

PLYMOUTH STATE UNIVERSITY

Marriage and Family Therapy Program Handbook

Updated, 10/2019

PLYMOUTH STATE UNIVERSITY MARRIAGE AND FAMILY THERAPY PROGRAM

**PLYMOUTH STATE UNIVERSITY
MARRIAGE AND FAMILY THERAPY
PROGRAM HANDBOOK**



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Dear Marriage and Family Therapy Students:

We are pleased to present you with your Marriage and Family Therapy Program Handbook. Please read this thoroughly. Inside you will find information that is useful, practical, and important.

We have taken significant steps over the years to enhance the advisement process. We urge you to meet with your faculty advisor whenever you need to change your program of study. Your advisor can be the most helpful individual for you during your student career at Plymouth State University. This faculty member will be able to help you with course selection, academic and professional issues, and professional career choices.

As you progress through the MFT program, you will be given the clinic manual. These publications should be used along with this handbook. Again, if these manuals do not answer all your questions, your advisor can be helpful.

We wish you a successful career as a graduate student in our program.

Stephen V. Flynn

Stephen Flynn, Ph.D., LMFT, AAMFT Approved Supervisor
Program Director

Marriage and Family Therapy Program Roles and Responsibilities

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Marriage and Family Therapy Program Plymouth State University

The mission of the Marriage and Family Therapy Program at Plymouth State University is to prepare students to provide ethical, research-informed, culturally competent relational mental health services to a diverse range of individuals, couples, and families. The program trains students to accomplish this mission by embracing a scholar/practitioner model of systemic family therapy training that is informed by the Plymouth State University Integrative Clusters Model of Learning.

American Association for Marriage and Family Therapy (AAMFT) Core Competencies

The MFT program at Plymouth State University is seeking accreditation through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), a subdivision of the American Association of Marriage and Family Therapy (AAMFT). In adhering to the standards of COAMFTE, this program is designed to provide the most up-to-date training, ethical standards, and to demonstrate AAMFT Core Competencies as licensed professionals.

AAMFT Code of Ethics

The MFT program at Plymouth State University embodies and abides by the ethical, professional, legal conduct as described in the AAMFT Code of Ethics.

Anti-Discrimination Policy

The PSU Marriage and Family Therapy program abides by the [University's Non-Discrimination Policy](#). Below is the policy:

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The policy of the Board of Trustees prohibits discrimination on the basis of sex, race, color, religion, age, sexual orientation, gender identity or expression, physical or mental disability, marital status, veteran's status, political orientation and/or activity as long as any such status or activity is lawful and is not detrimental to any student, faculty member, staff person, employee or the interests of any of our academic institutions. This policy shall apply in the acceptance of students; the recruitment and employment of faculty and staff; the awarding of grants, scholarships and other funds; in the acceptance of grants and donations; and in the operation of all courses, programs and services.

The PSU MFT program extends this policy to include associated codes of conducts and the dismissal of faculty, students, and supervisors or other educators. In addition, the program values and appreciates diversity among its faculty, students, and community as an important element of learning and growth. Diversity includes, but is not limited to, ethnicity, relationship status, gender identity, health status, national origin, race, color, religion, spiritual values, gender, sexual orientation, SES, learning disabilities, physical limitations, age, veteran status, belief systems, and academic and professional background.

The University and the Marriage and Family Therapy Program supports the climate of safety, respect, and appreciation for all students. The MFT graduate program values professionalism, ethical conduct, and a climate of safety, respect, and appreciation for all learners. To that end, all students, faculty, and teaching lecturers must adhere to the AAMFT Code of Ethics. All students, at the time of their application to the program, agree in writing to abide by the AAMFT Code of Ethics.

Diversity Definition

Diversity encompasses the unique contextual dynamics that extend to and beyond the similarities and differences with regard to gender, gender identity, sexual orientation, age, race, ethnicity, culture, citizenship, nation of origin, health status, ability, spirituality, religious affiliation, language, political view, social economic status, and their intersectionality. Diversity contributes to the richness and complexities of individuals, relationships, and human experiences.

Commitment to Diversity Statement

The Plymouth State University Marriage and Family Therapy program's educational approach to diversity/multiculturalism pedagogy includes the teaching of ideas and professional practices for MFTs that addresses a range of diversity issues, including (but not limited to) race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual, and/or political beliefs, nation of origin or other relevant social categories, immigration or language. Diversity, and our valuing of and commitment to it, contributes to the richness of each individual's learning experience and a safe educational environment.

Diversity and the PSU Marriage and Family Therapy Program

The PSU Marriage and Family Therapy (MFT) program is deeply committed, as is Plymouth State University of which we are a part, to the goal of maximal opportunity for all persons, irrespective to their membership in any perceived categories and dimensions. To this end, our program has adopted a policy of admissions to anyone having earned a Baccalaureate degree from an accredited institution with a G.P.A. of 3.0 or better, satisfactory interview, along with favorable recommendations and a well-written essay. Recognizing that economic circumstances

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limit some persons from attending our program, we encourage students to seek financial aid and attempt to connect students to the

Plymouth State University Graduate Assistantship process. Plymouth State University prides itself on its diversity and its emphasis on the “Non-traditional Student.” The MFT program has been designed to accommodate both full-time and part-time students. Most of the courses in the program are offered in the evenings; some are offered during Intersession and summer and occasionally weekends. The program is designed to allow both full-time and part-time students to stay together as a “cohort” through critical stages in their training, thus creating an atmosphere of cohesiveness and connection to each other and the program. Students value this atmosphere, finding that it generates support, reinforcement, collegiality, and a sense of “ownership” in the program.

We offer coursework that addresses the importance of respect for all persons; we support our MFT statewide organization (NHAMFT), which provides social as well as professional activities open to all. We facilitate both practicum and internship placements with agencies that service a diverse population. Because of our emphasis on diversity, our program attracts students of all walks of life, cultural backgrounds, and ethnic origins. The program offers a broad selection of clinical placements across the state of New Hampshire in diverse areas, including: urban, suburban, and rural settings, and across the spectrum of clinical venues. Students have the opportunity to work with minority clients and field supervisors.

Marriage and Family Therapy Program Objectives

Students in the 60 credit Master of Science (MS) in Marriage and Family Therapy program at Plymouth State University develop the knowledge and skills needed to become a licensed marriage and family therapist and an American Association of Marriage and Family Therapy (AAMFT) Clinical Fellow. This program will prepare graduates to work in a variety of settings, including (but not limited to): private practice, counseling centers, mental health agencies, hospitals, family service clinics, shelters, and state departments for children and family services. According to the U.S. Labor Department, jobs in marriage and family therapy are expected to increase by more than 40 percent over the next decade (U.S. News and World Report, 2014).

Students enrolled in the Marriage and Family Therapy program typically have a passion for systemic work and believe that therapists produce better client outcomes when they apply therapies and techniques to system. Further, marriage and family therapists typically have a passion for working with children, families, couples, parents, groups, and individuals in a community based context. This high-impact form of therapy is an emphasis of the PSU Marriage and Family Therapy Program, and upon graduation, students will find they are sought out for this niche in the mental health marketplace.

