MFT PROGRAM HANDBOOK

2023-2024

Table of Contents

*Note: *University and program policies go through a process of review and revision. If there is a discrepancy between a policy included in this handbook and published UVU policy, UVU policy has priority. Throughout this handbook, applicable sections of university policies are quoted. Please refer to the UVU policy manual for the most updated and complete university policies.* See: https://www.uvu.edu/policies/

Appendices

Program Welcome to New Students

The administration, faculty, and staff welcome you to the Utah Valley University (UVU) Master of Arts in Marriage and Family Therapy (MFT) program. You are part of a selected group of individuals whom we are excited to mentor and train in marriage and family therapy.

During your time in the program, you will **learn new ways to think about and understand relationships**, and you will learn **how to use systemic interventions** to facilitate change in relationship dynamics. You will go through a process of self-reflection to become **aware of your own self-of-the-therapist issues**, and how you can use your experiences, beliefs, and education effectively as a therapist.

Marriage and Family Therapists work with individuals, couples, families, and groups who seek therapy for diverse presenting problems. Marriage and Family Therapists are employed in diverse settings, from behavioral health to community agencies, schools, hospitals, and private practice. The UVU MFT program is designed to prepare students to **work competently with diverse clients in a variety of settings**. We particularly value opportunities that allow students to work with clients from diverse, marginalized, and underserved communities.

Students who complete the UVU MFT program can apply to the Department of Occupational and Professional Licensing (DOPL) for an Associate Marriage and Family Therapy license in the state of Utah. If the Board approves your application, you will be eligible to practice under the supervision of an AAMFT Approved Supervisor or a state approved supervisor until you have completed the requirements to become a fully licensed MFT. Students who plan to practice outside of Utah should review the licensing requirements for the state, territory, or province in which they plan to provide therapy. This program was not designed to meet licensing requirements in any state other than Utah.

The purpose of this Handbook is to provide a guide for prospective and current students about the UVU MFT program. We hope that the information provided here will support you in completing program requirements and adhering to UVU MFT program policies and procedures.

This Handbook includes citations to and excerpts from UVU policies. To review university policies, please refer to the UVU Policy Manual, available through the Policy Office website. To any extent this Handbook conflicts with UVU policies, the university policies shall govern.

You will need to sign the Acknowledgement page of this handbook and return that document to the Program Director within the first week of class. Again, we are very excited to welcome you to the UVU MFT program.

-Elizabeth Fawcett, PhD, LMFT
MFT Program Director

Program Disclosures

Accreditation

The UVU MFT program is not accredited by COAMFTE. Although the program was designed to align with current accreditation requirements, we cannot guarantee that the program will become accredited in the future. We have begun the process of seeking COAMFTE accreditation, which will take several years to complete.

License & Degree Portability

There are two primary disadvantages of graduating from a non-accredited MFT program.

1) <u>In-state licensure</u>: Students who do not graduate from a COAMFTE-accredited program need to complete additional paperwork in their application for a Utah license as an Associate MFT. Students need to be ready to demonstrate that their program meets the Division of Occupational and Professional Licensing (DOPL) educational requirements for MFT licensure (*See Appendix A:Regulatory Alignment*). *Note*: It is recommended that students keep a copy of all syllabi so that they can provide course information to DOPL if requested.

Although the UVU MFT program was designed to align with DOPL educational requirements for Utah MFT licensure (*see Appendix A: Regulatory Alignment*), we cannot guarantee licensure because that decision is made by DOPL, not UVU.

2) <u>Out of State Licensure</u>: Because many states recognize COAMFTE-accreditation as a primary consideration for MFT licensure, a student who does not graduate from a COAMFTE-accredited program may find the process of applying for licensure in a state outside of Utah to be less straightforward than a student who graduates from a COAMFTE-accredited program. State licensing standards vary in what is required for credit completion, course content, and supervised therapy hours. The UVU program was designed to meet licensing standards in Utah. Students who plan to leave Utah after graduation should make themselves fully aware of the licensing requirements for the state, province, or area in which they plan to practice marriage and family therapy. *Note*: It is strongly advised that students obtain current and accurate information about licensing requirements in a state to which they may move. Please discuss these requirements with the Program Director so that the program can assist you where possible. It is always recommended that students keep a copy of course syllabi so that they can provide course information to a licensing board if requested.

Student Disposition & Behavior Expectations

Most family therapy training programs employ both didactic and experiential teaching methods, in addition to supervised practice. Experiential methods frequently include asking students to attend personal therapy, to explore their family of origin, and to examine their own personal

biases and emotional reactions. It is not uncommon for faculty and supervisors to challenge a student's thinking process, emotional reactivity, or professionalism. Although the MFT faculty do not intentionally attempt to provoke emotional reactions from students, it is important for students to understand that there may be times throughout the program when they feel emotionally vulnerable.

One ongoing aspect of the program's evaluation of student readiness for clinical work is the student's professional disposition. Students are assessed on verbal and behavioral professionalism as described by the UVU Student Code of Conduct and AAMFT Code of Ethics (https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx), and on their receptiveness to feedback. These behaviors are subject to ongoing evaluation by program faculty and administrators.

Faculty members and supervisors are professional gate keepers, who have an ethical responsibility to ensure that students, trainees, and supervisees are both academically and personally or emotionally prepared to remain helpful during intense clinical situations and crises. When a faculty member or supervisor has a concern about a student, they will share this concern with other faculty members, supervisors, and/or the Program Director.

A student who is uncomfortable with being challenged or who expects to experience emotional safety in *every* aspect of the program should not enroll in the UVU MFT program. Students who experience emotional distress or who become triggered by program content are expected to attend personal therapy and encouraged to talk with their instructor or supervisor. If a student's emotional reactivity becomes a substantial disruption within the classroom or the cohort, or if a student's triggers could create risk for a client, that student may be asked to take a leave of absence from the program to address self-of-the-therapist issues.

The MFT program expects students to take a respectful and curious approach to learning, both in the classroom and in the therapy room. This is a hallmark of successful practitioners and an academic aim of the program. Students who demonstrate arrogance about or a disregard for learning may be asked to meet with the Student Development Committee and may be asked to leave the program for failure to meet its professionalism standards.

Students are expected to demonstrate professional behavior. This includes attending classes on time and communicating with instructors when absent from class. Professionalism includes returning emails from instructors, administrators, and supervisors quickly (i.e., within two-to-three days, no later than one week). It also includes communicating with instructors, administrators, supervisors, and colleagues in a polite and respectful way.

Students should note that they may face remediation processes, which could result in dismissal from the program, for any verbal or nonverbal behavior that does not meet program standards for professionalism, or that does not comply with UVU policies.
See UVU Policies 541 and 548: https://www.uvu.edu/policies/manual/index.html

Course Grades & Curriculum Sequence

The academic courses within the UVU MFT program are delivered at the Orem campus. Students are expected to enroll full-time, in 5 sequential, consecutive semesters, and to pass each class with a grade of B- or better in order to maintain enrollment in the sequence of classes offered. Students who do not enroll in the recommended sequence of courses will need to wait until a course is offered again, per the program course sequence schedule, to take (or retake) a course. In this case, the length of the program will exceed five semesters. *See section: Program Course Sequence*

Students must maintain a cumulative GPA of 3.0. Students who do not maintain this academic standard will be placed on academic probation for the following semester. Students whose GPAs remain below 3.0 after the probation semester are suspended from their graduate program and will not be permitted to register or attend graduate courses.

See Graduate Policies 510 & 524: *https://www.uvu.edu/policies/manual/index.html*

Please note that any course with a C grade or below will need to be repeated. Further, while a B- grade does not automatically require that a student repeat the course, too many B- grades across courses may necessitate retaking a course (or courses) to bring a student's cumulative GPA above a 3.0. A student may not graduate from the UVU MFT program with a final cumulative GPA below 3.0.

Practicum Hour & Clinical Training Site Expectations

During Pre-Practicum, students learn basic therapy skills and apply content from their systems, assessment, and ethics courses to diverse clinical scenarios and role-plays. Students are required to observe 20 therapy hours in the UVU clinic. At the end of Pre-Practicum, students are evaluated on their readiness for clinical work. Students who demonstrate a level clinical competence that satisfies a formative student learning outcome are recommended to enroll in Practicum I and to work with clients at the UVU clinic. The evaluation process is described in the Formative Assessment and Core Competency tables.

> Students who do not meet formative SLO targets are not recommended for clinical work at the end of Pre-Practicum. If granted permission to continue enrollment in the MFT program, these students will be provided with a remediation plan that must be completed before the student is approved to work with clients. A remediation plan is individual to a student's specific needs and may include requirements such as, but not limited to: attending personal therapy, writing case conceptualizations, engaging in role-plays, enrolling in an independent study course with Program Faculty, and/or re-taking a course.

During Practicum I, students should seek experience in assessment, treatment planning, case documentation, tracking hours, and the use of supervision and consultation. An emphasis on ethical practice and the application of ethical decision-making models undergird assignment expectations in Practicum I. To help students develop and apply basic clinical and case management skills, students are assigned cases individually and in co-therapy teams.

During Practicum II, in addition to working with clients in the on-campus clinic, students are expected to secure an approved clinical training site where they can accrue additional clinical hours required for graduation. Students should not contact clinical sites until they have submitted relevant paperwork and received permission from the MFT Director of Clinical Training. Students should refer to the Practicum Handbook for information and forms related to the site approval process. During Practicum II, an emphasis is placed on evidence-based practice and providing empirically supported treatment.

In Practicum III, students work on demonstrating consistency and adherence to MFT clinical models. This prepares students for the final practicum Case Presentation, which is completed during Practicum IV and involves summative evaluation of student learning outcomes and clinical competencies in theories, research, and ethics.

Prior to graduation, students need to complete 400 face-to-face therapy hours, 200 of which must be with couples or families. Hours are counted only after students begin Practicum I. All hours must be approved by their supervisor. Hours may only be accrued at sites approved by the MFT Director of Clinical Training. During the accrual of clinical hours, students should attend practicum and participate in approved supervision weekly. Students must complete 100 supervision hours, 50 of which should involve showing their own direct client data (live, video or audio recordings).

To meet hour requirements, students should plan to accrue approximately 100 therapy hours during each practicum course. However, this number is usually lower during initial practicum courses and accelerates once students begin work at an off-campus Clinical Training Site. Students who do not meet hour expectations should expect a delay in their program completion. If all required clinical hours are not fully approved at the end of 5 semesters, students will need to enroll in additional practicum courses at their own expense so they can receive weekly supervision while they complete required hours during additional semesters.

Specialized Training

A master's degree is a general degree and a foundation for post-graduate specialized practice. In the UVU MFT master's program, students are expected to develop basic competence with all of the foundational MFT models. It is *not* appropriate for students to specialize in only one or two approaches before they graduate from the program. It is also *not* appropriate for students to refuse to work within a particular model if that is recommended by their supervisor.

Students who wish to attend specialized training may do so no earlier than the beginning of their second year (4th semester). Students should note that they may not be able to use their training in the program; that possibility depends on the training and experience of their supervisor(s). Unless an instructor makes a special exception for a program or university endorsed event, students are not excused from class to attend training or conferences.

Program Tuition & Fees

MFT program tuition and fees are determined by the Board of Trustees and the Utah Board of Higher Education. Tuition and fees are adjusted and published each spring for the following year beginning summer semester at https://www.uvu.edu/tuition/graduate.html

The American Association for Marriage and Family Therapy offers fellowships for students from minority groups. To apply, visit the AAMFT Research & Education Foundation website at https://aamftfoundation.org.

Please refer to the Graduate Student Guide for additional information about UVU Tuition, Utah Residency, and Financial Aid: https://www.uvu.edu/graduatestudies/guide.html

Additional potential MFT program expenses may include:

Expense	Approximate Cost	Timing
Required course textbooks	Costs vary by course.	Each semester
Note: Students are expected to purchase texts required for each course. *The MFT program admin will send a list of required texts prior to each semester.*		
AAMFT Student membership	$200.00 ($90-100 per year)	1st semester in Ethics and/or Pre-Practicum course(s)
Program iPad	Replacement cost if broken or lost. Refer to iPad contract.	Practicum I course
AMFTRB Practice Exam	$60.00 per attempt	Capstone Course
Note: Students must pass the AMFTRB exam, which may require multiple attempts.		
Additional courses	Costs vary by year and number of credits	Whenever a repeated course is necessary due to course grade or insufficient clinical hours
Personal Therapy	Costs vary. $10.00 for sessions at UVU health center	If desired by a student, or when required by the program

Program Technology Requirements

To meet technology expectations for program coursework, each student must have access to a personal computer. If students are unable to have a personal computer, laptops are available for semester-long checkout from the Fulton Library, laptops are also available for check out from Desktop Support. MFT students should not plan to submit assignments by phone, nor dictate assignments using voice-to-text.

See: https://www.uvu.edu/library/services/equipment/

See: https://www.uvu.edu/oit/desktopsupport/computer-loan.php

Students will need to access and use the following technology tools/products provided by UVU:

- MS Office: Word, PowerPoint, Excel
- MS Teams (video and audio capability; audio should include speakers and microphone)
- Adobe PDF
- Canvas
- An iPad for recording session during enrollment Practicum courses will be loaned to you by the program and must be returned upon program completion.

Students will also need to access and use the following third-party technology tools:

- MFT Program's Electronic Hour Tracking System (Time2Track)
- Clinical Training Site Case Management/Billing Systems (will be site-specific)

To meet technology expectations for supervised clinical hours, students must have access to personal laptops/computers. If conducting virtual therapy or supervision, a student must also have access to a confidential meeting space. If conducting virtual therapy or supervision at a Clinical Training Site, the site must provide access to technology and space to confidentially engage in therapy or supervision. Clinical Training Sites must also ensure that they are using HIPAA compliant technology, including but not limited to electronic medical records, electronic communication, billing systems, and virtual meeting spaces.

If any of these requirements is not satisfied, it is incumbent on the student to resolve the non-compliance with the Clinical Training Site or, if that is not achievable, raise the issue with the MFT Director of Clinical Training.

Program Attendance

Exceptional circumstances aside (e.g., worldwide pandemic, government-required lockdown, natural disaster), the UVU MFT program is offered as a fully on-campus program. Students are expected to commute to the Orem campus to attend <u>all</u> scheduled classes, program meetings, dyadic supervision, and client sessions. Nevertheless, UVU may, in its discretion and consistent with course/program learning outcomes, make courses available by livestream or recording consistent with University policy (e.g., to accommodate for COVID illness or other emergency circumstances).

Graduate courses are offered in a 2.5-hour block once each week. This means that missing one class is equivalent to missing an entire week of an undergraduate course. Students should make every effort to attend classes and should communicate with instructors (not cohort members) as quickly and professionally as possible if they experience an unavoidable absence. *Note*: personal and family vacations, and time spent at conferences or specialized trainings are not considered an unavoidable absence. Students should schedule their time so that they can attend classes.

