

# University of La Verne

**College of Health and Community Well-Being  
MS in Marriage and Family Therapy**

**MFT**

**Program Policies and Procedures Handbook**

## OVERVIEW

Welcome to the MS in Marriage and Family Therapy program (hereafter MFT) at the University of La Verne. The MFT program began in 1973. It prepares students for careers as licensed marriage and family therapists. Throughout the program, we foster an environment that promotes diversity and inclusivity, empowering our students to create safe, welcoming, and non-judgmental spaces for all individuals, regardless of their background, identity, or experiences.

The MFT program is a program of full-time study over 3-years utilizing a cohort model. While the program is designed to be completed in three years, students actual length of study depends upon adherence to the program's established plan of study. Classes meet in the late afternoon through evening Monday and Wednesday.

Completion of this program fulfills the academic requirements of the Board of Behavioral Science (BBS) for licensure as a Marriage and Family Therapist (LMFT) in California. The program has submitted for review of its curriculum by the BBS to determine if it meets the academic requirements for licensure as a professional counselor (LPCC). The program has not confirmed whether it meets other states' licensure and certification requirements. Students pursuing licensure in other states are responsible for verifying compliance with their respective state's regulations.

Admission to the program does not guarantee licensure. In California, licensure requirements for MFTs and LPCC are set by the Board of Behavioral Sciences and may change at any given time. For example, licensure requirements can include evidence of the right to work in the United States, passing a criminal background check, and/or passing a licensing exam. Students are responsible for determining whether they meet licensure requirements. The University of La Verne will not refund tuition, fees, or other associated costs to students who determine they cannot meet licensure requirements subsequent to their admission in the program.

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## Section 1: Introduction

This *Program Policies and Procedures Handbook* is designed to guide students admitted to the MS in Marriage and Family Therapy program (hereafter MFT program) through their educational journey at the University of La Verne. It contains information regarding the policies and procedures that govern both administrative and academic matters.

Students are expected to familiarize themselves with the information in the *Program Policies and Procedures Handbook*. Students are also expected to familiarize themselves with the University of La Verne catalog. MFT students should note that the policies outlined in this *Program Policies and Procedures Handbook* may be more stringent than the policies contained in the university catalog. MFT students are expected to abide by the policies outlined in this *Program Policies and Procedures Handbook* and will be held accountable to them.

The *Program Policies and Procedures Handbook* applies to all students active in the program (i.e. to all students whose MS degree has not posted). Clarification of matters contained in this handbook may be obtained from the Program Chair and/or the Graduate Psychology Manager (GPM).

The MFT program reserves the right to amend, without prior notice, the policies and/or procedures outlined in this handbook and in other associated documents, at any time. Any such changes will be duly published, whether in electronic or other form, and communicated to all students active in the program.

### **A. Admissions Requirements and Procedures**

The MFT program is a full-time program based on the main campus. The program welcomes applicants from diverse ethnic, cultural, religious, sexual orientation, age, ability, and other backgrounds. Applicants to the MFT program must submit the following materials by February 1 (for admissions the following fall semester) to PSYCAS:

1. Completed PSYCAS application and a non-refundable application fee. Incomplete applications will not be reviewed. Applicants with non-US education must submit their coursework for a course-by- U.S. equivalency report from a U.S.-based evaluation service, to be sent directly to PSYCAS.
2. Documentation of having earned a bachelor's degree from a regionally-accredited institution. All transcripts must be sent directly to PSYCAS.
3. A minimum overall undergraduate GPA of 3.00.
4. Pre-requisite coursework with a grade of C-/credit or better must include: introductory or general psychology and abnormal psychology.
5. Statement of purpose (APA style) focused on long term professional goals, specific interest in our MFT program, relevant clinical or volunteer experience, and commitment to working with underserved populations.
6. A current curriculum vita or resume.
7. Three letters of recommendation.
8. International students must submit proof of proficiency in the English language via a satisfactory total TOEFL or Duolingo score. The minimum required TOEFL total score

for the 3 versions of the TOEFL are: 600 (paper-based version), 250 (computer-based version) and 100 (internet-based version). Duolingo English test of 120 or higher.

Following receipt and review of application materials, an interview is required for those applicants being considered for admission. Interviews are held in March. Students are notified of their admission status by the end of March, and are given until April 15th to respond. Prior to enrolling in the fall, admitted students must provide an official transcript indicating their undergraduate degree has been completed. Admission may not be deferred. Only admitted students may take courses in the program.

## **B. Orientation to Program**

Admitted students are familiarized with the values and related university and program policies through a mandatory orientation for new MFT students that occurs in the summer prior to beginning the program. This orientation covers various topics such as curriculum, practicum training, financial aid, program expectations, grievance procedures, etc.

1. **Students with Disabilities.** Students with disabilities, who need reasonable modifications, special assistance, or accommodations in the program, should direct their request to the Program Chair and/or the Graduate Psychology Manager at the time of the program orientation. Students must register with the *Accessibility Services Department* and provide documentation of their disability to receive services. Note, accommodations are not retroactive. If a student with a disability feels that modifications, special assistance, or accommodations offered by the program are insufficient, that student should seek the assistance of the *Accessibility Services Department* <https://laverne.edu/accessibility/>
2. **Student Self-disclosure while in Program.** Several courses in the program require students to explore their worldview as it affects their work with clients. Because of the effect that students' personal experiences and perspectives might have on their work with clients, these courses often include experiential activities including self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapeutic relationship.

## **Section 2: Program Overview**

The primary mission of the MFT program is to prepare students to become multiculturally competent professionals in the specialty of marriage and family therapy. Principles of diversity and multiculturalism are infused throughout the curriculum to meet the psychological needs of families, couples, and children in a changing and multicultural society. The MFT curriculum combines theoretical training with practical experiences to prepare students for professional counseling careers, emphasizing the best practices of the Recovery Model. In addition to the Recovery Model, students receive exposure to a range of theoretical orientations that reflect a systems perspective.

The MFT program welcomes students, faculty, and staff from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds. The program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of human diversity. The program abides by the notice of nondiscrimination outlined in the university catalog.

### **A. Residency Requirements**

The MFT program is designed to be completed in three years. The program consists of a total of 62 semester hours for students admitted 2025 and later, and 61 semester hours for students admitted prior to 2025. The program requires all students to be enrolled on a full-time basis for two years of coursework. For students admitted 2025 and later, the third year in the program is half time during which they complete their practicum training. The program adheres to the university policy of a five-year time limit for the completion of the Master's degree.

### **B. Training Philosophy**

The MFT program operates from a training philosophy that:

1. Integrates marriage and family therapy principles throughout its curriculum.
2. Integrates the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
3. Integrates an understanding of various cultures, the social and psychological implications of socioeconomic position, and understanding of how poverty and social stress impact an individual's mental health and recovery.
4. Allows for innovation and individuality in education.
5. Encourages students to develop personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
6. Permits an emphasis addressing the unique and complex problems, symptoms, and needs of clients.
7. Provides students with the opportunity to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

### **C. Program Goals and Student Learning Outcomes**

The MFT program has six goals, each with associated student learning outcomes:

Goal 1: Knowledge: Produce graduates who are knowledgeable of the theoretical foundations, core concepts, and techniques of marriage and family therapy.

#### Student Learning Outcomes:

- 1.1. Students will identify and explain major theoretical models in marriage and family therapy.
- 1.2. Students will demonstrate knowledge of systemic concepts and terminology in clinical case presentations and discussions.
- 1.3. Students will compare and contrast core MFT theories and articulate their relevance to case conceptualization.



Goal 2: Practice: Produce graduates who are skilled in application of the relational/systemic practice of marriage and family therapy.

Student Learning Outcomes:

- 2.1. Students will apply systemic theory to assessment, diagnosis, and treatment planning in clinical settings.
- 2.2. Students will demonstrate effective relational and communication skills in therapy sessions.
- 2.3. Students will integrate feedback and supervision into ongoing clinical practice to improve therapeutic outcomes.

Goal 3: Ethics: Produce graduates who have a strong understanding of, and demonstrated ability to apply legal, ethical, and professional standards of marriage and family therapy.

Student Learning Outcomes:

- 3.1. Students will identify and analyze ethical dilemmas using ethical and relevant legal codes.
- 3.2. Students will demonstrate ethical decision-making in clinical documentation, confidentiality, and boundaries.
- 3.3. Students will articulate professional responsibilities related to licensure, supervision, and continuing education.

Goal 4: Diversity: Produce graduates who demonstrate culturally responsive and inclusive services across diverse populations and contexts.

Student Learning Outcomes:

- 4.1. Students will identify and critically examine the impact of culture, race, gender, sexual orientation, socioeconomic status, and other identity factors on family dynamics.
- 4.2. Students will demonstrate culturally responsive clinical practices that honor clients' diverse backgrounds.
- 4.3. Students will reflect on their own cultural identities and biases and apply this insight to therapeutic engagement.

Goal 5: Research: Produce graduates who are able to integrate research and evidence-based practices into clinical decision-making and program evaluation.

Student Learning Outcomes:

- 5.1. Students will critically evaluate current research literature relevant to MFT practice.
- 5.2. Students will integrate evidence-based interventions into treatment planning and clinical decision-making.
- 5.3. Students will apply basic program evaluation methods to assess clinical outcomes or agency effectiveness.

Goal 6: Community: Produce graduates who engage in outreach, advocacy, and service that promotes mental health and strengthens family systems in their communities.

Student Learning Outcomes:

6.1. Students will participate in community engagement and outreach activities related to mental health and family support.

