

Marriage and Family Therapy

Human Development
and Family Science

2023
2024

Program Handbook



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COAMFTE
Commission on Accreditation for
Marriage and Family Therapy Education

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Marriage and Family Therapy

Human Development and Family Science

Introduction

This is the program handbook for students pursuing the master's degree program in Human Development and Family Science, Marriage and Family Therapy option, at the University of Central Missouri (UCM). We encourage you to become familiar with the program handbook. The handbook provides exceptions and guidelines set forth by the program for your experience in the program from start to finish. This is not meant to be an exhaustive document, so we encourage you to stay in contact with your assigned faculty advisor and other mentoring resources to fully understand what is required to successfully complete the master's degree program in Human Development and Family Science, Marriage and Family Therapy option, at the University of Central Missouri.

As a graduate student in this program, you are also a student in the Graduate Studies. The office of Graduate Studies provides support and resources, direction, development and oversight for graduate education and graduate research at the University. The International Student Services (ISS) is the office that supports and guides international students. They assist with application process, admissions, enrollment, and provide support throughout your studies and after program completion.

Therefore, we encourage you to review the [Graduate Studies](#), the [International Student Services](#), and the [Graduate Catalog](#) to become familiar with rights and responsibilities as a graduate student at UCM. This program handbook provides what is required by the HDFS/MFT graduate program and points out other sources where you to obtain additional information about the graduate experience at UCM.

Accreditation

The program is accredited by the [Commission on Accreditation for Marriage and Family Therapy Education \(COAMFTE\)](#). Date of Accreditation: May 1, 2023. It is also accredited by the Higher Learning Commission, a member of the North Central Association of Colleges.

Admission

Admission to the HDFS/MFT graduate program at UCM is a two-part process. First, applicants must be admitted to the Graduate Studies. Once the applicants have been admitted to the Graduate Studies, the admissions application and transcripts will be forwarded to the HDFS/MFT program. Second, the HDFS/MFT program will review materials and an interview will be scheduled for eligible candidates. The HDFS/MFT program will then make a program admissions decision.

Steps to Admission

Step 1: Admission to Graduate Studies

- All domestic students are required to submit the following to [Graduate Admissions](#): Complete the graduate admission application and pay the nonrefundable \$30 application fee.
- Send official transcripts of all undergraduate and graduate coursework from all institutions attended.

International Students. Additional requirement for international students can be found at the [International Admissions](#) page.

Step 2: Admission to Human Development and Family Science, Marriage and Family Therapy option.

Submit the following items electronically to **the graduate application portal:**

- Resume
- Three reference forms
- Admission Essay addressing the following two questions (500 words maximum):
 - (1) Why are you choosing this degree?
 - (2) How can the HDFS/MFT degree assist you to reach your career goal?

Step 3: Interview with MFT faculty

- Eligible candidates will be contacted for an interview.

Due Date: Preference date for applications is February 1 and interviews begin the third week of February. Applications will still be accepted after the priority date.

Summary of HDFS/MFT Admission Criteria

To be accepted into the HDFS/MFT program, a student must complete the entire admissions process:

- Be fully admitted by UCM Graduate Studies
- Have completed a bachelor's degree from an accredited institution
- Have a minimum undergraduate 2.50 GPA or 3.00 minimum in your major
- Have completed at least nine college credit hours in social or behavioral sciences. Based on transcript analyses, students may be required to complete up to 15 credit hours of background courses HDFS prior to taking graduate level courses
- Submit three reference forms
- Submit Admission Essay (500 words maximum) addressing the following questions:
 - Why are you choosing this degree?
 - How can the UCM HDFS degree with specialization in MFT assist you to reach your career goal?
- Complete the Interview process if invited to an interview.

Transfer Credit

Upon approval, a student may transfer a maximum of nine semester hours of graduate credit from another institution to a UCM master's degree program. To be approved, the course(s) must be applicable toward an MFT degree at the transfer institution that awarded the credit. For details on the requirements and procedures for transfer credit please see [Graduate Catalog](#).

International Student Admissions

International Students interested to applying to UCM must do so directly through the International Student Services (ISS) office. All questions regarding international admissions should be forwarded to ISS at intladmit@ucmo.edu. Applicants should apply online: [International Admissions](#).

International graduate applicant requirements are listed in the catalog under [International Student Admissions](#) in the [Graduate Catalog](#).

Student Recruitment

The University of Central Missouri is committed to equality of educational opportunity. The UCM HDFS/MFT program follows the University's nondiscrimination policy in recruitment efforts and makes deliberate efforts to recruit and enroll a diverse student body.

Program Components & Degree Requirements

The degree in Human Development and Family Science, Marriage and Family Therapy option, consists of 54 credit hours and takes two academic years to complete. The Marriage and Family Therapy program is fully accredited by COAMFTE, meets and exceeds the educational requirements for [Licensure in Marital and Family Therapy in the state of Missouri](#), and the program operates based on the Core Competencies and Code of Ethics of the [American Association of Marriage and Family Therapy](#). Even though accreditation provides portability of your degree for licensure in other states, the program helps students who plan to be licensed in other states in order to meet licensure requirements for the state of their choice.

Major requirements for successful completion of a Master of Science degree in Human Development and Family Science with specialization in Marriage and Family Therapy include:

- Satisfactory completion of all required courses with a cumulative graduate grade point average of 3.00 or higher on all graduate work completed at UCM.
- Completion of the capstone requirements: Thesis or Integrative Project and other elective course/s to meet the minimum requirement of 54 credit hours for graduation.
- Satisfy all foundational practice components:
 - Complete a minimum of 300 clinical contact hours with individuals, couples, families, and other systems present.
 - Complete a minimum of 100 hours of relational/systemic oriented supervision.
- Satisfy all school requirements and adhere to all graduate related policies.

Portability of Degree

Master of Science degree in Human Development and Family Science with specialization in Marriage and Family Therapy meets and exceed the "educational" requirements for licensure in the State of Missouri listed on the [State Committee of Marital and Family Therapists](#): There are three major requirements for licensure: education, experience, and examination. A graduate degree meets one of those requirements: education. Each state or country has its own education requirements. It is your responsibility to be aware of varying requirements in other states and countries as it pertains to obtaining licensure. Therefore, it is important that you check with licensing boards in other states or countries where you may have an interest to practice in the future so you can plan accordingly. If a state or country requires you to have more than 54 credit hours of graduate work to meet their educational requirements, you may need to take additional courses. Here are a few websites that provide information on MFT Licensing Boards:

- [MFT Licensing Boards](#)
- <https://amftrb.org/resources/state-licensure-comparison/>

- <https://www.mft-license.com/>

If you need additional help on this topic, please reach out to your faculty advisor.

MFT Specialization Mission

The Marriage and Family Therapy program aims to train clinically competent Marriage and Family Therapists through quality academic instruction and supervised clinical practice. Our goal is to train therapists that are clinically effective, guided by an awareness of systemic processes, devoted to multicultural competence, and to ethical and evidence-based practice.

MFT Program Goals & Student Learning Outcomes

The MFT program Goals and Student Learning Outcomes are based on the American Association of Marriage and Family Therapy (AAMFT) Core Competencies, Association of Marital and Family Therapy Regulatory Boards (AMFTRB), the Missouri State Committee of Marital & Family Therapists, the AAMFT Code of Ethics, and the Commission on Accreditation for Marriage and Family Therapy Education. Pursuant to our mission, the Marriage and Family Therapy program has established four overarching goals. Each goal informs Student Learning Outcomes (SLOs), by which we measure success.

Program Goal 1: Clinical Effectiveness

- SLO 1: Students will demonstrate fundamental skills of therapy and family systems theories with individuals, couples, and families.
- SLO 2: Students will demonstrate ability to effectively apply therapy models and interventions to individuals, couples, and families.