The Program Director

The program director is a core faculty member who has ultimate program responsibility and who meets the following criteria:

- Is a member of the core faculty
- Directs the program throughout the 12-month year

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- Is vested with responsibility for and has qualifications that enable him or her to provide leadership for the foundational curriculum, clinical training program, facilities, services, and the maintenance and enhancement of the program's quality consistent with the program's clinical training mission
- Must be an AAMFT Approved Supervisor or an AAMFT Supervision Candidate with supervision experience and training
- If an AAMFT Supervision Candidate, he or she must become an AAMFT Approved Supervisor within three years of assuming the directorship role

The Plymouth State University Marriage and Family Therapy Program Director, Dr. Stephen Flynn, is a licensed marriage and family therapist in the states of New Hampshire and Colorado, a AAMFT Clinical Member, and a AAMFT Approved Supervisor. As the Program Director, Dr. Flynn is the individual with ultimate responsibility for the program, foundational curriculum, and the practice-based component of the program's clinical training mission. Dr. Flynn coordinates the program 12 months out of the year and works hard to ensure the curriculum, clinical training, facilities, services, and maintenance of all aspects of the program are meeting the needs of the public, students, faculty, COAMFTE, state, and nation. Students should feel free to reach out to the Program Director to provide feedback on any institutional, instructional, and peer/faculty relations.

Program Advising

Program planning begins soon after a student's acceptance into the graduate program. The purpose is to provide a framework of courses for graduate studies. The planned program is used as the basis for determining credits for graduation. When, and if, a change is needed in your overall program, you must meet with your advisor who will then secure the approval of the MFT Program Director. Below are important links for additional academic resources and student supports.

- Robert H. Lamson Library; <https://library.plymouth.edu/>
- Human Resources; <https://campus.plymouth.edu/human-resources/>
- University Writing Center; <https://campus.plymouth.edu/writing-center/>
- Financial Aid; <https://campus.plymouth.edu/financial-aid/>
- Counseling Center; <https://campus.plymouth.edu/counseling/>
- Campus Accessibility Services; <https://campus.plymouth.edu/accessibility-services/>
- Plymouth Academic Support Services; <https://www.plymouth.edu/current-students/student-success/academic-support/>
- The Office of the Registrar; <https://campus.plymouth.edu/registrar/>

Technical Training for Faculty, Staff, and Students

All faculty, staff, and students utilizing Moodle 2 should contact [Plymouth State University Information Technology](#) if they experience difficulty with any of the online platforms (Moodle 2). Faculty instructors utilizing online and blended learning formats are required to take the Plymouth State University Online Instruction Training.

Mission, Goals, and Outcomes

Institution's Mission

Plymouth State University serves the state of New Hampshire and the world beyond by transforming our students through advanced practices where engaged learning produces well-educated undergraduates and by providing graduate education that deepens and advances knowledge and enhances professional development. With distinction, we connect with community and business partners for economic development, technological advances, healthier living, and cultural enrichment with a special commitment of service to the North Country and Lakes Region of New Hampshire. Plymouth State University is accredited by the New England Association of Schools and Colleges (NEASC).



Program's Mission

The mission of the Marriage and Family Therapy Program at Plymouth State University is to prepare students to provide ethical, research-informed, culturally competent relational mental health services to a diverse range of individuals, couples, and families. The program trains students to accomplish this mission by embracing a scholar/practitioner model of systemic family therapy training that is informed by the Plymouth State University Integrative Clusters Model of Learning.



Program Goal 1

Graduates will be ethically and legally competent therapists (SLO-1, 7).

Program Goal 2

Graduates will be competent practitioners with skills and knowledge to secure employment and obtain licensure in Marriage and Family Therapy (SLO-2, 4).

Program Goal 3

Graduates will provide culturally sensitive therapy to diverse clients (SLO-3, 6).

Program Goal 4

Graduates will be competent researchers in the marriage and family therapy profession (SLO-5).



Student Learning Outcome 1

Students will demonstrate knowledge of MFT legal and ethical guidelines and professional standards

Student Learning Outcome 7

Students will develop the ability to evaluate clinical situations for ethical, legal, and professional issues affecting therapy



Student Learning Outcome 2

Students will demonstrate MFT clinical competency skills

Student Learning Outcome 4

Students will demonstrate an applied knowledge of MFT historical and current theoretical information



Student Learning Outcome 3

Students will demonstrate awareness and regulation of self in system including engagement with cultural and contextual differences

Student Learning Outcome 6

Students will understand and apply principles of inclusion and social justice into their practice as an MFT



Student Learning Outcome 5

Students will demonstrate knowledge and skills as a researcher in the field of MFT

Timeline

The MFT Program at Plymouth State University admits students for the fall, spring, and summer semesters. The shortest amount of time the program can be completed is 2 years and the longest allotted time to complete the program is 6 years. The MFT program was designed for full-time students to finish in a 2 year period. The program is a campus-based degree program. All students are assigned a program advisor and must meet with this individual to sign up for courses. Full-time (4-courses per semester) students, typically finish in approximately two years. This includes enrolling in two summer courses. Students attending class part-time (two courses per semester) often finish the program in four years. Full-time students enter practicum (3 credits) and internship (9 credits) during the start of their second year.

Description of Students

Students in the Master of Science in Marriage and Family Therapy come from diverse professional backgrounds. While it is not a requirement, many of our students receive bachelorette degrees in psychology, family studies, nursing, and social work.

Description of Supervisors

Please note, marriage and family therapy supervisor's roles and responsibilities are separate from that of a classroom faculty member. Clinical supervisors are committed to the development of competencies, the professional growth of supervisees, and to preparing students to provide ethical, research-informed, culturally competent systemic services. Supervisors distinguish supervision from psychotherapy and didactic teaching and hold themselves ethically and legally responsible for the safety and quality of services delivered to client(s) by the supervisee. Supervisory focus is on client/student cases and the specific developmental goals of the student supervisee.

All supervisors working with our emerging therapists must have been licensed for a minimum of two years. All students will receive supervision from an AAMFT Supervisor either in the field or on campus during their time in the program. Offsite supervisors can hold the following licenses: LMFT, LCSW, LCMHC, and Licensed Psychologist. Program faculty will approve each supervisor prior to their work with emerging MFT students.

Within the PSU MFT Program, there are distinct differences between classroom teaching and learning and MFT supervision:

1. The focus of supervision is the MFT intern's clinical/therapeutic work with married or unmarried couples, families, individuals, children, and groups.
2. The learning process is sustained, intense, and can be more personal than classroom interchange or learning.
3. Supervision is clearly distinguishable from personal psychotherapy and designed to serve the supervisee's professional and clinical goals.
4. Supervision occurs in face-to-face and online conversations between the MFT/MFT trainee and the supervisor during internship.