6.2. Students will identify systemic barriers to mental health access and propose advocacy strategies to address them.

6.3. Students will demonstrate an understanding of the therapist's role in promoting social justice and family well-being at the community level.

**D. Program and Class Schedule**

Classes meet in the late afternoon through evening Monday and Wednesday. While the program makes every effort to offer its curriculum during days/times conducive to students' schedules, the program regards students' educational requirements as taking precedence over students' other commitments. As a result, the program reserves the right to make changes to the days/times it offers its curriculum in order to satisfy program needs.

The MFT program requires coursework during fall, spring, and summer. The program is non-operational during all federally recognized holidays, and during any university scheduled breaks (such as fall break, winter break, spring break). Students should not expect faculty or staff to be available while off contract, during any of the times that the program is non-operational, or during weekends. Students should plan accordingly.

**E. Organizational Structure and Responsibilities**

The organizational structure of the MFT program is as follows:

**1. MFT Program Chair**

The MFT Program Chair (PC) is responsible for oversight and administration of all aspects of the MFT program including (but not limited to): overseeing recruitment and admissions; course scheduling; practicum; student evaluation and discipline; representing program to outside audiences, and supervision of program faculty and staff. The PC is responsible for the formulation of MFT program policies and makes decisions concerning continuance, modification, or discontinuance of these policies. The PC consults with and makes recommendations to the program's core faculty, adjunct faculty, staff, and other program contributors related to students' training issues.

**2. Graduate Psychology Manager (GPM)**

The Graduate Psychology Manager (GPM) manages the graduate psychology programs (PsyD and MFT). The GPM provides a variety of functions critical to operation of MFT program, including (but not limited to): providing consultation to the PC regarding the development and implementation of projects to assist in accomplishment of established program goals and program evaluation; serving as academic advisor to all MFT students on various formal program policies and procedures; coordinating practicum contracts in collaboration with the Program Chair, maintaining COI and student liability insurance; maintenance of student records, coordinating program admissions and providing advisement to prospective applicants; serving as *ex officio* member of Graduate Council and Graduate Appeals.

### **3. MFT Program Committee (MPC)**

The MFT Program Committee (MPC) is composed of all core program faculty and staff. The PC serves as chair of this committee and sets the meeting agenda. The committee meets at least once per semester during the academic year. The agenda and minutes of all meetings are made available to the MPC members. Members of the MPC also assist the PC with various program-related activities such as admissions and annual evaluation of students' progress.

### **F. Student Financial Assistance**

The primary means of financial support is through the Office of Financial Aid in the form of student loans. In order to be eligible for financial aid, students must be enrolled in a minimum of five units per semester.

### **G. Support Resources and Services**

The program has a library of psychological testing equipment, DVDs, and reference books. These materials are maintained by the Graduate Psychology Manager in Hoover 220. The Psychology programs maintain a dedicated computer lab (Hoover 200) and two research labs (Hoover 217, Hoover 219) both used by graduate and undergraduate students. Also in the Hoover building is the graduate student lounge that contains mailboxes, tables and chairs, sofa, refrigerator, and microwave.

Students who need to reserve a room on campus for program related activities should submit an email request with the purpose, date, and time needed to the Graduate Psychology Manager. The Graduate Psychology Manager will work with university staff to reserve a room and will confirm with the student.

Campus-wide support services for students include the *Academic Success Center, Accessibility Services Department, Alumni Relations Office, Bookstore, Career Services Office, Center for Veteran Student Success, Counseling and Psychological Services, Diversity, Equity, and Inclusion Office, Financial Aid Office, Graduate Academic Services, International Student Services, Leo Food Pantry, Multicultural Affairs Office, Office of International Services and Engagement, Office of Religious and Spiritual Life, Student Health Center, Transportation and Parking Services, and Wilson Library*. A *Child Development Center*, affiliated with the Child Development program, is located about two miles from campus. A *Campus Housing Office* provides information about affordable off-campus housing for students.

Disclaimer: Student access to university resources may be limited during a pandemic or other catastrophic event.

### **H. Communication with Program and Program Leaders**

Much of the communication on matters related to the program occurs via email. Official communications sent by the program and university are sent to students' La Verne email accounts. Students electing to not use these accounts should make sure to have their email forwarded to the account they will use while in the program. Students are responsible for checking their email on a regular basis. Failure to check one's La Verne email is not a valid excuse to claim that one was not informed of any program related issue.

Students are reminded that their email communications should be professional. Students are discouraged from copying other students on their emails to the program due to potential FERPA issues.

Any communication between a student and the Program Chair, MPC, and/or GPM is not viewed as confidential. However, the welfare and training of students, as well as the needs of the profession, the public and the university will be taken into consideration when determining how to use any shared information. The student may participate in discussions regarding the dissemination of information.

### **I. Student Input to Program**

Students are expected to provide input to the program by evaluating their courses through the course evaluation process at the end of every semester. Active students also have an opportunity to provide feedback to the program through the self-evaluation portion of the *Annual Evaluation of Student Progress*. This process is described in greater detail in section 4.

Alumni have the opportunity to provide feedback to the program through the *Alumni Survey*. The survey is conducted and monitored by the Graduate Psychology Manager. Alumni are surveyed for 5 years post-graduation. Alumni are expected to notify the Graduate Psychology Manager when they obtain licensure. The GPM will track alumni until they obtain licensure or for 5 years, whichever comes first.

### **J. Student Records**

The program maintains records of each student's educational and training experiences while in the program. Graduate records are kept until licensure, or for 10 years, whichever comes first. Student records are kept for five years for students who have been dismissed or voluntarily withdrawn.

## **Section 3: Program Requirements and Progression through Program**

Section 3 outlines students' progression through the program and expectations for minimal levels of achievement. Students are continuously evaluated on their professional, ethical, and legal conduct while in the program. Several activities measure students' competency while in the program including: ethical/professional conduct, course grades, practicum performance, and completion of the personal psychotherapy requirement. In addition, students are evaluated on their ability to engage in self-reflection and evaluation.

### **A. Student Professional, Ethical, and Legal Conduct**

Students are responsible for behaving in a professional, ethical, and legal manner on campus, in class, at professional events, and at their practicum placements. To fulfill this requirement, students are expected to be familiar with the *California Association of Marital and Family (CAMFT) Code of Ethics*, the *American Association of Marriage and Family Therapy (AAMFT) Code of Ethics*, and the *California Board of Behavioral Sciences (BBS) regulations*.

If a student witnesses or suspects unprofessional, unethical, or illegal behavior in any of the venues listed above, they must notify the MFT Program Chair immediately, or as soon as possible depending on the situation.

Students may not engage in any unprofessional, unethical, or illegal practices at their practicum sites even if such practices are condoned, expected, or encouraged by agency supervisors and/or staff. Students must promptly notify their supervisors of any such practices that they observe at the agency by staff or by other trainees. Students who feel they would be in jeopardy or punished for reporting unprofessional, unethical, or illegal behavior to the agency itself must report these concerns to the MFT Program Chair.

Each student is expected to know and follow the contents of the guidelines contained in this handbook. The MFT program has adopted the standards listed below in order to evaluate acceptable demonstrations by students of professional behavior and conduct. Should an issue arise that is not covered in the handbook, the student should consult with the MFT Program Chair for assistance. Failure to follow the guidelines as set forth in this handbook may affect the student's progress through the program. More specifically, students are responsible for:

- Being accountable for their professional, ethical, and legal conduct at the university, at all practicum placements, and at all professional events.
- Behaving in a responsible, reliable, and dependable manner. For example, manages time well, is on time for assignments, meetings, and appointments, plans ahead, follows through with commitments, cooperates with person(s) in charge of programs, and takes responsibility for absences or missed assignments.
- Demonstrating personal integrity, honesty, and self-discipline. For example, is consistent and truthful, shows appropriate personal control, takes on tasks that they can manage, and is honest in reports and self-evaluations.
- Projecting a professional image in manner, dress, grooming, speech, and interpersonal relationships that is consistent with the profession's accepted contemporary community standards.
- Recognizing their personal limitations and biases whether they are intellectual, physical, or emotional, and striving to correct them where correctable. For example, overcomes negative behaviors, learns to be a team member, adapts to new situations, and avoids discriminatory conduct or speech.
- Demonstrating the professional and emotional maturity to manage tensions and conflicts that occur among professional, personal, and family responsibilities, and seeking professional help if necessary. For example, meets with supposed antagonists to resolve misunderstandings, gets needed help from faculty advisors, tutors, counselors, learning-assistance professionals, and other qualified persons, shows ability to appropriately prioritize personal, professional, and academic expectations and activities.
- Demonstrating ability to exercise sound judgment and to function under pressure. For example, requesting help when needed and not endangering others.
- Remembering that they represent the university to the greater community and acting accordingly.
- Demonstrating ability to learn from mistakes and failures, and heeding admonitions and warnings from MFT program and from clinical supervisors. For example, student is responsive to feedback and constructive criticism regarding professional behavior and attitudes and understands the seriousness of academic and disciplinary warnings.
- Demonstrating compassion and respect toward others. For example, works cooperatively with differences in cultural backgrounds, social status, and economic status. Student respects the privacy and individual choices of others.

- Demonstrating respect for administrators, faculty, staff, and fellow students at the university.
- Avoiding sexual harassment. Students are advised that sexual harassment is a violation of federal law and may violate the civil and criminal laws of the State of California. The following behavior may constitute sexual harassment: lewd remarks, whistles, or personal reference to one's anatomy; unwanted physical contact such as patting, pinching, or constant brushing against a person's body; subtle or overt pressure for sexual favors; persistent and offensive sexual jokes and comments.

