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Pfeiffer University Mission/Educational Goals/Statement of Values

Pfeiffer University Statement of Mission

Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Pfeiffer University Catalog for Graduate Programs, 2016-2017; see Pfeiffer Forward brochure). Since the university was established in 1885, the institution has been committed to the ideas of servant leadership and emphasized the preparation of students to become “transformative servant leaders.”

Pfeiffer University Educational Goals for the Graduate Program

Educational Goals for the Graduate Program include the following statement: “The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program” (see Pfeiffer University Catalog for Graduate Programs, 2016-2017).

Pfeiffer University Statement of Values (Statement of Enterprise Strategy)

To guide Pfeiffer’s overall institutional strategic development as a learning and living community and especially the educational, moral, social, leadership, character, and spiritual development and formation of its students, the University commits to the following values which emanate from its affiliation with the United Methodist Church and reflect the Methodist tradition of intellectual and spiritual development (see Statement of Enterprise Strategy, pp. 11& 12):

Liberal Learning and Professional Competence
Free Inquiry and Intellectual Integrity
Service and Leadership
Unity in Diversity
Faith and Reason
Personal Piety and Social Action

Marriage and Family Therapy Program – Charlotte & Raleigh/Durham Locations

Pfeiffer University
Charlotte Campus – Accredited by COAMFTE in November 2010/Reaccredited in December 2015 through December 2021
Program Director – Dr. Susan B. Wilkie, LMFT, AAMFT Approved Supervisor, LPC, LPCS, NCC 4701 Park Road, Charlotte, North Carolina  28209
(704) 945-7359
Pfeiffer University -- Diversity Defined

Diversity refers to the recognition and appreciation of differences and similarity across a variety of overlapping domains, including race, ethnicity, socioeconomic status, disability, sexual orientation, religion, spirituality, worldview, geography, age, family status, and life experience. “A genuine community is achieved when persons of various backgrounds, interests, talents, cultures, faiths, and world views assemble around their shared humanity and personhood as children of God. Pfeiffer University encourages and celebrates the diversity of its educational community, realized by access to higher education for varied populations of students. Across all educational experiences, the University nurtures the dignity of each individual, her or his intrinsic self-worth and merit to the community, self- and mutual understanding, and civil discourse and collaboration” (Statement of Enterprise Strategy, p. 11). Additionally, “Unity in Diversity” is a priority as stated on p. 4, Pfeiffer University’s Statement of Values.

MMFT Program Diversity Statement

The Pfeiffer University Graduate School strives to cultivate and sustain an inclusive and intellectually rigorous environment that embraces difference across domains (e.g., gender, race, age, etc.). These areas are explored within a context of cooperation, shared responsibility, and mutual respect that promotes learning, personal growth, and service through culturally competent community engagement.

The Marriage and Family Therapy Program at Pfeiffer University seeks to further these objectives by:

- Integrating diversity issues across the curriculum.
- Teaching evidenced-based, culturally sensitive treatment approaches.
- Maintaining a diverse group of faculty members.
- Conducting activities (e.g., publications, presentations, clinic data, intentional groups) that contribute to the scientific literature on diversity issues.
- Recruiting and enrolling students that reflect the diversity within the community.
- Cultivating a culture of authentic growth and inquiry that expands and deepens the compassion, awareness, and worldviews of our faculty and students.


Marriage and Family Therapy Program Mission Statement

The Marriage and Family Therapy Program at Pfeiffer University is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings. The mission of the Marriage and Family Therapy Program is to provide effective clinical and academic training in marriage and family therapy to
students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy.

Herein, the acronym MFT will refer to “Marriage and Family Therapy.” The acronym MMFT will refer to the Master of Arts degree program in Marriage and Family Therapy and also the course prefix for graduate MMFT coursework. The undergraduate coursework in marriage and family systems will be referred to by the prefix MFT (see the Human Relations Undergraduate Program).

**Electronic Portfolios**

**Drop Box**

Note that a Drop Box electronic portfolio of documentation pertaining to Pfeiffer University’s Marriage and Family Therapy Program has been implemented since the Fall of 2010. A summative form of all course embedded core competencies is also included on Drop Box for each enrolled student.

**Marriage Family Therapy Program (Charlotte & Raleigh/Durham Campus) Introduction**

The Marriage and Family Therapy Program at Pfeiffer University is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings. The mission of the Marriage and Family Therapy Program is to provide effective clinical and academic training in marriage and family therapy to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy (see Appendix 1.0, MMFT Program flyer).

In collaboration with the American Association for Marriage and Family Therapy (AAMFT), the Master of Arts Program (MMFT) is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and has chosen to fulfill (6) Student Learning Outcomes as designated by prescribed Educational Outcomes that are also mutually supportive of Program Goals and expected Faculty Roles (see Appendix 1.1, MMFT Program Educational Outcomes). Students will also be expected to actively identify with the Marriage and Family Therapy profession by obtaining student membership in AAMFT (NCAMFT) and/or ACA (IAMFC), and attending local, state, and/or national conferences whenever possible. Additionally, all students who are enrolled in the MMFT Program must adhere to the AAMFT Ethical Code (see Appendix for AAMFT Code of Ethics, 2015) in their therapy, training, teaching, and research. A complete copy of the 2015 AAMFT Code of Ethics is also available in the Marriage & Family Therapy Program Office and in the Pfeiffer Institute. For students who violate the AAMFT Ethics Code, an ad hoc Ethics Committee will convene and provide due process if the alleged violation is deemed factual. Violations that are found to breach the AAMFT Ethical Code may result in immediate termination of the student from the program.

**Admission Process to the Marriage and Family Therapy Program**

Admission to the Marriage and Family Therapy Program involves many steps. Applications are accepted in either one of two application groups: February 1 and March 1. Approximately 20-22 students are accepted annually as new students in the beginning cohort and may begin the program during either the condensed summer semester or the fall semester.
Since the MMFT Program is a professionally accredited program, students should note that enrollment requires a minimum of (6) credit hours and a maximum of (9) credit hours during the fall and spring semesters and a minimum of (3) credit hours and a maximum of (6) credit hours during the summer semesters until all coursework is completed. Students must also be available to take both 4:00 and 7:00 required evening classes during Monday through Thursday of the work week.

Prospective students should begin the admission process with ample time to complete the entire sequence. Generally, a full academic semester of lead-time is required for processing applications, credentials, references, and the required on-campus interview in small groups in either mid-February or mid-March contingent on the completion deadline of the application process. The admission procedure is designed as an initial evaluation of the candidates’ suitability for graduate study in the Marriage and Family Therapy Program. The Faculty Admission Committee will assess each student on the applicant’s presentation of self and maturity, including:

- Professional Demeanor
- Genuineness of Attitude
- Appropriate Disclosure
- Eye Contact
- Commitment to Growth
- Engagement and Presence
- Succinctness and Clarity of Answers
- Understanding of the profession
- Appropriateness of this program for applicant’s career goals

Following the interview, each applicant is assessed by the Faculty Admissions Committee with regard to admission documents and achievement of the criteria identified below as well as overall impressions from the on-campus interview and applicant references. Recommendations are forwarded to the Graduate Admissions Office and final decisions of admission or nonadmission are conveyed to the student by the Program Director/Site Director within approximately 30 days of the interview.

### MMFT Admission Requirements

- Bachelor’s degree with 9-12 hours minimum of coursework in the social sciences
- Minimum undergraduate GPA in major: 3.00, overall: 2.75
- Acceptable GRE scores: official scores mailed to Pfeiffer University. Note: the applicant must receive a minimum writing score of 3.0
- Official transcripts sent from all colleges/universities attended
- (3) letters of recommendation written on official letterhead in addition to respective recommendation checklist forms (MFT application packet) sent directly from recent employers/supervisors and/or academic professionals/instructors who have been in an evaluative or supervisory position to attest to the student’s ability. Letters from pastors and/or therapists will not be accepted.
- A writing sample describing how the student anticipates that his/her degree and experiential training will influence his/her personal and professional goals
- Current resume or curriculum vitae
- Personal small group interview with the Faculty Admissions Committee
- Proof of satisfactory criminal background record check (MFT website) for all states of residence within the past (5) years* -- admissions staff will process the background check upon receipt
* Grounds for denial may include a conviction of a felony under the laws of the United States or of any state of the United States, and/or conviction of any crime, an essential element of which is dishonesty, deceit, or fraud.

**MMFT Transfer Course Work**

A total of (9) semester hours may be potentially transferred from a comparable marriage and family therapy graduate level program in which the institution was already accredited or seeking accreditation from COAMFTE. A grade of at least “B,” or its equivalent, must have been earned. Transfer courses are reviewed on a case by case basis as evidenced by an official transcript, the program course description, and the respective syllabus concurrent with the semester the course was taken. **These credits must be less than (2) years old, and the transfer form for credits must be completed during the semester in which the student first enrolls** in Pfeiffer University’s Marriage and Family Therapy Program, either with provisional or formal admission status.

**MMFT Graduation Requirements**

Graduation from the Marriage and Family Therapy Program will require rigorous clinical training through the completion of a supervised practicum/internship during a minimum of (3) or more consecutive semesters, 500 minimum clinical face-to-face hours (250 individual & 250 relational hours)* with 100 hours of supervision, achievement of designated student learning outcomes (SLOs), mastery of designated COAMFTE competencies in each and every course across the curriculum, knowledge of professional MFT principles (PMFTP), endorsement of professional dispositions and traits as demonstrated in the Professional Fitness Evaluation with a final minimum score of 4.0, verification of personal growth/counseling hours, verification of attendance at a professional MFT local, state, or national workshop/conference, a 70% passing grade on the MFT Comprehensive Exam, and a minimum of 66 successfully achieved graduate semester hours with a minimum GPA of 3.0.

**Note:** Students are expected to graduate within a 3-5 year program window from the first semester of initial enrollment until graduation.

* Effective January 1, 2016, students may graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours. Throughout the MMFT Student Handbook, the criteria of 500 minimum clinical hours will note that a minimum of relational hours has been changed to 40% or 200 hours. However, it should be understood that the 500 required clinical face-to-face hours has not been changed, and it is to the benefit of the student to achieve the 250 relational hours if possible prior to graduation to alleviate post-graduate stress to accrue the 250 required relational hours at a later time.

**MMFT Program Overview**

Student admission to the program will be determined by a structured application process and the approval of the designated Admissions Committee. The Master of Arts degree in Marriage and Family Therapy (MMFT) offers a license-eligible degree in academic and clinical training for the assessment and treatment of families, couples, and individuals in their systemic contexts. The 66-hour credit program provides students with foundational coursework and core courses in marriage and family therapy with clinical training that includes 500 minimum hours of direct client contact with 100 hours of supervision during a minimum of three consecutive semesters or 12 months and 15-20 hours weekly (under the supervision of an AAMFT Approved Supervisor or AAMFT Supervisor Candidate). At least
half (250)* of the 500 supervised, direct client contact hours must either be “relational hours,” “relational group hours,” or therapeutic sessions conducted with couples and/or families present in the therapy room. See Clinical Assessment for more details.

* Effective January 1, 2016, students may now graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours.

Marriage & Family Therapy students must complete their curriculum within (5) years after initial enrollment. Most students will need an average of (3-4) years to complete both the academic and experiential requirements of the program contingent on his/her full-time or part-time status respectively. Formally accepted students must be continuously enrolled and are required to register and complete a minimum of (6) semester hours during each fall and spring semester and at least (3) semester hours during the summer semester until the course work is completed. A 3.0 GPA must be maintained to continue in the program and to pursue candidacy. Not more than two (2) grades of “C” are allowed towards the satisfaction of graduation requirements. Neither may a student earn a grade of “C” or lower in their experiential coursework including MMFT 606, MMFT 620, MMFT 621, MMFT 630, MMFT 670, MMFT 685, or MMFT 690). In this event, the student will be required to enter the remediation process and retake the applicable course at the discretion of the Faculty Remediation Committee (FRC).