Program Goal 2: Diversity

- SLO 3: Students will demonstrate awareness and sensitivity to their and the clients' cultural and other contextual factors, particularly as related to privilege and marginalized and underserved communities.

Program Goal 3: Ethics and Professional Development

- SLO 4: Students will demonstrate competence in managing legal and ethical issues related to the practice of marriage and family therapy.
- SLO 5: Students will demonstrate collaborative, systemic, multidisciplinary practice skills.
- SLO 6: Students will demonstrate professionalism across clinical and professional contexts.

Program Goal 4: Theory, Research and Practice

- SLO 7: Students will demonstrate understanding of human development and family science theories.
- SLO 8: Students will demonstrate competence in evaluating and integrating research on best practices to inform their practice.

MFT Theoretical Foundation

The MFT program offers students training in both classic and contemporary family therapy theories, disorder-specific interventions, and evidence-based practices. The program is committed to providing the foundation for clinical practice from a systemic and relational orientation and prepare students to diagnose and treat a wide range of clinical problems including but not limited to: marital and other relational problems, child-parent problems, mental health and substance use disorders, etc. Students are expected to view the process of therapy from a systemic and biopsychosocial lens.

Diversity and Program Climate

Diversity encompasses any dimension of differences and diverse perspectives that make each of us unique. It can include but is not limited to national origin, ethnicity, race, color, language, physical or mental disability, gender, age, religion and religious beliefs, sexual orientation, gender identity, veteran status, political beliefs, socioeconomic status, marital status, family structures and any other category protected by law. Diversity is about acceptance and respect for difference. The HDFS/MFT faculty, in collaboration with students, strive to create a professional climate that promotes and reflects diversity and inclusion. In accordance with the mission of the program and UCM, the program promotes UCM's values of:

• Learning	• Service	• Diversity
• Excellence	• Responsibility	• Community
	• Adaptability	

Program faculty will model and promote collaborative processes with students to establish the desired climate in the program based on values identified above. The program faculty consist of a diverse group of professors who are committed to attracting and supporting a diverse body of students. The University of Central Missouri is committed to attracting and supporting a diverse body of students, faculty, and staff members. We encourage acceptance and respect of individuals with differing values, ideas, beliefs, abilities, and life experiences. The university promotes good citizenship, a sense of civic responsibility, global awareness, and an appreciation for human diversity at all levels.

To learn more about UCM's commitment to diversity, equity and inclusion, please read [UCM President's Commission on Diversity, Equity and Inclusion](#).

Rights and Responsibilities

UCM provides exceptional academic resources and the opportunity to interact with the many outstanding students, faculty, staff, alumni, and friends who make our institution special. At UCM, student rights and responsibilities are deeply and purposefully interconnected. To help facilitate student growth and development, the University has outlined six (6) of these key student rights and their corresponding responsibilities:

<i>Rights</i>	<i>Responsibilities</i>
1 Students have the <i>right</i> to pursue an education.	Students have a <i>responsibility</i> to make choices that are educationally purposeful.

2	Students have the <i>right</i> to privacy and free expression.	Students have a <i>responsibility</i> to express themselves in a manner that is purposeful, honest, situationally appropriate, and respectful of the rights and privacy of others. Students also have a responsibility to refrain from illegal, disruptive, or dangerous activities.
3	Students have the <i>right</i> to develop and pursue a personal academic and career plan.	Students have the <i>responsibility</i> to attend class, meet administrative and educational deadlines, complete course requirements, follow university policies and pay fees on time.
4	Students have the <i>right</i> to non-discrimination and equal access.	At UCM, we want students to be exposed to other individuals from widely diverse backgrounds. Through these interactions, we want students to engage in lively, respectful debate of complex issues while simultaneously reflecting and developing their own world views. <i>Responsibility:</i> We expect respect and civility.
5	Students have the <i>right</i> to a reasonably safe learning environment.	Students have a <i>responsibility</i> to refrain from actions that jeopardize their own safety or the safety of others.
6	Students have a <i>right</i> to fair processes and the right to appeal or seek clarification on decisions which they believe are inappropriate.	Students have a <i>responsibility</i> to participate in those processes.

The efforts of the MFT Specialization to establishing a contemporary professional climate reflect the program mission and goals, the mission of the University of Central Missouri, and who we are.

University Mission and Vision

The University of Central Missouri believes its responsibility is to enrich each student’s perspective through a cumulative experience that starts with academic rigor and integrates applied learning and servant-leadership opportunities. Our model of continuous learning allows each student to find and fulfill his or her own sense of purpose. By engaging students with multiple sources of learning and creating a dynamic environment that encourages individuals to find their passions and reach beyond themselves, UCM prepares students by giving them knowledge and experiences that broaden and deepen their education so they may flourish in a world of accelerated change.

UCM Mission

The University of Central Missouri (UCM) disseminates knowledge that transforms students into leaders who possess the aptitudes, skills, and confidence to succeed.

Roles of Faculty and Students in the Governance of the Program

There are three components that represent governance of the program: Faculty and Program Director; Student Representation; and Advisory Council.

Faculty and Program Leadership

The program director is [Adriatik Likcani, Ph.D., LMFT](#). Dr. Likcani is a tenured Associate Professor, one of the core faculty in the program, AAMFT Approved Supervisor, and provides leadership for the foundational curriculum and practice components consistent with the program's mission throughout the year (12 months). The program director is responsible for providing oversight of the curriculum, clinical training program, facilities, services, the maintenance and enhancement of the program's quality, and oversight of the accreditation process. The Clinic Director is [Amanda McCullough, M.S., LMFT, CRADC](#), AAMFT Approved Supervisor Candidate, Assistant Instructor and one of the core faculty in the program. Mrs. McCullough is responsible for the operation of the training clinic, "Central Missouri Clinic for Individual, Couple, and Family Therapy", and for the oversight of off-campus practicum experiences. [Dr. Tim Welch](#), is a tenure track Assistant Professor, one of the core faculty in the program, Licensed Marital and Family Therapist, and AAMFT Approved Supervisor. [Dr. Xin Quan](#), is a tenure track Assistant Professor, one of the core faculty in the program, and AAMFT Approved Supervisor Candidate. [Dr. Ryan Peterson](#), is the Chair of the Department of Human Services, Professor of HDFS, and provides overall oversight of the Department of Human Services and the HDFS/MFT program.

Core Faculty Role in Supporting Student Achievement of Student Learning Outcomes

The core program faculty are full-time tenure or nontenure track faculty with teaching and supervisory responsibilities. The tenure track core faculty have the responsibility to maintain productivity in the areas of teaching, research, supervision, service, and practice. The MFT Specialization has 4 (four) core faculty. Three of the core program faculty are full-time tenure track or tenured faculty with teaching and supervisory responsibilities and one of them is the clinic director with responsibilities shared between clinic operation, supervision, and instruction. Each tenure track faculty teaches core courses each semester and provides systemic supervision to students on a weekly basis. The program director has one course release for duties related to program operations. All core faculty are expected to maintain active involvement in professional and community service and to maintain some level of clinical activity. Faculty engagement in research, teaching, supervision, service, and clinical work, all support achievement of Program Goals and Student Learning Objectives. The Clinic Director is responsible for all student interns in the clinic, case-specific supervision, internship agreements and other clinic operations.

The program core faculty hold weekly meetings to discuss programmatic matters, student progress in the program, concerns, and opportunities for improvement. The group has assigned a secretary and meeting notes are documented on a regular basis and stored. Below you will find a brief bio of the core faculty.