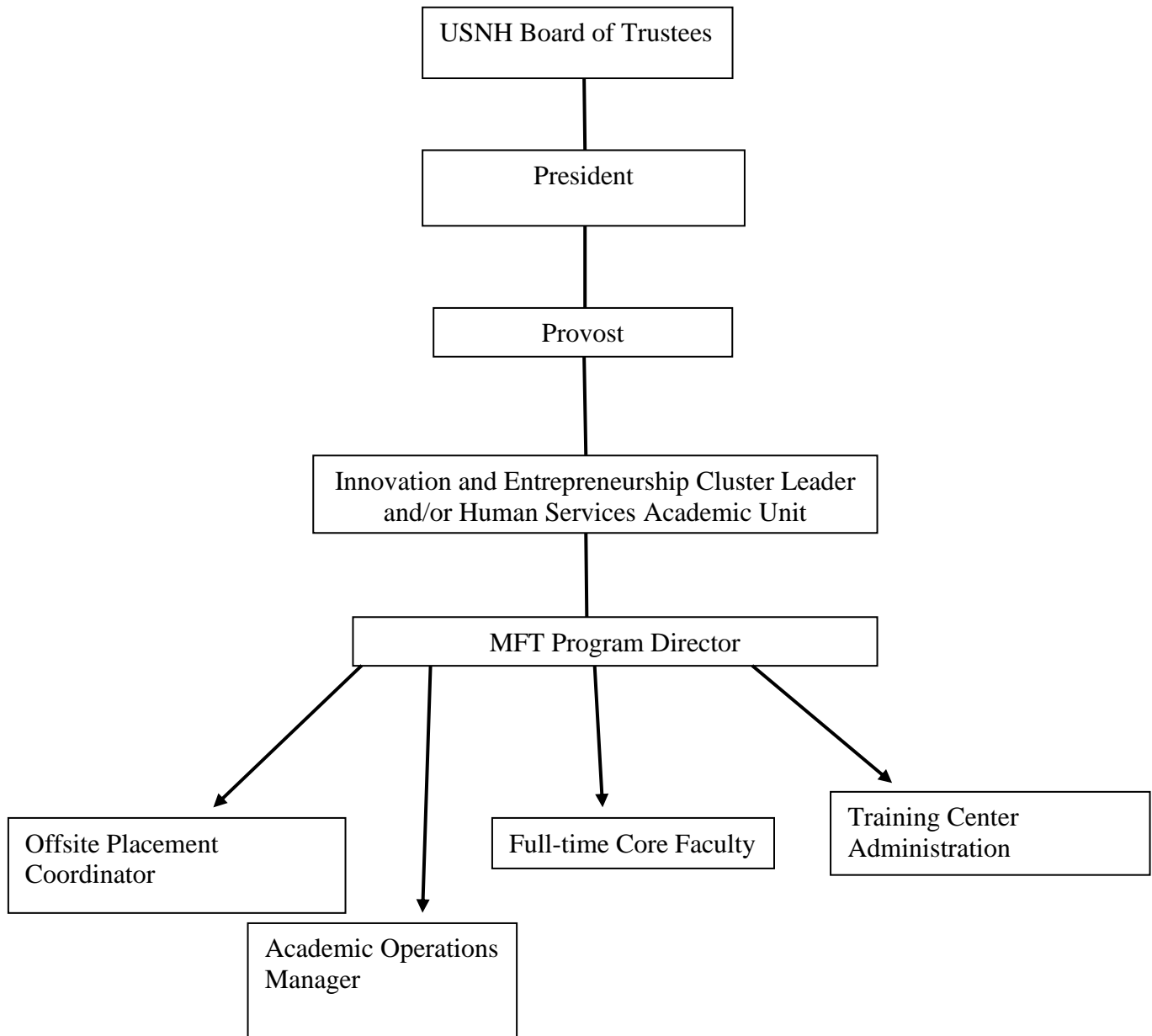
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5. Supervision occurs in groups of six or fewer supervisees. When 1 or 2 students meet alone with the supervisor, this is considered individual supervision.
6. Supervision meet once a week for three consecutive semesters.
7. Supervision is most often experiential insofar as supervision focuses on the raw data from trainee's ongoing clinical work. Raw data is available to the supervisor through direct live observation, co-therapy with the intern, written clinical notes, and audio and video recordings. Case supervision entails discussing a case without benefit of hearing the client's own words.
8. Internship and the concomitant supervision are completed over a period of one year of continuous field work.
9. Students who take additional internship, beyond the three required, must remain registered at the university and under supervision with a licensed, AAMFT Approved faculty supervisor.
10. Supervision is clinical, not administrative in nature. Site supervisors at off-campus internships will perform administrative supervision and conduct job performance or case management evaluations for interns. Clinical supervision is designed to discuss the nature, quality, and effectiveness of therapeutic conversations unfolding between client and learning therapist.
11. Whereas students often teach each other in the classroom, supervision can never be conducted by a peer. It must be with a person of superior qualifications, status, and clinical experience holding the requisite certification and license.

Description of Faculty Expectations

Faculty must be working towards or licensed as a marriage and family therapist or in a closely related field and it is preferable if they hold status of AAMFT clinical member. In addition, if applicable, faculty should be working towards AAMFT supervisor status and/or state of New Hampshire status as an approved supervisor. Plymouth State University adheres to the Boyer Model of Scholarship. Tenure track faculty are required to review the Plymouth State University regarding scholarship and research expectations. In addition, all faculty must take part in the required professional development activities that are in accordance with state licensure and national certification expectations. All tenure track faculty take part in serving the program through the following activities: accreditation, program meetings, leading student-based activities, program advisory board meetings, student review and developmental plans.

Organizational Chart: Marriage and Family Therapy Program



Marriage & Family Therapy Program

Marriage and Family Therapy Program Courses

Days that courses are offered are subject to change! This schedule lists the days on which the classes have been offered in the most recent terms. This is NOT a guarantee of when classes will be offered, but is provided as a guide to help with student class scheduling and program design. Please check <http://www.plymouth.edu/webapp/course-search/> to determine the exact day the course will be offered in the upcoming term.

Course Number	Course Title	Credits	Prerequisites	Terms Offered	Times offered
*MFT 5010	Foundational Methods in Marriage and Family Therapy	3		Sp	M: 6:30-9:00
*MFT 5020	Current Issues in Marriage and Family Therapy	3		F	Blended/Hybrid W: 6:00-8:30
*MFT 5030	Foundations and Ethics in Marriage and Family Therapy	3		F	M: 3:30-6:00
*MFT 5040	Human Sexuality	3		Sp	R: 3:30-6:00
CO 5020	Counseling Skills	3	MFT 5030	F, Sp, Su	W: 6:30-9:00
CO 5040	Social Behavior and Diversity	3		F, Sp	R: 6:30-9:30 & S: 9:00-3:00
CO 5050	Advanced Human Development	3		F, Sp, Su	T 12:30-3:00
CO 5070	Research Design for the Helping Professions	3	MFT 5030 (or coreq.)	F, Sp, Su	Blended/Hybrid W: 6:30-9:00
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3		Sp, Su	W: 3:30-6:00
CO 5260	Theories of Counseling and Personality	3		F, Sp, Su	M: 3:30-6:00
CO 5430	Assessment for Counselors	3	MFT 5030	Sp, Su	R: 3:30-6:00
CO 5670	Working with Children and Families	3	MFT 5030; CO 5260	Sp	W: 3:30-6:00
CO 5720	Addictions and Related Disorders	3	MFT 5030	Sp	S: 9:00-5:00 W: 3:30-6:00
CO 5770	Psychopathology: Disorders of Childhood, Adolescence and Adulthood	3		F, Su	Blended/Hybrid W: 3:30-6:00
CO 5780	Working with Youth and Systems	3	MFT 5030, CO 5260, CO 5050, CO 5020	F, Su	W: 6:30-9:00
CO 5790	Assessment, Diagnosis, and Treatment Planning	3	CO5020; CO5260; CO5770	F	Blended/Hybrid 6:30-9:00
MFT 5100	Practicum	3	All courses and Intent to Enroll form submitted	F, Sp	W: 3:30-6:00 or 6:30-9:00
*MFT 5900	Seminar and Internship in MFT	9	All courses and Intent to Enroll form submitted	F, Sp, Su	Blended/Hybrid M: 6:30-9:00
Total Credits		60			