Herein, the FRC shall refer to all full-time faculty members, the Program Director and/or Site Director, and the Clinic Directors. Additionally, assessment of Professional Fitness in MMFT 601 and in internship candidacy (as indicated by a student’s maturity, integrity, and disposition on the “Professional Fitness Evaluation”) is critical to the evolvement of the student therapist. During internship candidacy, students are also required to request two former professors from the preceding semester to complete the “Professional Fitness Evaluation” as a barometer of readiness to enter the clinic for internship. A minimum score of “3” is required to proceed to MMFT 690. During the first semester of internship, another PFE is completed with the expectation that an intern will achieve a minimum score of “4” across all items. In the case that an intern does not achieve a minimum score of “4,” an Individual Remediation Plan (IRP) will be written by the Faculty Remediation Committee. All students will also enhance self-understanding (person of the therapist) by completing (10) hours of personal growth every academic year during either the spring OR fall semester.

Students are required to obtain a minimum of 100 hours of supervision, which includes at least 30 hours of individual supervision and up to an additional 70 hours of group supervision. Individual supervision is defined as supervision of one or two individuals. Of the 100 hours of required supervision, at least 50 must be conducted live (i.e., the supervisor reviews the case in live observation or via closed circuit video) or involve the student presenting recorded case material followed by a supervisor’s Live Observation Assessment to clearly reflect student strengths and challenges at every opportunity. Under normal circumstances, students in the MMFT Program receive more hours of supervision than required.

Program Definitions

Student admission to the program will be determined by a structured application process and the “Client Contact Hours” are defined as face-to-face (therapist and client) therapy with individuals, couples, families, or groups from a systemic perspective and includes relational hours. Distance counseling, where the supervisee provides therapy directly to a client (video, i.e. Skype, secure, encrypted connection) may be counted in the same way as face-to-face hours. Telephone counseling is NOT face-to-face, and therefore cannot be counted toward clinical hours.
“Direct Client Contact” must relate to client treatment plans, be goal directed, and assist client(s) to effect change in relationships, cognition, affect, and/or behavior. Assessments (intake and otherwise) may be counted up to 250 hours of direct client contact. Assessment is a clinical encounter that involves gathering of current and historical data from a client that is then used to determine what type of therapeutic service is most appropriate. If the individual who conducted the assessment does not provide the therapeutic service, it is considered an assessment hour only. Client psycho-education may be counted up to 250 hours direct client contact. Psycho-education refers to a treatment approach that provides education for individuals and families in assistance with emotional, mental, social and relational disturbances (see North Carolina Licensure Board accrual limits).

The following are not direct client contact and may not be counted: observing therapy without actively participating in follow-up therapy at some point during or immediately following the session; record keeping; administrative activities; supervision; and client contact while not receiving supervision.

Marriage and Family Licensure – NC Statutes provides the following definitions for “Marriage & Family Therapy:”

“Marriage and family therapy” is the clinical practice, within the context of marriage and family systems, of the diagnosis and treatment of psychosocial aspects of mental and emotional disorders. Marriage and family therapy involves the professional application of psychotherapeutic and family systems theories and techniques in the delivery of services to families, couples, and individuals for the purpose of treating these diagnosed mental and emotional disorders. Marriage and family therapy includes referrals to and collaboration with other health care professionals when appropriate” (Marriage and Family Therapy Licensure Act – NC Statutes 90-270.47. Definitions. 3a).

Practice of marriage and family therapy means the rendering of professional marriage and family therapy services to individuals, couples, or families, singly or in groups, whether the services are offered directly to the general public or through organizations, either public or private, for a fee, monetary or otherwise” (Marriage and Family Therapy Licensure Act – NC Statutes 90-270.47. Definitions. 4).

“Relational hours” are defined as hours spent providing therapy with more than one client in the room who are all part of the same treatment plan. Relational hours may also include face to face communication with members of the larger system who are also working in direct collaboration with the same client(s).

This contact may only be counted if it is authorized by the client(s) or required by law for the purpose of developing and carrying out a treatment plan. These members must belong to an organized system with delineated boundaries while demonstrating a social and psychological interdependence and reciprocity. The members must also directly interrelate with repeated ongoing transactional patterns that impact and influence each other on a consistent basis to meet the needs of its members. Contact must be conducted via joining, assessing, diagnosing, or intervening. Additionally, marriage and family therapy includes referrals to and collaboration with other health care professionals when appropriate” (Marriage and Family Therapy Licensure Act – NC Statutes 90-270.47. Definitions. 3a).

Relational group hours require interns to implement a family systems approach to treatment that includes more than one member of a group in the same session at the same time. These group members must belong to and live within an organized system with delineated boundaries while demonstrating a social and psychological interdependence and reciprocity for a period lasting no fewer than 10 days. The members must also directly interrelate with repeated ongoing transactional patterns
that impact and influence each other and the group as a whole on a consistent basis to meet the needs of its members.

**Pfeiffer Institutes for Marriage and Family Therapy**

The Pfeiffer Institute in Charlotte and the Pfeiffer Institute Reach for Marriage and Family Therapy were established to provide an in-house therapy and training clinic for Master's level graduate students in the Marriage and Family Therapy (MMFT) Program of Pfeiffer University. The therapist interns provide direct services for individuals, couples, families, or groups and serve as servant leaders and community resources for other agencies in Charlotte, Raleigh/Durham, and/or the surrounding counties. The Pfeiffer Institute is located adjacent to the Pfeiffer University academic building in South Charlotte at 4805 Park Road, Suite 250, 28209. The Pfeiffer Institute Reach is located at 600 Airport Boulevard, Suite 600, Morrisville, 27560. The Pfeiffer Institutes are intended to be a community resource for affordable confidential therapy, education, and outreach. The clinics are housed in private office buildings and provide both electronically recorded supervision and live observation of interns in session with their assigned clients.

All students will maintain a caseload of at least 3 or more clients (or as necessary to avoid a client wait list) each semester in-house at the Pfeiffer Institutes throughout a minimum of (3), but no more than (5) consecutive semesters. Students may also elect to pursue specialized interests in therapy by choosing a pre-approved field placement that will allow for the continuing supervision of client sessions and evolving therapeutic skills. Additionally, weekly group supervision will include the rotation of interns in and out of both live sessions and in group supervision for a minimum of (1) hour weekly for supervisory assessment and peer feedback. A 1-hour individual session with 1-2 supervisees is also required weekly. Clinical training requires 500 minimum hours of direct client contact during a minimum of three consecutive semesters under the supervision of an AAMFT Approved Supervisor or AAMFT Supervisor Candidate (supervisor in mentoring). At least half (250)* of the 500 supervised, direct client contact hours must either be “relational hours,” “relational group hours,” or therapeutic sessions conducted with couples and/or families present in the therapy room. Because many working students have restricted family and work schedules, it may require 1-2 additional semesters to complete the clinical requirement successfully. Note: An additional lab fee for clinical training is charged each semester in the amount of $125.00 per intern to defray the cost of clinic operating expenses and educational supplies. See Clinical Assessment for more details.

*Effective January 1, 2016, students may graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours.

**Field Placement Contracts**

Student interns who are enrolled in MMFT 690 or 690A must be aware that field placement agreements begin at the start of an academic semester and conclude at the end of an academic semester. Subsequently, student interns may not terminate their field placement once the semester has begun except under the most unusual of circumstances in which the assigned supervisor would deem it necessary to protect the public and/or protect the welfare of the student intern. In settings that present
inordinate conflict or unexpected challenges, the intern is instructed to report such concerns to his/her supervisor immediately so the clinic supervisor will be accurately informed and can meet with their respective Clinic Director and field placement supervisor to seek a mutually ethical and prompt resolution. Although the assigned clinic supervisor is expected to monitor the situation thoughtfully, it is only the Clinic Director who initiates and makes final changes in field placement assignments.

Please note, in the event an intern completes the required 500 direct client contact hours (minimum of 250 individual and 250 relational*) prior to the end of an academic semester, s/he must continue providing services to fulfill the field placement agreement. In addition, it is expected that the intern coordinate a phasing out process with his/her field placement at the end of his/her final semester that will continue to support clients during the transition (e.g., not taking on new clients, transferring cases to another intern via co-therapy).

* Effective January 1, 2016, students may now graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours.

### MMFT 690A

Student interns who have successfully completed a minimum of (3) consecutive semesters of MMFT 690 with a letter grade of A or B and concurrently fulfilled all applicable core competencies with a minimum score of “3,” yet have not fully acquired the 500 hours of clinical direct client contact (at least 250 individual and 250* relational hours), may opt to enroll in MMFT 690A with the written approval from his/her assigned clinic supervisor and the Clinic Director. This course designation is available only during the 4th and/or 5th semesters of the clinical experience in order to complete the required 500 hours for graduation. Although MMFT 690A does not require the intern to complete the customary class assignments as required during the first three consecutive semesters of internship training (MMFT 690), the supervisor has the right to assign tasks (e.g., additional readings, review videos, written assignments) to supplement clinical growth and development. In addition, the applicable tuition and lab fees per semester will still be charged in MFT 690A to cover the continuing individual and group supervision by a faculty member who is either an AAMFT Approved Supervisor or Supervisor Candidate (supervisor in mentoring) and the necessary clinic operating materials. Students registering for MMFT 690A will receive only a grade of PASS or FAIL – no letter grades will be assigned for the course designation. Please note, students with an IRP (Individual Remediation Plan) may not have the option to enroll in the MMFT 690A section; the Clinic Director and the Faculty Remediation Committee (FRC) will make such a determination based on their achievement of Student Learning Outcomes (SLOs) and designated core competencies. During the final semester of enrollment, each student will be required to have his/her advisor, the MMFT Program Director, or the Site Director review their Clinical Hours Verification Form and approve the completion of his/her MFT Graduation Audit Checklist with proper signature and date prior to its final receipt by the Associate Registrar in the Charlotte Business Office. For further questions, please see the Clinic Directors, the MMFT Program Director on the Charlotte Campus, or the Site Director on the Raleigh/Durham Campus.

* Effective January 1, 2016, students may now graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours.

### Application for Clinical Internship Candidacy – MMFT 690
MMFT students may request an Application for Clinical Internship Candidacy no earlier than mid-semester of their MMFT 606 (Therapeutic Alliance “pre-internship”) coursework. Note: Students are required to furnish their own professional (student) liability insurance prior to their internship experiences.

Application may occur only after the completion of 21 designated semester hours, a minimum GPA of 3.0, and the fulfillment of the following prerequisite courses: MMFT 601 (Introduction to Family Systems), MMFT 602 (Family Therapy Theories), MMFT 604 (Diagnosis of Mental and Emotional Disorders), MMFT 606 (Therapeutic Alliance), MMFT 610 (Professional Identity and Issues in MFT), MMFT 630 (Assessment and Treatment Planning in Family Therapy), and MMFT 680 (Legal and Ethical Issues in Marriage & Family Therapy). Additionally, students must also take MMFT 620 concurrently or prior to MMFT 690. Students will also request two professors from prior semesters to complete the Professional Fitness Evaluation which requires a minimum score of “3” across all items (“meeting expectations in most respects”) to demonstrate perceived professional fitness and therapeutic readiness to enter the clinic. Students are also required to fulfill (10) hours of personal growth/therapy every two regular academic semesters for each year in which they were enrolled in the MMFT Program.

Because there is a maximum of (8) students per supervision group, students may be required to wait an additional semester on a formal wait list before entering internship. For obvious reasons, priority goes to students who have accumulated more credit hours toward completion of the program. A Clinic Orientation will be scheduled at the beginning of each semester. Every student enrolled in the first semester of MMFT 690 is required to attend. Note that students are required to furnish their own professional (student) liability insurance prior to their internship experiences.

In order to meet the 500-hour minimum direct client contact requirement within a one-year period, the student will need to conduct 15-20 hours of therapy each week under appropriate weekly supervision. It is advisable that students leave a couple of afternoons and evenings each week free for clinical work, in addition to the regularly scheduled individual supervision hour and group supervision class. Good clinical practice dictates setting aside 2-3 large blocks of time for clinical work, rather than trying to fit clients into odd hours scattered throughout the week. In reality, more than 15 client contact hours per week must be scheduled to allow for vacation periods, slow times, illness, clients who fail to attend appointments, etc. Similarly, supervision sessions should be scheduled to allow for vacation times, conferences, illnesses, etc. For students who do not complete the 500 hours of client contact (250 individual & 250 relational*) within the (3) or more consecutive semesters, additional full semesters will be required at his/her expense until the 500 minimum client hours have successfully been accrued and documented. If additional semesters are required, they must be carried out as a continuum of the first three semesters to maintain a consecutive experience.