Faculty Bios

Dr. Adriatik Likcani, Associate Professor

Dr. Likcani serves as Program Director and teaches courses in both the master's program in HDFS/MFT and the undergraduate program in Human Development and Family Science. He serves on committees at UCM and as faculty advisor for students and student organizations. Dr. Likcani is a Licensed Marital and Family Therapist (LMFT) in the state of Missouri, a Clinical Member of AAMFT, and an AAMFT Approved Supervisor. He has served as President of the Missouri Association for Marriage and Family Therapy and Co-Chair of Family TEAM for Missouri organized by the American Association for Marriage and Family Therapy (AAMFT), and currently serves as Chairperson for the Missouri State Committee of Marital and Family Therapists. Dr. Likcani has extensive experience with nonprofit community-based programs focused on treatment, prevention, and recovery support; grant writing;

program design, implementation, and evaluation; advocacy and policy; leadership and management. His research interests include: treatment for individuals with substance use disorders and their families; recovery courts; collegiate recovery programs; offender reentry; domestic violence; use of telehealth; diversity and cultural awareness; policy and advocacy.

Dr. Tim Welch, Assistant Professor

Dr. Tim Welch earned his master's degree in Marriage and Family Therapy from Oklahoma State University and completed his doctorate in Couple and Family Therapy from Michigan State University. Dr. Welch joined our program in the Fall of 2021. Dr. Welch is a Licensed Marital and Family Therapist (LMFT). His research interests include change processes in empirically supported couple and family therapy treatments, and identifying factors that promote resilience to adverse childhood experiences. He has experience working with individuals, couples and families in multiple treatment settings including a residential treatment center, in-home family therapy, a nonprofit community agency and in private practice. He is trained in Emotionally Focused Couple Therapy (EFT) and Internal Family Systems (IFS).

Dr. Xin Quan, Assistant Professor

Dr. Xin Quan is an assistant professor in the Human Development and Family Science program at University of Central Missouri. Before joining the University of Central Missouri, she had been teaching marriage and family therapy at Pacific Lutheran University in Washington. Her scholarly interests include multicultural families, social justice, medical family therapy, professional development of family therapists, and interdisciplinary collaboration.

Mrs. Amanda McCullough, Clinic Director

Mrs. Amanda McCullough received her master's degree in Human Development and Family Science with a specialization in Marriage and Family Therapy from The University of Central Missouri. She is a Licensed Marriage and Family Therapist in Missouri and has worked in both nonprofit and private practice settings. She is a Certified Reciprocal Alcohol and Drug Counselor as well as a Cognitive Processing Therapy for PTSD provider. Her primary research and therapeutic interests are military families and trauma. Mrs. McCullough is a member of the American Association for Marriage and Family Therapists, and the National Council on Family Relations.

MFT Core Faculty Contact Information

Adriatik Likcani, Ph.D., LMFT

Associate Professor, MFT Program Director

Phone: 660-543-4244

Email: likcani@ucmo.edu

Address: UCM Health Center, 117, Warrensburg, MO 64093

Tim Welch, Ph.D., LMFT

Assistant Professor

Phone: 660-543-4783

Email: twelch@ucmo.edu

Address: UCM Health Center, 105B, Warrensburg, MO 64093

Xin Quan, Ph.D.

Assistant Professor

Phone: 660-543-4581

Email: quan@ucmo.edu

Address: UCM Health Center, 104, Warrensburg, MO 64093

Amanda McCullough, MS, LMFT, CRAADC

Assistant Instructor, MFT Clinic Director

Phone: 660-543-4694

Email: amccullough@ucmo.edu

Address: UCM Health Center, 106A, Warrensburg, MO 64093

Student Representation

The student organization, the Council of Marriage and Family Therapy (CMFT), elects its officer each year. The President of CMFT is often the student representative to participate in the management of the HDFS/MFT program at UCM. The student body may also elect a different student at different times to be that representative to give a chance to other students to have this experience and grow professionally. The student cohort President, and/or student elected by the student body to represent the students, attends a minimum of one faculty meeting per semester. During those meetings, they present to the faculty positive feedback and concerns or areas for growth and improvement for the program on behalf of the student body. The faculty provide their feedback, address any concerns raised, and the student representative reports those to the student body in their meetings. Students are encouraged to provide feedback to faculty during program meetings and also included in meetings with the Advisory Council.

Program Meetings for Faculty and Students

The MFT faculty and graduate students are expected to attend two program meetings per semester. These meetings serve three main purposes: a) faculty communicate program and clinic policy and procedures and provide any news to students on professional development opportunities; b) students become familiar with activities in the program and the field, provide feedback and get clarification as needed; c) faculty and students collaborate on efforts to continue to improve students' training experience. All students are required to attend. If they cannot attend, they are required to seek approval from the Program Director.

Weekly Faculty Program Meetings

The MFT faculty meet weekly to focus on the following but not limited to: a) program goals and outcomes; b) student progress in the program; c) policies and procedures; d) program assessment; e) clinic operations; f) internship experiences; g) supervision; h) accreditation; i) opportunities for student development.

Annual Advisory Council Meetings

The program has an Advisory Council (AC) to the HDFS/MFT program consisting of leaders in the industry and representatives of various practice settings: community agencies, private practices, healthcare settings, and various educational and governmental institutions. These experts offer innovative advice and guidance with a major focus on our quality improvement and program effectiveness. They serve as partners to the program in curriculum content, research, and job placement. Among other leaders, the Advisory Council includes alumni from previous cohorts. The AC meets with the MFT program at least

once a year. The Program Director communicates with AC as needed and provides updates to the AC on program news and events. MFT students will be notified in a timely fashion about their visit and they will be included in the meeting agenda with the Advisory Council members.

Progression through the MFT Program

The degree in Human Development and Family Science with a specialization in Marriage and Family Therapy consists of 54 credit hours and takes two academic years to complete. Students complete a Plan of Study (see Attachment A) within 60 days of the first semester. The program can take two academic years to complete but may take longer depending on a student’s progress through the plan of study.

Course Schedule, Tasks and Tips

Below is a Course Schedule for Fall 2022 cohort along with some task and tips for students for each semester. This is a guide to help you meet the requirements in a timely fashion as advertised by the program. Taking courses in this sequence, maintaining successful completion of coursework, completing other tasks related to requirements for graduation, can lead you to graduating on schedule. You can also view the course sequence and descriptions of each course in the Graduate Catalog, [Human Development and Family Science, MS \(53-897\) Marriage and Family Therapy Option](#).

Course Schedule 2023-2024

Fall 2023	12 Credits	Tasks & Tips
HDFS 5110 Family Theory (3)		Complete Plan of Study. Become a member of AAMFT. Observe sessions at the clinic. Engage w/MFT student club. Get to know professors. Observe sessions at the clinic. Attend AAMFT Conference.
HDFS 5050 Ethics and Professional Studies in Family Science (3)		
HDFS 6410 Diversity & Family Intervention (3)		
HDFS 5210 Theoretical Foundations of Couple & Family Therapy (3)		
HDFS 5220 Pre-Practicum I (1)		

Spring 2024	13 Credits	Tasks & Tips
HDFS 5120 Human Development Theory (3)		Observe sessions at the clinic. Attend conferences/workshops. Engage in research projects. Clinical Qualifying Assessment. Internship search.
HDFS 6730 Professional Assessment (3)		
HDFS 6220 Theories of Couple and Family Therapy (3)		
HDFS 6240 Systemic Assessment and Diagnosis (3)		
HDFS 5220 Pre-Practicum II (2)		

Summer 2024	3 Credits	Tasks & Tips
HDFS 5710 MFT Practicum (3)		Clinic work & internship search. Maintain liability insurance.
Electives		

Fall 2024	12 Credits	Tasks & Tips
HDFS 5710 MFT Practicum (3)		AAMFT Membership / Insurance.

HDFS 6540 Systemic Treatment of Children and Families (3)	Attend AAMFT Conference. Leadership in CSMFT. Sessions at clinic & internship site.
HDFS 5500 Research Methods in HD (3)	
HDFS 6520 Systemic Treatment of Substance Use Disorders (3)	

Spring 2025	12 Credits	Tasks & Tips
HDFS 5710 MFT Practicum (3)		Sessions at Clinic & internship site.
HDFS 6230 Advanced Couple & Family Therapy (3)		Attend state conferences.
HDFS 6530 Couples and Sex Therapy (3)		Prepare for national exam.
HDFS 6850 Integrative Project (3)		Review licensure requirements.