Students who miss three or more class periods will be asked to meet with the Student Development Committee. Students who miss supervision two weeks in a row without making up that time will be asked to meet with the Student Development Committee. Such absences may be deemed unsatisfactory performance or conduct under UVU Policy 548, and may subject the student to disciplinary consequences.

MFT Students are expected to make a transition from an undergraduate approach to coursework, and an emphasis on points or grades, to graduate learning, which emphasizes application of content. Particularly in a clinical program it is important to understand that what you are learning applies directly to your work with clients. That means your attendance and attention in class and supervision are part of your obligation to provide ethical and competent clinical work.

> Graduate students are expected to show up for class on time. Repeated lateness is unprofessional and violates of the professional behavior expectations of our field. Repeated lateness demonstrates a concerning disregard for program content and may be addressed through a remediation plan developed by the Student Development Committee.

> Graduate students are expected to come to class prepared by having completed assigned readings and homework. Students are also expected to put away distracting technology (i.e., phones, laptops) during class. A student who must use a device to manage a personal situation should step into the hallway to use their phone, then return to class as quickly as possible. Texting or engaging in personal entertainment (e.g., checking email or social media, online shopping, viewing news feeds, forums, or community boards) is not appropriate during class instruction. Students who are unprepared for class, and students who are distracted or distracting others during class may be asked to meet with the Student Development Committee to establish a remediation plan.

If a disability-related exception to this policy is needed, students are encouraged to meet with the MFT Program Director and the Office of Accessibility Services: https://www.uvu.edu/accessibility-services/

Accommodations

Students with disabilities are strongly encouraged to work with the UVU Office of Accessibility Services for support in requesting reasonable accommodations. Faculty will honor accommodations as soon as they are sent from OAS. Timely requests are encouraged because accommodations are not retro-active. Students are also invited to discuss barriers to learning or access with the MFT Program Director.

See Policy 152 – Accommodations for Individuals with Disabilities

UVU MFT Program content, courses and meetings are offered in English. All program documents are written in English. Accommodations for individuals not fluent in English may be provided by the university, but are not provided by the MFT program. Religious accommodations are addressed in UVU Policy 601. No additional accommodations are offered by the MFT program.

MFT Program Mission, Goals & Student Learning Outcomes

Program Description

The Master of Arts in Marriage and Family Therapy (MFT) trains students to be professionally competent in the field of marriage and family therapy. Through the application of systemic theories, skills, and ethics, students are prepared to serve a diverse client population. Students who successfully complete the program, including academic course work and supervised clinical practica, will be eligible for employment and licensure as an Associate Marriage and Family Therapist in the state of Utah.

Program Mission

Across a broad range of clinical employment settings, marriage and family therapists seek to improve the quality of life for individuals, couples, and families. The UVU Marriage and Family Therapy program emphasizes professional competence and stewardship within the local community. With an emphasis on systemic theories, clinical skills and professional ethics, the MFT program prepares graduates for licensure and employment in marriage and family therapy. The training of marriage and family therapy students champions inclusion and diversity through self-awareness and respect toward all people.

Program Outcome Assessment Framework

The UVU MFT program was built on an outcome-based educational framework. Outcome-based education starts with the program's goals, including the program's expectations for student competence upon completion of the program. According to our UVU MFT outcome-based educational framework, the design and structure of curriculum, program resources, and policies support the development of student competence and achievement of program goals. Consistent with our outcome-based framework, the UVU MFT program employs formal assessment processes to evaluate student competence and program goals, and to make data-informed modifications and improvements.

The UVU MFT program goals and outcomes were developed by faculty who considered the needs of the program's communities of interest, including: students seeking a master's degree in MFT, graduates seeking an MFT license in Utah, clients served by our students and graduates, and the university mission and institutional accreditation.

Consequently, program goals and outcomes align with the UVU mission and Essential Learning Outcomes, COAMFTE Developmental Competency Components, and Utah licensing rules and regulations.

Throughout this document, and other program documents (e.g., course syllabi), clinical competencies and outcomes are color-coded to demonstrate alignment with these five COAMFTE Developmental Competency Components:

- **Knowledge** of the MFT profession
- **Practice** of relational/systemic therapy as a qualified behavioral/mental health provider
- Commitment to **ethical** practice through ethical codes of the MFT profession and pertinent regulatory bodies
- Awareness, knowledge and skill to responsibly serve **diverse** communities
- Development and application of **research** to further the knowledge and practice of the MFT profession.

See: Appendix B: Curriculum Map for program course and competency alignment.

UVU MFT Program Goals & Student Learning Outcomes

Program Goals	Student Learning Outcomes
Knowledge of MFT: The program trains students in the knowledge and history of the MFT Profession and how to utilize systemic and developmental theories in their clinical work.	1. Students will **demonstrate** understanding of MFT models.
	2. Students will **apply** systemic and developmental theories in their conceptualization of clinical cases.
Competence with MFT Skills: The program trains students to practice relational/systemic therapy including assessment, diagnosis, and treatment of a variety of presenting problems.	3. Students will **demonstrate** competent assessment, diagnosis, and treatment with a variety of clinical cases.
	4. Students will **utilize** published MFT literature to provide research-informed therapy.
Commitment to Inclusion: The program trains students to be aware, knowledgeable, and conscientious in their work with diverse, marginalized and under-served populations	5. Students will **demonstrate** awareness of client context and of their power and privilege as individuals and clinicians.
	6. Student **work** with marginalized, diverse, and underserved communities will be multiculturally informed.
Adherence to MFT Ethics: The program trains students to engage in ethical clinical work and decision making through a commitment to ethical practice and to the AAMFT Code of Ethics	7. Students will **demonstrate** recognition of the AAMFT Code of Ethics' application to clinical scenarios and cases.
	8. Students will **apply** an ethical decision-making framework in clinical practice and supervision.
Development of MFT Professional Identity: The program assists students as they develop an MFT identity by preparing students for	9. Graduates of the program will become licensed as A/MFTs.
	10. Graduates of the program will become employed as MFTs.

MFT licensure and employment upon graduation from the program	

Formative and Summative Assessment

Within each course, students are evaluated by rubrics that align with AAMFT Core Competencies (2004). These competencies are integrated into course assignments and serve as a mechanism to evaluate student learning outcomes across the curriculum. Administrators and faculty use data from these assessments to evaluate student competence, and the effectiveness of program instruction and curriculum. Core Competencies are mapped to course learning outcomes and course assignments in each syllabus (*see Appendix B:Curriculum Map*).

The AAMFT Core Competencies (2004) are organized around 6 primary domains:
1) **Admission to Treatment** – All interactions between clients and therapist up to the point when a therapeutic contract is established.
2) **Clinical Assessment and Diagnosis** – Activities focused on the identification of the issues to be addressed in therapy.
3) **Treatment Planning** and **Case Management** – All activities focused on directing the course of therapy and extra-therapeutic activities.
4) **Therapeutic Interventions** – All activities designed to ameliorate the clinical issues identified.
5) **Legal Issues, Ethics, and Standards** – All aspects of therapy that involve statutes, regulations, principles, values, and mores of MFTs.
6) **Research and Program Evaluation** – All aspects of therapy that involve the systematic analysis of therapy and how it is conducted effectively.
   "…, the core competencies encompass behaviors, skills, attitudes, and policies that promote awareness, acceptance, and respect for differences, enhance services that meet the needs of diverse populations, and promote resiliency and recovery" (p. 426).

American Association for Marriage and Family Therapy. (2004, December). *Marriage and Family Therapy Core Competencies*. Alexandria, VA: AAMFT

Nelson, T. S., Chenail, R. J., Alexander, J. F., Crane, D. R., Johnson, S. M., Schwallie, L. (2007). The development of core competencies for the practice of marriage and family therapy. *Journal of Marital and Family Therapy, 33*(4), 417-438

Students are formally evaluated by specific AAMFT Core Competencies at two points in the program:

The first formal evaluation occurs at the end of the student's first semester in the program. This FORMATIVE evaluation process is used to determine whether students are eligible to start working with clients by enrolling in practicum courses. Across four courses, students are evaluated on their ability to *demonstrate understanding* of MFT theories, skills, ethics, and inclusive practice.

The second formal evaluation occurs during the student's fifth semester in the program. This SUMMATIVE evaluation process reassesses competencies from the formative evaluation and additional competencies related to a student's ability to *apply* their understanding of theories, skills, ethics, and inclusive practice. The summative

evaluation process of all Student Learning Outcomes is used to determine whether a student is eligible to graduate from the MFT program.

The Assessment of Clinical Skills/Competence/Performance (Miller, 1990)

The MFT program's formal evaluation processes are grounded in Miller's (1990) Framework for Clinical Assessment (Miller, 1990, p. s63), which proposes a multilayered approach to evaluate medical student clinical skill. Application of Miller's framework allows the MFT program to evaluate what students *know* (clinical knowledge), and whether they *know how* to apply that knowledge (clinical competence). It also allows students to *show how* (clinical performance) they apply knowledge and demonstrate what they *do* (clinical action) with clients. The first three levels of the framework are evaluated at the formative evaluation, and the first four levels are evaluated during the summative evaluation (See Formative & Summative Assessment tables).

Figure 2 The amended version of Miller's pyramid with the addition of "Is" and an outline of what is to be assessed at each level. Sources: Adapted with permission from Miller GE. The assessment of clinical skills/competence/performance. Acad Med. 1990;65(9 suppl):s63–s67.
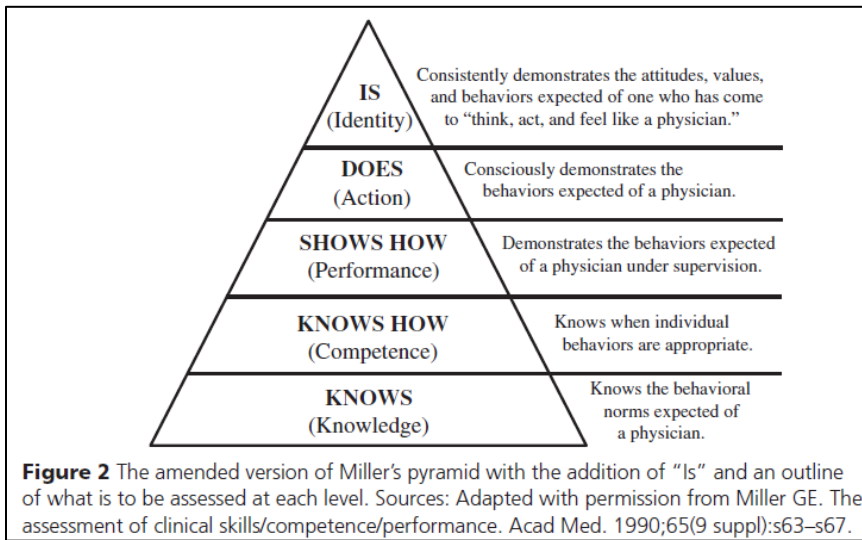
Figure copied from Cruess et al. (2016) article, p 181

Miller, G. E. (1990, September Supplement). The assessment of clinical skills/competence/performance.
Academic Medicine, 65(9), p. s63-s67

Cruess, R. L., Cruess, S. R., Steinert, Y. (2016, February). Amending Miller's pyramid to include professional identity formation. *Academic Medicine, 91*(2), p. 180-185.

Formative Assessment: End of 1st Semester					
Program Goals	**Level** (Miller, 1990)	**Assessment & Target**	**Course**	**Student Learning Outcomes**	**Core Competencies**
Knowledge of MFT	**Know** (Clinical Knowledge) Conceptual Competencies	Model Presentation or Exam: Pass at 83% or better	6000	SLO 1 Students will **demonstrate understanding** of MFT models.	1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
					4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches
Adherence to MFT Ethics		Ethics Exam: Pass at 83% or better	6100	SLO 7 Students will **demonstrate recognition** of the AAMFT Code of Ethics' application to clinical scenarios and cases.	5.1.1 Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
					5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
					5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
					5.3.2 Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.
Competence with MFT Skills	**Knows How** (Clinical Competence) Conceptual & Executive Competencies	Grand Rounds Pass at 83% or better	6200	SLO 3 Students will **demonstrate** competent **assessment, diagnosis**, and treatment with a variety of clinical cases.	1.3.1 Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
					2.1.4 Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
					2.3.1 Diagnose and assess client behavioral and relational health problems systemically and contextually
					3.1.3 Understand the effects that psychotropic and other medications have on clients and the treatment process
					3.3.2 Prioritize treatment goals
Commitment to Inclusion	**Shows How** (Clinical Performance) Executive & Evaluative Competencies	OSCE Simulation: Average score of 3 or higher	690R	SLO 5 **Students** will **demonstrate** awareness of client context and of their power and privilege as individuals and clinicians.	1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients
					1.3.9 Manage session interactions with individuals, couples, families, and groups
					2.3.7 Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems
					2.3.8 Identify clients' strengths, resilience, and resources
					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).
					4.3.4 Generate relational questions and reflexive comments in the therapy room.
					4.4.4 Evaluate clients' reactions or responses to interventions.

* *Miller, G. E. (1990). The assessment of clinical skills/competence/performance.* Academic Medicine, 65*(9), S63-S67*

Summative Assessment: End of 5th Semester					
Program Goals	**Level (Miller, 1990)***	**Assessment & Target**	**Course Map**	**Student Learning Outcomes**	**Core Competencies**
Knowledge of MFT	Know *Clinical Knowledge* Conceptual Competencies – same as formative evaluation	Practice Exam: Passing Score	6600	SLO 1 Students will **demonstrate understanding** of MFT models.	1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
					4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches
Adherence to MFT Ethics		Capstone Capstone Paper 83% or higher	6600	SLO 7 Students will **demonstrate recognition** of the AAMFT Code of Ethics' application to clinical scenarios and cases.	5.1.1 Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
					5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
					5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
Competence with MFT Skills	Knows How *(Clinical Competence)* Conceptual & Executive Competencies – same as formative evaluation	Capstone Capstone Paper 83% or higher	6600	SLO 3 Students will **demonstrate** competent assessment, diagnosis, and treatment with a variety of clinical cases.	1.3.1 Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
					2.1.4 Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
					2.3.1 Diagnose and assess client behavioral and relational health problems systemically and contextually
					3.1.3 Understand the effects that psychotropic and other medications have on clients and the treatment process
					3.3.2 Prioritize treatment goals
Commitment to Inclusion	Shows How *Clinical Performance* Executive & Evaluative Competencies – same as	OSCE Simulation: Total average score of 6 or higher across all competencies	6600	SLO 5 **Students** will **demonstrate** awareness of client context and of their power and privilege as individuals and clinicians.	1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients
					1.3.9 Manage session interactions with individuals, couples, families, and groups
					2.3.7 Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems
					2.3.8 Identify clients' strengths, resilience, and resources
					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).

	formative evaluation				4.3.4 Generate relational questions and reflexive comments in the therapy room.
					4.4.4 Evaluate clients' reactions or responses to interventions.
Commitment to Inclusion	Do *Clinical Action* Perceptual Competencies Executive Competencies Evaluative Competencies Professional Competencies	Adult Issues & Human Development Average score of 4 or higher on Competencies	6320	SLO 6 Student **work** with marginalized, diverse, and underserved communities will be multiculturally-informed	2.1.1 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).
					1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
					1.5.1 Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).
					1.2.2 Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
					2.1.3 Understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health; heart disease and depression).
Knowledge of MFT		Final Practicum Case Presentation Average score of 4 or higher on Theories Competencies	694R	SLO 2 Students will **apply** systemic and developmental theories in their conceptualization of clinical cases.	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.
					2.3.3 Apply effective and systemic interviewing techniques and strategies.
					4.3.1 Match treatment modalities and techniques to clients' needs, goals, and values
					4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems.
Competence with MFT Skills		Final Practicum Case Presentation Average score of 4 or higher on Research Competencies	694R	SLO 4 Students will **utilize** published MFT literature to provide research-informed therapy.	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).
					5.3.8 Obtain knowledge of advances and theory regarding effective clinical practice
					6.3.2 Use current MFT and other research to inform clinical practice
Adherence to MFT Ethics		Final Practicum Case Presentation	694R	SLO 8 Students will **apply** an ethical decision-making framework in clinical practice and supervision.	5.2.2 Recognize ethical dilemmas in practice setting
					4.3.12 Integrate supervisor/team communications into treatment
					5.3.7 Practice within defined scope of practice and competence.

