hygiene and attire) appropriate for the setting.
Personal behaviors:

- Establish and maintain effective and functional relationships and boundaries personally, professionally, and therapeutically.
- Communicate with clients and colleagues respectfully, professionally, truthfully and accurately using appropriate verbal, written and non-verbal language while maintaining appropriate assertiveness, emotional control and integrity.
- Behave with maturity and professionalism appropriate to the situation or setting, demonstrating personal and professional integrity in stated thoughts and actions, and accepting appropriate responsibility for problems.
- Manage ambiguity and uncertainty appropriately, while behaving consistently and reliably.
- Demonstrate genuineness, empathy and interest in the welfare of others, expressing thoughts and feeling that are genuine and congruent with interpersonal experience.
- Demonstrate respect for the feelings, thoughts, beliefs, needs and autonomy of others, maintaining openness to and respect for differences in ideology, supporting their rights and dignity and refraining from imposing one’s personal beliefs on others.
- Exhibit awareness of personal beliefs, values, needs, strengths and limitations, and behave with awareness of how personal actions impact others, including awareness of power and privilege dynamics on various levels.
- Respond to discomfort and difficult circumstances with thoughtful consideration for self and others, resolving interpersonal conflicts with colleagues in a timely and professional manner.
- Use organized reasoning and good judgment to assess and respond to situations, while demonstrating flexible, adaptable, and solution-oriented thinking.
- Manage personal mental health, emotional problems, stress, and/or interpersonal issues effectively, and manage emotional reactions adeptly, exhibiting self-control.
- Participate in personal growth and self-development activities and appropriately fulfill personal and emotional needs.
- Examine personal reactions, and participate in self-reflection and self-exploration, demonstrating value of self as person of worth and dignity.
- Solicit, consider, and respond thoughtfully to constructive feedback from others, and provide helpful, non-defensive feedback to others.
- Do not allow the use of behavior/mind-altering substances to impede professional functioning.

Guidelines for social media use

1) Students shall not violate client confidentiality by posting anything about clients. Also, student therapists shall not accept client friend requests as it blurs professional and personal boundaries in therapeutic relationships.
2) The use of privacy settings is important. As professionals, student therapists shall stay up to date on the privacy policies and settings of social media sites to better protect their information from indiscriminate viewing by others. This may minimize unwanted self-disclosure thereby reducing the potential use of personal information garnered about a student therapist. Students may want to consider using aliases or electing not to have their profiles show up at all in searches.
3) Students shall be cautious about posting on sites that may damage their professional reputation. Inappropriate postings can also undermine a person's image with employers, colleagues, and clients. Students are strongly advised against posting negative remarks about faculty, clients, or fellow students as this too can promote negative consequences. Although privacy settings state they offer protection, it is important for students to recognize that anything and everything posted could potentially be seen by anyone.

4) Student therapists shall carefully consider any fan pages or groups they join as belonging may be viewed by others as an endorsement of attitudes or behaviors represented within that venue.

5) Students shall be extremely mindful of the impact their posts have on others. Students shall especially be mindful of content when posting on a fellow student’s or colleague’s wall. Students shall also be cognizant of the possible impact pictures and/or remarks posted on their own page may have that refer to another person.

6) Student therapists shall be aware of ethical issues related to searching and gathering information about clients. Student therapists shall consult with their supervisor, examine their motivation, and consider how a social media search might compromise therapy. It is important to understand why obtaining information in this manner may be viewed as invading another’s privacy.

Adapted and edited from Recommended Guidelines for Using Social Media drawn from the scholarly article “The Appropriate Use and Misuse of Social Media in MFT Training Programs: Problems and Prevention,” by Lee Williams • Erica Johnson • Jo Ellen Patterson, Published online: 6 March 2013, Contemporary Family Therapy (2013) 35:708, Springer Science + Business Media New York 2013

Student Governance within the Program

MFT Town Hall meetings

In order to promote an open dialogue among students and faculty, advance the academic and professional interests of the students, encourage professional development, and coordinate activities of general interest, the graduate program in Marriage & Family Therapy will establish a monthly Town Hall meeting. This venue will be used to:

- Advance and communicate professional knowledge and standards
- Provide support and encouragement for students across cohorts
- Recognize and communicate student needs and contributions
- Maintain representation of the MFT graduate students to the graduate faculty and Program Director

MFT faculty members will rotate their service as Faculty Advisor for the Town Hall meetings. This person’s duties shall include advising and fostering communication between the students, the faculty, and the program.
Course evaluation
At the end of each semester, students at EC are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the College and their faculty. Summary information and comments are provided to faculty after the close of the session and used by the Associate Dean as part of the faculty member’s annual review. Students’ identities are not disclosed. Students will be notified via email on the Course Evaluation procedures. Usually, the evaluation period occurs during the last two weeks of the semester. Please take advantage of this opportunity and participate in the evaluation process.

Exit surveys
Just prior to graduation during the final semester, students in the MFT program are asked to provide feedback on their overall program experience. This is another anonymous and confidential way to share your views with the Associate Dean who will consolidate the information, present it to our department, and use it in our annual COAMFTE report and reaccreditation process.

Post-Graduation Surveys
In keeping with COAMFTE accreditation standards, the MFT program may contact graduates to collect information about their work in this field and licensure status.