Summer 2025	Tasks & Tips
Electives	Clinic work & internship if not completed with clinical hours. Electives if desired. Preparation for national exam.

Note: The HDFS/Marriage and Family Therapy degree requires a minimum of 54 Credits. Some states may require more than 54 credit hours for licensure. Students can meet these requirements by taking additional electives or by completing a Thesis Project (6 credits). There are several courses in our program and in other programs at our university that meet criteria for electives. Please discuss your options about electives or a thesis project with your faculty advisor when you develop your plan of study.

Faculty Advisor and Thesis Chair

Once accepted in the program, each student is assigned a faculty advisor. The role of the faculty advisor is to help you develop a plan of study and assist you with your learning needs during your time in the program. Should you decide to undertake a thesis project, you can approach any of the professors in the program to serve as your thesis chair. This person does not need to be your faculty advisor, but rather someone that can best assist you with your research project. If a student would like to have a thesis chair outside of the HDFS/MFT program, they must have a HDFS/MFT faculty member who serves as co-chair. Your advisor and all other faculty can assist you with questions you may have about this process.

Thesis and Non-Thesis Option

The degree in Human Development and Family Science, Marriage and Family Therapy option consists of 54 credit hours and takes a minimum of two academic years to complete. The 54 credit-hour program outlined in the course schedule in this handbook is the non-thesis option and it meets the education requirements for licensure in the state of Missouri with the Division of Professional Registration, [State Committee of Marital and Family Therapist](#). If a student elects to do a thesis (6 credits), the need to start that process early in the program and discuss their options with their faculty advisor and other faculty in the program. They also need to become familiar with the resources and requirements of the [Graduate Studies](#) office. There are several overarching milestones that are identified about a thesis project and they include: 1) the prospectus, 2) approval from the Office of Sponsored Programs and Research Integrity, 3) the defense thesis, 4) the defense, and 5) the final thesis and accompanying library publication agreement. If a student fails to complete a thesis in a timely fashion, they can petition to drop the thesis project, meet other criteria for graduation and successfully complete the program. If a student walks away from a thesis

project, these credit hours will not count towards the degree and the tuition and fees will be credited to the student. Hence, if you desire to do a thesis project it is important to learn about that process early, explore your options and supports necessary for successful completion of a thesis project, and to do so in a realistic manner. Your faculty advisor and other faculty will assist you. It is your responsibility to discuss this with them.

Clinical Qualifying Assessment

Upon nearing completion of the first year, each student will have a Clinical Qualifying Assessment to determine if they are ready to enter into the clinical phase of the program and to begin seeing clients. This takes place towards the end of the spring semester. You will receive a memo from the program outlining expectations and structure of Clinical Qualifying Assessment. You will meet with a committee of at least three MFT faculty members upon submission of all required documentation. All required documents will be outlined in the memo and listed on Blackboard.

Evaluation Criteria

1. Academic Performance

Focus will be on all coursework during Year 1, and especially on:

- Ethics and Professional Studies in Family Science
- Diversity and Family Interventions
- Theoretical Foundations of Couple and Family Therapy
- Theories of Couple and Family Therapy
- Pre-Practicum

2. Personal and Professional Development

- Awareness of self: strengths and limitations
- Commitment to ethics, including and awareness of confidentiality and professional practice
- Responsibility and commitment to clients
- Responsibility and boundaries in interpersonal relationships
- Professional responsibility related to job performance as a student: completion of course assignments, preparation for classes, level of engagement in classes and other related functions.
- Ability to join with diverse populations
- Differentiation of self in relationships with peers, colleagues, family, etc.

If you pass the assessment, and upon satisfactory completion of requirements for this process, you will be allowed to see clients at the program clinic under supervision. You may also be assigned additional tasks focused to help you grow professionally. If you do not pass the assessment, faculty will provide you with an action plan in writing and aim to assist you in areas identified as areas for growth.

Requirements for Clinical Qualifying Assessment

In preparation for screening there are several things we would like you to bring to the screening meeting.

- *Letter of Intent.* A letter addressed to the Program Director, stating your intention to complete the Clinical Qualifying Assessment and your awareness of our evaluation criteria.
- *Transcript.* A copy of your transcript of your current graduate work in our program.
- *Resume.* A copy of your current resume.
- *Self-Assessment.* A self-assessment of the strengths and weaknesses you are aware of after nearly two semesters in the marriage and family therapy program. Please do so in an itemized form of just a few pages (2-3 max.) in length; you do not have to write a detailed narrative. We are not asking you to present deeply personal issues. Focus your assessment on three distinct areas: a) your academic skills and performance, b) your sense of yourself as a therapist, and c) your sense of yourself as a professional in general.
- *Goals and Objectives.* Use your self-assessment to prepare a brief statement of goals that you would like to accomplish during the next year. For each goal, list the objectives you must accomplish to meet that goal. This document does not need to be more than one page in length and should correspond directly with your self-assessment. These goals and objectives should not only focus on weaknesses; think about enhancing your strengths as well. Also think about how you can bring your strengths to bear in improving your weaknesses.
- *Professional Liability Insurance.* If you have not already done so, be sure to obtain professional liability insurance. You will not be able to see clients without this coverage. Your AAMFT student membership included this benefit for you.
- *Background Screening.* You need to complete a voluntary background screening at the following site: <https://health.mo.gov/safety/fcsr/>. Follow instructions on the site. Results do not automatically exclude you for practicum or internship and they will be reviewed with you. This is a requirement for your internship and your practicum coursework. Once you complete the background screening, FCSR will send a copy to your address registered with them or by email if you provide them your email address. Please provide a copy of your background screening to the Clinic Director. You may send that via email, or provide a hard copy in person, or send a copy by mail to:

Attn: MFT Clinic Director
 University of Central Missouri
 Health Center, 106 A
 Warrensburg, MO 64093

All materials should be submitted on Blackboard except for your Background Screening. To protect your privacy and confidentiality, this document should not be submitted on Blackboard. A portal will be enabled for you to submit the documents.

Interview for Clinical Qualifying Assessment

Once all the requirements listed have been met, you will be notified of a meeting time with the MFT faculty. The faculty and you will discuss topics related to evaluation criteria; self-assessment; your plan: your goals and objectives; and expectations for practicum. Faculty will give you their feedback in the form of observations, thoughts, and any concerns regarding your clinical training. They will also address any concerns or questions you might have. Together we will decide what additional points (if any) should be incorporated in your plan. If revisions are asked for, you will need to submit the final version to us within ten (10) days. Letters of acceptance will go out within two (2) weeks of your interview. Assuming we all

agree you are ready to proceed in the program, this document will become the basis for your first Practicum and for discussion in the reviews held each semester. One of the goals of this assessment is to give you and the faculty an opportunity to work together to develop a plan that will constitute a blueprint for your on-going development as a marriage and family therapist.

MFT Program Clinical Hours and Supervision Requirements

One of the requirements for successful completion of the program is meeting the foundational practice components: a) Clinical Contact Hours, and b) Supervision. The Marriage and Family Therapy option of the HDFS program will fully implement the COAMFTE 12.5 Standards.

Clinical Contact Hours

Students must acquire a minimum of 300 direct clinical contact hours over a minimum of twelve months of clinical practice with individuals, couples, families, or other systems, at least 100 of which must be relational hours. TIP: A student needs to conduct an average of 8 to 10 hours of therapy each week during the 12-month practicum to obtain the 300 clinical hours; at least 4 of the 8-10 hours need to meet criteria for relational clinical contact hours to obtain 100 relational hours. Students need to account for a gradual start of building up their caseload during their first month in practicum, gradual termination or transfer of clients during the last month in practicum, and for certain weeks when the clinic is closed based on the university and clinic schedule; hence the suggestion for averaging 8 to 10 hours per week. Scheduling and planning for sessions do not constitute clinical hours, therefore students should plan to invest a minimum of 20 hours each week towards practicum hours. The clinical contact hours will be obtained at the program training clinic and internship site. Students are expected to be available to see up to 10 clients per week at the program training clinic. Please see Clinic Manual for details. You are provided with that manual upon acceptance in the program.