		Average score of 4 or higher on Ethics Competencies			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.
MFT Identity	Is	Alumni Survey		SLO 9 SLO 10	5.3.9 Obtain license(s) and specialty credentials

* *Miller, G. E. (1990). The assessment of clinical skills/competence/performance.* Academic Medicine, 65*(9), S63-S67*

Holistic Assessment: Student and Program Targets				
Program Goals	**Student Learning Outcomes**	**Individual Student Targets**		**Program-level Targets**
		Formative Assessment: Eligibility for Practicum	**Summative Assessment: Eligibility for Graduation**	
Knowledge of MFT: **The program trains students in the knowledge and history of the MFT Profession and how to utilize systemic and developmental theories in their clinical work.**	1. Students will **demonstrate understanding** of MFT models.	MFT 6000: Model Presentation or Exam _____ Pass at 83% or better	Capstone Course: AMFTRB Practice Exam _____ Passing Total score on Exam	80% of students will pass the AMFTRB practice exam on their 1st attempt.
	2. Students will **apply** systemic and developmental theories in their conceptualization of clinical cases.	n/a	Final Practicum: Case Presentation _____ Average score of 4 or higher on Theories Competencies	On their first attempt, 80% of students will meet/exceed target for Practicum IV Case Presentation theories competencies.
Competence with MFT Skills: **The program trains students to practice relational/systemic therapy including assessment, diagnosis, and treatment of a**	3. Students will **demonstrate** competent **assessment, diagnosis**, and treatment with a variety of clinical cases.	MFT 6200: Grand Rounds _____ Pass at 83% or better	Capstone Course: Capstone Paper _____ Passing score of 80% or higher on Assessment & Treatment Competencies	80% of students will meet/exceed target on formal submission of Capstone Paper

variety of presenting problems.	4. Students will **utilize** published MFT literature to provide research-informed therapy.	n/a	Final Practicum: Case Presentation ____ Average score of 4 or higher on Research Competencies	On their first attempt, 80% of students will meet/exceed target for Practicum IV Case Presentation research competencies.
Commitment to Inclusion: **The program trains students to be aware, knowledgeable, and conscientious in their work with diverse, marginalized and under-served populations.**	5. Students will **demonstrate awareness** of client context and of their power and privilege as individuals and clinicians.	MFT 6900/690R Objective Structured Clinical Examination (OSCE) _____ Total average score of 3 or higher	Capstone Course Objective Structured Clinical Examination (OSCE) ____ Total average score of 6 or higher	On their first attempt, 80% of students will meet/exceed target for the OSCE competencies
	6. Student **work** with marginalized, diverse, and underserved communities will be multiculturally-informed.	n/a	Adult Issues & HD Clinical Tx Paper _____ Passing score of 80% or higher	80% of students will meet/exceed target on formal submission of the Clinical Tx Paper
Adherence to MFT Ethics: **The program trains students to engage in ethical clinical work and decision making through a commitment to ethical practice and to the AAMFT Code of Ethics.**	7. Students will **demonstrate recognition** of the AAMFT Code of Ethics' application to clinical scenarios and cases.	MFT 6100 Ethics Exam _____ Pass at 83% or better	Capstone Course: Capstone Paper ____ Passing score of 80% or higher on Ethics Competencies	80% of students will meet/exceed target on formal submission of Capstone Paper
	8. Students will **apply** an ethical decision-making framework in clinical practice and supervision.	n/a	Final Practicum: Case Presentation ____ Average score of 4 or higher on Ethics Competencies	On their first attempt, 80% of students will meet/exceed target for Practicum IV Case Presentation ethics competencies.
Development of MFT Professional Identity: **The program assists students as they develop an MFT identity by preparing students for MFT licensure and employment upon graduation from the program.**	9. Graduates of the program will become licensed as A/MFTs.	n/a	Alumni survey	80% of program graduates will become provisionally licensed as Associate MFTs after graduation.
	10. Graduates of the program will become employed as MFTs.	n/a	Alumni survey	80% of program graduates will report employment as an MFT

Graduate Achievement Data

Student Learning Outcomes 9 and 10 relate to graduate achievement data. The MFT program administrators track graduate licensure rates and employment through alumni surveys, and by verifying licenses on the DOPL website. Graduates are also invited to notify the program when they take the licensing exam.

Additional Evaluation Points

In addition to its formal assessment of program goals and student learning outcomes, the program engages in ongoing processes of assessment of student competence and self-assessment of resources and effectiveness. Students are evaluated by faculty and supervisors via attendance and assignment completion in each course. Feedback is provided to students on assignment performance through grades and rubrics. Feedback is also provided through in-class discussions and supervision. Students have an opportunity to provide extensive feedback to the program about resources, curriculum, and faculty via an annual program survey.

Annual Review
Program administrators and faculty review each student during the summer semester. The discussion of student progress includes a review of each student's cumulative gpa, supervisor evaluations, clinical hours, and faculty feedback on professional disposition. Students who have demonstrated acceptable program performance and behavior will receive a letter or email indicating that the student has made satisfactory progress in the program and may continue into the second year. Students who have not made satisfactory progress in an area of the review will receive an email inviting the student to meet with the Program Director and/or MFT Director of Clinical Training to discuss a plan for remediation.

Practicum Classes
Each practicum class marks a point of student evaluation. Only students who are recommended by faculty to continue from one practicum course to the next may continue in the practicum sequence. Students who are not recommended for continued Practicum progression will meet with the Student Development Committee to discuss a plan for remediation.

Practicum instructor evaluation of student readiness for sequential practicum enrollment includes, but is not limited to the following expectations:

- Students are expected to **attend** all hours of their weekly **practicum classes**, and to attend weekly supervision with a program-approved site supervisor when seeing clients off campus.
- Students are expected to make **progress on** their completion **of clinical hours**, which means earning approximately 100 face-to-face therapy hours, at least 50 of which must be relational, during each practicum course.
- Students are expected to only **accrue** hours at clinical training sites approved by the UVU MFT Director of Clinical Training.

- Students are expected to **submit hours** to their Clinical Site Supervisor and Practicum Instructor via Time2Track **for approval** each week.
- Students are expected to **complete all clinical notes** and case records for on and off-campus clients within one business day following a session.
- Students are expected to **maintain client confidentiality and protect client health information**, including adherence to HIPAA laws and technology standards.
- Students are expected to **adhere to the professional standard of care** recommended by their Practicum Instructor and Clinical Site Supervisor when treating clients.
- Students are expected to inform their Clinical Site Supervisor about the full breadth and depth of all cases, which includes every client the student is treating at a site.
- Students are expected to **follow site emergency procedures** when they have any reasonable belief that the client is in danger. Any situation where clients or the public are in danger must be immediately reported to the Clinical Site Supervisor, Practicum Instructor, and/or MFT Administrative team.
- Students are expected to **bring** any non-emergency **ethical issues and questions** regarding cases to the attention of their Clinical Site Supervisor and Practicum Instructor in the next scheduled meeting with each.

See Appendix C: Cycle of Assessment

Diversity, Equity, & Inclusion

MFT Program Commitment to Diversity, Equity, & Inclusion:

"At UVU, *include* is an action commitment that is a crucial part of our identity (https://www.uvu.edu/inclusion/)." MFT faculty and students support the university's commitment to exceptional care in inclusion. The MFT program champions inclusion by training students to competently serve diverse communities. We promote self-awareness and respect among students and faculty by striving to maintain a humble and curious interpersonal stance. We acknowledge the systemic challenges faced by marginalized populations and seek to open space for diverse perspectives and voices.

> ***MFT Non-Discrimination Policy.*** The MFT Program does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation, or national origin in any of our activities or policies relating to students, faculty, instructors, supervisors, and professional staff.

UVU Nondiscrimination Statement

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age, disability, veteran status, pregnancy, childbirth, pregnancy-related conditions, citizenship, genetic information, or any other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other university benefits or services. Inquiries about nondiscrimination at UVU may be directed to the following individuals:

Title IX Coordinator and Director of Equal Opportunity
Title IX Office, Ste. BA 203
800 W. University Parkway
Orem, UT 84058
801.863.7999
titleix@uvu.edu

ADA Coordinator (Current and Prospective Students and Visitors)
Accessibility Services Office, Ste. LC 312
800 W. University Parkway
Orem, UT 84058
801.863.8747
accessibilityservices@uvu.edu

From the UVU Code of Conduct:

UVU is committed to providing an environment free from harassment and prohibited discrimination. When communicating and interacting with others, individuals are expected to:

- Treat others with fairness, dignity, and respect

- Promote a respectful culture that is free from harassment, intimidation, discrimination, retaliation, threat, or violence

- Report harassing, discriminatory, threatening, or violent activities or behavior immediately

- Communicate with honesty, civility, and respect

- Provide equal access to programs, facilities, and employment

- Promote conflict resolution

UVU Vision and Values Statement on Inclusion

UVU is deeply committed to fostering educational environments that nurture intellectual curiosity around global citizenship and intercultural responsibilities. As an open-enrollment institution, we recognize and acknowledge the potential of each individual by actively constructing campus-wide learning conditions characterized by respect, diversity, inclusion, and equity. We endeavor to cultivate healthier campus climates by intentionally shaping communities of care, advancing diverse systems of knowledge, and engaging innovative educational practices to promote critical worldviews toward transformative excellence.

2020-2024 Inclusion Plan: https://www.uvu.edu/inclusion/plan/index.html

See also Equity, Inclusion, and Diversity events and resources: https://www.uvu.edu/inclusion/

Program Course Sequence

The 54-credit UVU MFT program is designed to be completed in five sequential semesters. Students are expected to enroll full-time.

Courses are only offered during the semester identified in the sequence below. Students who do not enroll in the sequence of courses listed here will need to wait until the course is offered again to take or retake a course.

* All MFT courses carry the prerequisite of admission to the program

Fall Semester, 1st year students

Course	Course Title	Credits	Day	Time	Sections	Max Enrollment	SLO
MFT 6000	Systemic Foundations of MFT	3	Tues (T)	9-11:30	1	24	1
MFT 6100	Ethical Issues in MFT	3	Tues (T)	12-2:30	1	24	7
MFT 6200	Systemic Assessment and Diagnosis	3	Thurs (R)	9-11:30	1	24	3
MFT 690R	Pre-Practicum	3	Thurs (R)	12-2:30	3	8	5

Spring Semester, 1st year students

Course	Course Title	Credits	Day	Time	Sections	Max Enrollment	SLO
MFT 6010	Contemporary Approaches to MFT	3	Thurs (R)	9-11:30	1	24	1
MFT 6210	Couples Therapy	3	Tues (T)	9-11:30	1	24	3
MFT 6300	Working with Diversity	3	Tues (T)	12-2:30	1	24	5
MFT 691R	Practicum I *Pre-requisite: MFT 690R*	3	Thurs (R)	12-2:30	3	8	8

Summer Semester, 1st year students

Course	Course Title	Credits	Day	Time	Sections	Max Enrollment	SLO
MFT 692R	Practicum II *Pre-requisite: MFT 691R*	3	Wed (W)	9-11:45	3	8	4
Block 1 Courses							
MFT 6500	Community Intervention	1	Tues (T) Thurs (R)	12-12:50	1	24	5

| MFT 6220 | Group Therapy | 2 | Tues (T) Thurs (R) | 1-2:45 | 1 | 24 | 3 |
| MFT 6400 | Research in MFT *Pre-requisite: MFT 6000* | 3 | Tues (T) Thurs (R) | 9-11:45 | 1 | 24 | 4 |

Fall Semester, 2nd year students

Course	Course Title	Credits	Day	Time	Sections	Max Enrollment	SLO
MFT 6310	Child & Adolescent Dev *Pre-requisite: MFT 6000*	3	Mon (M)	9-11:30	1	24	5
MFT 6230	Family Therapy	3	Mon (M)	12-2:30	1	24	3
MFT 6240	Individual Therapy *Pre-requisite: MFT 6000*	2	Wed (W)	9-10:40	1	24	3
MFT 6510	Contemporary Issues in MFT	1	Wed (W)	10:45-11:35	1	24	1
MFT 693R	Practicum III *Pre-requisite: MFT 692R*	3	Wed (W)	12-2:30	3	8	2

Spring Semester, 2nd year students

Course	Course Title	Credits	Day	Time	Sections	Max Enrollment	SLO
MFT 6320	Adult Issues in Human Dev	3	Mon (M)	9-11:30	1	24	6
MFT 6520	Clinical Business Development	2	Mon (M)	12-1:40	1	24	
MFT 6530	Special Topics in MFT	1-3	TBD	TBD	1	24	
MFT 6600	Capstone	1	Mon (M)	1:45-2:35	1	24	1,3, 5, 7
MFT 694R	Practicum IV *Pre-requisite: MFT 6930/693R*	3	Wed (W)	12-2:30	3	8	2,4,8

Degree Completion Requirements

Second-year students who will complete all graduation requirements by the end of their 5ᵗʰ or 6ᵗʰ semester may apply to walk during the Spring graduation, which is usually held in early May.

All students must apply for graduation, including those who do not wish to participate in graduation ceremonies.

The application deadline is usually in early February. Students should check the Graduation Office website for specific dates. For information about the application process, ceremonies, regalia, review the information posted by the Graduation Office: https://www.uvu.edu/graduation/

Please note that although the university may approve an application to graduate, only the Program Director can determine whether a student is eligible to complete the program.

Transcripts will only be released to a graduate if all program requirements are complete and any outstanding fees have been paid.

Academic Eligibility for Graduation:

- MFT students must have a B- or better grade in all courses and a 3.0 cumulative GPA.

Clinical Eligibility for Graduation:

- MFT students must provide documentation of 400 therapy hours, including 200 relational hours.
- MFT students must provide documentation of 100 supervision hours, including 50 hours utilizing direct client data (live, video, audio supervision).