**1. Practicing Without a License**

Students can provide therapy under the supervision of a licensed mental health professional (e.g. LMFT, LPCC, LCSW, Licensed Psychologist) in their role as MFT trainees. Students may not provide therapy independently (i.e. without supervision of a licensed mental health professional) nor may they represent themselves as licensed mental health professional. The MFT program will immediately dismiss any student found in violation of this prohibition and their name will be forwarded to the BBS for discipline and prosecution.

- 2. Use of Artificial Intelligence:** The MFT program welcomes using Artificial Intelligence (AI) technology to support student learning and enhance writing capabilities when appropriate. AI can serve as a valuable tool for generating ideas, providing insights, and improving the quality of students' work. It is essential, however, for students to avoid relying solely on generative AI to think for them. It is important to remember that although technologies are improving, AI can be incorrect, incomplete, and/or biased. Students are responsible for the validity of their work and should carefully review and edit anything AI produces. Students are responsible for checking the accuracy of their work and ensuring that it meets program policy standards. Following are program policies for the use of AI across relevant contexts:

**2.a. AI and Client Information:** Generative AI cannot be used with Protected Health Information (PHI) or any other sensitive/confidential data. Using generative AI to process or share PHI violates client confidentiality and can violate HIPAA regulations. Therefore, it is strictly prohibited to input, share, or discuss any form of PHI or sensitive client information while interacting with generative AI. The Health Insurance Portability and Accountability Act (HIPAA) specifies 18 identifiers considered Protected Health Information (PHI) if they can be used to identify an individual. Here is the concise list of these identifiers:

- Names
- All geographical subdivisions smaller than a state
- Dates (except year) directly related to the individual
- Phone numbers
- Fax numbers
- Email addresses
- Social Security numbers
- Medical record numbers
- Health insurance beneficiary numbers

- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers, including license plate numbers
- Device identifiers and serial numbers
- Web URLs
- Internet Protocol (IP) addresses
- Biometric identifiers, such as fingerprints and voiceprints
- Full-face photographs and any comparable images
- Any other unique identifying number, characteristic, or code.

**2.b. AI and Academic Integrity:** If students use AI to inform any assignment in the program they must explain how they used it. Acknowledging the use of AI demonstrates academic integrity, and describing the use of AI helps students to be thoughtful about how AI affects student learning. Students may use AI to assist them with searching for articles and with the writing process. Assisting with the writing process includes, for example, using AI to help generate initial ideas for structure, support summarizing or paraphrasing content, and to improve readability and language. AI should NOT be used to generate extensive original content (e.g., it cannot be used to write a literature review). The final product must be in the student's own words.

Failure to abide by the standards outlined in section 3A may result in academic warning, probation, or dismissal.

## **B. Coursework**

Listed below are the university and program guidelines for normal academic progress through coursework for all MFT students.

**1. Transfer Credit for Previous Graduate Work:** Students who have completed previous graduate work at another university may request transfer credit for this work. Request for transfer of academic credit and coursework will be reviewed by the Program Chair on a case-by-case basis for recency and academic applicability. Only courses completed within 5 years from date of admission into the MFT program, at a regionally accredited university, with a grade of B (3.0) or better may be considered for transfer.

The maximum number of transfer credits is 12 semester hours. Transfer credit may reduce course load during various semesters of the program but does not shorten residency requirements or the number of years required to complete the program. Practicum units are non-transferable and are not accepted for transfer credit.

Students requesting transfer credit for previous graduate work must submit official transcripts and copies of relevant syllabi to the Program Chair for formal review by November 1 of their first semester in the program. Requests for transfer credit past that date will not be honored. The Program Chair decides whether or not to award transfer credit.

**2. Course load and curriculum plan:** The MFT program operates on a cohort model. Students take courses based on a sequential, cumulative, and graded in complexity curriculum plan. Students may not take courses ahead of sequence. Students are

required to enroll in all courses in the curriculum plan for that student's year in the program. Exceptions may occur for students who are granted a course load reduction due to transfer units or extenuating circumstances. Requests for course load reduction for extenuating circumstances must be documented and made in writing to the Program Chair. For students admitted 2025 and later, during the 3<sup>rd</sup> year of the program while on practicum, students maintain half-time status (5 units in fall, 6 units in spring). Students who are not on practicum during their 3<sup>rd</sup> year (due to not placing at a site, falling off-track, or other reasons) must consult with the Program Chair concerning their appropriate course load. Students are also directed to section 3K of this handbook.

Two course prefixes are currently in place (Psy and MFT). Students matriculated prior to fall 2025 use the Psy course prefixes. Students matriculated fall 2025 and after use the MFT course prefix. Please see the program's website for the curriculum.

3. **Grading policies:** The MFT program uses the following grades in evaluation of students' performance: A, A-, B+, B, B-, F or Credit, No Credit. The minimal passing grade for all letter grade courses is B-. The minimal passing grade for all Credit/No Credit courses is "credit." A final grade lower than a B- in a letter grade course or "no credit" in a CR/NCR course is evaluated as failing the course and the course must be re-taken for course credit to be obtained. MFT students may re-take a course for course credit only once. Any student failing any course in the program twice will be dismissed from the program. In addition, any student failing two or more courses during any semester of the program will be dismissed from the program consistent with section 6 of this handbook.
4. **Incomplete grades:** The MFT program realizes that under unusual or extenuating circumstances, such as family or medical emergencies, students may need to request an "incomplete" in a course or courses. The program supports faculty granting an incomplete under limited circumstances and following these specific guidelines below:
  - a. Students must initiate a request for an incomplete in writing to the course instructor and Program Chair and must do so prior to the end of the course. The student must indicate the reason(s) for the request, the remaining assignments, and the specific date by which the remaining assignments will be completed (see item c below).
  - b. The Program Chair will consult with the instructor of the course for which the student has requested an incomplete to determine whether the incomplete will be approved or denied. Only documented requests for unusual or extenuating circumstances will be approved.
  - c. If approved, the student shall be granted no more than 30 calendar days from the date of approval to complete all requirements for the course.
  - d. Students requesting an incomplete should be aware that incompletes may affect a student's normal academic progress, academic standing, eligibility to begin or continue in practicum and ability to continue in the program.
5. **In-progress grades:** In-progress grades are reserved for practicum courses. An IP grade will automatically convert to an F if not cleared within one year following the semester of registration.



**6. Classroom attendance guidelines:** The MFT program provides the following guidelines to assist faculty and students in understanding and abiding by both university and program attendance policies and guidelines:

- a. The MFT program's training model is classroom-based in which courses are delivered in a classroom setting. In addition, courses require a range of activities such as in-class oral presentations, group projects, experiential practices, role playing, and consultation about clinical cases. Therefore, classroom attendance and participation in these educational activities are an integral part of the program and often cannot be made up if missed.
- b. The MFT program values punctuality of both its faculty and students, and accordingly expects faculty and students to be on time to all classes.
- c. The MFT program recognizes that occasionally there are important professional, religious, or personal obligations that might prevent students from attending class. Students are expected to inform faculty in a timely manner about anticipated absences and to inform faculty about unexpected absences as soon as possible.
- d. Faculty must include a statement concerning their attendance policy and the consequences of absences on final grades in their course syllabus. No more than 10% of a student's grade may be based on attendance.
- e. The program realizes that there may be circumstances in which, for verified medical or personal reasons, a student may not be able to attend a significant proportion of classes. If this occurs, the student must immediately consult with the course instructor and Program Chair to determine how to address the prolonged classroom absences. Any student unable to attend 50% or more of a class's meetings will be required to retake the class at a later date and in accordance with the program's curriculum plan.
- f. Faculty and students are expected to be aware of and in compliance with the university's policy on classroom attendance and grading that appear in the university catalog.
- e. The modality for all MFT courses is in person. Students may not attend remotely. Disclaimer: Courses may meet remotely during a pandemic or other catastrophic event as determined by university administration.

### **C. Advanced Standing**

Advanced standing is a required process for all graduate students to declare their intent for degree completion. Students who obtain advanced standing status qualify to enroll for their culminating degree requirements. For students admitted prior to 2025, the culminating activity is Psy 596: Graduate Seminar. For students admitted 2025 and later, the culminating activity is MFT 520 & MFT 521 (Practicum I & II).

Students are eligible to apply for Advanced Standing when they have completed (or are currently enrolled in) 43 semester hours, are currently in good standing, and attain a minimum graduate GPA of 3.0. Students admitted prior to 2025 apply for Advanced Standing at the beginning of their third year in the program. Students admitted 2025 and later apply for Advanced Standing at conclusion of the spring semester of their second year in the program.

To apply for Advanced Standing, students must submit an application for Advanced Standing along with an Application for Graduation (with receipt of graduation fee) to the Graduate Psychology Manager (GPM) for approval. Once approved, the GPM will forward to the Office of Graduate Academic Services for processing. Approval for Advanced Standing can take 2-3 weeks to complete.

Dismissal of a student may occur even after the student achieves advanced standing if the student does not meet remaining program competencies or if the student's personal or professional behavior does not continue to meet required standards for the profession.