*Indicates requirement for Certificate

New Hampshire State Marriage and Family Therapy Licensure Requirements

Marriage & Family Therapy Program

330-A:21 Marriage and Family Therapists. – The board shall issue a marriage and family therapist license to any person who meets all of the following requirements or their equivalent:

- I. Has a master's degree or a doctorate degree in marriage and family therapy from a program accredited by the Commission on Accreditation for Marriage and Family Therapy Education, or has a master's degree or a doctorate degree with a concentration in the field of marriage and family therapy from a regionally accredited institution, or has clinical membership in the American Association for Marriage and Family Therapy.
- II. Has passed the national proctored examination of the Association of Marital and Family Therapy Regulatory Boards.
- III. Has completed a minimum of 2 years of post-master's experience in a mental health counseling setting, including completion of a minimum of 3,000 hours of supervised practice of marriage and family therapy under supervision approved by the American Association of Marriage and Family Therapy or the board, and has completed 200 hours of face-to-face supervision by a supervisor approved by the American Association of Marriage and Family Therapy or the board. Supervision standards shall be equivalent to an American Association of Marriage and Family Therapy approved supervisor, or approved alternate supervision as defined by the American Association of Marriage and Family Therapy Commission on Supervision.
- IV. As part of the 3000 hours, all applicants shall have completed 1000 hours of supervised face-to-face clinical client contact hours with individuals, couples and families.

Source. 1998, 234:1. 2010, 244:15, eff. July 1, 2019.

Retrieved August 5, 2019 from http://www.gencourt.state.nh.us/rules/state_agencies/mhp300.html

Additional Trainings

Gottman Institute: <https://www.gottman.com/professionals/training/>

Emotionally Focused Therapy (EFT): <http://www.iceeft.com/index.php/therapist-training>

New England EFT: <http://www.newenglandeft.com/training/#training2>

Marriage and Family Therapy Policies

Plymouth State University's Marriage and Family Therapy is charged with the task of preparing individuals to become marriage and family therapists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU MFT program attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which students, faculty, teaching lecturers, and staff rights and responsibilities are respected, and by respecting the dignity and worth of each individual.

Student Recruitment Policy

The Plymouth State University Marriage and Family Therapy program utilizes various recruiting outlets including social media, regional and national conferences and trainings, scholarly magazines, and online targeting analytics in line with the university's mission, values, and anti-discrimination policy. This is done in order to reach a diverse population to recruit potential applicants from around the world.

Admission Policy

Admission to Marriage and Family Therapy program at Plymouth State University requires a bachelor's degree from an accredited academic institution. Applicants must hold a GPA of 3.0 or higher from undergraduate work, and provide the following documentation through its online application: all official transcripts from any and all college level work, three professional recommendations, current resume, and a statement of interest. Each applicant will be invited to attend and participate in a face to face interview with the program coordinator. There is a \$75 application fee for all applicants to submit with their application. There are specific deadlines to enroll for each semester (Spring, Summer, Fall) that are updated each semester on the website. The program suggests applicants submit documentation at least two weeks prior to the posted date to ensure the application is complete and can be reviewed by the deadline.

Student Retention Policy

Abiding by the university and program missions and its anti-discrimination policies, the PSU Marriage and Family Therapy program retains students through its open and inclusive environment with an emphases on student support systems, training for faculty and staff, and academic advising tailored to the needs of each student.

Graduation and Program Requirements

Plymouth State University's Marriage and Family Therapy is charged with the task of preparing individuals to become marriage and family therapists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU MFT program attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which students, faculty, teaching lecturers, and staff rights and responsibilities are respected, and by respecting the dignity and worth of each individual. Each student is required to complete all of the following 60 required credits which included 9 credits (900) hours of internship:

Course Number	Course Title	Credits
*MFT 5010	Foundational Methods in Marriage and Family Therapy	3
*MFT 5020	Current Issues in Marriage and Family Therapy	3
*MFT 5030	Foundations and Ethics in Marriage and Family Therapy	3
*MFT 5040	Human Sexuality	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3

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CO 5050	Advanced Human Development	3
CO 5070	Research Design for the Helping Professions	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5670	Working with Children and Families	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence and Adulthood	3
CO 5780	Working with Youth and Systems	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5100	Practicum	3
*MFT 5900	Seminar and Internship in MFT	9
	Total Credits	60

This combination of course work is designed to meet the requirements to pursue and apply for licensure in the student's preferred state.

Degree and Licensure Portability

The goal of the PSU Marriage and Family Therapy program is to provide the knowledge and skills needed to become a licensed marriage and family therapist and an American Association of Marriage and Family Therapy (AAMFT) Clinical Member. This program will prepare graduates to work in private practice, counseling centers, mental health agencies, hospitals, family service clinics, shelters, and state departments for children and family services. With that said, the program cannot guarantee job recruitment or placement following graduation and/or obtainment of licensure in or outside of New Hampshire. Other states may seek further training or requirements of Marriage and Family Therapists as licensing requirements are at the will of the state legislature and can change frequently. It is important students understand it is their responsibility that they confirm all requirements have been met prior to applying for licensure and/or applying for future employment. The program does its best to alert students of any changes in licensure requirements in New Hampshire and helps assist student to determine any known limitations in other states.

Marriage and Family Therapy Monitoring and Dismissal Policy

Program faculty have the responsibility to monitor students' personal and professional characteristics that have the potential to interfere with their ability to perform in an ethical and professionally competent manner. Additionally, faculty monitor students' academic performance. Thus, all MFT students are continuously monitored while they are enrolled in MFT courses. This review is done at regularly scheduled faculty meetings by the MFT faculty in consultation with teaching lecturers. All students' academic, personal, and professional progress is reviewed at the end of each academic semester.

Evaluation of Students

The MFT program involves the student in a unique applied learning experience. Coursework focuses on developing theoretical knowledge as well as the practical and relational skills necessary

Marriage & Family Therapy Program

to function as a systems-based therapy. Integrated into the program is a rich and extensive clinical experience along with an intense focus on the developing self-of-the-therapist. Because of the nature of clinically-focused training, the MFT program requires of a level of commitment, dedication and personal responsibility beyond a non-clinical graduate degree at PSU. A student's approach to coursework and interaction with classmates and instructors both in and out of class provides faculty with information that is used to assess student's ability to manage responsibility, integrate core concepts of clinical practice, and interact with others in a sensitive and compassionate manner. Assessment of students includes both academic and non-academic performance. In addition, faculty members periodically meet and discuss student performance, and may share student disclosures with other PSU faculty and professional colleagues, administrators, or off-site internship placements for the purpose of assisting in and evaluating student development as a clinician.

Continuation in the MFT graduate program is contingent upon positive ongoing faculty evaluation of the student in four distinct yet related areas:

1. Demonstrating essential Professional MFT Attitudes and Dispositions Assessment consistent with becoming a human services professional and therapist;
2. Performance in practicum and internship as reflected in ongoing faculty and supervisor evaluation;
3. Ethical, professional, legal conduct as embodied in The AAMFT Code of Ethics, University Standards for Student Conduct.