The 300 hours limit is a minimum expectation and does not mean that the student stops at 300. Here are two scenarios: 1) Students will be required to continue their clinical training until faculty agree that students have met the minimal level of clinical competency. Students who receive low scores on their clinical evaluation may be required to enroll in practicum the following semester to continue to work on those competencies (even if they have accrued the required 300 hours) until the faculty determines that the student has developed the necessary competencies. The remediation plan would be discussed by all faculty and they will provide a written plan to the student with specific steps that the student and the clinical supervisor will take to accomplish the plan. The student and supervisor sign the plan. 2) In the case that a student completes the minimum 300 hours long before the end of the last semester of practicum, they will be required to continue to provide therapy services for clients through the remainder of the semester, and to not abandon clients till the appropriate transition of cases to new therapists can occur. This process will take place under the guidance of your supervisor and the Clinic Director.

Definition of Clinical Hours

The definitions below will assist you in counting contact hours based on these categories: Individual and Relational hours. Additional information can be found in the Clinic Handbook.

- **Individual Hours**

- o A session with one individual present when you are meeting with them in therapy. While you are being trained to be a systemic therapist and address relational dynamics in sessions with individuals, that does not make it a relational session.
- o A group session of non-related individuals and the target is not the members' relationship with each other. An example may be an outpatient therapy group where the individuals did not have a relationship before the group started, and do not have ongoing relationship interaction beyond the group itself with significant influence on the individuals involved.

- **Relational Hours**

- o A therapy session with two or more individuals present at the session who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include working with family subsystems, intimate couple subsystems, and enduring friendship/community support subsystems.
- o A group session with different couples working on relational issues, or a group of different families working on family issues, or a group of non-related individuals where the target is the group members' relationship with each other. An example of the latter one may be in-patient or residential groups where the individuals live together all day in a program.

Definition of Clinical Contact Hours. Our definition of clinical and supervision contact hours follows COAFMTE standards. Clinical Contact Hours are defined as therapist and client therapeutic meetings in the same physical location or telehealth when approved by the program. A session of no less than 50 minutes and no more than 60 minutes should be counted as 1 (one) hour of therapy. A 45-minute therapy session must be counted as 45 minutes, not one hour. Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision, are not considered direct client contact. Assessments may be counted if they are face-to-face processes that are more than clerical in nature and focus.

Supervision and Definition of Supervisors

Supervision is the second part of practice components. Each student must complete a minimum of 100 hours of relational/systemic oriented supervision. Supervision must be received from an AAMFT Approved Supervisor or Supervisor Candidate for at least one hour each week in which students are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision will be individual and group and must include a minimum of 50 hours of supervision utilizing observable data. Observable data includes audio and video-recordings, as well as live observations such as behind the mirror, in the room co-therapy, reflecting teams, etc. Additional information can be found in the Clinic Handbook.

Definition of Supervisor Equivalency

Supervisor Equivalency is demonstrated by meeting one of the following two criteria:

- 1) The program may designate a person who is not an AAMFT Approved Supervisor as equivalent to that status, for purposes of supervision if the person is an AAMFT

Supervisor Candidate. A person can be an AAMFT Supervisor Candidate for up to 5 years.

2) The program may designate a person who is not an AAMFT Approved Supervisor or Supervisor Candidate as equivalent to an AAMFT Approved Supervisor for purposes of supervision, if they document the following:

- a) Demonstrated education and experience in systemic/relational therapy by:
 - i. designation as a Clinical Fellow; or
 - ii. meeting the requirements for Clinical Fellow status with the exception of having to meet the curriculum requirement for Clinical Fellow. If a supervisor does not meet the course requirements for the Clinical Fellow designation, then they must demonstrate at least one course or 45 clock hours of CEU training in each educational content area; or be independently licensed as a marriage and family therapist;
- b) A valid/state or provincial license/registration in a mental health profession;
- c) demonstrate 5 years of professional work experience in MFT;
- d) demonstrate education and experience in systemic/relational supervision. Supervision education may be demonstrated by completing 30 hours of coursework or continuing education in MFT supervision. Supervision experience can be demonstrated by at least 3 years of experience supervising MFTs, and 36 hours of supervised supervision.

Definition of Supervision

- **Individual**
 - A supervision session with your MFT supervisor where you are meeting with them individually for supervision, or when you and another student from the program meet with the supervisor together at the same time (one supervisor with one or two supervisees).
- **Group**
 - A group supervision session with your MFT supervisor where one supervisor meets with eight or fewer students and utilizes observable data for the purpose of supervision. Practicum class is one setting where group supervision takes place.
- **Definition of Supervision Hours**
 - A supervision session of no less than 50 minutes and no more than 60 minutes should be counted as 1 (one) hour of supervision. A 45-minute supervision session must be counted as 45 minutes, not one hour of supervision. Please use 15-minute increments as a measure to determine hours.

Some of the supervision may be conducted utilizing digital technology, in which you and your supervisor are not in the same location, but the majority of supervision needs to be with you and your supervisor physically present in the same location. Exceptions and adjustments will be made during extenuating circumstances. Whether through digital technology or face-to-face format, appropriate mechanisms and precautions will be in place to ensure confidentiality. UCM has made available HIPAA compliant digital technology for the purpose of supervision in our program.

Types of Supervision

- **Live Supervision.** Any of the following:
 - You are conducting therapy or co-therapy with another student and your supervisor is present through any of the following ways: doing co-therapy with you, behind the mirror, or watching you on the live stream through our technology enabled supervision platform.
 - You view a live session with your supervisor.
- **Video.** Any of the following:
 - You show a recorded session (video and audio) of a case in your supervision meeting.
 - You or another student present a recorded session (video and audio) of a case in group supervision. When this happens, all that supervision session is counted as video.
- **Audio.** Any of the following:
 - You present an audio-recorded session (no video) of a case in your supervision meeting.
 - You or another student present an audio-recorded session (no video) of a case in group supervision. When this happens, all that supervision session is counted as audio.
- **Case Consultation. Any of the following:**
 - You seek consultation about a case, provide context, a genogram, etc., and receive supervision without the use of raw data (video, audio, or live supervision)
 - In a group supervision, another student seeks consultation about a case, provides context, a genogram, etc., and receive supervision without the use of raw data.

Supervision in our program will be received from the faculty members who also serve as supervisors. Supervision may also be received from individuals who are appropriately credentialed and who partner with our program to provide clinical supervision for students in our program. Any supervisor that is not a faculty member and is approved to provide supervision must be in regular communication with the program, be aware of and have input into our program outcomes that pertain to their role.

Supervision is not therapy or teaching, though it may appear that way at times. Your supervisor will focus on your development of skills and competencies as a MFT and your professional growth from a relationally-focused clinical supervision philosophy. They will utilize all types of supervision presented here and will make significant use of observable data. The program is committed to quality supervision.

Reporting Clinical and Supervision Hours

You will be provided with a report form template that will assist you in tracking and reporting your clinical and supervision hours. It is your responsibility to record the clinical and supervision hours using this form and to submit the form monthly to the Clinic Director. Reports for the month need to be reported as soon as possible after the last day of the month and no later than the 5th day of the following month. Reports past the cut off day of the 5th of the following month may result in a lower practicum grade. Repeated late submissions or submissions of reports more than a month late may result in those hours not being counted towards the degree completion requirement of clinical and supervision hours. Additional information can be found in the Clinic Handbook.