#### **D. Practicum Training**

Practicum training is field experience taken for academic credit that provides students experiences with client problems and learning of relevant counseling skills under supervision. The goal of this training is to develop the student's counseling competencies to the levels necessary for future practice. Practicum training involves both classroom-based learning and field-based training. Students must meet all of the following requirements in order to receive credit for practicum in the MFT program at the University of La Verne:

1. **Prerequisites:** Students admitted 2025 and later must successfully complete (B- or better) all required courses in their first two years of the MFT program in order to participate in practicum during their third year. Students admitted prior to 2025 must successfully complete (B- or better) all required courses in their first year of the MFT program, and pass the competency exam, in order to participate in practicum (fieldwork) during their second year. Occasionally students may decide to postpone starting practicum because of scheduling conflicts or personal situations. Postponing practicum will delay a student's program of study and time to completion. Any decision concerning postponement of the practicum must be made in consultation with the Program Chair.
2. **Courses:** Students admitted prior to 2025 must enroll in Supervised Fieldwork I & II during the second year in the program. Students who do not complete the hours requirements by the end of Supervised Fieldwork II must enroll in Supervised Fieldwork Continuation. Students admitted 2025 and later must enroll in Practicum I & II during their third year in the program. Students who do not complete the hours requirements by the end of II must enroll in Practicum Continuation.

Students must comply with all course requirements before these courses are considered completed or an IP will be given. These requirements include turning in relevant documents to the program in a timely manner. Students must meet the minimal level of achievement for both course performance and performance at their site.

3. **Settings:** Students may only complete their practicum training at sites approved by the program. Practicum does not conform to the usual academic calendar of classes, vacations, and examinations, so students may be expected to meet with clients during interterm and holidays. Schedules are coordinated with on-site supervisors and should be resolved to the mutual satisfaction of both the practicum site and the student.

Students are in attendance at their practicum sites for educational purposes. Students will not be entitled to any monetary or other remuneration for services performed by

them at their site. Trainees may be paid for their clinical services (e.g., hourly wage or stipend), but they are not required to be, nor should they expect to be.

Because of its commitment to training, the program requires that practicum sites meet the following standards:

- a. The site meets criteria set forth by the Board of Behavioral Sciences (BBS) as an appropriate training setting and falls into one or more of the following categories
  - Governmental entity
  - School, college, or university
  - A nonprofit or charitable corporation
  - A licensed health facility
  - A social rehabilitation facility or a community treatment facility
  - A pediatric day health and respite care facility
  - A licensed alcohol or drug abuse recovery or treatment facility
- b. MFT trainees cannot gain hours in private practices. BBS regulations strictly prohibit trainees from working in private practice settings.
- c. The site maintains a written agreement with the MFT program and coordinates with the program.
- d. The site has a well-structured training program designed to train students in becoming marriage and family therapists and/or professional clinical counselors.
- e. The site must provide services consistent with the MFT scope of practice (e.g., assessment, diagnosis, treatment of mental disorders, relationship counseling, etc.).
- f. The site must provide trainees involvement in direct client contact relevant to marriage and family therapy
- g. The site possesses the necessary documentation to verify to the BBS that it is an appropriate placement for an MFT trainee, and the trainees are employed in accordance with legal requirements
- h. The site ensures its supervisors meet the minimum requirements outlined by the BBS for MFT Trainees.
- i. The site provides an orientation process for trainees to familiarize them with the agency's policies, procedures, and expectations.
- j. The site must have a supervisor onsite or available to respond in emergencies and there must be adequate oversight to ensure client and trainee safety.
- k. The site commits to meet the minimum requirements concerning the hours of counseling and other practicum duties for each semester, aligning with the University of La Verne MFT Program and adhering to the regulations set by the BBS for LMFTs.

4. **Hours:** Practicum hours should range from 15-20 hours per week for each academic semester for no less than 38 weeks over the course of a calendar year. Thus, students should expect to complete a minimum of 570 total hours at the Placement Site. Practicum hours are grouped into two types: Direct Client Contact (DCC) and Non-Clinical Experiences (NCE). Students admitted prior to 2025 must complete a minimum of 225 Direct Client Contact (DCC) hours during their fieldwork placement. Students admitted 2025 and later must complete a minimum of 280 Direct Client Contact (DCC) hours during their practicum placement. Further description of these hours is provided below

**4.a Direct Client Contact.** These hours are accumulated by delivering counseling services to individual children and/or adults, couples, families, and groups. DCC is defined as psychotherapy services provided by the student. No-shows do not count as DCC.

**4.b Non-Clinical Experience (NCE).** Non-clinical experience hours consist of direct supervisor contact (individual/triadic and/or group), administering and evaluating psychological assessments, writing clinical reports, writing progress or process notes, attending workshops, seminars, training sessions, or conferences directly related to the MFT profession, and client-centered advocacy (CCA). CCA is further detailed below:

**4.b.1. Client-Centered Advocacy (CCA)-** includes, but is not limited to: “researching, identifying, and accessing resources or other activities related to obtaining or providing services and supports for clients or groups of clients receiving psychotherapy or counseling services” (Board of Behavioral Sciences, 2024, p. 7). Up to 75 hours of Client-Centered Advocacy (CCA) may be used to reach the minimum number of direct client contact hours.

5. **Tracking Hours:** MFT trainees must accurately track their hours of supervised experience using official forms and systems. Hours are documented on the BBS *Weekly Summary of Hours of Experience* form. This form must be signed weekly by your supervisor. These hours will be documented on the BBS *Experience Verification Form* at conclusion of practicum. The total hours recorded on the BBS *Experience Verification* should correspond to those logged in the weekly summary form.

Students will submit copies of these forms to the program at conclusion of each practicum course: MFT 520: Practicum I, MFT 521: Practicum II, and MFT 525: Practicum Continuation (if needed). Students should keep the originals for submission to BBS when applying for licensure after graduation.

The MFT program also uses *Time2Track* as a tracking tool for practicum hours. Students are required to use the system while on practicum. The cost for these subscriptions is paid for by the MFT program. More specific information on the use of *Time2Track* is provided to students in their first practicum course (Practicum I). Students must have their *Time2Track* hours signed/approved by their supervisor at the end of each semester of practicum.

**6. Placement process:** The practicum placement process begins at the end of the fall semester in students' second year of the program. At that time, students are provided with a list of approved sites to which they may apply. Students should begin reviewing the list of approved sites once they receive it. While the program advises, guides, and supports MFT students through the process of obtaining a site, securing a site is the responsibility of the student. Students are advised that many sites require background clearances. Difficulties passing background clearances could delay or prevent students from securing practicum placement.

The application period runs approximately from January to June (i.e. during the Spring semester of Year 2 in the program). Students are responsible for applying to approved sites and for arranging interviews with those sites. Each approved site has its own timeline and process for application. Students should expect to apply to a number of sites. Generally speaking, students should expect to submit a cover letter and resume/curriculum vita to each site to which they apply. Sites will review the application and inform students whether they have been selected for an interview. Interviews are held from January to June with each site setting its own timeline for receipt of application materials.

Once a student interviews and is accepted for placement at a site they are to inform the program of their placement. The program will provide students with the forms/process for doing so. Students have until July 1<sup>st</sup> to obtain a practicum placement for the fall. Any student not securing placement by that date will be required to sit out practicum for the training year and will subsequently be forced off-track which will delay that student's program of study and time to completion.

Affiliation agreements are provided to practicum sites by the GPM after the agency has accepted students for practicum training. The program maintains appropriate contractual relationships with the practicum training sites. These contractual relationships include (but are not limited to) university affiliation agreements, agency contracts, county contracts, state contracts, and federal contracts.

Practicum does not begin until the fall semester of Year 3. Students enroll in Practicum I during that semester. Students may begin training (i.e. onboarding, attending meetings and didactics) at their practicum site prior to the start of the Practicum I class but may not begin seeing clients and cannot count clinical hours for the BBS until the practicum course begins.

**6.a. Duration.** Each student must remain in their practicum placement setting for minimum of 38 weeks and a maximum of one calendar year (52 weeks). Each student's duration at their site is specified in the practicum contract maintained with each site.

**6.b. Mutual expectations.** Students should note that practicum matches are considered binding and changes of sites during the year are highly unusual and strongly discouraged. Students are expected to fulfill the terms of the agreement with the site, to be there the stipulated number of hours each week, and to perform the duties specified in the contract as well as those which are reasonably requested by the site. Students should not attempt to perform duties unless they are physically and emotionally prepared to do so. Students who are unable to fulfill the obligations of the

training must inform their primary supervisor and Program Chair immediately and obtain consent for a leave due to illness or other reasons (i.e., personal problems and conflicts pertaining to their work at the site). The site is also expected to fulfill its contract with students. If any circumstances arise which threaten or significantly alter or disrupt the training of students as specified in the contract, these circumstances should be communicated to the Program Chair immediately.

- 7. Maintenance of Records and Professional Liability Insurance:** Related to the responsibility of maintaining ethical standards, students are responsible for maintaining appropriate documentation and records at their training sites. Further, students are required to purchase/renew professional liability insurance for each year they are enrolled in clinical training and before seeing clients. Students must have liability insurance before seeing clients.

As a program recommendation, students are encouraged to become members of CAMFT or AAMFT. Membership in these organizations grants students free access to student liability insurance. Students may also purchase liability insurance directly from various vendors if they do not wish to join CAMFT or AAMFT. Some examples include hpso.com, cphins.com, and trustinsurance.com.

The University maintains its own separate liability insurance relevant to students' placements.