Communications Policy

Prompt and professional communication between students and professors is important and valued in the MFT Program. To that end, it is your responsibility to regularly check your PSU email account. As stated in the MFT handbook, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or program emails within three business days. Likewise, faculty will aspire to respond to your emails within three business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Academic Review

In accordance with Graduate Studies policy, all graduate students must maintain an overall grade point average of at least a 3.0. If the overall grade point average falls below 3.0, students are required to meet with their advisors to develop a plan for increased academic success and are placed on academic probation. If at the end of the next term, the student's grade point average remains below a 3.0, the student is subject to dismissal from their program. The MFT faculty review students' grade point averages on a quarterly basis. Students should review the graduate catalog for additional information about maintaining successful academic progress.

Grading Scale

The Plymouth State University Marriage and Family Therapy Program uses the following grading scale to provide students final grade evaluations:

- A (95 and up)
- A- (90-94)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (77-79)
- C (73-76)
- C- (70-72)
- F (69 and below)

Personal and Professional Performance Rubric

The following form is used by MFT faculty as a guide to monitor students’ personal and professional performance (as described above). Unacceptable professional performance on the part of students leads to a meeting with instructors, advisors, or the program director.

1. Views issues systemically and contextually		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Significant deficiency in systemic understanding, unable to consistently articulate relational process and patterns	Displays competent systemic understanding in interpersonal interactions, including minor problems recognizing and articulating relational process and patterns	Displays sophisticated and original systemic understanding in interpersonal interactions in the classroom including: Recognizing and articulating relational process and patterns (SLO#1).
Significant deficiency in understanding contextual variables and their connection to mental health. Minimal or no attempt to understand their own variables or those of others.	Displays competent understanding of contextual variables. Still learning how to articulate how their own contextual variables affect mental health; and/or learning to be open to others’ contextual experiences.	Displays original, detailed and insightful understanding of, and interest in contextual variables and their effect on mental health. Sophisticated ability to articulate and teach others about their personal unique contextual variables, able to learn and apply information about the contextual variables that are less familiar for them (SLO#1).

2. Openness		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>

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Often dogmatic about own perspective and ideas	Amenable to discussion of perspectives other than own	Solicits others' opinions and perspectives about own work
Shows resistance to learning new perspectives or ideas	Shows some receptiveness to learning new perspectives or ideas	Shows strong evidence of openness to learn new perspectives or ideas

3. Cognitive flexibility and acceptance of ambiguity		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Evidences rigidity of thought	Committed to developing own cognitive flexibility although struggles at times	Regularly demonstrates appropriate cognitive flexibility
Tends to demonstrate inflexibility in modifying ideas, materials, plans, or clinical work	Usually demonstrates flexibility in modifying ideas, materials, plans, or clinical work	Consistently demonstrates flexibility in modifying ideas, materials, plans, or clinical work
Evidences difficulty understanding or accepting ambiguity	Sometimes understands and accepts ambiguity	Fully accepts ambiguity

4. Cooperation		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Shows little engagement, undermines goal achievement, or fails to compromise in cooperative activities	Engages in cooperative activities, supports goal achievement, and compromises in cooperative activities	Actively engages in cooperative activities, effectively supports goal achievement, and initiates compromises in cooperative activities
Inadequately or infrequently demonstrates collaboration with peers, faculty, and/or site personnel	Demonstrates collaboration with peers, faculty, and/or site personnel	Consistently initiates and seeks out opportunities to collaborate with peers, faculty, and/or site personnel
Often fails to contribute own perspectives in cooperative activities	Sometimes contributes own perspectives in cooperative activities	Regularly contributes own perspectives in cooperative activities in a respectful manner

5. Reflectivity and use of feedback		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Rarely seeks feedback		

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	Sometimes seeks feedback	Actively seeks feedback
Infrequently receptive to feedback	Generally receptive to feedback	Receives, reflects, and responds to feedback effectively and appropriately
Infrequently engages in reflective practice regarding own content knowledge and behavior patterns	Generally responds to feedback by engaging in reflective practice regarding own content knowledge and behavior patterns	Has developed the habit of engaging in reflective practice regarding own content knowledge and behavior patterns

6. Awareness of own impact on others		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Words and actions reflect little or no awareness for how others are impacted or influenced by one's own speech or behavior	Demonstrates effort to determine how own words and actions impact or influence others	Consistently and accurately recognizes how own words and actions impact or influence others

7. Cultural awareness and diversity		
<i>Does not meet target</i>	<i>Approaches Target (acceptable)</i>	<i>Meets Target</i>
Shows little understanding or appreciation for one's own cultural heritage or for the cultural differences of others	Generally shows awareness of own cultural background, as well as an understanding of how culture and identity affect others	Identifies challenges and opportunities afforded by their own culture as well as cultural identities other than their own (SLO#1)
Demonstrates little awareness of own culture or a desire to learn about other cultures	Generally demonstrates respect for the needs and differences of others	Actively works to understand the cultural backgrounds of others and uses this to respond appropriately (SLO#1)
Shows some insensitivity to individual differences and diversity	Generally accepts values and beliefs different from own	Assertively respects the fundamental rights, dignity, and worth of all people (SLO#1)

8. Managing conflict		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Demonstrates little evidence of managing differences and	Generally manages differences and misunderstandings with respect and skill	Regularly manages differences and misunderstandings with respect and skill

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misunderstandings with respect and skill		
Rarely examines own role in conflict or considers perspectives of others	Generally examines own role in conflict and considers others' points of view	Regularly examines own role in conflict and considers others' points of view

9. Personal responsibility		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Struggles with punctuality, preparedness, and meeting deadlines	Generally punctual, prepared, and meets deadlines	Punctual, prepared, and meets all deadlines
Shows little evidence of taking personal responsibility for expanding own knowledge base	Generally takes personal responsibility for expanding own knowledge base	Regularly takes personal responsibility for expanding own knowledge base
Tends not to accept personal responsibility for mistakes, frequently blames others	Generally accepts personal responsibility for mistakes	Accepts personal responsibility for mistakes

10. Emotional self-expression		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Infrequently or inadequately articulates own feelings in an effective and/or appropriate manner	Generally articulates own feelings in an effective and appropriate manner	Consistently articulates the full range of own feelings in an effective and appropriate manner
Often unaware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Generally aware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Consistently aware of own emotions and behaviors that interfere with appropriate interpersonal interactions and manages them effectively
Infrequently or inadequately demonstrates skillful self-disclosure	Generally demonstrates skillful self-disclosure	Regularly demonstrates skillful self-disclosure

11. Attention to professional, ethical, and legal considerations		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>

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Demonstrates little evidence of incorporating professional, ethical, and legal considerations in coursework or fieldwork experiences	Fully committed to ethical practice and generally evidences professional, ethical, and legal behavior	Behaves in a professional, ethical, and legal manner at all times (SLO#3)
Has not adequately developed a strong sense of professional judgment	Generally demonstrates a strong sense of professional judgment	Has developed a strong sense of professional judgment (SLO#3)
Evidences gaps in ethical knowledge and practice that could potentially endanger the safety and well-being of clients	Appropriately identifies and seeks feedback regarding ethical concerns, but relies heavily upon supervisors to reach sound decisions	Evidences increasingly appropriate levels of independence in navigating ethical concerns to ensure client safety and well-being (SLO#3)

12. Initiative, motivation, and engagement

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Evidences low levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences acceptable levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences exceptional levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities
Displays little motivation to grow professionally	Displays motivation to grow professionally	Clearly motivated to grow professionally

13. Academic Performance

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Written and oral communication reflects difficulties in using discipline-specific style and language	Written and oral communication reflects acceptable skill in using discipline-specific style and language	Written and oral communication reflects excellence in using discipline-specific style and language
Shows little evidence of synthesizing information and relevant research in a coherent and logical manner	Generally demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner	Consistently demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner
Demonstrates little evidence of applying pertinent information	Generally demonstrates evidence of applying pertinent	Regularly demonstrates evidence of applying pertinent information from the

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from the professional literature to coursework and fieldwork experiences	information from the professional literature to coursework and fieldwork experiences	professional literature to coursework and fieldwork experiences
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Student Monitoring

A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, marriage and family therapists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. Please see a sample of the student monitoring form below.