** Effective January 1, 2016, students may graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours.

**Clinical Assessment – MMFT 690**

Students enrolled in internship will be clinically evaluated for the mastery of designated Student Learning Outcomes (SLOs) and course embedded core competencies across three or more semesters of internship as needed to accrue the required 500 clinical hours and 100 hours of supervision. Of the 100 hours* of required supervision, at least 50 must be conducted live (i.e., the supervisor reviews the case during live observation or via closed circuit video, or the student presents previously recorded cases). The supervisor completes the Live Observation Assessment form to track progress and areas of concern to clearly reflect student strengths and challenges at every opportunity. Subsequently, it is
the ongoing Live Observation Assessments during the semester that contribute heavily to the scores achieved on the Clinical Performance Evaluation (CPE). Additionally, interns must achieve a score of final score of “4” (meets expectations in all respects) across all traits/dispositions on the Professional Fitness Evaluation (PFE) before they complete their clinical training successfully.

*Under normal circumstances, students in the MMFT Program receive more hours of supervision than required.

If students are unable to demonstrate mastery as evidenced by Live Observation Assessments and a culminating evaluation on the Clinical Performance Evaluation with a minimum score of “2,” students will be remediated during an extended internship of additional semesters at the student’s expense per a detailed Individual Remediation Plan (IRP) outlined by the Faculty Remediation Committee (FRC).

Both direct client hours and supervision hours will be documented in Clinical Hours Verification logs maintained by the student. Students are responsible for having their supervisors co-sign these logs. At specified times during each month, the student will forward his/her records to the Clinic Director who will maintain them on file. These records will be considered the definitive record of the student’s clinical and supervision hours.

**Supervision and Supervisory Relationship of Field Placement**

The Field Placement must involve direct client contact and the intern must continue to meet with an AAMFT Approved Supervisor or Supervisor Candidate weekly in the Pfeiffer Institute clinic for both ongoing individual and group supervision in compliance with COAMFTE guidelines for structured supervision. Each field placement must provide an administrative and/or site supervisor who is responsible for the efforts of the intern and who provides supervision of cases at least one hour per week. Responsibilities of the Field Placement Site Supervisor include the following: Site supervisors must be full-time administrative or clinical staff who can provide sufficient oversight and accurate assessment and evaluation of intern’s progress. Note: No multiple relationships may exist between the site supervisor and the intern per the AAMFT Code of Ethics. More importantly, the intern cannot accrue clinical face-to-face hours for his/her customary employment responsibilities (i.e., clinical hours must be different from the intern’s customary employment responsibilities). Neither can the Site Supervisor for the intern’s field placement be the same supervisor for his/her paid employment. In every case, interns will seek approval for his/her field placement from the Clinic Director or Supervisor.

**Professional Dress Code in the Clinic – Standards of Appearance**

All clinical interns who have been formally accepted by the Pfeiffer University MMFT Program and MMFT 690 Internship will comply with the maximal restrictions of approved field placement settings. Specifically, clinical interns will present themselves to clients, colleagues, and the community in traditional, well groomed, and professional attire and project a professional image through actions and appearance. Good judgment is the main guideline to follow in dressing appropriately for the clinical internship. For students who may have doubts about accepted attire, the following guidelines have been designated.

Please note that the focus of these sessions is the client, not the therapist. Dress code expectations will also apply to interns who represent the MMFT Program and/or Clinic outside of the physical clinic, e.g.,
Developed, and the transition has been

Also, interns shall refer to oneself and their professional peers and colleagues with individual professional titles and/or full names during direct or indirect interactions inside or outside of the agency. First names are used with clients only “inside the therapy room” when a therapeutic alliance has developed, and the transition has been processed with the client.
### University Organizational Structure – Pfeiffer University

The Marriage & Family Therapy Graduate Program is housed in the Division of Applied Health Sciences under the supervision of the Dean, Dr. Vernease Miller, and includes nine full-time faculty members: Dr. Susan Wilkie (also the Program Director), Dr. Laura Bryan (Site Director – Raleigh/Durham Campus), Dr. Jenny Haines (Clinic Director – Charlotte Campus), Dr. Susan Perkins (Clinic Director – Raleigh/Durham Campus), and full-time faculty members, Dr. Pearl Wong, Dr. Sarah Whitmire, and Dr. Emily Stone of the Charlotte Campus, and Dr. Daniel Stillwell and Dr. Portia Smith of the Raleigh/Durham Campus. There are currently (3) adjunct faculty members who regularly teach a non-core class for the Marriage and Family Therapy Program on both campuses: Dr. Deborah Lung, Dr. Robert Cox, and Dr. David Fitzpatrick. Dr. Glen Rediehs is the MMFT Program’s Graphics and Drop Box Consultant. Administration and oversight of the Marriage & Family Therapy Graduate Program is the responsibility of the Program Director, Dr. Susan Wilkie and the Site Director, Dr. Laura Bryan. Administration of the Pfeiffer Institute Clinic (Charlotte) and the Pfeiffer Institute Reach Clinic (Raleigh/Durham) and field placements is the responsibility of the Pfeiffer Institute Clinic Directors, Dr. Jenny Haines and Dr. Susan Perkins respectively.

All faculty and/or staff members of The Marriage & Family Therapy Program report to the Marriage & Family Therapy Program Director, Dr. Susan Wilkie. The Program Director reports to Dr. Vernease Miller, the Dean for the Division of Applied Health Sciences. The Dean reports to Dr. Tracy Espy, Provost and Vice President for Academic Affairs.

### Student and Faculty Governance in the Marriage and Family Therapy Program

It is the achievement of Educational Outcomes that link and support the success of the Program Goals, the Student Learning Outcomes (SLOs), and the expected Faculty Roles and vice versa (see Appendices 1.1 and 1.2).

All students, faculty, and graduates are provided many opportunities to offer suggestions and feedback during annually scheduled program assessment surveys, face-to-face exchanges in faculty team meetings, student advisement meetings with his/her advisors every semester, student committee meetings, town hall meetings, alumni meetings, the annual alumni salute, faculty interviews, and admission interviews, etc. In fact, students, faculty, and alums play a very strong presence in the governance of our MMFT program at Pfeiffer University. To note, there are many consulting MMFT student organizations with standing boards of officers including the Graduate Student Association (GSA), Delta Kappa Honor Society (DK), Student Interview Committee), and Reaccreditation Committee which all impact the direction and success of Pfeiffer University’s MMFT Program. Students also have an opportunity to weigh in with their thoughts on IDEA Course Evaluations every semester, Director Evaluations every January/February, Stakeholder Feedback Program Surveys, Graduation Exit Interviews, post-graduate and Alumni Feedback Program Surveys.

For faculty, the program assessment process follows the same format every year as scheduled in the Distribution of MMFT Surveys (see Appendix 1.3). Pfeiffer’s MMFT Program has an extremely collaborative faculty team and all members experience an opportunity to speak and be heard at monthly meetings or ad hoc meetings as needed. Major MMFT work retreats for specific survey/ feedback analysis and review are scheduled during the fall faculty conference, late fall semester, and late spring semester. When reviewing surveys/assessments and student feedback, faculty members weigh in on critical discussion and make recommendations. A majority vote of core faculty is needed to make changes. Voted decisions/recommendations by the MMFT department are written by the Program Director or Site Director and forwarded to the Applied Health Sciences (AHS) Division. If the
proposals is approved by a majority vote at the Division Meeting, it is passed to the University Faculty Assembly for a majority vote at the mid-year meeting in January. If the proposal is not approved by the Division, it goes back to the MMFT Department for review. Once the proposal has been edited per the division feedback, it is forwarded again for a majority vote by the Division.

**COAMFTE Accreditation on Behalf of AAMFT**

The Marriage and Family Therapy Program at Pfeiffer University (Charlotte Campus) earned its initial COAMFTE accreditation in November 2010. The Raleigh Campus earned its initial COAMFTE accreditation in May 2014. Accreditation of universities and university programs is voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards that have been set by academicians, professionals, and professional associations throughout the United States. The Marriage & Family Therapy Program was first approved by SACS (The Commission on Colleges of the Southern Association of Colleges) as a substantive change to the Pfeiffer University curriculum in March 2007. SACS is the regional body for the accreditation of higher education institutions in the Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and Latin America that award associate, baccalaureate, master’s, or doctoral degrees.

See direct link from the COAMFTE website below:

www.aamft.org/about/coamfte/AboutCOAMFTE.asp

AAMFT’s Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) is a specialized accrediting body that accredits master’s degrees, doctoral degrees, and post-graduate degree clinical training programs in marriage and family therapy throughout the United States and Canada. Since 1978, the COAMFTE has been recognized by the United States Department of Education (USDE) as the national accrediting body for the field of marriage and family therapy. In addition, the Council for Higher Education Accreditation or (CHEA) officially recognizes the COAMFTE. CHEA is a non-governmental organization that works to foster and facilitate the role of accrediting bodies in promoting and insuring the quality and diversity of American post-secondary education. The USDE and CHEA regularly review the policies and practices of the COAMFTE for continued recognition.

**COAMFTE Organization**

The COAMFTE is made up of nine (9) Commissioners -- seven (7) professional members and two (2) public members. Professional Commission members must be senior marriage and family therapy educators or clinicians. Public members represent the interests of the general public and are not professional marriage and family therapy educators, supervisors or practitioners. In selecting Commission members, every effort is made to maintain a balance with regard to race, ethnicity, gender, and geographic location. The Commission must also reflect a balance regarding academicians and practitioners as well as training contexts (master’s, doctoral, and post-degree).

**Purpose of Accreditation**
Specialized accreditation of marriage and family therapy programs is a public service that aims to encourage programs to continue their own self-study and development; and indicate that programs are meeting established standards and their own stated objectives.

This specialized accreditation is both a process and a condition. The process, or the act of accrediting, entails assessing a program’s operations through compliance with specified professional standards developed by a national consensus of professionals in the field. The condition, or the state of being accredited, provides a credential to the public which attests that a program has accepted and is fulfilling its commitment to educational quality.

The COAMFTE works cooperatively with its parent organization, the American Association for Marriage and Family Therapy (AAMFT), state licensing and certification boards, and the Association of Marital and Family Therapy Regulatory Boards (AMFTRB). The COAMFTE program educational standards often serve as the foundation for the development of individual credentialing requirements. The accreditation process is a voluntary process that requires self-study by the program, an on-site review by a selected group of peers, and a review and decision by the COAMFTE to determine compliance with accreditation standards. Once a program has become accredited, it is required to submit annual reports demonstrating continued compliance with standards. Accredited programs are reviewed at least every six years.

**Benefits of Accreditation**

In fostering quality assurance and program improvement, the COAMFTE’s accreditation process benefits the public, programs, students, and the profession:

- **To the public and consumers**, accreditation provides assurance that the program has undertaken extensive external evaluation, and meets standards established by the profession.

  Accreditation serves **programs** by providing a stimulus for self-evaluation and a cost-effective review mechanism which strengthens the reputation and credibility of a program because of the public regard for accreditation. Accredited programs become eligible for funding under several Federal grant programs.

- **Students** can be assured that the appropriate knowledge and skill areas will be included in the course of study that are necessary for entry into a chosen field and that the program demonstrates financial stability. An accredited degree assures a prospective employer that the student has undertaken a superior course of professional preparation. An accredited degree also allows students to apply for Clinical Membership in AAMFT through the accelerated Accredited Program Track in the absence of state licensure.

The **MFT Profession** benefits because specialized accreditation contributes to the unity of the profession. It brings together practitioners, teachers, and students in the vital activity of setting standards for the education of entry level professionals, and of continually improving professional preparation, education, research, scholarship, and clinical practice.

**Scope of Accreditation**

The COAMFTE’s scope of accreditation includes the Master’s Degree program:
**Master's Degree Programs** provide students with broad areas of theory and practice in marriage and family therapy. These programs provide entry level educational requirements for independent clinical practice in the profession. They are designed to prepare individuals for beginning a career in marriage and family therapy by providing basic didactic and clinical skills, as well as professional development and socialization.

### Marriage and Family Therapy Licensure

All graduate students should plan to become licensed as a Marriage & Family Therapist in North Carolina or in whichever jurisdiction they plan to live and work. In addition, all students should be prepared to sit for the National Marital & Family Therapy Examination administered by the AMFTRB (Association of Marital & Family Therapy Regulatory Board, see [www.amftrb.org](http://www.amftrb.org)) during the last semester of their program enrollment prior to graduation.