Student Learning Outcomes:

- MFT students must demonstrate competence by achieving program outcome benchmarks on all formal summative evaluation measures.

Student Learning Outcome	Evaluation Measure	Achievement benchmark
1. Students will demonstrate understanding of MFT models.	Capstone Course AAMFT Practice Exam	Student must pass the AMFTRB practice exam.
2. Students will apply systemic and developmental theories in their conceptualization of clinical cases.	Final Practicum Case Presentation	Student must earn a passing score of 4 or higher on theories competencies.
3. Students will demonstrate competent assessment, diagnosis, and treatment with a variety of clinical cases.	Capstone Course Paper	Student must earn a passing score of 83% or higher across all competencies.

4. Students will utilize published MFT literature to provide research-informed therapy.	Final Practicum Case Presentation	Student must earn a passing score of 4 or higher on research competencies.
5. Students will demonstrate awareness of their power and privilege as individuals and as clinicians.	Capstone Course Objective Structured Clinical Examination (OSCE)	Student must earn an average score of 6 or higher across all competencies.
6. Student work with marginalized, diverse, and underserved communities will be multiculturally-informed.	Adult Issues & Development Clinical Tx Paper	Student must earn a passing score of 4 or higher across all competencies
7. Students will demonstrate recognition of the AAMFT Code of Ethics' application to clinical scenarios and cases.	Capstone Course Paper	Student must earn a passing score of 83% or higher across all competencies.
8. Students will apply an ethical decision-making framework in clinical practice and supervision.	Final Practicum Case Presentation	Student must earn a passing score of 4 or higher on ethics competencies.

Licensing & Regulatory Requirements

Graduates may apply for a license as an Associate MFT in the State of Utah once their transcripts document formal completion of the MFT program. The application-processing fee, application, transcript, and Verification of Supervision for Post-Graduate Mental Health Practice Hours should be submitted to the Division of Occupational and Professional Licensing (DOPL) for a Utah license. See: https://dopl.utah.gov/mft/

The alignment of DOPL Educational Course Requirements with UVU MFT program courses is outlined in Appendix A. This alignment is also documented on each course syllabus.

If additional documents (e.g., copies of course syllabi, verification of hours) are requested, students are welcome to email the Program Director for copies of these documents.

Graduates who wish to continue providing therapy to clients after program completion and prior to receipt of an Associate license are granted 45 days from the date of program completion (i.e., the last day of the semester) to engage in on-the-job training (i.e., seeing clients without a formal license). The graduate must be an employee of an agency and receive weekly supervision by a qualified supervisor. This provision ends either 45 days after the end of the semester or on the date you receive your AMFT, whichever is earlier, and may not be extended.

See: Mental Health Professional Practice Act Rule R156-60-102 (7)(a)-(e)

See the DOPL website for additional information about MFT rules and FAQs about the licensing process. https://dopl.utah.gov/mft/

Enrollment Policies

This section of the MFT Handbook highlights a few university policies that have specific relevance to MFT student enrollment.

The **Graduate Student Handbook** highlights information and resources for all graduate students, including: admissions, transfer credit, tuition and Utah residency, financial aid, registration, student policies and expectations, accommodations, appeals, student resources, ombuds office, accessibility services, and career development.

See: https://www.uvu.edu/graduatestudies/grad_students.html

Graduate Program Credit

Full-time Student Status
UVU considers graduate students to be full-time when they are registered for 9 credits or more per semester. A 9-credit hour minimum load is generally accepted by sponsoring agencies for certifying full-time status. https://www.uvu.edu/catalog/current/policies-requirements/academic-policies-and-standards.html

UVU Semester Credit Hour - Policy 610
4.2 One credit hour reasonably approximates:
4.2.1 One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or an equivalent amount of work over a different amount of time.

Graduate Transfer Credit – Policy 524
Graduate credits from another regionally accredited institution or equivalent shall have been completed within four years of the graduate student's matriculation into the graduate program and cannot be older than six years at the time of graduation with a master's degree or graduate certificate from the University. Graduate transfer credits are also subject to grade and grade-point average minimums of the graduate program. (Section 4.5.1).

- For the MFT program, 42 credits must be taken at UVU. No more than 12 transfer credits will be accepted.

Maximum Time Limit for Graduate Coursework – Policy 524
The majority of MFT students complete the program by the end of their 5th semester. Coursework can be completed in five semesters; however, an additional (6th) semester is needed by some students to complete clinical hours.

Graduate coursework must be completed within a maximum timeframe of six years from initial enrollment. When extenuating circumstances warrant, a student may request an extension to coursework completion time limits. (Section 4.3.3).

Leave of Absence – Policy 510
Once admitted and enrolled, graduate students shall maintain continuous registration during fall and spring semesters and during summer semester if required by the graduate program (section 5.9)

If seeking to take a leave from their studies, graduate students must complete the Graduate Student Leave of Absence form and have it approved by their graduate program director and the university's Director of Graduate Studies.

Approval of a leave of absence is at the discretion of the MFT program director and Director of Graduate Studies. If a student leaves the program and the leave of absence is not approved, upon return, that student would need to reapply for the graduate program. Leave of absence approval is subject to the student returning to the program in good standing at the semester returning date stated on the form. Failure to return during that semester would require the student to reapply for admission to the graduate program.

See: https://www.uvu.edu/leaveofabsence/

Because an MFT student who takes a leave of absence fills a place in two cohorts (the cohort to which they were admitted and the cohort to which they return), leaves of absence are rarely approved by the MFT program director.

Withdrawal from Graduate Program
If a student is seeking to permanently withdraw from a graduate program, they must complete the Graduate Student Withdrawal from and submit it to the MFT program director. By submitting this form, the student will be dropped from all classes they are registered for in the "Semester Leaving." If they later decide that they want to attend the graduate program, they will need to reapply to the graduate program, and may or may not be admitted to the program.

Non-Matriculated Students – Policy 510
On rare occasions, program faculty choose to allow someone who is not pursuing a master's degree or graduate certificate at UVU to take a course in the MFT program. These individuals contact the Program Director prior to applying to the program. The Program Director must request permission from the Director of Graduate Studies to admit a non-matriculated student. The Director of Graduate Studies only admits non-matriculated graduate students who meet minimum university graduate admissions requirements <u>and</u> who have graduate program director permission.

Section 5.5: Students admitted as non-matriculated graduate students shall meet course prerequisites unless exceptions are approved by the program director. Non-matriculated students may take a maximum of 12 semester hours as non-matriculated students.

Technology Policies

The UVU Policy Office ensures that university policies and the policy manual are available to the campus community. The Policy Manual includes university policies related to governance, financial affairs, human resources, facilities and operations, student affairs, academics, and risk management.

See: https://www.uvu.edu/policies/
See: https://www.uvu.edu/policies/manual/index.html

Acceptable Use/Technology security

The UVU Acceptable Use Policy applies to the use of university technology systems by students, faculty, and staff. For MFT students, this policy applies specifically to the development and storage of clinical records.

"All UVU employees and authorized system users are responsible for the security and confidentiality of institutional data, records, and reports. Individuals who have access to confidential data (see GRAMA and/or FERPA for definition of confidential data) are responsible for maintaining the security and confidentiality of such data as a condition of their employment. The unauthorized use of, or access to, confidential data is strictly prohibited and will subject the individual to disciplinary action up to and including termination and up to and including prosecution to the fullest extent permitted by law.

The system access rules of conduct and user responsibilities include, but are not limited to:

- System users shall not personally benefit or allow others to benefit from knowledge or information gained by virtue of their work assignments or system access privileges.
- System users shall not exhibit or divulge the contents of any record or report containing confidential data to any person, except in the execution of assigned duties and responsibilities.
- System users shall not knowingly include or cause to be included in any record or report a false, inaccurate, or misleading entry.
- System users shall not knowingly expunge or cause to be expunged data from any record or report, except as is a normal part of their duties. Due caution will be exercised in the storage and disposal of documents and reports containing confidential data, including those stored electronically.
- System users shall not publish or cause to be published any reports, records, or other information without proper authorization.
- System users shall comply with information security procedures and rules of conduct as promulgated by the University
- System users shall not share passwords with office workers or anyone else. Passwords that are written down, stored electronically, or embedded within automatic log in

procedures must be physically secured, e.g., encrypted, password protected, or physically locked.

- System users are responsible for the proper use of their account, including not allowing others to use their account and insuring that while logged into the account only he/she has access to the account by using means such as password protected screen saves. The system footprints user activity and you will be held responsible for anything done under your login name.
- No person shall aid, abet, or act in concert with another to violate any part of these rules.

Violation of these rules of conduct may subject an individual to loss of information access privileges, to reprimand, suspension, or dismissal in such manner as is consistent with University policies, and to prosecution under federal and state computer and information security laws."

See: Policy 446 – Privacy & Disclosure
See: Policy 447 – Information Security
See: Policy 449 – Private Sensitive Information

The Office of Information Technology publishes UVU IT Standards and Policies, including: Academic Freedom and Information Access (policy 444), Ethics in computer usage (policy 443), Private sensitive information (policy 449), and FERPA (policy 542). The OIT website also houses information about HIPAA laws, a link to the Identity Theft Prevention Program, and a Social Media Protocol.

See: https://www.uvu.edu/oit/policy/
See: https://www.uvu.edu/finance/theft.html
See: https://www.uvu.edu/oit/policy/dataclassification/

Social Media & Technology

Students should be professional and respectful in online interactions. Students are also expected to demonstrate appropriate judgement by limiting information posted about their training and clinical work. Students must not use social media in a way that violates the professionalism standards articulated in this Handbook, including posting t any information about clients on social media sites, even with identifying information obscured. Students should not post anything defamatory about other students, the program, UVU, or the profession. Students who violate the expectations or guidelines in this policy will be recommended to meet with the Student Development Committee so that a corrective action plan can be developed and academic sanctions imposed.

Research-informed Guidelines for Using Social Media

1) Students should not violate client confidentiality by posting anything about clients. Also, student therapists should not accept client friend requests, which can blur

professional and personal boundaries in therapeutic relationships.

2) The use of privacy settings is important. Publishing personal information to the general public can lead to unwanted self-disclosure and invites a risk of stalking by clients. To protect their profile from being viewed by the general public, including clients, students need to stay up to date on privacy setting policies of all their social media sites. Students may want to consider using aliases or managing settings so that their profiles do not show up in searchers.

3) Students should be careful about posting information on a site that could damage their professional reputation. Although privacy settings may offer some protection, it is best to assume that everything written could be seen by anyone.

4) Students should carefully consider what pages or groups they choose to join. Belonging to certain fan pages or groups may be seen as an endorsement of certain attitudes or behaviors, which can impact how others view them.

5) Students should be mindful of the impact that their posts may have on others. Students should be careful about comments posted to a colleague's wall. They should also consider the potential impact of any pictures or comments posted to their own page that reference another person.

6) Students need to be aware of the ethical concerns related to searching for information about clients on the Internet, including social networking sites. For example, what is the purpose of the search? Will you tell the client in advance of a search? Will you share the results of the search with a client? Will the search be included in a client's file? Obtaining information without a client's knowledge or permission could be viewed as an invasion of privacy, which can damage the therapeutic relationship.

Graduate students need to recognize that school lives and personal lives are not separate and distinct. Therapists' personal lives inform the clinical work they do, which means that therapists need to maintain professionalism in their personal and professional lives. Therapists need to understand that their private lives can come under scrutiny and behave responsibly in their use of social media.

Copied and Edited from: Williams, L., Johnson, E., Patterson, J. E. (2013). The appropriate use and misuse of social media in mft training programs: Problems and prevention. Contemporary Family Therapy, 35, 698-712

Students may not use a phone or other personal devices to record or broadcast UVU classes without formal permission from the faculty member, or a formal ADA letter. Students may not use phones or other personal phones devices to broadcast therapy sessions or supervision meetings. Students may not use personal telephone numbers or email addresses to call, text, or communicate with clients. Google phone numbers are acceptable.

Instructors who do not accept friend requests from current students are trying to maintain a clear boundary between roles.

Artificial Intelligence

Utilizing AI is a new world for us all. Because of this, instructors may have different expectations about the use of AI in each course. To learn about how AI can be beneficial to clinicians, transparency is key. Instructors will be fully transparent about how they use AI in course materials. Instructors expect full AI disclosure from you.

In some courses, you may only use AI with prior permission. Students can use advanced automated tools or language learning models on assignments only when instructor permission is obtained in advance. Unless given explicit permission to use these tools, it is expected that you will not use any AI tools or LLM for course assignments or program requirements.

In clinical courses, you should be VERY cautious about any use of artificial intelligence. We need to ensure that our behavior aligns with the law and the AAMFT code of ethics regarding confidentiality and the privacy of your clients and their information. We must also ensure that we work only within our scope of practice, and consider HIPAA compliance in all we do.

Do NOT put any information that needs to be protected into ChatGPT.

See Appendix D: Ethical Use of AI

Student Remediation Policies

The UVU Policy Office ensures that university policies and the policy manual are available to the campus community. The Policy Manual includes university policies related to governance, financial affairs, human resources, facilities and operations, student affairs, academics, and risk management.

See: https://www.uvu.edu/policies/
See: https://www.uvu.edu/policies/manual/index.html

Remediation and Dismissal

Students should carefully review Policy 548: Academic Rights and Responsibilities of Healthcare and Counseling Clinical Program Students. The following points identify the scope of the policy, which describes cause for and processes of remediation and dismissal of students in all clinical programs at UVU:

1.1 This policy establishes requirements for the conduct and behavior of healthcare and counseling clinical students and outlines due process procedures for addressing alleged student violations of this policy, delineates the range of disciplinary sanctions for violations and establishes procedures for appeal of disciplinary sanctions.

4.1.1 All students shall fulfill the responsibilities and behavioral expectations outlined in UVU Policy 541 *Student Code of Conduct*; all students are subject to that policy's disciplinary processes. Policy 548 establishes additional standards of behavior for students in academic clinical programs and disciplinary processes for student disputes applicable to the didactic (classroom) and clinical component of a clinical student's education.

5.1.2 Corrective actions are typically progressive in nature, beginning with the least severe action necessary to correct the undesirable situation and increasing in severity if the condition is not corrected. However, it is important that the degree of discipline be related directly to the seriousness of the offense and the trainee's record; therefore, it is possible that the following corrective actions may not necessarily follow the order listed below, and/or may be repeated. Under a progressive disciplinary approach, dismissal should not be the first disciplinary measure unless the trainee's misconduct poses a significant risk of harm to the University, university community, or clinical site community by posing physical or psychological damage, injury, financial loss, or exposure to legal liability

5.1.4 When a program determines that a student's performance or conduct is unsatisfactory, the program may impose one or more of the following actions: informal remediation, formal remediation, probation, and dismissal.

MFT Program Remediation Processes

Students are expected to demonstrate competent and professional behavior in the classroom, with peers and colleagues, and at clinical training sites.