Student Monitoring Form

The following form is used by Marriage and Family Therapy faculty to review specific performance objectives of students. The form is subsequently reviewed by the Marriage and Family Therapy faculty in consultation with teaching lecturers at the conclusion of each academic term. The form can also be found on the Marriage and Family Therapy Moodle page.

Student:	Term:
Course:	Faculty:

Student Monitoring Dimensions	1 Does not meet target	2 Approaches target	3 Meets target	Comments
1. Views issues systemically and contextually (SLO#1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Cognitive flexibility and acceptance of ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Reflectivity and use of feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Awareness of own impact on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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7. Cultural awareness and diversity (SLO #1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Managing conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Emotional self-expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Attention to MFT professional, ethical, and legal considerations (SLO# 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Initiative, motivation, and engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recording and Technology Policy

The Plymouth State University Marriage and Family Therapy Program includes courses that combine didactic and experiential methods in the training of therapists. These courses require the use of digital recording and transporting technology.

Ethical and Legal Requirements Underlying the Policy

Sharing confidential marriage and family therapy session recordings with unauthorized parties is unethical and unlawful.

Hardware Requirements

Students are required to own a digital camera, tripod, and 32 GB flash storage device. **Cell phones, Tablets, and Computers are not acceptable recording mediums for sessions.** In addition, all students must have reliable internet access. Students will need to own their computer and create a unique login and username that only they have access to. In addition, as the sole proprietor of their computers, students will be the only individuals with administrator access to their computers. Students may **not** utilize public space/computers for this process.

Product Recommendations

There are a number of possible recording devices that can be used to meet course requirements. One product line suggestion is the SONY standard definition camcorders from the HDR Series, which are inexpensive and record movies MP4 format. Other options exist, and you are permitted to research and choose your own, but be advised that some of the cheaper camcorders can have issues. For example – students have found that the Samsung F90, while inexpensive, seems to only record video in 20-minute chunks, which is not suitable for therapy sessions. Please be sure your review specifications and product reviews carefully before you make a choice. Many camcorders come with tripods or the tripods can be purchased separately, and package deals are

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often available. To convert your recordings into a MOV, MP4, or WMV file, simply download the software that comes with your camcorder and once it starts installing, indicate the particular setting. Students are responsible for making sure their computer specifications are at minimum standards to playback video recordings in these formats.

Recording, Storing, and Securing Confidential Digital Recording Files

Students will record mock/real life therapy sessions, convert their digital recording into a WMV, MOV, or MP4 file and upload the recorded file to their personal 32 GB flash drive. Following the successful uploading of therapy related digital recordings, students will secure the flash drive in a lockable box within a second locked space (e.g., trunk, a cabinet with a lock, or closet). Students need to put forth effort to ensure the proper file has been uploaded to the flash drive. Students must then delete the session from their computer (including the trash folder) and from the digital camera. The only existing copy of the session should be on the flash drive and safely secured. To ensure both you and the instructor can identify the video file, it is essential that students clearly label the file with the title of the project (as identified on the syllabus) and the date of its completion.

Transporting Confidential Digital Recording Files

As part of your training in the Marriage and Family Therapy at Plymouth State University, you will be required to record sessions and transport various files. All students are required to adhere to the following rules while transporting confidential information and digital recordings:

- Label your video/audio recordings with codes you create; never a client/student's full name. Designate a secure place at your site for storing the audio/video recordings.
- HIPAA requires the use of a locked device for transporting files. This can include purchasing a new locked box or briefcase of some sort, or purchasing a lock for your book bag.

Submitting Secure Digitally Recorded Files

- Student case presentations, transcripts, or tape reviews should be submitted to the instructor via the secure Moodle drop box or by directly handing faculty a file via flash drive.
- Some faculty own PC computers while others own Macs. Certain digital formats work on one computer style and not the other. Please check with your instructor around file compatibility.
- If you have your own camcorder that formats digital recordings to WMV, MP4, or MOV files, you are welcome to use it; however, be aware that instructors are not responsible for converting files or teaching students how to convert files with technology that is not promoted by the program.
- Students must not use flash drive online locking systems; these locking systems are very difficult to open for viewing purposes.

Maintaining and Erasing Digital Recording Files

- Keep all digital recordings and digital files of clients for a specified period of time that is acceptable to your site and university supervisors. In most cases, you should keep digital files of clients until you are no longer seeing them (e.g., the end of the term). In other cases, it will be appropriate to erase recordings after they have been discussed in supervision.

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Consult with your university supervisor before erasing files. Prior to leaving your site, you will need to erase or destroy all client recordings and/or digital files.

- PSU faculty will erase all of your digitally recorded sessions from your flash drive. Students are responsible for ensuring that all sessions are completely erased from both their digital camcorder and personal computer. This includes emptying the trash bin and bringing your camera with you to class for instructors to inspect.
- Remember, after finishing the recording of a session onto your digital recorder, you will transfer the file to the computer, and then erase it off of the digital recorder (as few digital recorders have locking or pass-coding properties).
- When you download a digital recording onto your computer from your camcorder, monitor the program where it resides (i.e. Quicktime, PowerDVD, Windows Media Player, iTunes, etc.). Some of these programs create copies within the program that you will need to delete again.
- At the conclusion of courses that require digital recording, instructors will erase all of your videotaped sessions from your personal flash drive. Students are responsible for ensuring that all sessions are completely erased from both their digital recorder and personal computer.

If you encounter technology problems, please call PSU ITS at (603) 535-2929 or consult with the manufacturer of the technology.

Intent to Register for Field Experiences

Students must complete all (or close to all) coursework prior to enrolling in Practicum or Internship. Students need to attend a Practicum Orientation meeting at the beginning of the term prior to their scheduled Practicum. Students must fill out an “Intent to Enroll” form with their advisor before entering field experiences. This form can be found on the Marriage and Family Therapy Moodle page. Students are responsible for reviewing the Field Experiences Handbook, available on the program Moodle page and following all deadlines as outlined in that manual.

Practicum and Internship Liability Insurance

All students enrolled in Practicum and Internship are provided with minimum liability coverage by Plymouth State University. However, in keeping with professional standards, all students must show evidence that they have *their own* marriage and family therapy liability insurance prior to being able to see clients in Practicum or Internship. Insurance can be obtained by joining professional associations, specifically AAMFT or purchased separately. Rates are quite reasonable and are typically included in student membership.