Training Clinic Procedures

The program training clinic has additional procedures that you will need to follow as a student in the program. It includes information about clinic operations, confidentiality and privacy forms and guidance, expectations for you as a student related to observation hours, clinical hours, supervision, dress code, and additional information and procedure related to your work at the clinic and internship site. You need to become familiar with the training clinic procedures. They will be available to you at the clinic and in some of your courses, including the pre-practicum course. The Clinic Director, is responsible for all clinic operations including: case-specific supervision needs in the program training clinic, documentation, relationship with internship sites and internship placement agreements, tracking of clinical and supervision contact hours, and to address any intern challenges or conflictual student interactions or complaints with off-site supervisors. Students are responsible for reporting to the Clinic Director in timely fashion using the established reporting forms. Students must always inform the Clinic Director in writing about any improper situation when it happens, whether this is at the program training clinic or at an internship site. Assigned supervisors must report any student intern challenges and difficulties to the Clinic Director and the Program Director. The Clinic Director and the Program Director will collaborate on all training clinic matters. The core faculty will discuss any clinic matters as needed during program meetings and develop action plans where necessary.

Retention Policy and Dismissal from the Program

Program faculty bear the ultimate responsibility to serve as gatekeepers for the profession of marriage and family therapy. Faculty have a responsibility to you, the program, the profession, and the public to evaluate students' progress towards becoming a marriage and family therapist on an ongoing basis. A major part of this evaluation is ensuring progress in developing the ethical, conceptual, and clinical skills needed to engage in independent practice. They maintain the right to halt a student's progress towards graduation at any point in the duration of the program. This is a clinical program, and not just an academic one, and the program faculty expect each student to be fit for the practice of our profession at the time the student graduates. While faculty desire that all students succeed and will provide all the supports necessary to help students succeed, there may be times when a student is asked to put their progress in the program on hold, and/or instructed to complete additional work, instructed to step out of clinical practice, and/or asked to seek other resources outside of the program. The faculty also has the responsibility to remove a student from the program if they demonstrate they are not making successful progress toward the completion of the program.

Students will be formally evaluated prior to beginning clinical practice. They will likewise be formally evaluated at the end of each semester of clinical practice. Students will also be evaluated throughout the program in supervision and coursework. Remediation or dismissal procedures may be initiated in connection with any of these evaluations. Some of the reasons for remediation or dismissal may include:

- Unsatisfactory academic progress.
- Failure to make satisfactory academic progress towards the degree.
- Violations of the AAMFT Code of Ethics and/or relevant laws.

- Failure to make satisfactory progress in clinical skills. This includes but is not limited to failure to seek supervision, failure to follow supervisor directives, and failure to complete documentation in client files in a timely manner and within acceptable standards.
- Unsatisfactory progress in clinical skills. This may include avoiding supervision or failing to follow supervisor directives.
- Failure to resolve personal and interpersonal issues which compromise competence and due care in attending to client welfare.

When a faculty member's evaluation results in a concern about a student, the faculty member will first discuss the concern with the student and make a note regarding the concern and conversation in the student's file. If the student does not make satisfactory progress in a timely manner to resolve the concern, the faculty member will bring the concern to the MFT core faculty. The core faculty will determine if a remediation plan or dismissal is necessary and inform the student in writing. In the case of remediation, a course of action to resolve the concern will be determined and presented to the student in writing. They will evaluate the student's progress periodically, provide their feedback to the student and record a copy of in the student's file. In the event of unsatisfactory progress or escalation of concerning behaviors, the faculty may send the student a written notice of dismissal from the MFT Specialization program. Depending on circumstances, students found to be ineligible to complete the MFT Specialization may apply to switch tracks from MFT to HDFS and follow procedures established by the Human Development and Family Science (HDFS) program faculty about changing degree options. The HDFS program has established procedures for students who wish to switch tracks from HDFS to MFT option or vice versa.

Student's may appeal remediation plans or dismissal according to the grievance guidelines provided in this handbook. The appeal process follows the [Student Academic Appeal Procedure](#) at UCM.

Complaints and Grievances

The University of Central Missouri provides the [Student Academic Appeal Procedure](#) for students who feel aggrieved in their relationship with the University, its policies, practices, procedures or its faculty and staff. Questions concerning this procedure or other issues related to academic appeals should be addressed to [the Office of the Provost](#) or [the Office of Student Experience and Engagement](#).

The [Student Academic Appeal Procedure](#) states that this policy applies as follows:

a. Other than Grading

Grievances against a faculty member concerning a course, class, or other academically related matters.

Grievances against a department or college (such as non-acceptance into an academic program) if the department or college has no procedure of its own for processing such grievances; if it does not, then the procedure provided herein may be utilized.

b. Final Course Grading

Faculty members have the right and responsibility to grade the academic performance levels of students in their classes. Furthermore, they are expected to prepare instructional procedures and guidelines (i.e. syllabi) for distribution in classes at the beginning of each semester. These guidelines should include an

outline of course content, basic instructional procedures, grading policies and practices, attendance policies and related matters of interest and concern.

This appeal procedure, as it relates to final course grades, is for use only in reviewing allegedly capricious grading by the instructor, and not for reviewing the instructor's actual grading policies; nor is it for challenging an assignment grade in relation to the judgment of the value of the work as judged by the instructor.

Capricious grading is defined as follows:

- Refusal to correct the miscalculation of the grievant grade;
- The assignment of a grade to the grievant through an unwarranted departure from the instructor's previously announced standards;
- The assignment of a grade to the grievant on some basis other than performance in the course;
- The assignment of a grade to the grievant by the unwarranted use of more exacting or demanding standards than were used for other students in the course. (NOTE: Different grading standards may be applied to graduate students enrolled in 4000 level courses, or to students with disabilities whose performance may be impaired.)

If a student feels he or she has been graded unfairly, they should begin the grievance procedures as described below beginning with Procedure - Level 1. Grievant has until the midpoint of the semester following the date final course grade is reported to file a grade appeal. At all levels, the burden of proof as to the allegations of the complaint shall rest upon the student. All proceedings hereunder are to be closed and all files confidential.

The MFT program has adheres to and has adopted the established grievance procedure of UCM for any student concerns or complaints related to the program, clinic, supervision, or other program related matters. The program procedure follows the same format as the Student Academic Appeal Procedure. The following presents and overview of the procedure. The suggested timeframes and detailed process in the Student Academic Appeal Procedure of UCM applies to the following levels of the procedure.

Level 1

We recommend that any grievance first be discussed with the concerned individual. If this step does not result in a satisfactory resolution, or is judged to be inappropriate, then the student goes to the next level.

Level 2

The student should contact the following university offices or individuals in the university structure:

- If the grievance involves an instructor, the grievant should submit a dated, written complaint to the [Chair of the Department of Human Services](#), Dr. Ryan Peterson.
- If the grievance involves your supervisor, submit a dated, written complaint to the [MFT Program Director](#), Dr. Adriatik Likcani. If your supervisor is the MFT Program Director, the complaint should be submitted to the Chair of the Department of Human Services.
- If the grievance involves another student in the program, submit a dated, written complaint to the [MFT Program Director](#), Dr. Adriatik Likcani.

- If the grievance involves decisions by the MFT Program Director and the core faculty regarding remediation plans or dismissal, the grievant should submit a dated, written complaint to the [Chair of the Department of Human Services](#), Dr. Ryan Peterson.

Level 3

If the matter is not resolved after the Level 2 decision to both parties' satisfaction, then the student should follow a similar process and pursue Level 3 of the procedure with the [Dean of the Harmon College of Business and Professional Studies](#) (HCBPS) Dr. Mark Suazo.

Level 4

If the matter is still not resolved to all parties' satisfaction after the Level 3 decision, and so long as the dean has not determined the complaint to be patently frivolous, then an appeal may be made by directing a letter to the [Office of the Provost](#), Dr. Phil Bridgmon, Provost and Vice President for Academic Affairs, stating the grounds for the appeal. The Provost's decision is final and binding on all parties, and once communicated, shall be placed in full force and effect immediately.