If a faculty member or supervisor expresses a concern about a student's professionalism, competence or ethical behavior, the student may be invited to meet with the MFT Program Director to discuss concerns. If the concern is repeated, or of a serious nature, the student will be invited to meet with the MFT Student Development Committee to discuss concerns according to the processes outlined in Policy 548, 5.2 Informal Remediation, 5.3 Formal Remediation, 5.4 Probation, and 5.5 Dismissal.

According to Policy 548, the following factors should be considered when assessing the severity of the academic sanction:

5.1.3.1 Physical or psychological safety issues;
5.1.3.2 Clinical service impact;
5.1.3.3 Financial impact on the patients, clinical site, clinical program, or University;
5.1.3.4 Resultant disruption level to the clinical site, clinical program, or University;
5.1.3.5 Violation of federal, state, or local law;
5.1.3.6 Impact on the University's affiliation relationships with hospitals and other health care providers; or
5.1.3.7 History of performance or conduct issues, including previous violations of Policy 541 *Student Code of Conduct*.

Student Development Committee

The MFT Student Development Committee (SDC) is comprised of the Program Director, MFT Director of Clinical Training and one additional MFT faculty member. If one of these individuals is unavailable or needs to maintain a separate role throughout the remediation process, the SDC may be comprised of any three UVU faculty who have taught a course in the MFT program. This committee convenes only when it is determined that a meeting with a student is needed.

Student Development Committee meetings are scheduled for one hour. Students are expected to make themselves available at the time scheduled by the committee. If a student chooses not to attend the scheduled meeting, the committee will meet and make recommendations without the student present.

The SDC develops a remediation plan and timeline according to the considerations and guidelines listed in Policy 548. This committee makes recommendations about actions needed to remedy the student's concerning behavior. These actions must be addressed in order for the student to progress in the MFT program. Non-adherence to SDC action items can result in formal remediation, probation, and dismissal from the program.

Generally, within two weeks of a meeting with the Student Development Committee, the written remediation plan will be sent to the student, a copy of which will be placed in the student's file and provided to other entities including relevant campus offices as outlined in Policy 548. The letter will include a summary of the meeting, action plan, and timeline for completion.

The following behaviors require corrective actions and will *automatically* result in a meeting with the Student Development Committee corrective action:

- Three or more absences from one course
- Lower than B- grade in any course
- Unsatisfactory progress rating in Pre-Practicum
- Serious concern raised by supervisor or faculty member about student's competence Note: supervisors and faculty discuss concerns about students with the Program Director and other faculty during a closed portion of faculty meetings and as needed.
- Dismissal from a practicum site
- Legal or ethical concern raised by faculty member or supervisor
- Violation of client confidentiality or HIPAA standards (whether or not HIPAA technically applies in a given clinical context)
- Missing supervision two weeks in a row without making up that time
- Working outside the student's scope of practice or scope of competence
- Unsatisfactory progress rating on the annual evaluation
- Inability to meet program achievement benchmarks after three attempts
- Violation of MFT program policies
- Violation of the UVU Student Rights and Responsibilities Code

The SDC remediation plan may include any of the following sanctions, as outlined in Policy 548 and the UVU Student Rights and Responsibilities Policy:

- Warning
- Requiring a student to retake an exam(s)
- Requiring a student to re-write a paper(s) and/or repeat an assignment(s)
- A grade reduction
- A failing grade
- Loss of privileges
- Fine
- Restitution
- Discretionary Sanctions such as work assignments, personal development assignments, essays, or service assignments.
- Probation with specified conditions
- Dismissal, which results in the student's termination from the clinical program.
- Revocation of admission or degree (for fraud, misrepresentation, or other serious violations of institution standards in obtaining the degree; must be reviewed and confirmed by the Vice President of Academic Affairs and President)

Authenticity of Student Work

Students should be familiar with the Student Code of Conduct (policy 541), which describes student responsibilities, rights, and standards of student conduct. Within this policy, the following terms are defined:

> **3.4 Cheating:** Using or attempting to use or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes but is not limited to passing examination answers to or taking examinations for someone else; preparing or copying another's academic work; the acquisition, without permission, of tests or other academic material belonging to a member of university faculty or staff; unauthorized collaboration on academic work; or engaging in any conduct specifically prohibited by a faculty member in the course syllabus or class discussion.

> **3.12 Plagiarism:** The practice of taking or using someone else's work or ideas and passing them off as one's own. Plagiarism includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; the unacknowledged use of materials prepared by another person or agency engaged in the selling of papers or other academic materials; duplicating or submitting work that was originally prepared for another class without the explicit permission of the instructor; or knowingly aiding another student who is engaged in plagiarism.

> **4.3.2.2 Academic misconduct** and other acts of dishonesty. All forms of academic misconduct and other acts of dishonesty, including but not limited to cheating, plagiarism, fabrication, and/or possessing or providing to the University any false, falsified, altered, forged, or substantially misleading materials, documents, accounts, records, identification, or financial instruments.

Violations of the Student Code or other university policies may result in sanctions including a warning, probation, suspension, expulsion. For more information, please review Policy 541.

See: https://www.uvu.edu/studentconduct/students.html
See: https://www.uvu.edu/otl/students/policiesandprocedures.html

Student Complaint Policies

The UVU Policy Office ensures that university policies and the policy manual are available to the campus community. The Policy Manual includes university policies related to governance, financial affairs, human resources, facilities and operations, student affairs, academics, and risk management.

See: https://www.uvu.edu/policies/
See: https://www.uvu.edu/policies/manual/index.html

MFT Student Concerns and Informal Complaints

MFT Graduates students are expected to be respectful, and to manage emotional triggers and reactivity in a professional manner. Students who struggle to demonstrate emotional intelligence should seek personal therapy. Students who do not demonstrate respectful interaction and professionalism will be asked to participate in MFT Program remediation or other corrective processes under Policy 548 or Policy 541.

Complaints Between Students

Students who have a complaint with another student should generally first attempt to resolve concerns or complaints directly with their peer. If that attempt has been unsuccessful, one or both students may inform the Program Director, who will meet with involved parties to help them resolve concerns. If concern remains unresolved, students are asked to schedule an appointment for conflict coaching or mediation through the Ombuds office.

See: https://www.uvu.edu/ombuds/

If conflict between students distracts the cohort from instruction or supervision, students may face corrective processes according to Policy 548.

Complaints with Faculty or Supervisors

Concerns and complaints about faculty, supervisors, course content, scheduling, and other program resources should usually be addressed by program faculty and directors.

> Students who have concerns with a faculty member are expected to demonstrate professionalism and self-awareness by addressing the concern with that faculty member. If the concern is not sufficiently resolved, the student may take the concern to the MFT Program Director. Please note that the program cannot guarantee anonymity in the complaint process.

> If the Program Director is the student's faculty member, or a concern is not resolved with the Program Director, the student may address the concern with the Associate

Department Chair. If the concern is not resolved with the Associate Department Chair, students may direct a concern to the Chair of the Department of Behavioral Science.

If a student has a concern with an off-campus clinical supervisor, the student is expected to demonstrate professionalism and self-awareness by addressing the concern with the off-campus clinical supervisor. If the grievance is not resolved by meeting with the supervisor, the student may take the concern to the MFT Director of Clinical Training. If the concern is not fully resolved after meeting with the MFT Director of Clinical Training, the student is expected to take the concern to the Program Director.

Students with a concern about course content, scheduling and other program resources should address that concern with their faculty member, if relevant to a course, or with the Program Director.

The UVU Ombuds serves as a mediator and resource to help resolve disagreements between students and the university. Conversations with the Ombuds are confidential except in matters that require a report (e.g., intent to harm self or others).

See: https://www.uvu.edu/ombuds/

BESC Syllabus Statement: Resolution of Disagreements about Course Issues

Occasionally, it is possible to have a disagreement with your instructor about course issues. The Behavioral Science Department has a standard set of procedures to deal with these issues. Please follow these steps if you have an area of concern related to the course:

If your issue is related to routine course issues, you MUST address the issue with your instructor FIRST. Examples of routine course issues include, but are not limited to, concern about a grade, deadlines, and topical matter. If your issue is an ordinary course issue and you don't reach out to your instructor first, you will be referred back to your instructor. Minor issues may be resolved via email or a phone call. You may also call or email your instructor to schedule an appointment outside of class time to discuss the issue. These approaches should resolve the vast majority of issues students have related to concerns about ordinary issues. At any point during this process, you can receive support, help, and assistance from the UVU Student Ombuds (https://www.uvu.edu/ombuds/).

 For extraordinary issues (e.g., harassment, discrimination, domestic violence, etc…), it is appropriate to the Title IX Office at TitleIX@uvu.edu), first, rather than your instructor.

If your issue is not resolved after reaching out to your instructor, your next step is to contact the Associate Department Chair, Dr. Chris Anderson (andersch@uvu.edu) via email or during his consultation hours. He will review your situation and will address it with your instructor. Should your situation fail to be resolved by working with the Associate Department Chair, you may approach the Department Chair, with your concern

by filling out and submitting a form available to you in the Behavioral Science Department main office (CB 207).

Student Formal Complaints & Grievances

"***Complaints and Grievances*** refer to formal complaints filed with the program and/or the university through a formal grievance channel. They refer to issues that may violate students' rights. Examples include sexual harassment and discrimination" (COAMFTE V.12.5 glossary).

Student Consumer Complaints/Office of University Compliance

Complaints against the University relating to fraud, false advertising, or other deceptive practices can be filed with the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, Salt Lake City, UT 84111, Telephone No. 801-530-6601, Toll Free in Utah at 1-800-721-SAFE.

Complaints regarding institutional non-compliance with specific eligibility requirements, standards for accreditation, or policies of the Northwest Commission on Colleges and Universities can be filed with the commission at https://www.nwccu.org/tools-resources/complaints/.

Discrimination & Harassment

Any person may report discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute discrimination or sexual harassment), to the Title IX Coordinator using any of the following methods:

1. In person at the Browning Administration Building, Suite 203, 800 W. University Parkway, Orem, UT 84058 (M–F, 8 a.m. to 5 p.m.);
2. By mail to Utah Valley University, MS 272, 800 W. University Parkway, Orem, UT 84058 (any time);
3. By telephone at 801-863-7999 (any time);
4. By e-mail at TitleIX@uvu.edu (any time);
5. Online, anonymously, or self-identified, at www.uvu.edu/equalopportunity/titleix (any time);

By any other means that results in the Title IX Coordinator receiving the person's oral or written report.

Roles and Responsibilities: Students, Faculty, Supervisors, and Administrators

Shared Governance

The UVU MFT program is situated within the Behavioral Sciences Department (BESC), which is part of the College of Humanities and Social Sciences (CHSS) at UVU. Within our college and across the university, Shared Governance is the preferred management approach.

These statements are from the UVU Faculty Senate's Statement on Shared Governance (2009):

- Faculty share in the governance of Utah Valley University according to the principles and guidelines outlined in the 'Statement on Government of Colleges and Universities' of the American Association of University Professors (AAUP). Shared governance is a model of management in higher education founded on democratic ideals and is based on principles of mutual trust, respect, fairness, transparency, accountability, open dialogue and the best use of human talent and physical resources.
- Departments act as democratic bodies in making decisions. The department chair coordinates the affairs of the department and represents its faculty and students in administrative venues.

The Behavioral Science Department leadership created this value statement, "Our core BESC shared governance values are Respect, Inclusion, Collaboration, Transparency, and Accountability. These values are integral to effective shared governance and centered on the principles identified in the AAUP statement. We embrace these values as core principles that direct our service to BESC, its stakeholders, the university, and our community."

Aligned with BESC department values and UVU's governance strategy, the MFT program uses a shared governance approach with specific emphasis on respect, inclusion, collaboration, transparency, and accountability. This type of program leadership invites feedback from communities of interest and places primary importance on processes of dialogue.

Although the Program Director has ultimate responsibility for the decisions of the program, our shared governance approach flattens a potential hierarchy and elevates collaborative processes of decision making.

Communities of Interest

The UVU MFT Program considers the needs of and seeks feedback from the following Communities of Interest: students, faculty, supervisors, university administration, and alumni. Each community of interest plays an important role in program governance. (*See Appendix C: Cycle of Assessment*)

Students

Students are invited to provide feedback formally and informally to program faculty and administrators. Formal mechanisms for feedback include end of course evaluations (SRIs), supervisor evaluations, the Summer Survey (program resources and leadership), and Cohort Representatives who attend monthly faculty meetings. Informal mechanisms for feedback include conversations during monthly program meetings, interviews with the Program Director prior to graduation (exit interview), open office hours with program administrators, and conversations with faculty and supervisors. Students are encouraged to share their feedback and suggestions with core MFT faculty and directors.

Two cohort representatives are nominated by their cohort to serve for one year. Nominations are reviewed and discussed by faculty; final decisions are made by the Program Director.

> In this role, representatives seek feedback from their cohort and share that information with faculty members during faculty meetings. Cohort representatives do not have a formal vote about other faculty meeting agenda items, though their input is frequently requested.

> To demonstrate transparency after faculty meetings, cohort representatives should share faculty meeting minutes and a summary of other relevant meeting information back to their cohort.

> Cohort representatives are asked to support the coordination of student activities, socials, and program meetings. Cohort representatives may be asked to assist with the organization of annual student applicant interviews, including evaluation of applicants. They may also be asked to assist with interviews of faculty applicants.

> If a cohort representative takes a leave of absence or withdraws from the program, they vacate the cohort representative appointment and faculty will invite a different student to take on that role.

> The Program Director can remove a cohort representative, or any student volunteer, from their position with the program if faculty express serious concern about that student's performance of their role. In that case, the faculty will review previous nominations and invite a different student to serve as cohort representative.

> Because of our desire for respectful collaboration between students and faculty, any student who feels that they lack organization or professional communication skills, or who lacks confidence in program faculty or administration should politely withdraw their nomination if asked, and not serve in this role.

Supervisors

Clinical Site Supervisors are off-campus, local supervisors who contract with the MFT program to provide weekly supervision to MFT student-therapists at an approved Clinical Training Site. Clinical Site Supervisors must either be AAMFT Approved or meet Utah requirements for MFT supervision. Clinical Site Supervisors ensure that half of the supervision they provide involves direct client data, and that client data is managed in a HIPAA-compliant manner. Supervisors sign student hours weekly and submit student evaluations to the program at the end of each semester. Through these surveys, supervisors also evaluate the MFT program's effectiveness in preparing students for competent and ethical clinical work.

Faculty

Faculty members are qualified by degree and experience to teach and supervise within the MFT program. Faculty have a responsibility for collaborative governance of the MFT program and support the program in achieving its mission and goals. Faculty contribute to outcome revision and curriculum development by developing rubrics and formal evaluation processes.

Faculty members formally evaluate student progress during formative and summative assessment.

When student accountability or remediation is needed, faculty participate as members of the Student Development Committee. During monthly meetings with the MFT Program Director and Director of Clinical Training, faculty members discuss concerns and suggested improvements for program and student development.

Faculty members also discuss aggregated feedback from students, alumni, faculty, and supervisors during annual back-to-school program meetings.

One MFT faculty serves as a formal mentor for cohort representatives.