- 8. Supervision:** MFT students must be supervised while at their practicum placements. Students may receive individual, triadic, and/or group supervision. Those are defined as follows:

- Individual Supervision. This is supervision consisting of one supervisor and one trainee.
- Triadic Supervision. This is supervision consisting of one supervisor and two supervisees. It is considered by law as equivalent to individual supervision.
- Group Supervision. This is supervision provided in a group format with no more than 8 persons receiving supervision even if two or more supervisors are present. Group supervisors must ensure that the amount and degree of supervision is appropriate for each supervisee.

Trainees may obtain supervision face-to-face or via live two-way videoconferencing if the supervisor determines that it is appropriate to do so. The supervisor is responsible for ensuring that the client confidentiality is preserved.

MFT trainees must receive at least one (1) hour of individual or triadic supervision or two (2) hours of group supervision during any week in which experience is gained for their hours to be counted. In addition, one (1) additional hour of supervision is required if the trainee provides more than five (5) hours of direct clinical counseling in a single week.

Supervision must be provided by an appropriately credentialed supervisor. Supervisors must be licensed in California as one of the following:

- Licensed Marriage and Family Therapist (LMFT)

- Licensed Clinical Social Worker (LCSW)
- Licensed Professional Clinical Counselor (LPCC)
- Licensed Psychologist
- Physician certified in Psychiatry by the American Board of Psychiatry and Neurology

Supervisors must have held their license in good standing for at least 2 years immediately prior to starting supervision. Additionally, the supervisor must meet all of the following:

- Complete the supervisor training and continuing professional development required by law for their profession
- Must have practiced psychotherapy or provided direct clinical supervision for at least two of the past five years before supervising

Supervisors are responsible for signing the *BBS Supervision Agreement form* and returning it to the trainee before the trainee begins seeing clients. Trainees must provide the supervisor and the program with a copy of this form.

**9. Evaluation.** Fundamental to a successful training experience is the provision of ongoing feedback to students that facilitates professional and personal growth. The evaluation process is designed to assess both the professional growth of the student and the placement site as a training institution. Because students receive ongoing feedback from the on-site training staff, a student should have "no surprises" resulting from the formal evaluation procedures. Students are evaluated by their individual supervisor(s) and given feedback at the end of each semester.

Practicum evaluation is designed to assess the student's progress on meeting specific objectives or goals, competence in the delivery of counseling services, and exhibition of professional behavior. The evaluation of the student's performance is documented and discussed with the student individually and makes recommendations and suggestions that are relevant for the next semester as well as future needs of the student. Evaluation documents are returned to the program and are stored in the student's file.

Students must demonstrate minimal levels of achievement at both their practicum site and within their practicum courses. The minimal level of passing grade for MFT 520: Practicum I and MFT 521: Practicum II is a B-. The minimal level of passing grade for MFT 525: Practicum Continuation is "credit." At their sites, students must achieve average supervisor ratings of "3" or higher in each of the competency areas measured. Students not meeting minimal levels of achievement at conclusion of their practicum placement will be required to repeat their practicum training at another site the following year but could be dismissed from the program depending on other relevant factors.

In addition to the satisfactory completion of assignments in each practicum course, students must also submit to the program required practicum documents. These documents are made available to students by the program each semester. In addition to documentation of professional liability insurance, personal psychotherapy verification, tracking of hours, and submission of required BBS forms as noted above, the following practicum documents are required for each year of practicum training:

**9.a. Student Evaluation of Supervisor and Site.** It is important that students evaluate both their supervisor and their placement site. This allows students to provide constructive and effective feedback about the quality of training they received, and to provide the program with critical information regarding the strengths and weaknesses of the placement site. Student evaluation forms of the supervisor and site are completed at the end of each academic semester and returned to the program. Forms are not submitted to the placement site or supervisor. Rather, it is expected that should a placement site or supervisor receive a poor rating, these issues will have been addressed early on in the student's training and appropriate action taken by the program.

**9.b. Supervisor Evaluation of Student.** The placement site supervisor evaluates the student at the end of each semester using the evaluation forms provided by the program. The evaluation of the student's performance should be discussed with the student individually by the supervisor. The supervisor should also make recommendations and suggestions that are relevant for the student's future training needs. Evaluation documents are returned to the program and are stored in the student's file. The program provides students with a copy of their evaluation. As noted above, students must achieve supervisor ratings of "3" or higher in each of the competency areas relevant to their level of training.

**10. Communication with Program During Placement.** Students are expected to remain in contact with the program while completing their practicum placements. Students are expected to inform the program when placement conditions differ from those contracted for by the training site, the student, and the school, or which interfere with proper training. Examples of such conditions may include the following:

- Supervision that does not meet with the terms of the affiliation and/or other contractual agreements, and/or is not consistent with the requirements outlined in this handbook.
- Insufficient training opportunities.
- Any training site changes (i.e., financial or administrative problems, changes in personnel) that may adversely affect the professional standards and/or clinical or administrative functioning of the site.
- Any form of exploitation, which includes sexual harassment, workload, or any and all inappropriate requests, such as tasks that are unrelated to the training of a marriage and family therapist.
- Discriminatory practices based on race, color, national origin, age, gender, sexual orientation, religion, or physical disability.

**10.a. Confidentiality of Communication.** The supervision experience is generally considered open for discussion between the program and the site supervisors/training director. Supervisors will be instructed to use discretion regarding the form and content of what they communicate, and students may request that certain personal information be treated as confidential by supervisors. However, each supervisor must consider whether the disclosure of information will be beneficial to the training of the student, as well as to the good of the public. It is recommended that the student and



supervisor discuss these issues prior to the disclosure of sensitive information to the program.

Supervisors' evaluations of students are only available to the MFT program faculty, staff, and accrediting agencies and are to be treated similarly to course evaluations. Disclosure of information is to be done solely on a "need to know" basis.

As a function of the selection process, training sites have the right to contact former supervisors at previous placement agencies. It is broadly assumed that the student's listing of these placements on their applications and vitae constitutes a tacit release of information.

**11. Problem Identification.** The following guidelines are designed to facilitate open communication about practicum trainee difficulties and effective problem-solving in response to them. When significant problems arise that are resolvable and/or resolved at the practicum site the program must be informed. The site must communicate to the Program Chair in a timely manner when problems arise with a practicum trainee that are not readily resolvable at the practicum site, that are recurrent, or that may lead to the institution of due process procedures or an alteration in the practicum trainee's program. The mode of communication will vary to suit the circumstance, but may include formal letters or emails, phone or conference calls, and on-site communication between them. This communication should include:

- A clear statement of the problem, remediation plan, and expected outcomes needed to resolve the problem(s)
- What the practicum site response has been to date; and
- What role, if any, the practicum site would like the program to play in addressing the problem

The practicum site should consult this handbook for identifying and dealing with problem trainees. This will assist in handling and documenting problems that arise in the practicum and facilitate the graduate program's dealing with the trainee's problems. Once communication about a problem is initiated, the program and practicum site must maintain ongoing contact until the problem is resolved. This contact will include discussions of the remediation plan and plan for monitoring and evaluating the practicum trainee's performance. The practicum trainee may request and should receive copies of all formal communications regarding performance.

Students whose performance gives cause for concern will receive ratings that are inconsistent with the student's expected developmental level as assessed on the Practicum Evaluation Form. Ratings lower than expected are explored as deficiencies in that student's performance.

If the student is believed to have the capability to remediate difficulties and successfully complete training, as determined by their supervisor, the program will discuss the evaluation with the student and help the student to devise a plan for improvement.

However, in the case of serious concern expressed by a supervisor, or as a result of a violation by a student of practicum site policy, and/or unethical behavior, the program will make recommendations regarding the student's needs and completion of the training requirements. A training supervisor's written report of performance deficiencies must clearly define the behaviors of concern.

Although behaviors rarely fit into a single definition, the following are offered as general guidelines for determining the severity of the problem. These guidelines are neither exhaustive nor mutually exclusive.

**11.a. Problem behaviors.** Problem behaviors are behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of a training site's norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002).

**11.b. Impairment.** An impairment manifests as an interference in professional functioning reflected in one or more of the following ways: an inability and/or unwillingness to acquire and integrate professional behaviors and ethical standards; an inability to acquire the level of professional skills necessary to reach an acceptable level of competency; and/or an inability to control personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning. This definition of impairment applies to all behaviors and attitudes associated with the completion of a practicum placement and are incorporated into evaluation procedure described above. While it is a professional judgment as to when a student's behavior becomes more serious (i.e., impairment) rather than just of concern, for purposes of this document, an impairment refers to trainees' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be unexpected or excessive for professionals in training. Impairments typically include one or more of the following characteristics (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002):

- The student does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by further supervision, academic, or didactic training.
- The quality of the student's service delivery is negatively affected and may be considered to be unhelpful or detrimental to clients.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required, compared to other students in the group.
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
- Multiple and similar observations are made by more than one supervisor.

- The problematic behavior has potential for ethical or legal ramifications if not addressed.
- The student's behavior negatively impacts the public view of the training site.
- The problematic behavior negatively impacts the student's cohort.

**11.c. Incompetence.** Incompetence is manifested as a lack of ability, which may include either professional or interpersonal skills, or academic deficiency. Moreover, when students continue to provide counseling services beyond their current level of competency, they are committing an ethical violation (Bemak et al. 1999; Elman et al., 1999; Johnson & Huwe, 2002).