Portability of Degree
Portability varies from state to state. It is also dependent upon where you are in the licensing process, newly graduated to full licensure. If you are still working toward full licensure you may be required to meet the new state’s standard licensing requirements. If you’re fully licensed, some states have laws to help your license transfer more easily called licensure by reciprocity.

The Association of Marital and Family Therapy Regulation Boards (AMFTRB) maintains and updates informational resources on licensure, including state licensure comparison, continuing competency comparison, state practicum requirements, approved supervisor comparison, teletherapy guidelines, and moving to a new state, among other topics.

The AAMFT also provides information on state licensing boards.

If you know you will be moving, contact our MFT Program Administrator as many past alumni now located in other states have volunteered to be resources.

Important: Keep a copy of your records from our program (syllabi), supervision hours, and practicum/internship hours (with relational hours identified).

Technical Training for Students, Faculty, and Supervisors
Our MFT program regularly offers specialized and varied training opportunities for our program members which may include the following:
Prepare/Enrich
Gottman training

EC also offers our faculty and staff professional development opportunities:

- https://library.edgewood.edu/facultydevelopment/LibGuide
- https://www.edgewood.edu/professional-development

Technology Requirements and Learner Support

Technology Assistance Center - Help Desk

If you are experiencing any technical problems, please contact the Technology Assistance Center:

- Phone: 608-663-6900
- Email: Technology-Assistance@edgewood.edu

Please be ready to provide the following information:

- Operating System: Windows Version, Macintosh OS
- Web Browser Used
- Course: Title, Instructor and Session

Academic Success and Career Development Center

The Academic Success and Career Development Center (ASCDC) assists students with a variety of learning needs.

- https://www.edgewood.edu/student-life/academic-success

The ASCDC takes a developmental approach to helping students grow academically, professionally, and personally. Some examples of the services provided include:

- Academic advising
- Peer tutoring in introductory classes
- Drop-in assistance Math
- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)
- Career development
- Internship placement

The ASCDC is located in DeRecci 206.

- Phone: 608-663-2281.
- Email: success@edgewood.edu
- Hours: Mon-Fri, 8-4:30

Accessibility & Disability Services

If you are a student with a documented disability and are interested in accommodations for this course, the Office of Student Accessibility and Disability Services (DeRicci 206G) can assist you. Each student shall be expected to make timely
and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential.

If you have questions about services, accommodations, or documentation requirements, or to make an appointment, see the Accessibility & Disability Services website, http://accessibility.edgewood.edu/, or contact the Director at:

- Phone: 608-663-2381
- Email: AccessDisabilityServ@edgewood.edu

Military & Veteran Services
At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans’ services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
- Email: veterans@edgewood.edu

Wellness Center
The Wellness Center (http://health.edgewood.edu/) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (closed 12-1)

**Appointments:** Call the office, or self-schedule online (http://health.edgewood.edu/self-scheduling)

**Patient Portal:** https://14456.portal.athenahealth.com/ -- Use the patient portal to schedule your own appointments, email a provider, download test results, complete forms prior to a visit, and more

Writing Center
The Writing Center, located in the library (1st floor, behind Printing & Copy Center) offers free, drop-in service to all students. No appointment is necessary. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citations and punctuation. Students can work off a laptop, or tutors can print out a draft at no cost. You can find more information at http://writing-center.edgewood.edu

- Phone: 608-663-3293
- Hours: Mon-Thurs 9-9, Friday 9-2, Sunday 1-5
Authenticity of Student Work and Other EC Academic Policies

The MFT Program abides by EC’s Student Rights & Responsibilities:

Student Handbook

Edgewood College Student Rights & Responsibilities:

Academic Honesty Policy

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one’s own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator’s name to a document or form.
- Plagiarism.
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean’s Office.

Incomplete Grades

Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

- The student submits a “Request for Incomplete” to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar’s Office. The Request for Incomplete must be filed before or at the same time grades are submitted by the instructor.
- Reasons for an Incomplete must be illness or emergency—a situation beyond the student’s control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of...
the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
  o If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of “A” to “F” must be given for the work that has been done to date according to the course syllabus.
  o Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar’s Office before the 10-week period is completed.
  o Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of “F” for the class.

Privacy of Student Records – FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

Title IX

Edgewood College policy specifically prohibits all forms of sexual misconduct and relationship violence. Harassment of individuals based on their gender, gender identity or gender expression is prohibited. All faculty and staff, with exception of confidential support options, are required to share reports of sexual misconduct or harassment with the Title IX Coordinator.

For comprehensive Title IX Information, including confidential and non-confidential campus resources and off-campus resources see https://www.edgewood.edu/student-life/title-ix.

Non-Discrimination & Harassment

College policy specifically prohibits discrimination or harassment based on any characteristic protected under law, including gender identity and expression. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination and harassment. If you have been the target of (or have witnessed) an incident of discrimination, you may report this online by going to http://diversity.edgewood.edu/report-an-incident. Upon submission of this form, it will be sent to Edgewood’s Director of Diversity & Inclusion.

You may also directly contact the Director of Diversity & Inclusion in Predolin 239.

  o Phone: 608-663-3274
  o Email: diversity@edgewood.edu
  o Diversity & Inclusion at Edgewood: http://diversity.edgewood.edu/
  o Office of Student Inclusion & Involvement: http://diversity.edgewood.edu/Student-Diversity