The Pfeiffer University master’s degree program in Marriage & Family Therapy includes all course requirements and clinical experience for licensure as a provisional marriage & family therapist (LMFTA) in the state of North Carolina: 500 maximum hours provided pre-degree, a minimum of 100 hours of direct supervision (50 hours must be live observation) by an AAMFT Approved Supervisor or AAMFT Supervisor Candidate, and all coursework necessary to prepare for the National Marital & Family Therapy Examination which requires a 70% passing rate. An additional 1,000 hours post-graduation or 1500 total hours of face-to-face client contact and a minimum of 200 hours of approved supervision is required to be eligible for the North Carolina LMFT state licensure (Licensed Marriage and Family Therapist).

### Course Cycle

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<tr>
<th>Course</th>
<th>Course Title</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>MMFT 600</td>
<td>Emerging Cross-Cultural Issues in Families &amp; Communities</td>
<td>X</td>
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<td></td>
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<tr>
<td>MMFT 601</td>
<td>Introduction to Family Systems</td>
<td>X</td>
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<tr>
<td>MMFT 602</td>
<td>Family Therapy Theories</td>
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<td>X</td>
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<tr>
<td>MMFT 603</td>
<td>Theory and Practice of Group Therapy</td>
<td>X</td>
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<tr>
<td>MMFT 604</td>
<td>Diagnosis of Mental and Emotional Disorders</td>
<td>X</td>
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<td>MMFT 605</td>
<td>Addiction in Family Systems</td>
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<td>MMFT 606</td>
<td>Therapeutic Alliance -- Pre-Internship</td>
<td>X</td>
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<td>MMFT 608</td>
<td>Crisis Intervention</td>
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<td>X</td>
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<tr>
<td>MMFT 610</td>
<td>Professional Identity and Issues in Marriage &amp; Family Therapy</td>
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<tr>
<td>MMFT 620</td>
<td>Couples Therapy, Theory, and Techniques</td>
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<tr>
<td>MMFT 621</td>
<td>Advanced MFT Theories and Procedures</td>
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<tr>
<td>MMFT 630</td>
<td>Assessment and Treatment Planning in Family Therapy</td>
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Students must ensure they have completed all prerequisites for courses before they register each term. Under rare circumstances, students who could not otherwise qualify to register for the full course load of (3) courses during any one semester, may in fact be given special permission by the Program Director to waive a prerequisite for a course on a case by case basis. On the other hand, if students register for courses for which they are not qualified and have not been given special written permission, they will be required to drop such courses the first time the course meets. Prerequisite requirements will be vigorously enforced by professors so that the quality of instruction will not be compromised.

Full-time MMFT professors have the authority to determine whether a student will be admitted to closed classes that they are teaching. Students should contact the professor directly if they wish to enroll in a closed class. In the event an adjunct professor is teaching a closed class, request for admission to that class should be directed to the Program Director or Site Director.

Under rare circumstances, students who wish to enroll in more than 9 credit hours in the Fall/Spring semesters or more than 6 hours in the Summer semester to achieve graduation during that specific academic year, will need to request written permission from the Program Director or Site Director. Due to regional enrollment restrictions by SACS (Southern Association of Colleges and Schools), only (3) graduate classes may be taken during any one regular academic week, Monday through Thursday. Classes of specialized interest (Special Topics) offered on a rotating basis and designated as MMFT 698 may be taken as an additional class (4th class) with special permission when it is scheduled as a compressed Friday/Saturday weekend class. Note that the schedule for MMFT classes is posted on the program website as soon as it has been approved by the Program Director.

Formal courses of specialized interest will be offered on a rotating basis and designated as MMFT 698. At least one topic may be offered during any one semester as an elective course. A specific title will be used for each course and will be entered on the student’s transcript. The intention of this course is to permit the student to pursue special topics in professional therapy, e.g., Career Development and Life Skills, Analysis of the Individual, Play Therapy, Trauma-focused Intervention, Neuro-Science, Military Therapy, Art Therapy, etc.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MMFT 640</td>
<td>Family Therapy: Children and Adolescents</td>
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<tr>
<td>MMFT 670</td>
<td>Human Sexuality &amp; Contextual Sex Therapy</td>
<td>X</td>
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<tr>
<td>MMFT 680</td>
<td>Legal &amp; Ethical Issues in Marriage &amp; Family Therapy</td>
<td>X</td>
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<tr>
<td>MMFT 685</td>
<td>Advanced Trauma Focused Assessment &amp; Intervention</td>
<td>X</td>
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<tr>
<td>MMFT 690</td>
<td>Internship in Marriage &amp; Family Therapy</td>
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<tr>
<td>PSYC 600</td>
<td>Advanced Human Growth &amp; Development</td>
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<td>PSYC 615</td>
<td>Advanced Psychopathology in the Family Context</td>
<td>X</td>
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<tr>
<td>PSYC 625</td>
<td>Research Methodology &amp; Program Evaluation</td>
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**Curriculum Requirements**

**66 SEMESTER HOURS MINIMUM**

I. Assessment and Diagnosis (6 SH):
MMFT 604 Diagnosis of Mental and Emotional Disorders
MMFT 630 Assessment and Treatment Planning in Family Therapy

II. Human Development and Family Relations (9 SH):
MMFT 640 Family Therapy: Children and Adolescents
PSYC 600 Advanced Human Growth and Development
PSYC 615 Advanced Psychopathology in the Family Context

III. Practice of MFT (12 SH):
MMFT 600 Emerging Cross-Cultural Issues in Families and Communities
MMFT 606 Therapeutic Alliance – Pre-Internship
MMFT 620 Couples Therapy, Theory, and Techniques
MMFT 670 Human Sexuality and Contextual Sex Therapy

IV. Professional Identity and Ethics (6 SH):
MMFT 610 Professional Identity and Issues in Marriage & Family Therapy
MMFT 680 Legal & Ethical Issues in Marriage & Family Therapy

V. Research (3 SH):
PSYC 625 Research Methods & Program Evaluation

VI. Theoretical Foundation of MFT (9 SH):
MMFT 601 Introduction to Family Systems
MMFT 602 Family Therapy Theories
MMFT 621 Advanced MFT Theories and Procedures
VII. Clinical Practice (9-15 SH): *

MMFT 690 Internship in Marriage & Family Therapy (3-5 consecutive semesters)

VIII. Additional Core Coursework (12 SH)

MMFT 603 Theory and Practice of Group Therapy

MMFT 605 Addiction in Family Systems

MMFT 608 Crisis Intervention

MMFT 685 Advanced Trauma Focused Assessment & Intervention

1. Supervisors for MMFT 690 are AAMFT Approved Supervisors or AAMFT Supervisor Candidates under current ongoing supervision. The clinical internship will cover a minimum of (3) consecutive semesters, and include a full summer semester. Additional semesters may be required for those students who are not able to fulfill the clinical hour requirement in (3) semesters. Students will receive 1 hour of individual supervision and 2 hours of group supervision weekly. Please note that in order for applicants to be issued a license by the NCLMFT Board, the applicant must receive a passing grade on the National Marital and Family Therapy Examination (AMFTRB), complete 1,500 hours of clinical experience in the practice of marriage and family therapy, (not more than 500 hours of which were obtained while the candidate was a student in a master's degree program and at least 1,000 of which were obtained after the applicant was granted a degree in the field of marriage and family therapy or an allied mental health field), and document ongoing supervision and coursework consistent with standards approved by the NCMFT Licensure Board.

2. Prior to enrolling in MMFT 690, the internship experience in Marriage and Family Therapy, students may apply for internship candidacy only after the successful completion of 21 semester hours as documented by the following coursework: MMFT 601, MMFT 602, MMFT 604, MMFT 606, MMFT 610, MMFT 630, and MMFT 680. Additionally, MMFT 620 must be taken concurrently or prior to MMFT 690. Internship approval will require completion of the Clinical Internship Candidacy Form and the consensus of all current MMFT Program Faculty, the Clinic Director, and the Program Director and/or Site Director. Students are required to furnish their own professional (student) liability insurance prior to their internship class, MMFT 690.

3. 500 minimum clinical face-to-face hours (250 individual & 250 relational hours*) with 100 hours of documented supervision (50 hours must be live supervision), mastery of designated course embedded core competencies, endorsement of non-academic personal and professional dispositions as verified by the Professional Fitness Evaluation with a score of “4” or “meets expectations in all respects,” a
passing grade on the Comprehensive Exam, verification of accumulated personal growth/counseling hours as required, attendance at a local, state, or national mental health related conference, and a minimum of 66 successfully completed graduate semester hours will be required for graduation.

4. If an intern provides therapy sessions at a field placement or other approved location outside of the Pfeiffer Institute, s/he may be required to video tape a session off-site as determined by the Clinic Director or Supervisor on a case by case basis. The intern must obtain permission from his/her off-site supervisor and off-site client(s) for permission to record sessions. Please see Field Placement Site Supervisor Agreement form. The Pfeiffer Institute is not required to provide therapist interns with video equipment outside of the clinic. If required by the Clinic Director or Supervisor, it is the responsibility of the intern to obtain video recording equipment and materials (e.g., camcorder, DVDs, tapes) to record the required session(s) at an external internship site.

5. The MMFT program does not discriminate based on age, culture, ethnicity, gender, physical disability, race, religion, or sexual orientation.

* Effective January 1, 2016, students may graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours. Throughout the MMFT Student Handbook, the criteria of 500 minimum clinical hours will note that a minimum of relational hours has been changed to 40% or 200 hours. However, it should be understood that the 500 required clinical face-to-face hours has not been changed, and it is to the benefit of the student to achieve the 250 relational hours if possible prior to graduation to alleviate post-graduate stress to accrue the 250 relational hours at a later time.

**Course Descriptions – Master of Arts in Marriage and Family Therapy**

**MMFT 600 Emerging Cross-Cultural Issues in Families and Communities**
An exploration of therapy issues related to a culturally diverse population, including societal attitudes and behaviors based on gender, race, ethnicity, age, religion, socioeconomic status, sexual orientation, and disability status. The sensitive delivery of interventions to meet the special needs of clients and subsequent research on therapist-client cultural congruence will be also be addressed.

**MMFT 601 Introduction to Family Systems**
This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. Case examples to help students visualize the complexity of couple and family interaction and the need for both basic and specialized family counseling skills will be introduced.

**MMFT 602 Family Therapy Theories**
A survey of contemporary, multicultural, and contextual analyses of the major models of marriage and family therapy, the integration of various approaches in relationship therapy, and the research outcomes which document the state of MFT effectiveness.

**MMFT 603 Theory and Practice of Group Therapy**
This course is designed to provide students with theoretical understanding and training in the use of groups in clinical and educational settings. Included will be an application of effective psychotherapy skills and procedures to help prepare students to work with children, youth, and adults in a systemic context. Additionally, students will participate in an ongoing experiential process group throughout the semester.
MMFT 604 Diagnosis of Mental and Emotional Disorders in Family Systems
This course is designed to examine the adult DSM-IV-TR major classifications of psychological disorders that impede healthy family functioning. Methods of assessment and diagnosis, evidence based research, record keeping, case documentation, and treatment will be studied. Strengths and weaknesses of the current diagnostic system and a multi-dimensional individual assessment and social history approach including a biopsychosocial intake and mental status exam will be presented.

MMFT 605 Addiction in Family Systems
This course examines the disease model vs. systemic views of addiction and treatment. Markers of abuse and dependence are identified as well as its impact on individuals, couples, and families. Specific attention to a systems perspective and various therapeutic approaches for the treatment of chemical dependency and substance abuse will serve as a critical guide to assessment and intervention efforts.

MMFT 606 Therapeutic Alliance – Pre-Internship
The study of theory, processes, and techniques involved in establishing and maintaining the therapeutic alliance with individuals, couples, and family systems. This course is designed as a pre-internship experience, specifically the transition from the classroom to the clinical experience, and includes the application of basic attending skills, accurate assessment, and effective treatment through laboratory demonstration and direct supervisory appraisal to develop and maintain therapeutic alliance.

MMFT 608 Crisis Intervention
This course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. Basic issues and strategies in the theory and practice of trauma and crisis intervention will be addressed including the application of practical helping skills and techniques. Special topics include normal assessment of situation stress and chronic stress, grief and loss, lethality, suicide/homicide, mass disaster, child and elder abuse, domestic violence, rape and assault, violence in the schools and in the work place, post traumatic therapy and recovery, Critical Incident Stress Debriefing (CISD), and compassion fatigue.