It is important to have meaningful ways to address a problem once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remediate problems include but are not limited to:

- Increasing supervision, either with the same or other supervisors
- Changing in the format, emphasis, and/or focus of supervision
- Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the student evaluation process
- Reducing the student's clinical or other workload and/or requiring specific academic coursework; and/or
- Recommending, when appropriate, a leave of absence and/or a second practicum placement

**12. Problem Resolution.** When a combination of the above interventions do not, after a reasonable time period, rectify the problem, or when the trainee seems unable or unwilling to alter their behavior, the program may need to take more formal action, including such actions as:

- Giving the student a limited endorsement, including the specification of those settings in which they could function adequately
- Communicating to the student and program faculty that the student has not successfully completed the practicum placement, with the possibility of repeating the practicum placement
- Recommending to the MPC a career shift for the student; and/or
- Recommending to the MPC the termination of the student from the clinical training placement.

All the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

### **E. Personal Psychotherapy**

Each student is required to complete a minimum of 10 hours of personal psychotherapy during their practicum placement. For students admitted prior to 2025, this requirement is completed in

the second year of the program (during Psy 580/581). For students admitted 2025 and later, this requirement is completed during the third year of the program (during MFT 520/521).

Personal psychotherapy provides students with the capacity for self-awareness and an appreciation of the psychotherapeutic process that contributes to the individual's development as a future LMFT. Personal psychotherapy is not to be confused with supervision, and as such, students shall not receive supervision hours for personal psychotherapy.

Students may select any licensed mental health professional of their choice, or any person who has completed all coursework and degree requirements, but who is in the process of accruing supervised hours toward licensure requirements. It is the student's responsibility to locate a therapist and meet the cost of their personal psychotherapy. The university currently provides free psychotherapy to students through *Timelycare*.

Each student is required to provide verification to the program that they have completed their personal psychotherapy requirement. Students may use a program approved form or other approved means (i.e. letter from student's therapist) to do so. Students should complete 5 hours of personal psychotherapy during each semester of required practica (Practicum I, II). Students must complete their 10 hours of psychotherapy by the last day of the semester of Practicum II.

#### **F. Continuous Enrollment**

Students must be continuously enrolled in the program until their degree is completed (with the exception of students on a program approved leave of absence - see section 5). If a student cannot meet the minimal direct clinical contact (DCC) hours described above by the end of Practicum II they will receive an "IP." Any such student must enroll in Practicum Continuance while continuing to collect their clinical experience hours. Some students may complete these hours during the summer semester following Practicum II whereas others may require additional registration into fall or the following spring. Students have one year to complete their hours. If these hours are not completed within a year, the IP grade for Practicum II will be changed to an F and the course must be repeated.

Students are cautioned that they may be dismissed from the program for failure to meet program competencies as described in section 6:B of this handbook.

#### **G. Graduation/Commencement**

The University of La Verne holds one commencement season at the end of the spring term. A candidate may be cleared for commencement upon successful completion of all degree and program requirements in the preceding semesters and enrollment in final courses or requirements during the spring semester. Students who have been advanced and are on track to complete their degree requirements during the summer term may opt to participate in spring commencement upon showing proof of enrollment in final courses or requirements during the summer term. In such instances, students must complete the *Request to Participate in Spring Commencement with Requirements to Complete Summer* form available from Graduate Academic Services (GAS).

Cleared candidates may only participate in one ceremony for each earned degree.

Commencement participation does not constitute graduation. The University Registrar defines graduation as the completion of all degree requirements upon acceptance of passing grades and the posting of the degree completion date on the student academic record.

## **H. Degree Completion/Diploma**

The actual degree completion date for MFT students occurs when the last grade has been submitted to the Registrar, including units taken for Practicum Continuation (if applicable). The specific degree completion date is posted on the transcript. University diplomas carry one of three dates, depending on whichever comes first after degree posting: May 31, August 31, or January 31.

## **I. Degree Completion Time Limit**

While students are expected to complete their MFT requirements and graduate in three years from the date of matriculation, all requirements for the degree must be completed within 5 years from the start of the student's first course in the MFT program. Appeals for extensions of time limitations must be submitted in writing to the Graduate Appeals Committee (see section 7A:3). The MFT program will only support extensions beyond 5 years due to extreme documented extenuating circumstances.

## **J. Post-degree Training and Licensure**

Once a student graduates from the MFT program, they may apply for the BBS Associate Marriage and Family Therapy Registration (AMFT) to pursue MFT licensure. The process for doing so is summarized in the *Handbook for Future LMFTs* published by the BBS (BBS, 2024). Students should familiarize themselves with this handbook.

Graduates cannot accrue post-degree hours towards licensure until they receive their AMFT number unless they meet the 90 day rule. The 90-day rule allows applicants to count clinical experiences from the date of graduation (i.e. the date indicated on their transcript) if all of the following are met:

- Graduate applies for AMFT registration within 90 days of degree posting
- Graduate has been fingerprinted by the agency where they will be gaining post-degree hours
- The agency must not be a private practice or a professional corporation
- The applicant must retain a copy of their Live Scan fingerprint form completed for the agency and submit that when they apply for licensure.

Once the program receives notification from the Registrar that students' degrees have posted, the Graduate Psychology Manager contacts graduates with instructions for applying to the AMFT. As part of their AMFT application, graduates submit the *Associate Marriage and Family Therapist In-State Degree Program Certification Form b* (FORM B) to GPM. The GPM will ensure the form is completed and returned electronically to the BBS. The program does not complete or send paper forms.

Ultimately, students are responsible for knowing the licensure requirements and process for the state(s) in which they seek licensure and for obtaining post-degree training necessary for their career aspirations. Courses in the MFT curriculum are consistent with educational requirements for licensure in California. Because licensure requirements vary among states, students interested in practicing outside of California are encouraged to consult the licensing boards in the states where they intend to practice.

#### Section 4: Evaluation of Student Progress while in Program

Students' progress in the program is monitored closely throughout the program by the Program Chair and GPM. The program uses the following formal assessment procedures:

**A. Mid-year Evaluation.** All active students are reviewed at mid-year to identify any serious concerns. Should any serious concerns be identified, the Program Chair provides written feedback to the student and meets with that individual to determine whether such concerns can be remediated.

**B. Annual Evaluation of Student Progress.** All active students receive annual written feedback on the extent to which they are meeting the program's requirements and performance expectations. The MFT program provides its students written evaluation regarding their performance in 4 areas: (1) Coursework, (2) Professional Behavior, (3) Practicum, and (4) Self-Evaluation. The rating system for these evaluation areas is as follows:

O	Outstanding
S	Satisfactory
NI	Needs Improvement
U	Unsatisfactory
N/A	Not applicable

Students also receive feedback each year in a fifth area concerning (a) any problems identified by the program, (b) steps to remediate those problems (if remediable), and (c) the extent to which corrective actions have/have not been successful. The MPC contribute to this process by providing the Program Chair with feedback on any MFT students with whom they have had significant interaction in any of the areas noted above for the academic training year. The MPC receive this request from the Program Chair on May 1 and are expected to provide feedback by June 15.

Students contribute to this process through completion of the *Annual Student Self-Evaluation Form*. Students receive this form on May 1 each year and are expected to return it by June 1. Failure to return this form on time will result in an unsatisfactory evaluation in the Self-Evaluation category.

Students are provided feedback concerning their previous year's performance by the beginning of their next year in the program. Students may request a re-consideration of their annual evaluation. Such requests must be submitted in writing to the Program Chair within 30 days of receipt of the evaluation. Students may also provide a written response to the annual evaluation for inclusion in their file.

A copy of the *Annual Faculty Evaluation of Students Form* and *Student Self-Evaluation Form* are included in section 9.

#### Section 5: Leave of Absence Policy

MFT students who are in good academic standing may request a leave of absence from the program for personal, medical, or financial reasons. Because of the sequential nature of the curriculum, a leave of absence is normally granted for one academic year but may be granted for a single semester if warranted. The following policies and procedures must be followed for a leave to be granted and for the student's return to the program:

1. Students requesting a leave of absence must first notify the Program Chair to identify a plan for their return to the program. Students who do not first notify the Program Chair and simply leave the program will be considered to have abandoned their program of study and will be dismissed from the program.
2. The Program will inform Graduate Academic Services of the student's intent to take a leave. GAS will then provide students a leave of absence form to complete through Docusign. If a student is requesting the leave during the semester in which the student is enrolled, the student must complete the request form as soon as possible. If the student is requesting a leave for the subsequent semester, they must submit the form at least 30 days prior to the first day of classes in the subsequent semester.
3. Return to the program is not automatic. Any student granted a leave of absence must notify the Program Chair prior to returning. In such instances, the student should be able to demonstrate how the situation necessitating the leave of absence has changed.
4. Students whose leave extends beyond 12 months will be withdrawn from the program and must apply for re-admission. Re-admission to the program is not automatic or guaranteed following a leave that exceeds 12 months. Students applying for re-admission must meet the admissions requirements current at the time of application.
5. Students receiving financial aid are responsible for contacting the financial aid office about their leave and for determining any possible consequences of the leave on their financial aid status.
6. Students on a leave of absence may not receive any services from the university including, but not limited to, practicum/fieldwork mentoring.
7. The time limitation for graduate students to complete their degree shall be extended by the duration of the approved leave of absence.
8. If a student begins a leave during a semester in which they enrolled, then the starting date of that leave will be the starting date of that semester. If a student begins a leave at the end of a semester, then the starting date of the leave will be effective at the beginning of the subsequent semester.