Student Field Placement Termination Policy

We fully anticipate that students will successfully complete practicum and internship placements. There are times, however, when students, university supervisors, or site supervisors experience difficulties that may result in students not being able to complete their placements.

The first example is when the site supervisor requests that a student not return to the site. In this case, the student’s placement at that site will be terminated. Depending upon the time in the semester and the particular reason for the termination, program faculty may or may not choose to place the student in another site that term.

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The second example is when the university supervisor has concerns that are significant enough to recommend that the placement be terminated. In this case, the university supervisor will have first worked with the site supervisor and student in order to attempt to resolve the problem. If the problem or situation remains unresolved the student's case is brought to core program faculty by the university supervisor. At this meeting core faculty will make the final determination regarding student continuance at the site (with a remediation plan) or placement termination. As in the first example, depending upon several issues, the student may or may not be placed in another site.

Informal Grievance Procedure

In most cases, it is preferable to handle a complaint informally at the level at which the grievance has arisen. Specifically, with regard to students in the Marriage and Family Therapy Program, the individual with the grievance should attempt to resolve it directly with the other person or persons involved. If a satisfactory resolution is not reached, the individual should bring the grievance to the Director of the Marriage and Family Therapy Program who will attempt to help the parties involved reach a satisfactory resolution. The Marriage and Family Therapy Program Director has an open door policy.

If the issue is still not resolved, the individual should bring the matter to the Cluster Leader. If the issue still remains unresolved, the individual with the grievance should initiate a formal grievance process by writing a letter to the Program Director outlining the grievance, summarizing previous attempts to reach a resolution, and requesting the initiation of a formal grievance procedure. At this point, the Program Director will review the data associated with the complaint with the Director of Human Resources and/or Academic Advocate and Policy Support Manager to determine the best course of action.

With both the informal and formal grievance process it is crucial to proceed in a timely manner. Normally, the individual with a grievance would initiate the resolution process as soon as possible after the incident or incidents in question occurred, within 60 days at the latest. At each level, every effort should be made to attempt to resolve the grievance within two weeks. Deadlines may be extended in the sole discretion of the decision-maker if justified by compelling circumstances.

In any grievance procedure, it is imperative that the individual bringing the grievance be protected from any negative consequences arising from the act of bringing a grievance. Retaliation against a person who brings a grievance, or against any person who participates in a grievance proceeding at any level, is unacceptable; and the person engaging in retaliation will be subject to disciplinary action. The Marriage and Family Therapy Program faculty are committed to ensuring that the grievance procedure is a fair one and that mechanisms are in place for protection and appeal.

Student Concerns, Complaints, and Grievances

The Plymouth State University Marriage and Family Therapy (MFT) Program keeps careful track of student concerns, complaints, and grievances. The MFT Program maintains written complaints within an electronic and encrypted file. Files are kept for a period of 7 years after the student's graduation date. If a student has a program complaint, they will bring it to the faculty meeting in-person or to the Program Director who will deliver the information to faculty teaching in the program. If a programmatic decision cannot be made through faculty consensus, concerns will be brought to the Annual Advisory Board Meeting.

Academic Integrity

(Taken directly from Plymouth State University website at <http://www.plymouth.edu/graduate/academics/policies/university/>)

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policy by prosecuting all cases of violations of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable.

Visit <http://www.plymouth.edu/graduate/academics/policies/university/> for more information on University policies and procedures regarding academic integrity.

- Please review APA guidelines on what constitutes plagiarism.
- PSU Marriage and Family Therapy students are required to review a PowerPoint presentation on academic integrity in their first course or during a separate student orientation.

Academic Appeal and Grievance Procedure

Students who challenge a grade should begin by talking with the instructor of the course involved. If the situation cannot be resolved by that means, or if the nature of the problem precludes discussion with the instructor, students may bring the matter to the attention of the program director. The program director will attempt to resolve the matter either through discussion with the instructor alone or jointly with the student. If these meetings do not provide a solution satisfactory to all parties, the question may be taken to the associate vice president for academic affairs, where the matter will be reviewed. Regardless of the outcome of these discussions, only the instructor of a course, using her/his professional judgment, can change a student's grade. If the Associate Vice President is not satisfied with the proceedings, the Associate Vice President can ask the Academic Affairs Committee to hear the matter. The Plymouth State University MFT program maintains a written record of all student complaints and/or grievances that fall within the context of MFT courses and field placement. The consequences of such complaints can range from a developmental plan to expulsion. The program uses data regarding concerns, complaints, and grievances to foster program improvement when appropriate.

Accommodations of Student Needs

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Learning Commons (603-535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for a course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review

those accommodations. For more information, visit the PASS website at <http://www.plymouth.edu/services/pass/>

Sensitive Material

Material in some courses, in some instances, may be sensitive or emotionally provocative. As students review syllabi, or at any time during courses, they are encouraged to let the instructor know if they anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with students' concerns can also be discussed.

Incomplete Grades

An instructor may decide to enter a grade of incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal proportion of the total class work needs to be completed. This agreement is finalized on a Request for a Grade of Incomplete form and submitted to the Registrar's Office by the instructor when final grades are due. The course must be completed by the date specified by the instructor, by the end of three academic terms, or by the student's graduation, whichever comes first. If the course is not completed by the expiration of this period, a grade of F is recorded unless the instructor has stipulated a different grade on the request form. A student may not enter field experiences or graduate with an incomplete on his or her transcript. Additionally, a student with an outstanding incomplete in a course may not register again for that course.

Description of Instructional and Clinical Resources

The Plymouth State University instructional and clinical resources include the following:

- Training lab
- Offices
- Lamson Library Commons
- Common area
- University classrooms
- Moodle (LMS)
- Mahara (e-portfolios)
- Microsoft Office365.

In addition, each classroom at Plymouth State University is equipped with a computer, input for a faculty laptop, speakers, projector, and pull down/smart board surface to project. All full-time faculty are provided computers, office space, access to a printer/scanner, and private offices. A central clinical resource is the training lab, each training lab suite is equipped to be a clinical workroom, furnished with state-of-the-art technology and computers, and one room serves as a classroom. An additional monitoring area within the Center is the Supervisory Hub. This is a digital recording control room, which has a unique supervision station assigned to every center room. The training lab utilizes digital technology in recording the sessions. In room 316 (Supervisory Hub), there are six stations that include mac minis, monitors, flash drive ports, volume and camcorder controls, One Button, and headphones. Students use a flash drive that holds, at minimum, 32 GB to store sessions.

Policy for Changing the Curriculum

Marriage and family therapy (MFT) curricular changes are driven by faculty understanding of the field's best practices and alignment with industry standards; and data from communities of interest. Changes are made on a responsive basis to support student learning outcomes and currency with field resources and practices, as well as university policies, practices, and initiatives.

Shared governance and faculty freedom to structure and govern their own programs according to best practices and current research is an important aspect of Plymouth State University (PSU). At the program level, the permanent, full-time faculty serves as the mechanism for conducting and assuring shared governance. With input from communities of interest—COAMFTE, students, etc.—the program is managed year- to-year by the faculty, whom works collaboratively with administration within the policy structure of the university, bringing collective skills, knowledges, experiences, and perceptions to bear on every aspect of the program.