[Nondiscrimination and Equal Opportunity](#)

The HDFS/MFT program complies with the [UCM's Nondiscrimination and Equal Opportunity Statement, Board of Governors Policy 1.3.150](#). The policy states: "The University of Central Missouri actively follows a policy of nondiscrimination in regard to age, race, color, religion, sex, sexual orientation, gender identity or expression, marital status, pregnancy or parental status, national origin, veteran status, genetic information, disability, and all other legally protected classes. This policy applies to educational programs and activities including athletics, instruction, grading, the awarding of student financial aid, recruitment, admission, employment, housing, placement and retention of students, faculty, and staff. The university complies with applicable federal and state laws and regulations related to discrimination."

Persons having inquiries concerning the university's compliance with this policy or any laws and regulations prohibiting discrimination are directed to contact the following: Associate Vice President for Student Services, Office of Student Experience and Engagement, Administration 214, University of Central Missouri, Warrensburg, Missouri 64093. Tel. (660) 543-4114. The "[UCM Student Handbook: Your Guide to Good Decision-Making](#)" provides additional information for you regarding applicable laws, regulations, rights, responsibilities and contact information of appropriate offices.

[Additional Policies and Information](#)

[Student Experience & Student Organizations](#)

The University of Central Missouri has over 200 organization belonging to various categories. We encourage you to visit [Student Organization](#) and get involved. There are several organizations within our graduate and undergraduate program. Below are a few organizations in our graduate program. Your academic advisor can help you with more information and how to connect with those student organizations.

Council of Marriage & Family Therapy

Mission: Provide an opportunity for students to learn and grow in the field of family relations by offering them a network of peers and professionals that can teach them the professional and personal standards required to promote family well-being.

Council of Human Development & Family Science

Mission: Provide an opportunity for students to learn and grow in the field of family relations by offering them a network of peers and professionals that can teach them the professional and personal standards required to promote family well-being.

Recovery Central

Mission: Establish a safe and compassionate environment for students in recovery, students who come from families with addiction, and those who support recovery.

Professional Organizations

There are a few organizations that we highly encourage you to get involved: AAMFT and NCFR.

AAMFT Membership

The [American Association for Marriage and Family Therapy](#) is the professional association for the field of marriage and family therapy representing more than 50,000 marriage and family therapist in the United States and abroad. You are encouraged to become of student member of AAMFT once you begin your first semester in our program. However, membership with AAMFT is mandatory before you submit your Letter of Intent and other accompanying documentation for the Clinical Qualifying Assessment in your second semester. Benefits from [AAMFT Student Membership](#) include but not limited to: Free Professional Liability, access to MFT journals and magazines, access to AAMFT Networks, job connections, ethical advisory opinions, Family Therapy e-News, attend national conference at a significant discount, submit for presentations at national conferences, expand your professional network at the national level, and more. Our faculty attend and present at AAMFT conferences and training institutes. Lastly, the [Minority Fellowship Program](#) (MFP) is another benefit to many students with an interest on training to provide culturally competent mental health and substance use services to underserved minority populations. Students from our program have been awarded this competitive fellowship. You can learn more about this on the MFP website and talk with your advisor if you would like to apply for the MFP fellowship.

Missouri-Kansas Marriage and Family Therapy Network

The mission of the [Missouri-Kansas Marriage and Family Therapy Network](#) is to advance the field of marriage and family therapy through training, education, and professional networking that emphasizes the unique needs of MFTs and family therapy practitioners in the Missouri-Kansas region. This is the network where you will have a chance to meet other students and licensed MFTs from Missouri and Kansas, opportunities to submit presentations at state conference, and expand your professional network at the state and regional level.

NCFR Membership

The National Council on Family Relations is a multidisciplinary professional association focused solely on family research, practice, and education. Some of the categories of members include researchers, marriage and family therapists, parent/family life educators, social workers, counselors, teachers, students, and more. NCFR established and administers the internationally recognized [Certified Family Life Educator \(CFLE\) credential](#). Our undergraduate program in Child and Family Development is one of the programs that is certified and uses NCFR's Family Life Education curriculum standards as guidelines for their undergraduate and graduate students. Membership with NCFR is encouraged for both options in our graduate program, HDFS and HDFS with Specialization in MFT. Many of our faculty and students present at NCFR annual conferences.

Academic Honesty and Plagiarism

Academic honesty is a prerequisite for academic achievement; all members of the academic community are expected to act in accordance with this principle. The university recognizes plagiarism as a serious academic offense. Students must be aware that the consequences of violating standards of academic honesty are extremely serious and costly and may result in the loss of academic and career opportunities. Students found to have committed violations against academic honesty face removal from university classes and degree/certificate programs, and/or suspension from the university. It is the responsibility of the faculty to provide you with an educational process that informs you of your rights and responsibilities regarding academic honesty and matters such as cheating, plagiarism, and professional ethics. Faculty in the MFT program will enforce UCM's [Academic Honesty Policy](#) as described. This is included in your [UCM Student Handbook](#). The policy also includes student appeal process.

The UCM Academic Honesty Policy states the following examples, but not limited to, of offenses against academic honesty:

Plagiarism

Plagiarism is defined as the borrowing of ideas, opinions, examples, key words, phrases, sentences, paragraphs, or even structure from another person's work, including work written or produced by others without proper acknowledgment. "Work" is defined as theses, drafts, completed essays, examinations, quizzes, projects, assignments, presentations, or any other form of communication, be it on the Internet or in any other medium or media. "Proper acknowledgment" is defined as the use of quotation marks or indenting plus documentation for directly quoted work and specific, clearly articulated citation for paraphrased or otherwise borrowed material.

Cheating

Includes, but is not limited to, those activities where a student (either on campus or on-line):

- (a) Obtains or attempts to obtain the pre-knowledge content of an examination;
- (b) Copies someone else's work;
- (c) works in a group when the student has been told to work individually;
- (d) uses unauthorized reference material in an examination;
- (e) Has someone else taken an examination.
- (f) Has someone else complete course work and/or an examination using a student's secure login and passcode.

Breach of Standards of Professional Ethics

In the MFT program, students will be instructed on and provided with the AAMFT Code of Ethics (American Association for Marriage and Family Therapy). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Honesty Policy.

Technology Requirements

The technology used for all courses includes but may not be limited to Blackboard, Email (university assigned email account), and use of Acrobat Reader and Word for students to download and complete assignments. If you do not have a computer or the appropriate software, please utilize computers available to you on campus. Faculty use Blackboard for the courses to provide you with course documents, PowerPoint presentations, to post grades on grade book, send announcements related to the course, and share any additional course materials that might be relevant to the course and helpful to you.

Technology Support Center for Students and Instructors

For additional information about assistance with Blackboard and other technology resources, please visit:

[Blackboard Help for Students](#)

[Blackboard Help for Instructors](#)

Students and instructors can reach out to the [Technology Support Center](#) (TSC) for support. They may assist you or can redirect your issue if necessary.

- Hours: 24/7
- Phone: 660-543-4357
- Email: tsc@ucmo.edu

You can also email questions to the blackboard@ucmo.edu email account, which is managed by the Center for Teaching and Learning.

All of the information you need concerning Blackboard hardware, software, and plug-ins can be accessed from the Blackboard login page or at [Blackboard Help for Students](#). If you are new to Blackboard, the tutorials walk you through the process of getting started.

Technology at the Program Training Clinic

The MFT program training clinic utilizes state-of-the-art audio and video-recording, telehealth capabilities and electronic health record system. The Clinic Director will provide you with the instructions you will need to access the system for scheduling and to set up recording options when you are conducting therapy sessions. This technology will assist you to prepare for supervision by watching your sessions, marking sections of your session/s for supervision and reviewing them with your supervisor. In addition, you will receive training on telehealth platforms put in place at the training clinic.