## **Section 6: Probation and Dismissal from Program**

### **A. Probation**

The MFT Program Committee (MPC) may place a student on probation under the following circumstances:

1. **Failure to Maintain Academic Standards.** MFT students must maintain a minimum GPA of 3.00 each semester and cumulatively throughout the program. The MPC will automatically place an MFT student whose GPA falls below 3.00 on probation. Failure of a course during any semester will also result in a student being placed on probation. Students on probation may be prohibited from beginning or continuing practicum or other program milestones at the discretion of the MPC.
2. **Probation Related to Professional Standards.** Students may also be placed on probation at the discretion of the MPC for failure to meet professional standards

regarding their academic, personal, or professional activities within the MFT program. A violation of the *California Association of Marital and Family (CAMFT) Code of Ethics*, the *American Association of Marriage and Family Therapy (AAMFT) Code of Ethics*, and/or the *California Board of Behavioral Sciences (BBS) regulations* could also result in a student being placed on probation. Probation for failure to meet professional standards can include a wide range of restrictions and/or additional requirements, at the discretion of the MPC. Such restrictions may include, but are not limited to, an administrative leave for a period up to one year, as well as additional assignments designed to remediate the student's professionalism.

## **B. Dismissal**

The Program Chair continually reviews students' progress and may on occasion present a student to the MPC for dismissal from the program. Any student being presented to the MPC for dismissal will first be informed by the Program Chair. Students have the option to submit any information they believe relevant to their dismissal to the Program Chair prior to the meeting of the MPC. The MPC will decide if a student should be dismissed. A decision to dismiss represents the MPC's determination that the student has not demonstrated an expected level of academic performance (including clinical work) or professional conduct, and that the student should not be given the opportunity (or additional opportunity) to remediate the deficiency. Dismissal may follow a period of probation but it does not have to.

Following are circumstances that are basis for dismissal from the program:

1. **Academic Dishonesty.** The MFT program expects honest and ethical behavior on the part of all students, faculty, and staff. Honest and ethical actions are purposeful and not accidental, and neither is cheating. Students are expected to abide by the University's policies as stated in the university catalog and to ethical codes of the profession. Actions that are dishonest will result in dismissal from the program.
2. **Academic Disqualification.** The university will academically disqualify students who are on academic probation and have not achieved a cumulative GPA of 3.00 by the conclusion of the next semester. Any student academically disqualified by the university is automatically dismissed from the MFT program.
3. **Failure to Maintain Minimum Academic Standards.** As described in section 3B:3, a final grade lower than a B- in a letter grade course or "no credit" in a CR/NCR course is considered failing and the course must be re-taken for credit to be obtained. MFT students may re-take a course for course credit only once. Any student failing any course in the program twice will be dismissed from the program. In addition, any student failing two or more courses during any semester of the program will be dismissed from the program.
4. **Failure to Meet Program Competencies.** Students must meet program competencies. Failure to meet any of these competencies will result in dismissal from the program.
5. **Unethical or Unprofessional Conduct.** Students who do not maintain the ethical or professional standards outlined in this handbook, in the university catalog, or in external sources such as the *California Association of Marital and Family (CAMFT) Code of Ethics*, the *American Association of Marriage and Family Therapy (AAMFT)*



*Code of Ethics*, and/or the *California Board of Behavioral Sciences (BBS)* regulations will be dismissed from the program.

6. **Circumstances Interfering with Training or Well-being of Others.** Student engaging in conduct that, in the opinion of the MPC, obstructs or threatens either the training of fellow students or the well-being of clients, fellow students, faculty, program staff, or supervisors will be dismissed from the program.
7. **Felony Conviction.** Students whose conduct, within or outside the program, has resulted in a felony conviction that would preclude licensure will be dismissed from the program.

Any student who is dismissed from the program will be informed of this decision in writing by the Program Chair. The student's dismissal from the program will be effective as of the date of this letter. The Dean of the College of Health and Community Well-Being will also be made aware of the program's decision. The student may appeal this decision to the Dean consistent with section 7A:4 below.

## **Section 7: Appeals and Grievance Processes**

Occasionally, students might disagree with the application of a program or university policy in a particular instance affecting them. In these situations, students have the option of appealing the application of that policy to their circumstances. At other times, there are situations where students believe their rights have been violated or where they believe policies are not being evenly applied. Students have the option of filing a formal grievance in these instances. Listed below are the options for students in filing appeals and/or grievances.

### **A. Appeals Process**

Appeals may be made in four general areas listed below. All appeals must progress through the processes described in each of the four areas listed.

1. **Appeal of MFT Program Policies:** Students may appeal the application of any program policy described in this handbook (*Program Policies and Procedures Handbook*) if they can document that a program policy has been unfairly applied to them. The process for appealing application of program policies is detailed below.

Appeals of any program policy must first be submitted in writing to the Program Chair within two weeks of the application of the policy. The Program Chair will evaluate valid appeals and may decide on their outcome. More commonly, the Program Chair will present the student's appeal to the MFT Program Committee (MPC) at the next regularly scheduled MFT program meeting. In extraordinary situations, a special meeting of the MPC may be convened to consider a student's appeal. The MPC will vote on the student's appeal and the Program Chair will communicate the outcome of that decision, in writing, to the student making the appeal within one week of the decision. Students may subsequently appeal decisions rendered by the MPC as described below.

Decisions rendered by the MPC may be appealed to the CHCW Dean. Appeals to the Dean must be received, in writing, within two weeks of the date of the MPC's decision.

Appeals will generally not be considered unless the student can demonstrate the MPC made an error in the process of rendering the decision or erred in the application of a program policy. Merely disagreeing with the decision does not represent sufficient grounds for an appeal to the Dean. The Dean will evaluate valid appeals and decide on their outcome. There is no set timeframe for the Dean to make a decision on the appeal, but the Dean will attempt to make a decision on the student's appeal in a timely manner. Students may subsequently appeal decisions rendered by the Dean to the Provost as described below.

Appeals to the Provost must be received, in writing, within two weeks of the date of the Dean's decision. Appeals will generally not be considered unless the student can demonstrate the Dean made an error in the process of rendering the decision or erred in the application of a program policy. Merely disagreeing with the decision does not represent sufficient grounds for an appeal to the Provost. The Provost will evaluate valid appeals and decide on their outcome. There is no set timeframe for the Provost to make a decision on the appeal, but the Provost will attempt to make a decision on the student's appeal in a timely manner. The Provost's decision is final and no further appeals may be made.

- 2. Appeal of Final Grades:** A student who feels that an incorrect grade has been given must consult with the instructor first and must submit an appeal in writing within four weeks after grades are issued. A student dissatisfied with the instructor's response may then appeal to the Program Chair. Appeals will generally not be considered unless the student can demonstrate the instructor erred in the grade awarded the student. Merely disagreeing with the grade does not represent sufficient grounds for an appeal to the Program Chair.

The Program Chair will evaluate valid appeals and decide on their outcome. There is no set timeframe for the Program Chair to make a decision on the appeal, but the Program Chair will attempt to make a decision on the student's appeal in a timely manner. The Program Chair will communicate the decision, in writing, to the student making the appeal. Decisions rendered by the Program Chair may be appealed to the CHCW Dean. Appeals to the Dean of the Program Chair's decision must be received, in writing, within two weeks of the date of the decision. Appeals will generally not be considered, however, unless the student can demonstrate the Program Chair made an error in the process of rendering the decision. Merely disagreeing with the decision does not represent sufficient grounds for an appeal to the Dean.

The Dean will evaluate valid appeals and decide on their outcome. There is no set timeframe for the Dean to make a decision on the appeal, but the Dean will attempt to make a decision on the student's appeal in a timely manner. The Dean will communicate the decision, in writing, to the student making the appeal. Decisions rendered by the Dean may be appealed to the Provost.

Appeals to the Provost of the Dean's decision must be received, in writing, within two weeks of the date of the decision. Appeals will generally not be considered, however, unless the student can demonstrate the Dean made an error in the process of rendering the decision. Merely disagreeing with the decision does not represent sufficient grounds for an appeal to the Provost. The Provost will evaluate valid appeals and

decide on their outcome. There is no set timeframe for the Provost to make a decision on the appeal, but the Provost will attempt to make a decision on the student's appeal in a timely manner. The Provost's decision is final and no further appeals are permitted.

3. **Appeal of University Policies:** University policies such as the time limit for the Master's degree, late registrations or withdrawals, etc., may be appealed to the University's Graduate Appeals Committee. This committee meets monthly. Students must complete the committee's *request for waiver of university policy* form and submit the form to the Program Chair for program review at least one week prior to the meeting date of the month in which the appeal will be reviewed. The Graduate Appeals Committee notifies the student and the Program Chair about their decision. Students dissatisfied with the Graduate Appeals Committee decision may appeal to the Provost. The Provost will evaluate valid appeals and decide on their outcome. The Provost's decision is final and no further appeals may be made.
4. **Appeal of Dismissal:** Students may appeal their dismissal from the MFT program to the CHCW Dean. Appeals to the Dean must be received in writing within two weeks of the date of the MPC's decision. The Dean will evaluate the student's appeal and decide whether to uphold the MPC's decision or to overturn it. There is no set timeframe for the Dean to make a decision on the appeal, but the Dean will attempt to make a decision on the student's appeal in a timely manner. The Dean will communicate the decision, in writing, to the student making the appeal. In cases where the Dean upholds the MPC's decision, the student may appeal to the Provost. Appeals to the Provost of the Dean's decision must be received, in writing, within two weeks of the date of the decision. The Provost will evaluate the student's appeal and decide whether to uphold the MPC and Dean's decision or overturn it. There is no set timeframe for the Provost to make a decision on the appeal, but the Provost will attempt to make a decision on the student's appeal in a timely manner. The Provost's decision is final and no further appeals may be made.