MFT Director of Clinical Training: The MFT Director of Clinical Training must be an AAMFT Approved Supervisor/Candidate and an LMFT/Associate. The MFT Director of Clinical Training is a core MFT faculty member who provides support and oversight of Clinical Site Supervisors and students throughout the clinical component of the MFT program.

The MFT Director of Clinical Training is responsible for vetting, approving, and maintaining professional relationships with all Clinical Training Sites and Clinical Site Supervisors. The MFT Director of Clinical Training manages the processes for tracking documentation of site and supervisor approval, and student hour completion.

The MFT Director of Clinical Training works with: 1) students to find and secure appropriate Clinical Training Sites, and to manage concerns or questions about hour accrual; 2) Clinical Site Supervisors whenever they have a concern about a student's performance and also to collect, aggregate and follow-up on evaluation surveys and feedback provided about student competence; 3) MFT program faculty during faculty meetings, when clarification is needed regarding clinical policies, and during formative and summative evaluations of student competence; 4) the Program Director to develop and implement policies and procedures outlined

within the Practicum Handbook, and to ensure that the clinical components of the program align with Utah licensing laws, the AAMFT Code of Ethics, and COAMFTE accreditation standards; 5) university administrators to coordinate the administration of a variety of clinical programs.

The role of the Director of Clinical Education is described in UVU Policy 612: Establishment and Governance of Healthcare and Counseling Clinical Programs.

MFT Director of Clinical Program: The MFT Program Director must be an AAMFT Approved Supervisor and LMFT. The Program Director is a core MFT faculty member with overall responsibility for both the didactive and clinical components of the MFT program. The Program Director is responsible for oversight of the program's outcome-based educational framework, policies, resources, and curriculum. The Program Director is responsible for program alignment with Utah licensing laws and COAMFTE accreditation requirements.

The Program Director leads monthly faculty meetings, which include faculty and student representatives. The Program Director tracks all formative and summative assessment measures and makes final evaluative decisions regarding: 1) each student's readiness for practicum after the first semester, 2) each student's standing in the program after the first year, and 3) each student's readiness for graduation.

The Program Director oversees the annual admission process, reviews and updates the program website and public documents, participates in recruitment of future students, engages in curriculum revision processes, oversees the Student Development Committee, oversees the program budget, assigns faculty to courses, requests textbooks and rooms for scheduled classes, has responsibility for the implementation of emergency protocol, collects and aggregates student and graduate achievement data, engages in program strategic planning, and develops and submits accreditation documents and evidence. The Program Director also leads classes when a faculty member is absent.

The Program Director represents the interests of the MFT students and faculty during meetings with university administrators and other clinical program directors. The Program Director also works with the Department Chair to either fill a gap or create a continuity plan to fill a gap when personnel changes occur.

The role of the Director of Clinical Program is described in UVU Policy 612: Establishment and Governance of Healthcare and Counseling Clinical Programs.

UVU Administration

The Behavioral Science Department Chair annually evaluates the MFT Program Director and faculty. In addition to the standard UVU faculty evaluation, the annual review discussion with the Department Chair includes a review of contributions toward MFT program goals. The outcome of this evaluation, including any concerns about the Program Director's ability to lead the program to the achievement of learning outcomes, concerns about faculty member effectiveness, or concerns about the management of the program budget, are discussed with the Dean of the College of Humanities and Social Sciences.

The Director of Graduate Studies also meets with program directors and clinical directors to develop policies and coordinate support for resources across programs.

Clients of Student Therapists

At the UVU clinic, clients provide feedback about student therapist skill by completing the Session Rating Scale (SRS V.3.0) and Outcome Rating Scale. Data is collected by the Clinic Director and shared with the MFT Program Director and MFT Director of Clinical Training.

The four questions within the SRS V.3.0 align with Core Competency 2.3.3: Apply effective and systemic interviewing techniques and strategies. This Core Competency is assessed in all practicum classes.

UVU Clinic: Session Rating Scale V.3.0	
Relationship	I did/did not feel heard, understood, respected
Goals and Topics	We did/did not work on or talk about what I wanted to work on and talk about
Approach or Method	Therapist's approach is/isn't a good fit for me
Overall	There was something missing in the session/ Overall, today's session was right for me

MFT Practicum Courses: Core Competency
2.3.3 Apply effective and systemic interviewing techniques and strategies.

Clients at Clinical Training Sites provide feedback specific to each site. Clinical Site Supervisors are asked to incorporate client feedback in their evaluation of student developmental competence at the end of each semester.

Curriculum Development, Revision & Review

MFT program curriculum is reviewed and approved as outlined in UVU Policy 606, Section 5.

Students: Students contribute to the continual improvement and updating of program curriculum by submitting detailed end of course evaluations (SRIs), by sharing suggestions during monthly program meetings, and by completing program evaluations. Students are also asked for feedback specific to program curriculum via the Summer Survey.

Faculty: Faculty members meet annually at the end of fall semester to discuss program curriculum including course outcomes, competencies, textbooks, and summative assignments. Faculty review end-of-course evaluations and update courses based on feedback from students. Program curriculum improvements are discussed with the Program Director and with other faculty during monthly meetings.

Supervisors: Through conversations with the MFT Director of Clinical Training and formal program evaluations, supervisors provide feedback about program curriculum. The MFT Director of Clinical Training brings suggestions to faculty meetings. Aggregated program evaluation data is discussed and shared during back-to-school meetings.

Administrators: Prior to program approval, the college and university curriculum committees reviewed and approved all MFT Program course descriptions and outcomes. Revisions to program course descriptions and outcomes are submitted to department faculty who must review and approve changes before they can be presented to the UVU curriculum committees for final approval.

Alumni: Program alumni contribute to curriculum improvement by sharing feedback with the Program Director during the exit interview, and by submitting alumni surveys, which request feedback about the extent to which program curriculum prepared graduates for the licensure exam and employment as an MFT.

Grading & Assessment

According to Policy 524, *Graduate Program Credit and Graduation Requirements*, Section 4.1.1, "Curriculum and graduation requirements for graduate programs shall be developed by faculty who teach in the applicable graduate program."

The MFT Program mission is fulfilled through the achievement of four Program Goals. Each Program Goal is defined by two Student Learning Outcomes. Each MFT course aligns with at least one Student Learning Outcome. Course Learning Outcomes are designed to provide a framework for fulfilling a course description and are thereby linked to program-level Student Learning Outcomes and Goals. Core Competencies are used in assessment rubrics to evaluate Course Learning Outcomes. *See Course Syllabi and Appendix B: Curriculum Map.*

UVU Policy 523, Grading:

1.1 UVU faculty and staff shall make every reasonable effort to ensure that their evaluations of students reflect each student's true merit. The University proceeds under the strong presumption that the faculty member's evaluations are authoritative. However, in rare instances when a student alleges that a final course grade received is incorrect or does not accurately represent his or her efforts, UVU recognizes that students have the right to due process to appeal their grades.

4.1 The criteria for grading students is specific to individual instructors and may include performance in examinations, papers, or assignments; attendance and/or participation in class discussion and activities, and other evaluative processes necessary in determining the students' achievement levels. Grading of individual student performance shall be performed in a timely manner consistent with the University's fundamental principles prohibiting discrimination on improper grounds, and requiring that academic activities be performed without prejudice or favoritism.

4.2 Students who have reason to believe that a grade assigned in a specific course was calculated in error or assigned due to discriminatory bias have the right to appeal that grade. Students who

seek to appeal their grade must follow the procedures outlined below and adhere to the timeframe supported by this procedure. UVU faculty shall allow students the right to due process in the contestation and/or appeal of their grades. The burden of proof to demonstrate the grading error is the student's responsibility.

4.3 Grade change appeals shall be made and completed within one calendar year from the date the grade was originally issued.

4.4 Academic grievances unresolved at the department level or beyond the time of the student's enrollment in the University shall be directed to the Registrar, who shall submit it to the Academic Standards Committee (ASC).

4.5 This policy applies only to final course grades. Concerns with grades for individual assignments are addressed in UVU Policy 541 Student Code of Conduct

5.1.1 At the end of the course, the faculty member shall assign grades to each student enrolled in class.

5.1.2 The following Standard Letter grades and numeric point values are used to compute the cumulative grade point average (GPA):

> A Exceptional performance and achievement 4.0
> A- Excellent performance and achievement 3.7
> B+ Very good performance and achievement 3.4
> B Good performance and achievement 3.0
> B- Fair performance and achievement 2.7
> C+ More than adequate performance and achievement 2.4
> C Adequate performance and achievement 2.0
> C- Less than adequate performance and achievement 1.7
> D+ More than minimal performance and achievement 1.4
> D Minimal performance and achievement 1.0
> D- Less than minimal performance and achievement 0.7
> E Unsatisfactory performance and achievement 0.0
> UW Unofficial withdrawal from class 0.0

5.1.3 The criteria for grading students shall be determined by the faculty member and/or department and clearly communicated to students in the course. Faculty shall make every effort to ensure final grades are an honest and fair assessment of a student's performance.

Records

University student records are housed by the Registrar's office. The Registrar's office can print transcripts and provide verification of enrollment.

See: https://www.uvu.edu/registrar/ or https://www.uvu.edu/records/ and UVU Policies 133, 542

MFT Program student records are electronic files that document a student's progress toward degree completion. Student records are stored in UVU Box folders accessed only by program administration and others who have an educational need to access the files. These records include, but are not limited to, copies of: agreements with clinical training sites, petitions, insurance information, hour reports, status letters, evidence of summative assessment completion, warnings and remediation plans, and communication with students about these items.

MFT Program-specific student records are retained for six years after graduation from the program, which is double the regular time allowed for a graduate to obtain full licensure as an MFT in Utah. Other general UVU records, such as transcripts, graduation status, and dates of attendance are maintained indefinitely by the University Registrar. If a student leaves the program without graduating, files will be retained for ten years. Student records are disposed of in a manner dictated by university policy.

See: Mental Health Professional Practice Act. Utah Code 58-60-305 Qualifications for licensure

Continuity Plan

Natural Disaster

The MFT program follows all policies and procedures established by UVU. In the case of a natural disaster or other emergency situation, students and faculty are expected to prioritize their own safety (and client safety if relevant) while adhering to an emergency plan published by the university.

If the emergency affects UVU campus, the Program Director or MFT Director of Clinical Training may receive additional instruction from the Department Chair or Dean, which they will share with students as soon as possible. Students should look for email updates as soon as they are able.

If the emergency affects a student's location, home, or family, the student should check in with the Program Director by phone or email as soon as they are able.

Change of leadership

Occasionally there are changes in program leadership that occur before the position can be refilled. Department and program personnel will temporarily manage the essential tasks of the position until a replacement can be hired or appointed.

Position Vacated	Personnel who will temporarily support the program by managing position responsibilities
MFT Program Director	Department Chair, MFT Director of Clinical Training, MFT Associate Director, others assigned by Department Chair

MFT Director of Clinical Training	MFT Program Director, MFT Assistant Program Director, others assigned by Department Chair
MFT Associate Director	MFT Program Director, MFT Director of Clinical Training, others assigned by Department Chair
MFT Faculty	MFT Program Director, MFT Director of Clinical Training, other MFT instructors, others assigned by Department Chair
UVU Clinic Director	MFT Program Director, MFT Director of Clinical Training, others assigned by Department Chair

All meeting minutes, handbooks, course syllabi, and recorded program meetings are housed in the MFT Canvas group. Additional documents related to the program's accreditation process, student progress and assessment data are stored in Box. The location of these documents is intended to support continuity of program leadership.

Appendix A: Regulatory Alignment

After you have graduated and UVU transcripts documenting your degree completion are prepared, you may apply for an Associate MFT License with the State of Utah. The application for licensure is accessed at: https://dopl.utah.gov/marriage-and-family-therapy/

- Click on Licensing > Apply for License > Associate Marriage and Family Therapist

- You will need to complete the Educational Course Requirements for applicants who did not graduate from a COAMFTE-Accredited Program. The table you need to complete is copied below.

- You will need to add an extra page to fit all the program courses.

- Semester Credit Hours are listed in parentheses next to each course title.

Theoretical Foundations of Marital and Family Therapy: (minimum 6 semester hours)

Course Title: Systemic Foundations of MFT (3)   Course #   MFT 6000

Course Title: Contemporary Approaches to MFT (3)   Course #   MFT 6010

Assessment and Treatment in Marriage and Family Therapy (minimum 9 semester hours)

Course Title: Systemic Assessment and Diagnosis (3)   Course #   MFT 6200

Course Title: Couples Therapy (3)   Course #   MFT 6210

Course Title: Family Therapy (3)   Course #   MFT 6230

Course Title: Individual Therapy (2)   Course #   MFT 6240

Course Title: Group Therapy (2)   Course #   MFT 6220

Human Development and Family Studies: (minimum 6 semester hours)

Course Title: Child & Adolescent Development (3)   Course #   MFT 6310

Course Title: Adult Issues in Human Development (3)   Course #   MFT 6320

Course Title: Working with Diversity (3)   Course #   MFT 6300

Professional Ethics: (minimum 3 semester hours)

Course Title: Ethical Issues in MFT (3)   Course #   MFT 6100

Research Methodology and Data Analysis (minimum 3 semester hours)

Course Title: Research (3)   Course #   MFT 6400

Electives in Marriage and Family Therapy: (minimum 3 semester hours)

Course Title: Contemporary Issues in MFT (1)   Course #   MFT 6510

Course Title: Community Intervention (1)   Course #   MFT 6500

Course Title: Clinical Business Development & Practice (2)   Course #   MFT 6520

Course Title: Capstone (1)   Course #   MFT 6600

Supervised Clinical Practicum: (minimum 400 hours, at least 300 direct contact hours of which 150 hours are with couples or families present and 100 hours of face-to-face supervision)

Course Title: Pre-Practicum (3)   Course #   MFT 6900

Course Title: Practicum I (3)   Course #   MFT 6910

Course Title: Practicum II (3)   Course #   MFT 6920

Course Title: Practicum III (3)   Course #   MFT 6930

Course Title: Practicum IV (3)   Course #   MFT 6940

In addition to graduation from an MFT program aligned with state education requirements, the MFT licensure application requires information about an applicant's criminal history and past professional behavior.

Carefully review: https://dopl.utah.gov/wp-content/uploads/2022/11/associate-marriage-and-family-therapist-application.pdf

MFT Program Degree Portability Acknowledgment

Marriage and Family Therapy is a profession that requires licensure in all 50 states; however, each state has its own law and regulations, which outline what is needed to become licensed as an MFT in that state.

Most states require coursework in specific areas, such as ethics, assessment and diagnosis, research, and family theories. Most states also require a specific number of therapy hours to be completed under supervision. Usually, some of those hours are completed as a student in training program and additional hours are completed after graduation from a training program.

- This is a link to each state's license requirements: MFT State Resources (aamft.org)

Not every state will accept coursework and supervised hours earned in another state. Make sure that you review license requirements in the state you intend to practice as soon as possible so that you know what may and may not be accepted across state lines.

The coursework in this training program was designed to match the laws for MFT licensure in Utah.