MMFT 610 Professional Identity and Issues in Marriage & Family Therapy
A survey of current issues relating to professional identity and functioning in the field of Marriage and Family Therapy including a greater understanding of self-development and the therapist’s understanding of self when working with systems. Students will also be introduced to the organizational structure of ethical practice including therapist-client agreements, record keeping, professional liability, third party coding and billing, referral resources for special needs, certification and licensure requirements, and the utilization of supervision and consultation in both professional and therapeutic practice.

MMFT 620 Couples Therapy, Theory, and Techniques
This course provides theoretical and practical foundations for the practice of couples therapy including marital and pre-marital work. Students will experience the application of current evidence-based methods for assessing and treating relationship problems from a systems perspective. Students will also have an opportunity to explore a variety of dyadic relationships in which individuals are struggling with common clinical issues that cause distress and dysfunction as well as problems in the therapeutic discourse. Attention will be given to the influence and impact of socio-economic and socio-cultural factors on couple relationships including gender and power, jealousy, infidelity, partner abuse/violence, and sexual abuse.

MMFT 621 Advanced MFT Theories and Procedures
Special focus will be given to advanced techniques and practical applications to individual, marital,
couple, family, and group psychotherapy in the clinical setting, including an introduction to family mediation as an approach to helping families deal effectively with separation and divorce. Normative family transitions and processes, family competence, family resilience, and interactional patterns in marital success or failure are addressed. Interventions for the enhancement of family coping strategies also include special issues of diversity, acute relationship distress, child, spouse, and elder abuse in the family setting, disability, death, crisis intervention, depression, and grief and loss.

**MMFT 630 Assessment and Treatment Planning in Family Therapy**
An advanced look at clinical theory, systemic interviewing skills, biopsychosocial history, methods of assessment and interpretation, family assessment instruments, and systemic interventions for working with couples and families in marriage and family therapy.

**MMFT 640 Family Therapy: Children and Adolescents**
This course will present principles of healthy child/adolescent development and techniques used in establishing effective parent-child relationships from the perspective of marriage and family systems. Research, theory, and practice regarding childhood/adolescent diagnostic categories of the DSM-IV-TR will also be studied. Special issues regarding therapy with minors and creative approaches for building mutually desired outcomes including the facilitation of play therapy will be explored.

**MMFT 670 Human Sexuality & Contextual Sex Therapy**
Introduction to the theory and practice of sex therapy will be presented to investigate the dominant issues of dysfunctional and pathological sexual functioning, and its effects on individuals, couples, and family systems. Appropriate assessment and intervention methods utilizing a contextual approach will be studied.

**MMFT 680 Legal & Ethical Issues in Marriage & Family Therapy**
This comprehensive overview stresses the ethical standards of professional therapy, ethical and legal issues, and their applications to various marriage and family tasks. Ethical dilemmas will be examined through a case approach and preparation and procedure for legal processes and court testimony will be addressed.

**MMFT 685 Advanced Trauma Focused Assessment & Intervention**
This course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. This experientially focused course will address basic skills and strategies of trauma assessment and intervention including empirically supported models for the treatment of trauma. Models taught may include DBT, EMDR, TFCBT, Cognitive Processing Therapy, Traumatic Incident Reduction Therapy, among others. Skills developed will also include the application of practical helping techniques. Special topics may include, but are not limited to, normal assessment of trauma and related symptomatology, neuroscience of trauma, suicide/homicide, domestic violence, natural disaster and community-based trauma, violence in the schools and in the work place, post-traumatic therapy and recovery, and compassion fatigue.

**MMFT 690 Internship in Marriage & Family Therapy**
The central goal of this course is to assist students in applying theory, modalities, and methods of therapeutic process to face-to-face counseling sessions. Interns will learn the process of proper record keeping, confidentiality, intake processes, and treatment planning. Interns will participate in the process of supervision of counseling and case conferencing which are processes that must evolve following graduation from the MFT program in preparation for licensure and onto clinical practice. Interns will be encouraged to integrate theory and practice into their client sessions. This class is designed for structured supervision of advanced students in Marriage and Family Therapy. Appropriate placement in a clinical marriage and family therapy setting will include 500 hours of client contact hours (250
individual & 250 relational*) over a minimum of 3 consecutive semesters, and a total of 100 hours of supervision by an AAMFT Approved Supervisor or AAMFT Supervisory Candidate (30 hours of individual supervision and 70 hours of group supervision). Note: Of the 100 required hours, 50 must be live supervision. Lab fee: $125.00 per student per semester. **Prerequisite:** Permission of MFT Program Faculty, Clinic Director, and Program Director.

**MMFT 690A Internship in Marriage & Family Therapy**
The letter “A” designates that an intern has completed a minimum of (3) consecutive semesters of internship and has successfully achieved all core competencies assigned to this course as evaluated by the corresponding primary assignments. If registration for the “A” section has been permitted by the Clinic Director, then the intern is only accountable to completing his/her clinical hours, not the continuing assignments used to demonstrate that the core competencies have been completed. **Prerequisite:** Permission of the Clinic Director.

**MMFT 698 Special Topics**
Formal courses of specialized interest will be offered on a rotating basis. At least one topic may be offered during any one semester as an elective course. A specific title will be used for each course and will be entered on the student’s transcript. The intention of this course is to permit the student to pursue special topics in professional therapy, e.g., Career Development and Life Skills, Analysis of the Individual, Play Therapy, Gerontology, Sex Therapy, Art Therapy, Military Therapy, Statistical Application, Trauma-focused Intervention, etc.

**PSYC 600 Advanced Human Growth & Development**
An examination of the principles of human development and a survey of the stages of lifespan development with emphasis on the resultant issues influencing family development and its subsequent therapeutic process. Developmental crises, disability, addictive behavior, psychopathology, and environmental factors are discussed.

**PSYC 615 Advanced Psychopathology in the Family Context**
This course is designed for advanced students in the helping professions who will need a broader and firmer background in psychopathology and psychopharmacology to administer client care at a professional level. Students will examine the interactive processes hypothesized in the etiology and maintenance of various mental and emotional disorders, and be introduced to effective treatment planning and the combined effects of currently used psychotropic medications. Diagnostic dilemmas and approaches with special emphasis on cultural and ethical considerations will be presented with an overall focus on the development of strong diagnostic skills.

**PSYC 625 Research Methods and Program Evaluation**
This introductory course is designed to enable graduate level students to read and understand existing research literature, to understand principal research methods, and to apply research principles to the conduct of research projects. This course lays a foundation upon which other counseling courses build during the graduate program in preparing students for the counseling profession.

* Effective January 1, 2016, students may graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours. Throughout the MMFT Student Handbook, the criteria of 500 minimum clinical hours will note that a minimum of relational hours has been changed to 40% or 200 hours. However, it should be understood that the 500 required clinical face-to-face hours has not been changed, and it is to the benefit of the student to achieve the 250 relational hours if possible prior to graduation to alleviate post-graduate stress to accrue the 250 relational hours at a later time.
Prerequisites

MMFT 602  Family Therapy Theories -- Prerequisite: MMFT 601, or special permission.

MMFT 603  Theory and Practice of Group Therapy -- Prerequisites: MMFT 601, 602, 630.

MMFT 605  Addiction in Family Systems -- Prerequisites: MMFT 601, 602, 604, 610, 620, 630, 680, or special permission.

MMFT 606  Practicum (Therapeutic Alliance) -- Prerequisites: MMFT 601, 602, 604, 630, 680, or special permission.

MMFT 620  Couples Therapy, Theory, and Techniques -- Prerequisites: MMFT 601, 602, 604, 630, or special permission. Note that MMFT 620 must be taken concurrently or prior to MMFT 690.

MMFT 621  Advanced Clinical Procedures & Special Populations -- Prerequisites: MMFT 601, 602, 604, 620, 630, 670, 680, or special permission.

MMFT 630  Assessment and Treatment Planning in Family -- Prerequisites: MMFT 601, 604, or special permission.

MMFT 640  Family Therapy: Children and Adolescents -- Prerequisites: MMFT 601, 602, 604, 610, 630, 680, or special permission.

MMFT 670  Human Sexuality & Contextual Sex Therapy -- Prerequisites: MMFT 601, 602, 604, 620, 621, 630, or special permission. Note that MMFT 620 must be taken concurrently or prior to MMFT 670.

MMFT 685  Advanced Trauma Focused Assessment & Intervention – Prerequisites: MMFT 601, 602, 604, 608, 620, 630, 670, 680 or special permission.

MMFT 690  Internship in Marriage & Family Therapy -- Prerequisite: Permission of MMFT Program Faculty, Clinic Director, and Program Director.

Academic Assessment

Each and every class requires your professor or instructor of record to prepare a course syllabus, course calendar, and criteria for evaluation that must be presented the first night of the class meeting during a new semester. The syllabus designates the student learning outcomes (SLOs) and the Course Embedded Core Competencies (CECCs) that must be achieved by the conclusion of the course. Changes in these course documents may occur during the first week of class, but must be discussed and finalized during the second class meeting. Final documents must also be appended to Blackboard no later than the second week of class. The “Criteria for Evaluation” is a critical document to student assessment as it is intended to designate the core competencies and evaluative points broken down for each component of a primary course assignment. Core competencies designated for each course are demonstrated by students through a passing grade on each primary assignment. If some of the core competencies are not successfully demonstrated, the student will receive an Individual Remediation Plan (IRP) with a grade of “I” for the semester, and have until the end of the first 30 days of the new semester to successfully demonstrate them. If the student is unable to demonstrate the prescribed deficiencies, the student will be required to retake the course the following year. If very few of the core
competencies have been demonstrated, the student will most likely receive a grade of “F,” and the course will be repeated as long as the student’s GPA is still a 3.0. If not, the student may be formally advised by the university of either a probationary status or suspension (please see the Graduate Catalog for university-wide information).

Participation is also critical to a traditionally seated graduate class. Participation has two elements - attending class and taking part in discussions and exercises. Taking part in class discussion and exercises is an important part of this program. Students are also expected to complete designated readings before class meetings and be prepared to discuss them in class as well as participate in practice exercises.

Attending class is an essential component of participation. Students are expected to arrive at class on time and be fully present for its scheduled duration and participate in class discussions and activities including giving and receiving constructive feedback. Students are excused to miss two classes during the regular fall and spring semester, and one class during the compressed summer semester. A third absence during the regular semester will result in a deduction of 5 points from the final numerical average. A second absence during the summer semester will result in a deduction of 5 points from the final numerical average. Arrival at the class 15 minutes late, 15 minutes out during the class, or departure from class 15 minutes early constitutes (1) absence.

Additionally, in the MMFT Program, a student may not earn a grade of “C” or lower in their experiential coursework, MMFT 606, MMFT 620, MMFT 621, MMFT 630, MMFT 670, or MMFT 690. In this event, a student is automatically required to enter remediation with an Individual Remediation Plan (IRP) and retake the course at the discretion of the Faculty Remediation Committee. Note: A course can only be taken twice during enrollment in the MMFT Program.

Final grades will be based on the average of all grades received during the semester with a letter grade assigned to the following schedule: 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9 = C; below 70 = F.

### Academic Probation

Students must maintain a GPA of 3.0, a “B,” to continue in good academic standing. Students who do not maintain a 3.0 average are placed on probation. Students on probation must achieve a semester GPA of at least 3.0 during the semester following probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard will result in suspension from the program. Students who receive a grade of “F” in a course will be required to retake the course and meet with the Faculty Remediation Committee (FRC). Additionally, only two grades of “C” may be applied toward graduate degrees at Pfeiffer University. Specifically, in the MMFT Program, a student may not earn a grade of “C” or lower in their experiential coursework, MMFT 606, MMFT 620, MMFT 621, MMFT 630, MMFT 670, or MMFT 690. In this event, a student will be required to enter remediation and retake the course at the discretion of the Faculty Remediation Committee. If potential remediation is approved, an Individual Remediation Plan (IRP) will be outlined. If the student is unable to proficiently achieve the core competencies for the course during a second enrollment opportunity, the student will be dismissed from the program and counseled on other related career options that may also utilize transferable skills derived from the MMFT Program. Students who have been suspended from the program may request permission from the Program Director and respective Dean to re-apply after one full semester of suspended activity and a revised plan of study.