## **B. Grievance Process**

Students who believe their rights have been violated, that their learning has been compromised, or who believe program or university policies are not evenly applied may file a formal grievance. Grievances may be filed against faculty, staff, or other students in the program. Many issues can be resolved through discussion with the parties involved, and in these cases, students are encouraged to first attempt this form of resolution. In instances where informal discussion has not resolved the issue, or where students believe the issue is sufficiently serious to not first attempt an informal resolution, students have the option of filing a formal grievance. Informal grievances, or grievances that do not follow the process outlined below will not be considered.

Formal grievances against any student, staff, or faculty member of the MFT program must be submitted in writing to the Program Chair unless the grievance is against the Program Chair in which case the grievance must be submitted in writing to the CHCW Dean. A student submitting a formal written grievance will receive an initial written response to that grievance by the Program Chair (or by the CHCW Dean if the grievance is against the Program Chair) within ten (10) working days. Working days are defined as days when the MFT program holds regularly scheduled classes. The response could either indicate a proposed resolution to the grievance or could serve to notify the student that the grievance will be heard by the MPC. If the grievance is

to be heard by the MPC, it will be placed on the agenda of the next regularly scheduled meeting of the MPC and will be considered at that time. Should a grievance be against a member of the MPC, that individual is expected to recuse themselves from the meeting. The MPC schedules meetings at least once per semester during the academic year (fall and spring). The MPC does not schedule meetings during summer (June through August).

A grievance considered by the MPC will result in a written response to the student from the Program Chair (or by the CHCW Dean if the grievance is against the Program Chair) within 10 working days after the meeting at which it is considered. This response may either propose a resolution to the issue or may indicate further actions or discussions needed for an acceptable resolution. Decisions of the MPC may be appealed to the CHCW Dean. Appeals to the Dean must be received, in writing, within two weeks of the date of the MPC's decision. The Dean will evaluate the student's appeal and decide whether to uphold the MPC's decision or to overturn it. There is no set timeframe for the Dean to make a decision on the appeal, but the Dean will attempt to make a decision on the student's appeal in a timely manner. The Dean will communicate the decision, in writing, to the student making the appeal. In cases where the Dean upholds the MPC's decision, the student may appeal to the Provost.

Appeals to the Provost of the Dean's decision must be received, in writing, within two weeks of the date of the decision. The Provost will evaluate the student's appeal and decide whether to uphold the Dean's decision or overturn it. There is no set timeframe for the Provost to make a decision on the appeal, but the Provost will attempt to make a decision on the student's appeal in a timely manner. The Provost's decision is final and no further appeals may be made.

### **C. Record Keeping of Complaints and Grievances**

The program keeps records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program for a period of 10 years. These records are stored securely and available to appropriate parties as part of periodic review of the program.

## Section 8: References

- American Association for Marriage and Family Therapy (2015). *Revised AAMFT Code of Ethics*  
[https://www.aamft.org/AAMFT/Legal\\_Ethics/code\\_of\\_ethics.aspx](https://www.aamft.org/AAMFT/Legal_Ethics/code_of_ethics.aspx)
- Bemak, F., Epp, L. R., & Keys, S. G. (1999). Impaired graduate students: A process-model of graduate program monitoring and intervention. *International Journal for the Advancement of Counseling*, 21, 19-30.
- Board of Behavioral Sciences (2024). *Handbook for Future LMFTs*.  
[https://bbs.ca.gov/pdf/publications/lmft\\_handbook.pdf](https://bbs.ca.gov/pdf/publications/lmft_handbook.pdf)
- California Association of Marriage and Family Therapists (2019). *Code of Ethics*.  
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- Elman, N., Forrest, L., Vacha-Haase, T., & Gizara, S. (1999). A systems perspective on trainee impairment: Continuing the dialogue. *The Counseling Psychologist*, 27, 712-721.
- Johnson, W. B., & Huwe, J. M. (2002). Toward a typology of mentorship dysfunction in graduate school. *Psychotherapy: Theory, Research, & Practice*, 39, 44-55.

## **Section 9: Evaluation Forms**

This section contains the following evaluation forms:

- A. Annual Evaluation of Student Progress Forms (MPC form)
- B. Annual Evaluation of Student Progress Forms (student self-evaluation form)

# University of La Verne

## MFT Program Annual Review of Student Progress MPC Evaluation of Students Form

Students in the University of La Verne's MFT Program receive annual written feedback on the extent to which they are meeting the program's requirements and performance expectations.

The MFT program provides its students written evaluation regarding their performance in 4 areas: (1) Coursework, (2) Professional Behavior (3) Practicum, and (4) Self-Evaluation. The rating system for these evaluation areas is as follows:

O	Outstanding
S	Satisfactory
NI	Needs Improvement
U	Unsatisfactory
N/A	Not applicable

In some cases, evaluative comments are made in place of the rating system above.

Students also receive feedback each year in a fifth area concerning (a) any problems identified by the program, (b) steps to remediate those problems (if remediable) and (c) the extent to which corrective actions have/have not been successful.

The MPC contribute to this process by providing the Program Chair with feedback on any MFT students with whom they have had significant interaction in any of the areas noted above for the academic training year. The MPC receive this request from the Program Chair on May 1 and are expected to provide feedback by June 15.

The expected level of competency in each area is *satisfactory*.

1. For coursework, *satisfactory* is defined as a GPA of 3.00 to 3.69. *Outstanding* performance is noted for a GPA of 3.70 and above. *Unsatisfactory* performance is noted for a GPA below 3.00.
2. For professional behavior, *satisfactory* reflects the MPC's overall assessment of the student's behavior in all relevant settings.
3. For practicum, *satisfactory* is defined as average ratings of 3.00 to 3.69 in each of the practicum evaluation areas assessed. *Outstanding* performance is noted for ratings of 3.70 and above. *Unsatisfactory* performance is noted for ratings below 3.00.
4. For self-evaluation, *satisfactory* is defined as whether or not the student completed the *Annual Student Self-Evaluation* form. Those who did not complete the form receive an *unsatisfactory* rating for the year. Those who, in the opinion of the Program Chair provided a particularly thoughtful/reflective self-evaluation receive a rating of *outstanding*.

# University of La Verne

## MFT Program Annual Review of Student Progress Annual Student Self-Evaluation Form

Students in the University of La Verne's MFT Program receive annual written feedback on the extent to which they are meeting the program's requirements and performance expectations. The MFT program provides its students written evaluation regarding their performance in 5 areas: (1) Coursework, (2) Professional Behavior (3) Practicum, and (4) Self-Evaluation. The rating system for these evaluation areas is as follows:

O	Outstanding
S	Satisfactory
NI	Needs Improvement
U	Unsatisfactory
N/A	Not applicable

In some cases, evaluative comments are made in place of the rating system above.

Students also receive feedback each year in a fifth area concerning (a) any problems identified by the program, (b) steps to remediate those problems (if remediable) and (c) the extent to which corrective actions have/have not been successful.

Students contribute to this process through completion of this *Annual Student Self-Evaluation Form*. Students receive this form on May 1 each year and are expected to return it by June 1st. Failure to return this form on time will result in an unsatisfactory evaluation in the Self-Evaluation category listed above.

The expected level of competency in each area is *satisfactory*.

1. For coursework, *satisfactory* is defined as a GPA of 3.00 to 3.69. *Outstanding* performance is noted for a GPA of 3.70 and above. *Unsatisfactory* performance is noted for a GPA below 3.00.
2. For professional behavior, *satisfactory* reflects the MPC's overall assessment of the student's behavior in all relevant settings.
3. For practicum, *satisfactory* is defined as average ratings of 3.00 to 3.69 in each of the practicum evaluation areas assessed. *Outstanding* performance is noted for ratings of 3.70 and above. *Unsatisfactory* performance is noted for ratings below 3.00.
4. For self-evaluation, *satisfactory* is defined as whether or not the student completed the *Annual Student Self-Evaluation* form. Those who did not complete the form receive an *unsatisfactory* rating for the year. Those who, in the opinion of the Program Chair provided a particularly thoughtful/reflective self-evaluation receive a rating of *outstanding*.



Student	Date	Year entering program

1. Please comment on your academic progress during the past year with regard to any categories relevant to you including (but not limited to): Coursework, Professional Behavior, Practicum.

Please note any areas of particular strength. Please also note any areas in which you are experiencing difficulty.

2. If you feel you are not making satisfactory progress in any of the above areas, please explain why. You may include any university obstacles that you believe have hindered you.
3. What are your professional goals for next year?
4. Please answer the following questions
  - a. What professional organizations were you a member of during this training year?
5. Please attach a copy of your most recent curriculum vita. Your vita should include all relevant professional activities you have engaged in (practicum, volunteer activities, professional memberships, awards, etc.) during the past academic year.

## Section 10: Declaration

Students are provided a copy of the *Declaration Statement* below at the New Student Orientation prior to beginning the program. Students must sign and return the *Declaration Statement* to the MFT Program Chair or Graduate Psychology Manager by the end of the first week of fall classes.

I, \_\_\_\_\_, hereby certify that I have read and understand the information contained in this MFT Program Policies and Procedures Handbook. I hereby agree to abide by the policies, procedures, and guidelines outlined in this handbook. I understand that failure to do so could result in dismissal from the MFT program at the University of La Verne.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

Disclaimer: Students may email the above completed statement from their university email in lieu of signing and returning a copy of the form.