The MFT Program adheres to the university policy and procedure for making changes to the curriculum. All proposed changes to a course or the curriculum must require approvals as follows:

1. Course or curriculum change or addition originates with a faculty member or curriculum committee in the academic program
2. Course or curriculum change or addition must be approved by the Program Director
3. Depending on the request, the course/curriculum change may need approval from the Provost and/or a vote from the faculty member's academic unit.
4. Course or curriculum changes or additions must be approved by the PSU Curriculum Committee

Late Assignments

Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. *Assignments that are handed in beyond the due date for which no extension is granted will not be accepted and will result in a failing grade for the assignment.*

Computers and Cell Phone Use in the Classroom

Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, and student presentations, they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate. It is inappropriate to read, receive, or send text messages during class meetings.

Faculty

Flynn, Stephen

Associate Professor, Program Director for Marriage and Family Therapy, Coordinator Play Therapy, Core Faculty

Education: PhD, Counselor Education, University of Northern Colorado; Denver Family Institute; MA, Mental Health Counseling and Applied Psychology, Rowan University; BA, Psychology, University of Northern Colorado

Disciplinary Background: Marriage and Family Therapy, Counseling, and Psychology

Areas of Interest: Altruism and self-interest; Multiculturalism; research methodology; instrument development; Couple, marriage, and family therapy contemporary issues; student retention, and crisis, trauma, and disaster counseling.

Hagey, Derek

Teaching Lecturer, Core Faculty

Education: PhD, Human Ecology (Marriage and Family Therapy major), Kansas State University; MS, Marriage and Family Therapy, University of Wisconsin, Stout; BA, Marriage, Family and Human Development, Brigham Young University

Disciplinary Background: Marriage and Family Therapy, Family Science and Human Development

Areas of Interest: Self of the therapist; Supervision; Multiculturalism; Couple, marriage, and family therapy contemporary issues; Human sexuality and sex therapy; Ethics in mental health practice; Spirituality in counseling

Ohler, Courtney

Teaching Lecturer/Core Faculty

Education: MA, Marriage and Family Therapy, Adler School of Professional Psychology; BA, Psychology, North Central College; BA, Theatre Performance, North Central College

Disciplinary Background: Marriage and Family Therapy, Counseling, Psychology, Theater

Areas of Interest: Feminism, LGBT issues, contemporary issues with couples, brain injury, elder care, end of life issues, exposure therapy, animal assisted therapy

Blanchard, Amy

Teaching Lecturer/Core Faculty

Education: PhD, Medical Family Therapy, East Carolina University

Disciplinary Background: Marriage and Family Therapy, Clinical Supervisor

Areas of Interest: Medical Family Therapy

Redman, Stacey

Teaching Lecturer/Core Faculty

Education: M.Ed. Marriage and Family Therapy, Springfield College

Disciplinary Background: Marriage and Family Therapy

Areas of Interest: Individual, group and family therapy services to adolescents and adults, conducting biopsychosocial assessments, and the treatment of adolescents with eating disorder diagnoses and their families.

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Berg, Jacqueline

Teaching Lecturer/Core Faculty

Education: MA, Marriage and Family Therapy, Antioch University New England

Disciplinary Background: Marriage and Family Therapy, Clinical Supervisor

Areas of Interest: depression, anxiety, life transitions, grief, jealousy/controlling behavior, relationship problems and decision making, substance/alcohol abuse/addiction, suicidal ideation, co-parenting struggles, trauma and PTSD, attachment, and other life issues.

Appendix A: Student Learning Outcome Progress Report

Student Name: _____

Entrance Semester/Year: _____

Graduation Semester/Year: _____

1. Pass Personal and Professional Performance (SLO): Every student is reviewed for these skills and dispositions every November.

- Year 1: Developing Appropriately Area of Concern
Year 2: Developing Appropriately Area of Concern
Year 3 – 6 (optional): Developing Appropriately Area of Concern

2. At least 70% of students will receive a B or better on the final project in MFT 5030 Foundations and Ethics in Marriage and Family Therapy (SLO #1).

- B or Better under B NA

3. At least 70% of students will receive an average rating of 3 or higher rating on the skill-based item 7 within the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#2)

- 3 or Better under 3 NA

4. At least 70% of students will receive an average rating of 3 or higher rating on the skill-based item 10 within the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#2)

- 3 or Better under 3 NA

5. At least 70% of students will receive an average rating of 3 or higher rating on the skill-based item 22 within the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#2)

- 3 or Better under 3 NA

6. At least 70% of students will receive a B or better in the course MFT 5010 Foundational Methods in Marriage and Family Therapy (SLO#2).

- B or Better under B NA

7. At least 70% of students will receive a B or better in the course CO 5040 Social Behavior and Diversity (SLO#3).

- B or Better under B NA

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8. At least 70% of students will receive a B or higher rating on two family systems theory course exams in the course CO 5670 Working with Children and Families (SLO#4).
 B or Better under B NA
9. At least 70% of students will receive an average rating of 3 or higher rating on the theoretical item 6 on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#4).
 3 or Better under 3 NA
10. At least 70% of students will receive an average rating of 3 or higher rating on the theoretical items 7 on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#4).
 3 or Better under 3 NA
11. At least 70% of students will receive an average rating of 3 or higher rating on the theoretical item 24 on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#4).
 3 or Better under 3 NA
12. At least 70% of students will receive an average rating of 3 or higher on the research-based item 20 on the Student Evaluation Form completed by their onsite Supervisor at the end of internship (MFT 5900) (SLO#5).
 3 or Better under 3 NA
13. At least 70% of students will receive an average rating of 3 or higher on the research-based item 25 on the Student Evaluation Form completed by their onsite Supervisor at the end of internship (MFT 5900) (SLO#5).
 3 or Better under 3 NA
14. At least 70% of students will receive a B or higher rating on CO 5070 Research Design in the Helping Professions (SLO#5).
 B or Better under B NA
15. At least 70% of students will receive an average rating of 3 or higher rating on the item 9 related to diversity on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#6).
 3 or Better under 3 NA
16. At least 70% of students will receive an average rating of 3 or higher rating on the item 13 related to diversity on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#6).
 3 or Better under 3 NA
17. At least 70% of students will receive an average rating of 3 or higher rating on the item 21 related to diversity on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#6).
 3 or Better under 3 NA

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18. At least 70% of students will receive an average rating of 3 or higher on the ethics-based item 4 on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#7).

- 3 or Better under 3 NA

19. At least 70% of students will receive an average rating of 3 or higher on the ethics-based item 5 on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#7).

- 3 or Better under 3 NA

20. At least 70% of students will receive an average rating of 3 or higher on the ethics-based item 23 on the Student Evaluation Form completed by their onsite supervisor at the end of internship (MFT 5900) (SLO#7).

- 3 or Better under 3 NA

Additional Important Data Collection Points

21. Successfully passed the Plymouth State University Marriage and Family Therapy Capstone Project.

- Pass No Pass

22. Completed 500 direct client contact hours (250 total relational hours).

- Complete Incomplete

23. Completed 100 hours of AAMFT Approved Supervision during the field experience (MFT 5100, 5900) portion of the program.

- Complete Incomplete

24. Successful job placement.

- Yes No Date: _____ Name of Job: _____

25. The AMFTRB National Exam.

- Pass No Pass Date: _____ Attempts: _____