### Grade Appeals
In the event a student believes that a final grade for a course is unfair, the matter should be discussed directly with the professor. If the situation is not resolved to the student’s satisfaction, the student should then consult with the Program Director/Site Director. After discussing the matter with the Program Director/Site Director, the student may appeal the grade according to grade appeal procedures outlined in the Pfeiffer University Student Handbook. Only final grades may be appealed.

**Grievance/Complaint Policy**

All program complaints and grievances (see Appendix 1.4, Student Complaint form) will be written and signed by the complainant, and then submitted and discussed directly with the Program Director (Charlotte Campus) or Site Director (Raleigh-Durham Campus) during a scheduled meeting. If the grievance is a clinical/internship issue, each intern is expected to complete his/her own complaint form and make a scheduled appointment with the Clinic Director (even if it is a shared complaint). If the grievance is not brought to satisfactory resolution, the Clinic Director will sign off that the complaint has not been resolved, and the student complaint form will be forwarded to the Program Director. All matters proceed hierarchically from the Clinic Director to the Program Director/Site Director, and then to the Dean of Applied Health Sciences.* If the matter is not satisfactorily resolved with the Dean, it will be formally referred in writing to the Provost or Vice-President of Academic Affairs.

In almost all cases, it is preferable to handle a grievance informally at the level at which the grievance was initiated. For example, if the conflict is between two students, resolution between the students should be initially attempted. With specific regard to students, if the source of the issue is among or between students in the program and it cannot be resolved, the individuals should bring the grievance to the Program Director/Site Director who will attempt to help the parties mediate a satisfactory resolution. If the conflict is between two interns and cannot be resolved between them, the individuals should begin the resolution process with the Clinic Director.

*Please note that the Program Director must receive copies of the formal complaint form from whichever level it originates. If a complaint is not resolved by the Site Director on the Raleigh-Durham Campus, the Program Director will serve as the conduit before the complaint advances to the Dean of the AHS Division.

**Mastery of Basic Skills – MMFT Core Competency Assessment Rubric Rating Scales**

**Course Embedded MFT Core Competencies** Rubrics for the assessment of designated Core Competencies in each and every course will be distributed for review during the first class of the semester. The student will identify each competency and review the corresponding primary assessment tool for course evaluation. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of 3” on the 1-5 Assessment Rubric Rating Scale.* If the student has not achieved most of the designated core competencies at the minimal level of success by the last day of the semester, the student will receive a grade of “I,” and the professor will create an Individual Remediation Plan (IRP). The student will have (30) days after the final exam date to remediate the competency(ies), and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will receive a grade of “F” and be referred to the Faculty Remediation Committee (FRC). The student may be required to repeat the course or be dismissed from the program at the mutual recommendation of the FRC Committee members and the student.

* Assessment Rubric Rating Scale
5 = Exceptional: Skills and understanding significantly beyond developmental level
4 = Outstanding: Strong mastery of skills and thorough understanding of concepts
3 = Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident
2 = Developing: Minor conceptual and skill errors; in process of developing
1 = Deficits: Significant remediation needed; deficits in knowledge/skills

Note: Ratings of “3” and above indicate performing well for developmental level

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**Academic/Non-Academic Integrity – Plagiarism/Assessment of Personal Behavior**

In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your Student Handbook.

When quoting another author, you must include quotation marks and an APA style parenthetical footnote to indicate the source of EVERY quote you use. Using an author’s words without indicating the source is plagiarism, and violates the University and Marriage and Family Therapy Program honor code.

This means that any written material in question will be submitted by the respective professor to the Faculty Remediation Committee (FRC) for review. If plagiarism is evidenced, the honor code violation will result in a numerical assignment of zero (0) on the paper. The student will be asked to redo the assignment and either revise the paper to include his/her own words and/or cite the congruent reference(s) that properly credit(s) the intellectual property. However, the revised paper will still result in a numerical assignment of zero (0). Additionally, the student will verify the formal professor:student discussion by signing and dating the form which outlines the subsequent consequence for any additional violation. If a second offense occurs during the remaining time in the program, the written material in question will be submitted to the FRC for final review. If plagiarism is evidenced a second time, the professor will assign the student an automatic grade of “F” in the course and dismiss the student from the program. The honor code violation is documented by the respective professor as the result of a second and final offense, and then forwarded to the Office of Academic Affairs to formally file the dismissal claim and action. The American Heritage dictionary defines the verb “to plagiarize” as, “to steal and use (the ideas or writings of another) as one’s own” (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else’s sentence) requires a footnote. When in doubt, footnote. The best option is to read the material, close the book, and write a summary. This should help the student avoid the temptation to copy the material. NOTE: APA reference materials are available in the library. All writing should reflect clear understanding of the content read, and should, therefore be expressed in his/her own words as much as possible. Grades will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations. Additionally, note that students may not use written material and/or power point presentations for more than one class. Both papers and power point presentations for each class are expected to be original work.

More importantly, students who misrepresent the Marriage & Family Therapy Program or Pfeiffer University by demonstrating unethical conduct or intentionally participating in slanderous or libelous comments and/or acts of harassment or incivility to other students, field placement supervisors/personnel, or Pfeiffer faculty/staff (e.g., in implicit or explicit verbal or written communication, in social gestures, on social media, etc.), will be cited and referred to an ad hoc Ethics Committee who will convene and provide due process if the alleged violation is deemed factual. A student found to impair the professional integrity of the program may be placed on probation, suspended, or dismissed from the program. It is critical to note that a reprimand or discipline (by an
educational institution, clinical or on-site supervisor, or employer for misconduct including acts of dishonesty, fraud or deceit, lying or misrepresentation of credentials, or academic misconduct, i.e., acts such as cheating, plagiarism, theft, or sexual harassment) may impair a student’s access to successful application for state marriage and family therapy licensure.

**Professional Fitness (personal & professional readiness)**

The issue of assessment of personal and professional readiness is essential for effectively functioning in the marriage & family therapy. “Who you are as a person will largely determine how effective you will be in working with others as a therapist -- the single best tool for helping others is simply how you live your life daily and the degree to which you understand yourself, i.e., values, beliefs, personal background history, personal conduct, and attitudes” (Hutchinson, 2007, p. 23). The Marriage & Family Therapy Program has clear guidelines for assessing personal and professional dispositions in both Professional Fitness (see Professional Fitness Evaluation, MMFT Student Handbook and Website) and Clinical Performance (see Clinical Performance Evaluation and Clinic Policies & Procedures Manual, MMFT Student Handbook & MMFT Website). During MMFT 601 and in MMFT 606 or prior to Clinical Internship Candidacy application, the Program Director will request full-time faculty to evaluate each student’s personal and professional fitness to continue in the program or progress to internship respectively. All students must “meet expectations in most respects” at a performance level of “3” to developmentally move to the next course without reservation. Where students show deficiencies, an individual remediation plan (IRP) will be implemented. During the clinical internship, all interns must “meet expectations in all respects” at a final performance level of “4” to demonstrate preparedness to graduate.

In circumstances where deficiencies emerge as a result of the evaluations, the situation will be reviewed by the Faculty Remediation Committee (FRC) to determine what intervention(s) may be appropriate for the student’s improvement. At the end of a designated time period for remediation, the FRC will meet again to review the student’s progress. Other than an evidenced violation of the honor code, a student will be dismissed from the program for non-academic reasons only after the student has been given an opportunity to fulfill a remediation plan (IRP) outlined by the Faculty Remediation Committee (FRC). In order for a student to be dismissed, it must be determined that a student has not been successful in fulfilling the prescribed core competencies designated in the remediation plan and determined by a majority vote of all full-time faculty, the Program Director/Site Director, and the Clinic Directors who serve continuously on the FRC. Note that a student may be automatically dismissed for violation of any rule of professional ethics and professional conduct or dishonesty, fraud, or gross negligence in the practice of marriage and family therapy.

**Student/Faculty Investment in Gatekeeping**

The faculty of Pfeiffer University’s Marriage and Family Therapy Program believes that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. “Gatekeeping refers to the responsibility of all counselors, including student counselors, to intervene with professional colleagues and supervisors who engage in behavior that could threaten the welfare of those receiving their services” (Foster & McAdams, 2009, p. 271). This responsibility is a personal obligation to the profession and is mandated in the ethical standards of the American Association for Marriage and Family Therapy (AAMFT) by instructing counselors to “make every effort to avoid conditions…that could impair professional judgment or increase the
risk of exploitation” (AAMFT Code of Ethics 2015, 1.5). Neither do “marriage and family therapists provide services that create a conflict of interest that may impair work performance or clinical judgment...and subsequently must seek appropriate professional assistance for their personal problems or conflicts that may impair work performance or clinical judgment” (AAMFT Code of Ethics 2012, Principle III). More importantly, it is the responsibility of all students and faculty to uphold the competence and integrity of the Marriage and Family Therapy profession by protecting the profession from unethical behavior, promoting positive personal therapist development, and monitoring professional performance through corrective feedback (peer colleagues & supervisors) and fair remediation assurance when necessary to assist impaired students and/or supervisors. For this reason, all matriculated and non-matriculated students in this program are expected to abide by the MMFT Program’s Student Handbook and accept responsibility to help ensure that these standards are maintained by reporting violations observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal. Although reporting a colleague or supervisor may create overwhelming anxiety, it is the well-being of a classmate or supervisor, and subsequently the ultimate harm that may impact a present or future client, that must be addressed first and foremost. Failing to do so may jeopardize one’s professional standing (Hutchinson, p. 175).

### Remediation

There are times when a student or therapist intern may need remediation. Remediation is the process of evaluating a student's progress as “below standard” in performance, attitude, and academic and/or professional development and developing a plan to improve competencies and area(s) of concern for continuation in the MMFT Program.

In addition, the MMFT faculty may probate, suspend, or dismiss from the program any student who does not fulfill the academic or clinical requirements specified in the MMFT Student Handbook or Clinic Policies and Procedures Manual, or does not observe proper decorum and integrity on University premises or when representing Pfeiffer University off premises. In addition, any student whose work over a period of time shows a demonstrable lack of progress toward their degree may be put on probation, suspended, or dismissed from the MMFT Program.

Usually the actions described above will be initiated by documentation submitted from the Faculty Remediation Committee to the student. The student may request a meeting to discuss the matter and/ or may appeal to the Dean of Applied Health Sciences. The levels of appeal follow those already stated in the Grievance/Complaint section.

Due to the clinical nature of the program, it may be necessary to dismiss a student from the MMFT Program for other than academic reasons. One of the most difficult tasks facing a team of faculty occurs when a student's behavior is deemed to be unethical, disrespectful, or inappropriate as to warrant major concern as to whether the person is emotionally, interpersonally, or ethically prepared for entry into the profession of marriage and family therapy.

The role of the professional is a serious and sensitive one. Responsibility must be assumed by the Faculty Remediation Committee to assure that any individual who might pose serious risks to clients, the community, and to the standards of the profession (due to emotional instability or questionable ethical standards) is not allowed to enter the profession. The Faculty Remediation Committee or its individual members have the right to refuse to endorse degree candidates to practice marriage and family therapy due to possible risks to clients (e.g., inability to regulate and modify appropriate behavior). Even though such measures are unpleasant, decisions are necessary in considering the welfare of everyone involved. Such issues may transcend effective
adjustments via feedback provided in day-to-day supervision and instruction. Accordingly, when such problems occur, the Faculty Remediation Committee will meet and specify their concern(s) to the student in writing. In addition, an Individual Remediation Plan (IRP) will be developed. The IRP will define the particular behaviors in question, the desired changes and means to address them, and a timeline for re-evaluation of the concern.

The IRP will accompany full verbal feedback to the student, particularly from faculty or others with information from direct observations of the student. If the student feels the matter has been misrepresented, he/she will reply to these concerns and present his/her perspective on the matter. The matter may be settled at the MMFT Program level or the recommended measure invoked (e.g., suspension from the program pending a student's attempts to resolve the problem via personal therapy with a NC/SC licensed therapist). At the end of the stated time or process, the matter will be reviewed and, in the absence of sufficient change in the desired direction, measures will be taken to dismiss the student from the program.