- Appendix A in the Program Handbook includes a table that shows our program's curriculum alignment with Utah's educational requirements.
- This is a link to the Utah's MFT license landing page: https://dopl.utah.gov/marriage-and-family-therapy/
- This is a link to the Marriage and Family Therapist Licensing Act Rule: https://adminrules.utah.gov/public/rule/R156-60b/Current%20Rules?

If you have any questions, please email the Program Director.
If you have no unanswered questions, please sign, and return this acknowledgment form to the Program Director.

It is recommended that you keep a copy of this form with your personal files.

I have reviewed the UVU Program Handbook and the licensing requirements for Utah. I acknowledge that I have been informed and I am aware that licensing regulations differ across states and provinces. The UVU MFT program is designed to align with licensure in the state of Utah, which means that a degree from this program may not meet MFT license requirements in a different state.

_____
(printed/typed name)

_____
(signature)

_____
(date)

Appendix B: Curriculum Map

The Essential Learning Outcomes (ELOs) are a comprehensive set of learning goals that are fostered and developed across a student's educational experience at UVU. They reflect the foundational skills and competencies needed to meet the challenges of an ever-changing and complex world. See: https://www.uvu.edu/aqa/essential_learning_outcomes/

UVU Essential Learning Outcomes	MFT Program Goals	Student Learning Outcomes
Information Literacy **Collect, evaluate, organize, and use information.** To demonstrate competence in information literacy, students will find appropriate information to address a need; evaluate it for relevance and validity; and use it to draw conclusions and generate solutions.	**Knowledge of MFT:** The program trains students in the knowledge and history of the MFT Profession and how to utilize systemic and developmental theories in their clinical work.	1. Students will **demonstrate** understanding of MFT models.
		2. Students will **apply** systemic and developmental theories in their conceptualization of clinical cases.
Communication **Communicate facts and ideas** To demonstrate competence in communication, students will appraise the needs of their audience; use sound evidence and reasoning in constructing arguments; and clearly and effectively communicate.	**Competence with MFT Skills:** The program trains students to practice relational/systemic therapy including assessment, diagnosis, and treatment of a variety of presenting problems.	3. Students will **demonstrate** competent assessment, diagnosis, and treatment with a variety of clinical cases.
Scientific Literacy **Understand scientific concepts and methods.** To demonstrate competence in scientific literacy, students will have a basic understanding of major scientific concepts and methods; apply scientific knowledge to daily life; and express scientifically informed positions.		4. Students will **utilize** published MFT literature to provide research-informed therapy.
Inclusion **Understand and apply the principles of diversity, inclusion, and equity.**	**Commitment to Inclusion:** The program trains students to be aware,	5. Students will **demonstrate** awareness of client context and of their power and privilege as individuals and clinicians.

To demonstrate competence in inclusion, students will show cultural understanding; recognize issues of diversity, inclusion, and equity; and understand the importance of creating diverse and inclusive environments for all.	knowledgeable, and conscientious in their work with diverse, marginalized and under-served populations	6. Student **work** with marginalized, diverse, and underserved communities will be multiculturally-informed.
Ethical Reasoning **Recognize and consider the ethical dimension of behavior.** To demonstrate competence in ethical reasoning, students will apply ethical principles and approaches; consider alternative courses of action and consequences; and evaluate and articulate their own ethical values.	**Adherence to MFT Ethics:** The program trains students to engage in ethical clinical work and decision making through a commitment to ethical practice and to the AAMFT Code of Ethics	7. Students will **demonstrate** recognition of the AAMFT Code of Ethics' application to clinical scenarios and cases.
		8. Students will **apply** an ethical decision-making framework in clinical practice and supervision.
	Development of MFT Professional Identity: The program assists students as they develop an MFT identity by preparing students for MFT licensure and employment upon graduation from the program	9. Graduates of the program will become licensed as A/MFTs.
		10. Graduates of the program will become employed as MFTs.

Program Goals	Program Learning Outcomes	Student Learning Outcomes
Knowledge of MFT: The program trains students in the knowledge and history of the MFT Profession and how to utilize systemic and developmental theories in their clinical work.	1: Differentiate and apply foundational relational/systemic practice, theories, and models.	1. MFT students will **demonstrate** understanding of MFT models.
	2: Demonstrate competence in applying MFT skills within the local community.	2. MFT students will **apply** systemic and developmental theories in their conceptualization of clinical cases.
Competence with MFT Skills: The program trains students to practice relational/systemic therapy including assessment, diagnosis, and treatment of a	3: Conduct systemic/relational assessment and treatment with individuals, couples, and families.	3. MFT students will **demonstrate** competent assessment, diagnosis, and treatment with a variety of clinical cases.
	4: Investigate research methodology and data analysis	4. MFT students will **utilize** published MFT literature to

variety of presenting problems.	and synthesize evidence based practice in MFT.	provide research-informed therapy.
Commitment to Inclusion: The program trains students to be aware, knowledgeable, and conscientious in their work with diverse, marginalized and under-served populations	5: Practice commitment to inclusion.	5. MFT students will **demonstrate** awareness of client context and of their power and privilege as individuals and clinicians.
	6. Articulate the impact of human development (including ethnicity, gender, and sexual identity) on biopsychosocial health across the lifespan.	6. MFT student **work** with marginalized, diverse, and underserved communities will be multiculturally informed.
Adherence to MFT Ethics: The program trains students to engage in ethical clinical work and decision making through a commitment to ethical practice and to the AAMFT Code of Ethics	7: Review contemporary issues in MFT, including: current intersections of knowledge and practice, community intersections and collaboration, and clinical business development.	7. MFT students will **demonstrate** recognition of the AAMFT Code of Ethics' application to clinical scenarios and cases.
	8: Demonstrate understanding of professional identity and adherence to the law, ethics, and social responsibility.	8. Students will **apply** an ethical decision-making framework in clinical practice and supervision.

MFT Course Alignment: SLOs, COA Competencies, and FCAs							
Student Learning Outcomes	**COAMFTE Developmental Competency Components**					**FCA**	**credits**
	Knowledge of the Profession	**Practice of Therapy**	**Human Diversity & Social Structures**	**Professional Ethics, Law, and Identity**	**Research & Evidence-based Practice**		
SLO #1 - **demonstrate** understanding of MFT models.	MFT 6000 Systemic Foundations of MFT					1	3
SLO #1 - **demonstrate** understanding of MFT models.	MFT 6010 Contemporary Approaches to MFT					1	3
SLO #3 - **demonstrate** competent assessment, diagnosis ….		MFT 6200 Systemic Assessment				7	3

SLO #3 - **demonstrate** competent … treatment with a variety of clinical cases		MFT 6210 Couples Therapy				2	3
SLO #3 - **demonstrate** competent … treatment with a variety of clinical cases		MFT 6220 Group Therapy				2	2
SLO #3 - **demonstrate** competent … treatment with a variety of clinical cases		MFT 6230 Family Therapy				2	3
SLO #3 - **demonstrate** competent … treatment with a variety of clinical cases		MFT 6240 Individual Therapy				2	2
SLO #5 - **demonstrate** awareness of client context and of their power and privilege as individuals and clinicians			MFT 6300 Working with Diversity			3	3
SLO #6 – **work** with marginalized, diverse, and underserved communities will be multiculturally-informed.			MFT 6310 Child & Adolescent Development			6	3
SLO #6 – **work** with marginalized, diverse, and underserved communities will be multiculturally-informed.			MFT 6320 Adult Issues in Human Development			6	3
SLO #6 - **work** with marginalized, diverse, and underserved communities			MFT 6500 Community Intervention			9	1

SLO						FCA*	
SLO #7 - **demonstrate** recognition of the AAMFT Code of Ethics' application				MFT 6100 Ethical Issues in MFT		5 & 10	3
SLO #4 - **utilize** published MFT literature to provide research-informed therapy					MFT 6400 Research	4	3
SLO #1 - **demonstrate** understanding of MFT models.	MFT 6510 Contemporary Issues in MFT					8 & 10	1
SLO #1, 3, 5, 7	MFT 6600 Capstone					capstone	1
SLO #5 - **demonstrate** awareness of client context and of their power and privilege as individuals and clinicians			MFT 690R Pre-Practicum			practice	3
SLO #8- **apply** an ethical decision-making framework				MFT 691R Practicum I		practice	3
SLO #4 – **utilize** published MFT literature to provide research-informed therapy					MFT 692R Practicum II	practice	3
SLO #2 – **apply** systemic and developmental theories in their conceptualization	MFT 693R Practicum III					practice	3
SLO #2, 4, 8	MFT 694R Practicum IV					practice	3

*FCA refers to the COAMFTE Foundational Curricular Areas (V. 12.5, Key Element III-B)

Student Learning Outcomes assessed by AAMFT Core Competencies				
Program Goals	**Student Learning Outcomes**	**Core Competencies Assessed**	**Formative**	**Summative**
Knowledge of MFT: **The program trains students in the knowledge and history of the MFT Profession and how to utilize systemic and developmental theories in their clinical work.**	1. Students will **demonstrate** understanding of MFT models.	4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches	X 6000	X Exam 6600
		1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy	X 6000	X Exam 6600
		1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy	6010	
		4.1.2 Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit	6010	
		2.4.2 Assess ability to view issues and therapeutic processes systemically	6510	
		5.1.4 Understand the process of making an ethical decision.	6510	
		6.4.1 Evaluate knowledge of current clinical literature and its application	6510	
	2. Students will **apply** systemic and developmental theories in their conceptualization of clinical cases.	2.3.3 Apply effective and systemic interviewing techniques and strategies.	693R	X Demo 694R
		4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems	693R	X Demo 694R
		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.	693R	X Demo 694R
		4.3.1 Match treatment modalities and techniques to clients' needs, goals, and values	693R	X Demo 694R
		1.5.2 Complete case documentation in a timely manner and in accordance with relevant laws and policies	693R	
		2.5.1 Utilize consultation and supervision effectively	693R	

		5.3.7 Practice within defined scope of practice and competence.	693R	

Program Goals	Student Learning Outcomes	Core Competencies Assessed	Formative	Summative
Competence with MFT Skills: **The program trains students to practice relational/systemic therapy including assessment, diagnosis, and treatment of a variety of presenting problems.**	3. Students will **demonstrate** competent assessment, diagnosis, and treatment with a variety of clinical cases.	2.3.1 Diagnose and assess client behavioral and relational health problems systemically and contextually	X Rounds 6200	X Cap Paper 6600
		1.3.1 Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.	X Rounds 6200	X Cap Paper 6600
		2.1.4 Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.	X Rounds 6200	X Cap Paper 6600
		3.3.2 Prioritize treatment goals.	X Rounds 6200	X Cap Paper 6600
		3.1.3 Understand the effects that psychotropic and other medications have on clients and the treatment process	X Rounds 6200	X Cap Paper 6600
		4.3.3 Reframe problems and recursive interaction patterns	6210	
		3.4.3 Evaluate level of risks, management of risks, crises, and emergencies	6210	
		3.1.1 Know which models, modalities, and/or techniques are most effective for presenting problems	6210	
		3.3.4 Structure treatment to meet clients' needs and to facilitate systemic change	6210	
		2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems	6210	
		4.4.1 Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan	6240	
		5.3.1 Monitor issues related to ethics, laws, regulations and professional standards	6240	
		2.1.2 Understand the major behavioral health disorders, including the	6240	

		epidemiology, etiology, phenomenology, effective treatments, course, and prognosis		
		1.2.2 Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).	6240	
		4.2.2 Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes	6220	
		3.1.4 Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment	6220	
		3.3.3 Develop a clear plan of how sessions will be conducted.	6220	
		2.1.6 Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups	6220	
		4.3.5 Engage each family member in the treatment process as appropriate	6230	
		4.3.6 Facilitate clients developing and integrating solutions to problems	6230	
		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	6230	
		2.3.2 Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.	6230	
		2.3.6 Assess family history and dynamics using a genogram or other assessment instruments	6230	
	4. Students will **utilize** published MFT literature to provide research-informed therapy.	2.3.3 Apply effective and systemic interviewing techniques and strategies.	692R	
		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).	692R	X Demo 694R
		5.3.8 Obtain knowledge of advances and theory regarding effective clinical practice	692R	X Demo 694R
		1.5.2 Complete case documentation in a timely manner and in accordance with relevant laws and policies	692R	

		Core Competencies Assessed	Formative	Summative
		2.5.1 Utilize consultation and supervision effectively	692R	
		6.3.2 Use current MFT and other research to inform clinical practice	692R	X Demo 694R
		5.3.7 Practice within defined scope of practice and competence.	692R	
		6.3.1 Read current MFT and other professional literature	6400	
		6.1.2 Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services	6400	
		6.3.3 Critique professional research and assess the quality of research studies and program evaluation in the literature	6400	

Program Goals	Student Learning Outcomes	Core Competencies Assessed	Formative	Summative
Commitment to Inclusion: **The program trains students to be aware, knowledgeable, and conscientious in their work with diverse, marginalized and under-served populations.**	5. Students will **demonstrate** awareness of client context and of their power and privilege as individuals and clinicians.	1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients	X OSCE 690 R	X OSCE 6600
		2.2.1 Assess each clients' engagement in the change process	X 690 R	
		2.3.7 Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems	X OSCE 690 R	X OSCE 6600
		2.3.8 Identify clients' strengths, resilience, and resources	X OSCE 690 R	X OSCE 6600
		4.3.4 Generate relational questions and reflexive comments in the therapy room.	X OSCE 690 R	X OSCE 6600
		1.3.9 Manage session interactions with individuals, couples, families, and groups	X OSCE 690 R	X OSCE 6600
		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).	X OSCE 690 R	X OSCE 6600
		5.3.4 Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.	X 690 R	
		2.5.1 Utilize consultation and supervision effectively	X 690 R	
		4.4.4 Evaluate clients' reactions or responses to interventions.	X OSCE 690 R	X OSCE 6600
		4.4.6 Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context)	6300	

Program Goals	Student Learning Outcomes	Core Competencies Assessed	Formative	Summative
		and their impact on effective intervention and clinical outcomes		
		1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).	6300	
	6. Student **work** with marginalized, diverse, and underserved communities will be multiculturally-informed.	2.1.1 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).	6310	X Clinical Tx Paper 6320
		2.1.5 Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning		X Clinical Tx Paper 6320
		1.5.1 Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).	6310	X Clinical Tx Paper 6320
		1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).	6310	X Clinical Tx Paper 6320
		2.2.4 Consider the influence of treatment on extra-therapeutic relationships.	6500	
		1.3.8 Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers.	6500	
		3.3.7 Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present	6500	
		3.5.1 Advocate with clients in obtaining quality care, appropriate resources, and services in their community	6500	

Program Goals	Student Learning Outcomes	Core Competencies Assessed	Formative	Summative
	7. Students will **demonstrate**	5.1.1 Know state, federal, and provincial laws and regulations that	X 6100	X Cap Paper 6600

Commitment to Ethics: The program trains students to engage in ethical clinical work and decision making through a commitment to ethical practice and to the AAMFT Code of Ethics.	recognition of the AAMFT Code of Ethics' application to clinical scenarios and cases.	apply to the practice of marriage and family therapy.		
		5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.	X 6100	X Cap Paper 6600
		5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice apply.	X 6100	X Cap Paper 6600
	8. Students will **apply** an ethical decision-making framework in clinical practice and supervision.	2.3.3 Apply effective and systemic interviewing techniques and strategies.	691R	
		1.3.2 Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).	691R	
		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	691R	
		1.5.2 Complete case documentation in a timely manner and in accordance with relevant laws and policies	691R	
		2.5.1 Utilize consultation and supervision effectively	691R	
		4.3.12 Integrate supervisor/team communications into treatment		X Demo 694R
		5.2.2 Recognize ethical dilemmas in practice setting	691R	X Demo 694R
		5.3.7 Practice within defined scope of practice and competence.	691R	X Demo 694R
		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.	691R	X Demo 694R

Appendix C: Cycle of Assessment

The UVU MFT Program Cycle of Assessment follows this general pattern: collection of data from communities of interest during fall and spring semesters; compilation of data during summer semester; distribution of aggregated data at the beginning of fall semester.

Students, faculty, and the program are evaluated regularly. It is expected that feedback will facilitate growth and improvement.

Student Assessment

Timing of Assessment		What is being assessed?	How is it being assessed?	How do students know the outcome?	How will other COIs know the outcome?
1st Semester Fall	throughout semester	course learning outcomes	assignment completion and rubrics	Faculty provide feedback, assignment grades, and final grades	When needed, discussed during faculty meetings (minutes)
	end of semester	Formative SLO 1 Knowledge	Model presentation or exam	Course instructor will assign grade	Instructor will share grade w/ PD
		Formative SLO 3 Assessment & Dx	Grand rounds	By course instructor via assessment grade	Instructor will share grade w/ PD
		Formative SLO 5 Inclusion & Skills	OSCE Simulation	Prog Director will meet in 1:1 interviews to inform about practicum eligibility	Student will be enrolled in Prac I, and/or MFT Director of Clinical Training and/or instructor will be informed about remediation plan
		Formative SLO 7 Ethical Knowledge	Ethics Exam	By course instructor via assessment grade	Instructor will share grade w/ PD
2nd Semester Spring	throughout semester	course learning outcomes	assignment completion and rubrics	Faculty provide feedback and assign grades	When needed, discussed during faculty meetings (minutes)
	Before end of semester	eligibility to secure off-campus training site	Hours earned and tracked, prac instructor feedback, site approval	MFT Director of Clinical Training will sign forms to approve off-campus placement	MFT Director of Clinical Training will meet with supervisor prior to site approval, and

					note approval on shared document
	end of semester	clinical development	CLO/SLO survey completed by supervisor	PD or CD will send student brief email summary	PD or CD will follow-up with supervisor by email
3rd Semester Summer	throughout semester	course learning outcomes	assignment completion and rubrics	Faculty provide feedback and assign grades	When needed, discussed during faculty meetings (minutes)
	end of semester	clinical development	CLO/SLO survey completed by supervisor(s)	PD or CD will send student brief email summary	PD or CD will follow-up with supervisor by email
	end of semester	Student status in program/ Annual Review	grades, approved hours, faculty feedback	Prog Director sends letter by email to each student	PD will check with faculty re student stats prior to sending letter
4th Semester Fall	throughout semester	course learning outcomes	assignment completion and rubrics	Faculty provide feedback and assign grades	When needed, discussed during faculty meetings (minutes)
	end of semester	clinical development	CLO/SLO survey completed by supervisor(s)	PD or CD will send student brief email summary	PD or CD will follow-up with supervisor by email
	end of semester	eligibility for graduation application	grades, approved hours, completed courses	Prog Director sends letter by email to each student	Discussed during faculty meetings (minutes)
5th Semester Spring	throughout semester	course learning outcomes	assignment completion and rubrics	Faculty provide feedback and assign grades	When needed, discussed during faculty meetings (minutes)
	end of semester	clinical development	CLO/SLO survey completed by supervisor(s)	PD or CD will send student brief email summary	PD or CD will follow-up with supervisor by email
	end of semester	Summative SLO 1 Knowledge	AMFTRB Exam	Score provided by AMFTRB	Student should notify PD about score
		Summative SLO 2 Knowledge - apply	Final Case Presentation	Prac IV instructor will provide scores and feedback	Instructor will share grade w/ PD
		Summative SLO 3 Assessment & Dx	Capstone Theory of Change Paper	Instructor will provide scores and feedback	Instructor will share grade w/ PD
		Summative SLO 4 Research - apply	Final Case Presentation	Prac IV instructor will provide scores and feedback	Instructor will share grade w/ PD

		Summative SLO 5 Inclusion & Skills	OSCE Simulation	Prog Director will provide scores and feedback in 1:1 interviews	Instructor will share grade w/ PD
		Summative SLO 6 Inclusion - apply	Clinical Tx Paper	Instructor will provide scores and feedback	Instructor will share grade w/ PD
		Summative SLO 7 Ethical Knowledge	Business Plan Portfolio	Instructor will provide scores and feedback	Instructor will share grade w/ PD
		Summative SLO 8 Ethical – apply Knowledge	Final Case Presentation	Prac IV instructor will provide scores and feedback	Instructor will share grade w/ PD
	end of semester	Readiness for graduation	Approved hours	MFT Director of Clinical Training will confirm student is eligible for exit interview	PD will accept exit interview with student

Faculty & Supervisor Assessment

Timing of Assessment		What is being assessed?	How is it being assessed?	How do faculty know the outcome?	How will other COIs know the outcome?
Fall Semester	Beginning of semester	Completion of RTP goals	Annual Review	Dept Chair in 1:1 interviews	Reviewed by Dean, placed in RTP folder
	End of semester	Faculty effectiveness	Student Rating of Instruction	Data provided directly to faculty	Summarized by faculty and placed in RTP folder
	End of semester	Supervisor effectiveness	T2T evaluations	PD or CD will send faculty brief summary	Faculty will adjust syllabus or instruction based on feedback
Spring Semester	Before end of semester	MFT faculty effectiveness on SLOs & goals	Spring Survey	Discussed during fall faculty meeting(s)	Prog Director sends summary of data at beginning of fall semester
	End of semester	Faculty effectiveness	Student Rating of Instruction	Data provided directly to faculty	Summarized by faculty and placed in RTP folder
	End of semester	Supervisor effectiveness	T2T evaluations	PD or CD will send faculty brief summary	Faculty will adjust syllabus or instruction based on feedback
Summer Semester	End of semester	Faculty effectiveness	Student Rating of Instruction	Data provided directly to faculty	Summarized by faculty and placed in RTP folder
	end of semester	College & Dept comparative effectiveness	Student Rating of Instruction	Dept Chair shares aggregate data for Dept	Discussed in faculty meeting (minutes)

	End of semester	Supervisor effectiveness	T2T evaluations	PD or CD will send faculty brief summary	Faculty will adjust syllabus or instruction based on feedback

Program Assessment

Timing of Assessment		What is being assessed?	How is it being assessed?	How will PD know the outcome?	How will other COIs know the outcome?
Fall Semester	Strategic Plan	Student Competence	Aggregate SLO data	PBA Announcements	Plan is posted to Canvas group for students and faculty Plan is submitted to Dept Chair
		Resource Sufficiency	Aggregate Spring Survey data & Supervisor data		
		Curriculum content	Aggregate Spring Survey data		
		Curriculum sequence	Aggregate Spring Survey data		
		Graduate Achievement	Job, license, exam data		
		Accreditation	Progress on COAMFTE milestones	Feedback from COAMFTE about Eligibility Criteria or Self Study	Public announcements by COAMFTE
	Oct/Nov	Program effectiveness	Advisory Council meeting	Council Feedback, documented in Meeting minutes	Recommendations discussed during faculty meetings
Spring Semester	Mar/Apr	Program effectiveness	Advisory Council meeting	Council Feedback, documented in Meeting minutes	Recommendations discussed during faculty meetings
Summer Semester	Before end of semester	Program resources, curriculum, faculty	Spring Survey	Prog Director collects and aggregates data	PD sends newsletter summary to Students and Sups

Appendix D: Ethical Use of AI

Shared with permission from Dr. Angelea Panos

Ethical Use of AI: Handbook for Graduate Students

By Dr. Angelea Panos and Dr. Christina Steele

August 2023

This guide aims to help you responsibly and ethically navigate the world of Artificial Intelligence (AI) when incorporating it into your academic projects. AI offers powerful tools to enhance research, data analysis, and problem-solving, but it's essential to use it responsibly to maintain academic integrity and uphold ethical standards.

1. **Understanding AI:**
Before using AI in your schoolwork, it is important to familiarize yourself with the fundamental concepts of AI and its applications. Learn about machine learning, neural networks, natural language processing, and other AI techniques. This knowledge will help you make informed decisions about when and how to use AI effectively.

Understand that AI can hallucinate (make-up things that are not real). **You MUST fact-check AI, and that can often take longer than going to the sources (peer-reviewed journal articles) and writing it yourself.** AI will even make up fake references. Don't risk being accused of plagiarism and thrown out of the university by misusing AI.

2. **Ethical Considerations:**
Understand the ethical implications of using AI in academic settings. Consider the following aspects before incorporating AI into your projects:

   a. <u>Bias and Fairness</u>: Be cautious about potential bias in AI algorithms, which could perpetuate unfair or discriminatory practices. Ensure your data sources are diverse and representative to minimize bias in the AI model's outputs.

   b. <u>Privacy and Data Protection</u>: When using AI tools, be mindful of data privacy. When using an AI statistics program, use anonymized data whenever possible and comply with relevant data protection laws and institutional guidelines.

   c. <u>Transparency</u>: Understand how the AI system arrives at its conclusions. Aim to use AI models that are interpretable, explainable, and transparent, so you can understand the reasoning behind their decisions. Good AI systems should provide you this information.

3. **Responsible AI Usage:**

a. <u>Supplement, Don't Substitute</u>: Use AI as a tool to supplement your work, not as a replacement for genuine effort. Use it to complement your research, data analysis, or problem-solving skills rather than relying solely on AI-generated outputs
.

b. <u>Cite and Credit</u>: If you use AI-generated content or data, make sure to cite the sources properly. **Give credit to the AI tools or models used and mention any datasets employed.**

c. <u>Check for Plagiarism</u>: Avoid using AI to create content that violates academic integrity, such as generating artificial or plagiarized material. Always cross-check and verify the outputs generated by AI tools. Cite all your sources in text and list in an APA formatted reference section.

4. **Choosing AI Tools:**

a. <u>Trustworthy Sources</u>: Use AI tools and platforms from reputable sources. Look for tools developed by established organizations or academic institutions that prioritize ethical use. (Open-sources (free) are generally more reputable than paid sources).

b. <u>Read Reviews and Feedback</u>: Before using an AI tool, read reviews and feedback from other users to understand its strengths, limitations, and potential issues.

c. <u>Open-Source Tools</u>: Consider using open-source AI tools, as they often come with more transparency and community scrutiny.

5. **Academic Integrity:**

a. <u>Comply with Academic Policies</u>: Familiarize yourself with your college's policies on AI usage and academic integrity. Adhere to these guidelines to avoid any violations. Note the syllabus warnings to see if any use of AI is allowed.

b. <u>Seek Faculty Approval</u>: If you plan to use AI extensively in your project, seek approval from your faculty or supervisor. They can guide you on the appropriate use and potential pitfalls.

c. <u>Self-Reflection</u>: Regularly reflect on the impact of using AI in your academic work. Ask yourself if AI is genuinely enhancing your understanding or just providing shortcuts.

6. **Continuous Learning:**

AI technology is rapidly evolving. Stay updated on the latest advancements, ethical frameworks, and best practices in AI. Engage in discussions and workshops about AI ethics to foster responsible AI use.

Conclusion

Remember, as a graduate student, you have a unique opportunity to shape the future of AI responsibly. Embrace AI as a powerful tool to augment your learning experience while ensuring that ethical principles and academic integrity remain at the core of your work. By doing so, you contribute positively to the advancement of AI and its responsible use in academia and beyond.

Appendix E: Petition for Additional Courses

- ***This Petition is used by students who are requesting permission to enroll in graduate courses to be taken simultaneously to and outside of the MFT Program of Study*.***

    o *To request permission to take courses in addition to the MFT Program of Study, students should be in good academic standing.*

    o *A student should not contact other graduate program staff or faculty until this form is returned as fully approved by the MFT Program Director.*

ACADEMIC STANDING

Student Name:			
UVU Email:			
Are you in good standing with UVU?		Yes	No
Do you have Satisfactory status with the MFT program?		Yes	No
Program CGPA:	*Do you have a B or better grade in all current courses?*	Yes	No

CURRENT CLINICAL COMMITMENTS

How many cases are you currently working with at the UVU Clinic?			
How many hours per week are you providing therapy at the UVU Clinic?			
Off-campus Clinical Site:		Supervisor:	
How many clients are you currently working with at this site?			
How many hours per week are you providing therapy at this site?			
Total Therapy Hours Completed:		Relational Hours:	

*Note that MFT Program Director approval to take additional courses does not guarantee that additional courses will be available. If approval is granted, the Program Director will reach out to the other program's director to discuss the possibility of an MFT student taking classes in that other graduate program.

POTENTIAL ADDITIONAL COURSES

What potential courses are you interested in taking and when?(see example within table below)

- *For social work, review: www.uvu.edu/msw*
- *For clinical mental health counseling, review: www.uvu.edu/cmhc*

Program	Course # and Title	# of Credits	Semester	Day	Time
Social Work	*SW 6500 – Addictions*	*3*	*Fall*	*Hybrid - Fridays*	
What is your plan to manage your time and responsibilities with this additional coursework (note: a 3-credit semester course is a 9 hour-per-week commitment)?					

Signature of Trainee: _____

Date received by Lori Duke: _____

Decision	Signature of Program Director	Date
APPROVED		
NOT APPROVED		
Rationale		

Appendix F: Acknowledgment Page

Please sign and make a copy this page. Provide the copy to the MFT Program Director.

By signing this document, I (printed name) _____
acknowledge that I have read and understood the information provided in this MFT Program
Handbook, including program disclosures, policies, and expectations.

- I understand that the UVU MFT program is not accredited by COAMFTE and I understand the risks associated with that program status.

- I have reviewed DOPL licensing requirements. I understand that based on my answers to the qualifying questions, DOPL may not grant me a license. I understand that the UVU MFT program can't guarantee that I will become licensed after graduation.

- My signature acknowledges that I have been notified about the UVU MFT program's alignment with Utah MFT license requirements. I understand that the UVU MFT program was not designed to align with licensing requirements for any other state or profession. I understand that if I choose to move to a different state or territory after graduation, I may be required to complete additional courses and/or clinical hours so that I can be eligible for MFT licensure in that other jurisdiction.

I agree to adhere to this handbook and the evaluation, and other processes, policies, and expectations of Utah Valley University and the UVU MFT Program.

_____   _____
Signature   Date