At any point in this process, the student has the right to appeal. If the student does wish to appeal a decision of this type, he/ she may do so, in writing, to the Provost/Vice President for Academic Affairs. From that point, the appeal procedure follows the organizational hierarchy already stated. Usually students who would be dismissed under these circumstances would be dismissed from the graduate program. However, under some circumstances, a dismissal decision may specify that the student retains the right to reapply for admission to other graduate programs within the university.

In regards to taking extended time off during Internship, remediation may occur.* It is important to anticipate long term absences such as personal, legal, or medical circumstances which might make it impossible to complete the requirements of the internship. If a pregnancy has progressed in time so that time off for the delivery and post delivery make it impossible to complete the requirements of the internship, students will be discouraged from enrolling to avoid remediation due to absence. If legal circumstances become apparent or known prior to enrolling in an internship, and those circumstances make it impossible to complete the requirements of any internship, students will be required to repeat the internship. If students conceal such legal circumstances from Pfeiffer University, the concealment may become grounds for dismissal from the internship and the MMFT program.

*Please note that the North Carolina MFT licensure requirements require a minimum of three consecutive semesters of internship to acquire 500 face-to-face clinical hours before graduation.

Any student convicted of a felony or any crime (an essential element of which is dishonesty, deceit, or fraud) while enrolled in the MMFT program will be addressed by a Pfeiffer University authority who may rule that the student be automatically dismissed from the program. In addition, misdemeanor offenses committed by the student while enrolled in the MFT program will be evaluated by Pfeiffer University and may also be deemed grounds for automatic dismissal from the program, especially if such offenses require probation and/or incarceration.

The relationship with field placement sites is vital to the Pfeiffer University Marriage and Family Therapy Program. Therefore, students who jeopardize any field placement site relationships (through, but not limited to, cited impropriety, negative attitudes, disrespectful behavior, dress code violations, incomplete field placement commitments, or excessive absences) will be evaluated through the IRP process.
### Personal Growth/Counseling Required for All Students

According to David Hutchinson (2007, p. 23), “counselor self-awareness is a primary ethical consideration because it ensures that we will, at the very least, do no harm to our clients by unconsiously working out our own emotional unfinished business through them.” More importantly, self-reflection and modulation of self-regulation are ethical and professional obligations to therapist personal examination and self-understanding. Therefore, the Marriage & Family Therapy Program requires that each student access a minimum of (10) hours of personal growth and/or therapy during every academic year OR every spring and fall semesters whichever applies (see Appendix 1.6, Personal Growth Log). Advanced, but unlicensed extern counselors from other universities are available at no cost on both the Charlotte and Raleigh/Durham campuses. If a student chooses to select his/her own North Carolina or South Carolina licensed clinician, verification of the mental health professional’s license must accompany proof of the personal growth form to show evidence that he/she has completed a minimum of (10) hours annually. A full-time student who has completed the program in (3) years will verify (30) hours of personal growth. A part-time student who has completed the program in (4) years will verify (40) hours of personal growth. Please note that students may not squeeze in counseling hours 2-3x weekly just to collect counseling hours for the sake of the program requirement. “This stepping back and taking responsibility for your own material allows for a clean working relationship with your clients” (Hutchinson, p. 27). If a student has officially entered the IRP process, it may be determined by the Faculty Remediation Committee that additional hours of personal growth are either recommended or required to successfully complete the IRP process.

### Sexual Harassment

Sexual harassment is defined as the unwanted written, spoken, implied, unwanted sexual or romantic advances made by any person towards another. Sexual harassment, like harassment on the basis of color, race, religion, gender orientation, or national origin, has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. Pfeiffer University will not tolerate sexual harassment and intimidation of its students and/or employees in the academic learning or working environment or allow students or interns to intimidate clients as such (see also AAMFT Code of Ethics 2012, Principle 3.8).

3.8 Marriage and family therapists do not engage in sexual, or other forms of, harassment of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.9 Marriage and family therapists do not engage in the exploitation of clients, students, trainees, supervisees employees, colleagues, or research subjects.

Harassment on the basis of sex exists when there are unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either implicitly or explicitly as a term or condition of a student's grades or individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for grading status or employment decisions thus affecting such individual.
- Such conduct has the purpose or effect of substantially interfering with either an individual's academic or work performance or creating an intimidating, hostile, or offensive learning and/or working environment.
The Marriage and Family Therapy Program at Pfeiffer University and the Pfeiffer Institute have adopted the stance that any report or witness of perceived, implicit, or explicit sexual harassment of a student or employee will not be kept confidential. All incidences will be reported to the proper administrative authorities of Pfeiffer University.

**Unauthorized Covert/Secret Taping**

Taping conversations is prohibited, unless all parties have prior notice that the conversation will be monitored or taped and have given written consent. Covert/secret taping of any conversation or meeting occurring at the workplace, or conversations or meetings offsite that deal with workplace matters of official concern is prohibited. Engaging in unauthorized/covert/secret taping OR having knowledge that it is being done/has been done will be grounds for immediate dismissal from the university with no opportunity for reinstatement. Additionally, watching the therapeutic sessions of other interns and their clients or listening in to supervision sessions or meetings conducted by Pfeiffer University personnel without proper prior authorization will result in immediate dismissal from the university. All communications in the MMFT Clinics are held CONFIDENTIAL.

**MMFT Committees/Associations**

All MMFT students are invited and expected to demonstrate his/her leadership by participating in at least one committee during his/her enrollment in the program. The following committees are available for immediate participation after one semester of enrollment in the MMFT Program: Peer Mentoring, Graduate Student Association (GSA), Delta Kappa Honor Society (DK) – designated criteria required, Accreditation/ Reaccreditation Committee, (Faculty) Interview Committee, and Student Open Forum Committee. See your advisor for further details.

**Student Awards – Outstanding Graduates**

Once each year during the spring semester, the faculty of the Marriage and Family Therapy Graduate Program will nominate outstanding master’s graduates to receive program awards at the Graduation Banquet which is sponsored by the Graduate Student Association (GSA) at the end of the summer term in August. These awards are determined by a majority vote of core faculty at the May faculty team meeting. Those graduates eligible to receive an award include individuals who have completed their degrees in December at the end of the prior fall semester, spring semester, or concurrent summer semester.

The criteria for the awards include the following:

**Outstanding master’s graduate**

1. Potential for making significant and important contributions to the marriage & family therapy profession;
2. Earned high academic performance as a graduate student (3.5 or above);
3. Fulfilled all skill competencies;
4. Demonstrated professional readiness as indicated by student’s disposition and demonstrated by
consistent positive attitudes and attributes; and
5. Provided notable leadership.

Outstanding master's intern

1. Exceptional performance as a student intern;
2. Received outstanding evaluations from clinical supervisors; and
3. Demonstrated professional readiness as indicated by student's disposition and demonstrated by consistent positive attitudes and attributes.

Outstanding professional leadership

1. Evidence of leadership as a master's student in student or professional organizations; and
2. Demonstrated potential for future contributions to the marriage & family therapy profession in the area of leadership.

The selection procedures include the following:

1. Near the beginning of each summer term, the Program Director will provide all full-time MMFT Program faculty members with a list of students who are eligible for awards based on their official graduation dates.

2. Full-time program faculty are invited to nominate students for an award. The nomination includes justification to support the nomination for the designated award based upon the award criteria.

3. Nominees are discussed and award recipients are selected by a majority vote of core faculty.

Note: MMFT graduates who wish to be nominated for such awards are encouraged to discuss being nominated with their faculty adviser. Faculty members are pleased to support opportunities for recognition of students and graduates of the Marriage & Family Therapy Program.

Alumni Awards – Outstanding Graduates in the MFT Field

During the first Thursday of May, the Alumni Salute will be sponsored annually by the MMFT faculty to honor the contributions of graduates in the MFT Field or Professional Practice. A light menu and professional speaker will be provided along with continued educational units (CEUs) for licensure renewal. Two awards have been created: 1) the Trail Blazer Award, and 2) the MFT Leadership Award. All current MMFT Alumni Association Officers will receive recognition for his/her outstanding stewardship and distinguished work in representing Pfeiffer University in the MFT Field.

The selection procedures include the following:

1. During the April Faculty Team Meeting, the Program Director will provide all full-time MMFT Program faculty members with a list of alums who are eligible for awards based on their official graduation dates.

2. Full-time core faculty are invited to nominate alums for an award. The nomination includes justification to support the nomination for the designated award based upon the alum’s specific contributions to the field.
3. Nominees are discussed and award recipients are selected by a majority vote.

**Marriage & Family Therapy Honor Society – Delta Kappa**

Delta Kappa is an international marriage and family therapy honor society. The purpose of Delta Kappa is to provide marriage and family therapy professionals a face-to-face, ongoing scholarly forum for the exchange of ideas related to the development of research, theory, and clinical practice. To this end, members are received and local chapters chartered to create symposia, seminars, workshops, and other activities through which such professional leadership is encouraged and supported.

Marriage and family therapy professionals are invited into membership in Delta Kappa through three avenues. The first includes students in accredited marriage and family therapy programs who have earned at least 12 hours with a grade point average of 3.7. The second includes graduates from such accredited marriage and family therapy programs with a cumulative grade point average of 3.5. The third includes senior marriage and family therapy professionals who demonstrate high dedication to scholarship and professional leadership through instruction, research, and/or student/new professional training. Membership requires approved application through a local charter and respective application fee. Delta Kappa Inductions will occur annually during the month of March. For more information, contact Dr. Wong (Charlotte Campus) or Dr. Bryan (Raleigh/Durham Campus).

**Graduate Student Association (GSA) & Pfeiffer MMFT Alumni Association (PMAA)**

A Graduate Student Association (GSA) for the Marriage & Family Therapy Program is available for active membership, participation, and evolving leadership, scholarship, and service opportunities. The GSA sponsors the Town Hall Meetings, hospitality at the student admission interviews, a fall/spring service project, and the annual Graduation Banquet. For more information, please contact your Program Director/Site Director.

A Pfeiffer University MMFT Alumni Association is also available for MMFT Graduates. Alums serve up presentations in various MMFT classes, participate in the Clinical Exposure Experiences (CEEs), provide expertise in post-graduation LMFT processes, participate in prospective student and faculty interviews, and attend the annual Graduation Banquet with a warm send off for new graduates. For more information, contact Dr. Jenny Haines (Charlotte Campus) or Dr. Laura Bryan (Raleigh/Durham Campus).

**Student/Faculty OPEN Forums**

Students and faculty will be openly invited to voluntarily share student reflection, discuss highlighted strengths and weaknesses of the program, discuss the program’s educational outcomes, and participate in communication about critical change and pathways for improvement. The purpose of open student forums is to create a “climate of transparency in which student’s perceptions of the MFT Program’s values, intentions, and expectations are congruent with those of the program faculty and administration members” (Foster & McAdams, 2009, p. 275). Student/faculty forum groups will meet once at the beginning of the fall and spring semesters, and will not require a significant time commitment. Minutes of the forum will be recorded.

**Town Hall Meetings – Sponsored by the Graduate Student Association (GSA)**
At the beginning of every fall and spring semester, students will be encouraged to attend a Town Hall Meeting sponsored by the GSA. Hopefully, this increased opportunity to make announcements, meet new students and faculty, ask questions, share concerns, and clarify personal and professional program and performance expectations, will enhance student investment and provide a greater understanding of program policy and procedure. Through ongoing “dialogue between students and evaluating faculty members at regular intervals and contact points (Foster & McAdams, 2009, p. 277),” it is the MMFT Program’s intent to foster a shared vision of commitment to high standards of scholarship and program excellence. For more information, contact Dr. Susan Wilkie.

**Professional Therapy/Counseling Associations**

The Marriage & Family Therapy Program faculty strongly encourages the professional development of students through active membership and participation in national and state therapy/counseling associations. Membership dues in NCAMFT and ACA (IAMFC) are reasonably discounted for graduate students. Membership benefits include regular newsletters, professional liability insurance, professional scholarly journals, and student information/discounted student rates for workshops, conferences, and national conventions. For your convenience, the South Central Chapter of the NCAMFT meets regularly in Charlotte during fall and spring semesters. Additionally, the Capital Chapter in Raleigh/Durham meets monthly at the Pfeiffer Institute *Reach*. Additionally, NCAMFT holds a conference each year in North Carolina and many students register and attend. AAMFT and ACA also hold annual national conferences and students are encouraged to attend AAMFT and ACA (IAMFC) when possible.

AAMFT = American Association for Marriage & Family Therapy

NCAMFT = North Carolina Association for Marriage & Family Therapy

ACA = American Counseling Association

IAMFC (subdivision of ACA) = International Association of Marriage & Family Counselors

**Professional Liability Insurance**

For your protection, you are required to purchase a professional liability insurance policy for mental health professionals before you begin your clinical practicum/internship (MMFT 690) and see clients at the Pfeiffer Institute. A professional liability policy is available at a student discount rate for master’s level internship students or may be included as a benefit for student membership in some professional organizations. AAMFT has endorsed CPH & Associates and ACA Insurance Trust (ACAIT) has partnered with Healthcare Providers Service Organization (HPSO). Additional information can be found on their respective websites for student rates. CPH and Associates at [www.cphins.com](http://www.cphins.com) or call (800) 875-1911 OR HPSO at [www.hpsocom](http://www.hpsocom) or call (800) 982-9491.

**Faculty Advisers**

Upon formal acceptance into the Marriage & Family Therapy Program, each student is assigned to a faculty adviser by the Program Director. The assignment of faculty advisers is contingent upon the alpha order of last names. Beginning in Fall 2016, all newly accepted students on the Charlotte
Campus will be divided alphabetically between the full-time faculty: Dr. Wilkie = A – G, Dr. Stone = H – M, Dr. Whitmire = N-R, and Dr. Wong = S - Z. In the Fall 2016, all newly accepted students on the Raleigh/Durham Campus will also be divided alphabetically between Dr. Bryan, Dr. Smith, and Dr. Stillwell. The alpha division will be determined.

Faculty advisers serve a number of important functions for students. These advisers should be consulted by students if there are any problems related to academic programs. Faculty advisers can also answer questions related to program requirements and scheduling. At a minimum, faculty advisers ensure that students have developed a reasonable plan of study for degree completion. Students have the responsibility for initiating meetings with advisers in order to have documents created and filed on their behalf. Students are required to meet with his/her respective advisers during the fall semester for spring registration and during the spring semester for summer and fall registration. Students may not formally register for classes unless they have been formally advised.

Student Orientation

New students are required to attend new student orientation meetings during the week prior to the fall semester in which they will be officially enrolled. Total comprehension of the MMFT Student Handbook is critical to the Marriage and Family Therapy program experience. Students will have an opportunity to meet new classmates and faculty, speak freely about their expectations and concerns, and ask questions of the faculty. Educational Outcomes, program changes, and the new MMFT Student Handbook are topics of discussion. Additionally, peer mentors are introduced to their newly assigned mentees. A signed MMFT Student Handbook Compliance form is required to be placed in the student’s file by September 15th of every new academic year.

Graduation Exit Interview

All graduating students will be scheduled to attend a small group evaluation session with all full-time program faculty, the Clinic Director, and the Program Director/Site Director of each campus. Each student will participate in a personal self-evaluation and final assessment of the MMFT program experience with the faculty. Students will also speak to the program strengths and needed areas for improvement. Additionally, an electronic survey will be forwarded to each student prior to their graduation exit interview – the written survey will be returned electronically to Dr. Wilkie or Dr. Bryan within 10 working days for data collection, carefully review, and program improvement.

Comprehensive Examination – 200 Multiple Choice Questions

Master of Arts degree students enrolled in the Marriage & Family Therapy Program must successfully pass a Comprehensive Examination before being awarded the MMFT degree. Students are encouraged to take the exam during the semester prior to their last term (example: a student should take the comprehensive exam in March if they plan to complete their degree in July and walk for graduation in August). The Comprehensive Examination is administered only once during early November, early March, and early June. Students are responsible for registering for the exam no later than 10 days prior to the comprehensive exam administration. There are no late exam registrations and no make-ups for the Comprehensive Exam. If students miss a scheduled registration deadline above, they will be scheduled for the next exam date.

The Comprehensive Exam consists of 200 multiple choice questions which fulfill designated core competencies as the result of applied questions. The student will have (4) hours to complete the examination. A university laptop computer is provided for each student.
Note: A passing score of 70% or higher is required to PASS the MMFT Program Comprehensive Exam.

Students may take the Comprehensive Exam a total of two times. In the event a student fails the exam a second time, the Faculty Remediation Committee (FRC) will meet and determine eligibility to take the exam during a third attempt. The FRC may require a student to retake or audit a corresponding course in the program (i.e., Family Therapy Theories) before taking the exam for a third time. If the student fails the exam during the third attempt, the student will be dismissed from the program and will not receive a Marriage and Family Therapy degree from Pfeiffer University.

Note: * Questions are represented by all required MMFT coursework and the Professional MFT Principles (see MMFT Website). The following areas are highlighted:

Marriage & Family Therapy Theory (systemic theory & perspectives): Including, but not limited to history of the marital & family therapy field, couple therapy, child & adolescent therapy, sex therapy, theories of personality and psychopathology, human growth & development, crisis intervention models, and addictions:

The Practice of Systemic Therapy
Assessing, Hypothesizing, and Diagnosing: Including knowledge of the DSM-5
Designing & Conducting Treatment: Including applied interventions and techniques
Evaluating Ongoing Process and Terminating Treatment
Managing Crisis Situations
Maintaining Ethical, Legal, and Professional Standards

** The integrated client scenarios implemented in the multiple choice questions may refer to couples or families, or other collaborative systems that are a part of treatment.

Before taking the Comprehensive Exam, students must have met with his/her faculty advisor and completed/filed an application for registration that meets the following requirements:

1) successful completion of all 66 semester hours of coursework with the exception of a maximum of three (3) final classes,
2) verification of ten (10) hours of personal growth/counseling for each academic year enrolled (completed or in process) by the last day of class prior to final exams,
3) verification of attendance at a local, state, and/or national professional mental health related workshop/conference,
4) satisfactory Professional Fitness Evaluation (at least a “4” across all categories) by the end of MMFT 690,
5) documented “mastery” of core competencies across the curriculum (at least a score of “3”), AND
6) satisfactory Clinical Performance Evaluation (performance level of “2” across all categories).

No exceptions: If students miss a scheduled registration deadline or fail to submit verification of their personal growth/counseling hours by the announced deadline, they will be automatically scheduled for the next exam date.
**MMFT Graduation**

Students who have successfully completed all required coursework within (5) years of the date of formal enrollment by demonstrating mastery of Student Learning Outcomes (SLOs) and designated course embedded core competencies (CECCs) at a minimal mastery performance level of “3,” fulfilled 500 minimum hours of direct client contact (250 individual and 250 relational hours*) with 100 hours of supervision over a minimum of three, but no more than five consecutive semesters with verification of clinical and supervision hours (see Final Report of Internship Client Contact and Supervision Hours), been endorsed by all full-time faculty via the Professional Fitness Evaluation with a score of “4” across all traits, and Clinical Supervisors via the Clinical Performance Evaluation with a score of “2” across all categories, verified cumulative personal growth/counseling hours, and passed the Comprehensive Exam are eligible to graduate. A score of 70% or higher is considered a passing score for the Comprehensive Exam. The Comprehensive Exam is administered only once during early November, early March, and early June. Students are responsible for registering for the exam no later than October 25th for November, February 25th for March, and May 25th for June. There are no late exam registrations and no make-ups for the Comprehensive Exam. Students who miss a scheduled registration deadline should register immediately for the next exam date. If a student has not taken the Comprehensive Exam and passed the exam, he/she will not be eligible for graduation.

* Effective January 1, 2016, students may graduate with a minimum of 40% (200 relational hours) of the total 500 face-to-face clinical hours instead of the previous 50% or 250 relational hours. Throughout the MMFT Student Handbook, the criteria of 500 minimum clinical hours will note that a minimum of relational hours has been changed to 40% or 200 hours. However, it should be understood that the 500 required clinical face-to-face hours has not been changed, and it is to the benefit of the student to achieve the 250 relational hours if possible prior to graduation to alleviate post-graduate stress to accrue the 250 relational hours at a later time.

If a student anticipates graduation, it is his/her responsibility to set up an appointment with his/her MMFT Advisor to compare all coursework and grades with the “Degree Audit” found on FALCONN. Once the Advisor and Program/Site Director has signed off on the student’s MMFT “Graduation Audit Checklist” with his/her signature AND the Clinic Director has signed off on his/her final documentation of 500 clinical hours and 100 hours of supervision, the student will make an appointment to hand deliver the signed form and finalize documentation with the Associate Registrar. If there are any discrepancies between what is listed and what was actually taken, it is the student’s responsibility to reconcile the coursework with the Associate Registrar immediately.

An Application for Graduation and an attached Degree Audit with the Program/Site Director’s official signature must be completed within the very first few weeks of two semesters prior to the student’s expected graduation date. For example, August graduates must complete their forms by December. Check the university graduate calendar for deadlines (see university website). Students will need to inquire about any outstanding debts that would prevent someone from graduating, and pay the Graduation Fee. Graduate students walk for graduation only one time yearly during early August, usually the 2nd Saturday of the month.

Students must be enrolled during the semester before they plan to graduate. In the event that all coursework is successfully completed and the student has not passed the Comprehensive Exam, students will be prevented from graduating until the end of the following semester.

**Withdrawal from MMFT Classes**

All Marriage and Family Therapy students are required to attend classes during consecutive semesters of each and every academic year while they are formally enrolled. Formally accepted students must be
continuously enrolled and are required to register and complete a minimum of (6) semester hours during each fall and spring semester and at least (3) semester hours during the summer semester until course work is completed.

A student may sit out for a maximum of one semester for health/medical reasons with the required recommendation and proper documentation of a licensed physician. If a student does not return the following semester, the student will be required to withdraw from the program and reapply at the appropriate time.

If a student withdraws from the program for even one semester without health/medical documentation, s/he is required to submit a hard copy of a personal withdrawal letter to the Program Director and forward copies to his/her respective advisor and associate registrar, Rick Kivior. If the required withdrawal letter is not submitted at the time of departure, a student may not reapply for the Marriage and Family Therapy Program, but may apply for alternative graduate programs should they choose to return.

A student may reapply for the Marriage and Family Therapy Program only during the customary summer or fall application. A student file is maintained for a maximum of (2) semesters after s/he has formally withdrawn. However, reapplication will require an updated application and the respective application fee for rematriculation.

**Resources**


**www.nclmft.org** (NC MFT Licensure)

**www.ncamft.org** (NC MFT Association)

**www.aamft.org** (American Association for Marriage & Family Therapy)

**www.amftrb.org** (Regulatory Board)

**www.proexam.org** (Exam Service)

**www.mftexam.com** (Question of the Day)

**www.mftlicense.com** (Family Solutions Institute Exam Study Materials & Workshop)

**Distribution of MMFT Surveys – Timeline for Program Assessments/Feedback**
The Distribution of MMFT Surveys – Timeline for Program Assessments/Feedback is an identified list of communities of interest (stakeholders) who either impact or are impacted by the MMFT Program at Pfeiffer University. These include students, alumni, faculty, staff, clients, professional state/national organizations, state licensure boards, accrediting bodies, field placements, and community agency partnerships. In order to establish accurate data and report program data to communities of interest, the program seeks the support and help of all stakeholders. Additionally, the program will seek the support and help of current students and post graduate alumni including, but not limited to, information regarding national exam passing rates, licensure completion, current employment, and employer satisfaction. This pertinent Student Achievement Criteria is reported for the AAMFT/COAMFTE Annual Report and posted on the MMFT Website for current review. Personal information and employer data is confidential, and is solely solicited for accreditation reporting purposes.

For specific surveys and a timeline for distribution, please see Appendix 1.3 for the Distribution of MMFT Surveys – Timeline for Program Assessments/Feedback. Additionally, Client Satisfaction Surveys are distributed at regular intervals in the Charlotte and Raleigh/Durham Clinics. Aggregated data from 2015-2016 program surveys and assessments is available upon request.

Appendix

1.0 = MMFT Program Flyer
1.1 = MMFT Educational Outcomes Chart
1.2 = MMFT Educational Outcomes & Linkages Chart
1.3 = Distribution of MMFT Program Assessments & Surveys: Timeline for Program Assessments & Feedback
1.4 = MMFT Grievance Form
1.5 = 2015 AAMFT Ethics Code
1.6 = Personal Growth Log
1.7 = MMFT Program of Study
1.8 = Sample Full-time Program of Study
1.9 = Sample Part-time Program of Study
2.0 = Student Handbook Compliance