Library Services

You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library's website at <http://library.ucmo.edu>. For research assistance, you may contact the Reference Desk by phone at (660) 543-4154, Electronic Contact: [Contact JCKL - Contact Us - Guides at University of Central Missouri \(ucmo.edu\)](#), or Chat: [Submit a Question - LibAnswers \(ucmo.edu\)](#)

UCM Learning Commons

The Learning Commons assists students with tutoring, writing, and supplemental instruction. It is available to all UCM students. Phone: (660) 543-8972; online at [Learning Commons \(ucmo.edu\)](https://ucmo.edu/learning-commons).

Center for Multiculturalism and Inclusivity

The [Center for Multiculturalism and Inclusivity](#) is a welcoming and supportive place. The CMI at the University of Central Missouri works to create a campus atmosphere where people of all backgrounds, identities and perspectives feel welcome, secure, and included. The Center helps connect underrepresented students to the resources, organizations, and student support services they need to thrive—as UCM students and future professionals. The CMI focuses on services for: Students of Color, LGBTQIA Students, Military-Veteran Students, First Generation Students, Historically Underrepresented Minority Students, and Students with Disabilities.

We highly encourage you to visit the Center, get connected in their activities, and contribute to the campus atmosphere that UCM strives to create for students of all backgrounds. Here is the contact information: Elliott Student Union, 3rd Floor North, Warrensburg, MO 64093. Tel: (660) 543-8049.

Sexual Misconduct

The University of Central Missouri seeks to foster a safe and healthy environment built on mutual respect and trust. Sex discrimination, including sexual harassment, sexual violence and other forms of sexual misconduct will not be tolerated. All faculty and most staff are considered mandated reporters by the University and must disclose all information they receive about sexual misconduct to the Title IX Coordinator. As a faculty or staff member of the University, I am a mandated reporter. This means I am required to report information shared with me regarding sex discrimination and sexual misconduct.

If you, or someone you know, has experienced sex discrimination or sexual misconduct, please know assistance and options are available. UCM strongly encourages all members of the community to seek support and report incidents of this nature to the Title IX Coordinator. Anyone who wishes to report sexual misconduct, to learn more about the University process and options available, or to utilize a confidential resource, please visit the [Title IX / Sex Discrimination and Sexual Misconduct at UCM website](#).

Student Health Services

The [University Health Center](#) is where you find help if you are ill or injured. There is a staff of physicians, nurse practitioners, nurses, and other health care individuals, staffed M-F 8-5, with appointments preferred.

Student Personal Support Services:

There are other personal support options provided for you as a student through the [UCM Counseling Center website](#).

Local Hospital

Western Missouri Medical Center WMMC.com is the community hospital and is located at the corner of Gay and Burkarth Streets (403 Burkarth). ***Always call 911 in an emergency.*** Emergency Services are available 24 hours a day, 7 days a week (660) 747-8824.

For non-emergencies they provide an [Express Care](#) facility in the Innes Building, the tan brick building located just behind the hospital. The address is Innes Building I, Suite A, 427 Burkarth Road, Warrensburg, MO. Clinic hours are M-F from 8am-8pm and Saturday/Sunday 8am-2pm. Walk-in during those times, phone 660-262-7580.

Military and Veterans Support:

Support and information are available to our military personnel and US Veterans at the [Military and Veterans Success Center](#).

Appendix A – Graduate Achievement Data Disclosure

Graduate Achievement Data for University of Central Missouri Initial Accreditation Date: May 1, 2023 Advertised Program Length*: 2 Years				
Cohort Year Students Entered Program	# of Students in Program	Graduation Rate in Advertised Time (%)*	Job Placement Rate (%)**	Licensure Rate (%)***
	FT	FT	FT	FT
2017 - 2018	6	83%	100%	80%
2018 - 2019	6	83%	100%	80%
2019 - 2020	8	88%	100%	88%
2020 - 2021	7	100%	100%	100%
2021 - 2022	5	80%	100%	100%
2022 - 2023	6	IP	IP	IP
2023 - 2024	8	IP	IP	IP

FT=Full-time

IP=In Process: Students from the cohort listed have yet to graduate from the cohort year listed.

Programs are only required to provide data on the past 8 years/cohort or since the program was initially accredited, whichever is shorter.

* Graduation Rate is the program's Advertised Length of Completion which is how long the program is designed to complete as written.

** Job Placement Rate is the percentage of graduates from the cohort year that reported being employed utilizing skills learned in the COAMFTE accredited program.

*** Licensure rate is the percentage of graduates from the cohort year that have achieved ANY level of MFT licensure.

For Master's programs only, COAMFTE has established a benchmark of 70% licensure rate for each cohort.

The degree in Human Development and Family Science, Marriage and Family Therapy option consists of 54 credit hours and takes two academic years to complete. Progress to completion depends on students' progress through the program and satisfactory completion of all requirements for graduation.

Appendix B - Plan of Study

Plan of Study: HDFS MASTER'S DEGREE

MFT Specialization (54 hrs) 08/2022

A Plan of Study is an outline of courses that the student is expected to complete to fulfill the requirements. It must be signed by the advisor, the student and the program coordinator. Submit this form to the Program Coordinator and your Faculty Advisor **within 60 days of your first semester**. The student should keep a copy for her/his own record.

Student's Name:	
Student's 700#:	Anticipated Graduation Date:
HDFS MFT Faculty Advisor:	
<input type="checkbox"/> Thesis Option	Topic: _____
<input type="checkbox"/> Discussed your thesis timeline with your faculty advisor.	

MFT Year 1 Fall (12 credits)	Year	Grade
HDFS 5110 Family Theory (3)		
HDFS 5050 Ethics and Professional Studies in Family Science (3)		
HDFS 5210 Clinical Therapy and Practice (3)		
HDFS 6410 Diversity & Family Intervention (3)		
HDFS 5220 Pre-Practicum I (1)		
MFT Year 1 Spring (13 credits)	Year	Grade
HDFS 5120 Human Development Theory (3)		
HDFS 6730 Professional Assessment (3)		
HDFS 6220 Theories of Couple and Family Therapy (3)		
HDFS 6240 Systemic Assessment and Diagnosis (3)		
HDFS 5230 Pre-Practicum II (2)		

MFT Year 1 Spring Qualification Exam	Year	Grade

Note: Students must pass Qualification Exam before enrolling in MFT Practicum.

MFT Year 1 Summer (5 Credits)	Year	Grade
HDFS 5710 MFT Practicum (3)		
MFT Year 2 Fall (12 credits)	Year	Grade
HDFS 5500 Research Methods in HD (3)		
HDFS 5710 MFT Practicum (3)		
HDFS 6540 Systematic Treatment of Children and Families (3)		
HDFS 6520 Systematic Treatment of Domestic Violence & Substance Abuse (3)		
MFT Year 2 Spring (12 credits)	Year	Grade
HDFS 5710 MFT Practicum (3)		
HDFS 6230 Advanced Couple and Family Therapy (3)		
HDFS 6530 Couple and Sex Therapy (3)		
HDFS 6850 Integrative Project (3)		

TOTAL 54* credit hours

Note: Approved Elective will be recommended by faculty advisor based on the student's professional goals.

This plan of study is approved as stated. Revision of the plan of study must be approved and filed prior to course enrollment.

**HDFS specification is a 30-credit hour accelerated program which can be completed in one year.

*** HDFS/MFT is a 54-credit program. Some states require more than 54 credit hours for licensure.

Students can meet these requirements by taking additional HDFS electives or by completing a Thesis Project (6 credits).

Optional Summer (Meeting licensing requirements for other states)	Semester/ Year	Grade

Note: Some states require more than 54 credit hours for MFT license. Students can meet the criteria for other states by taking additional HDFS electives.

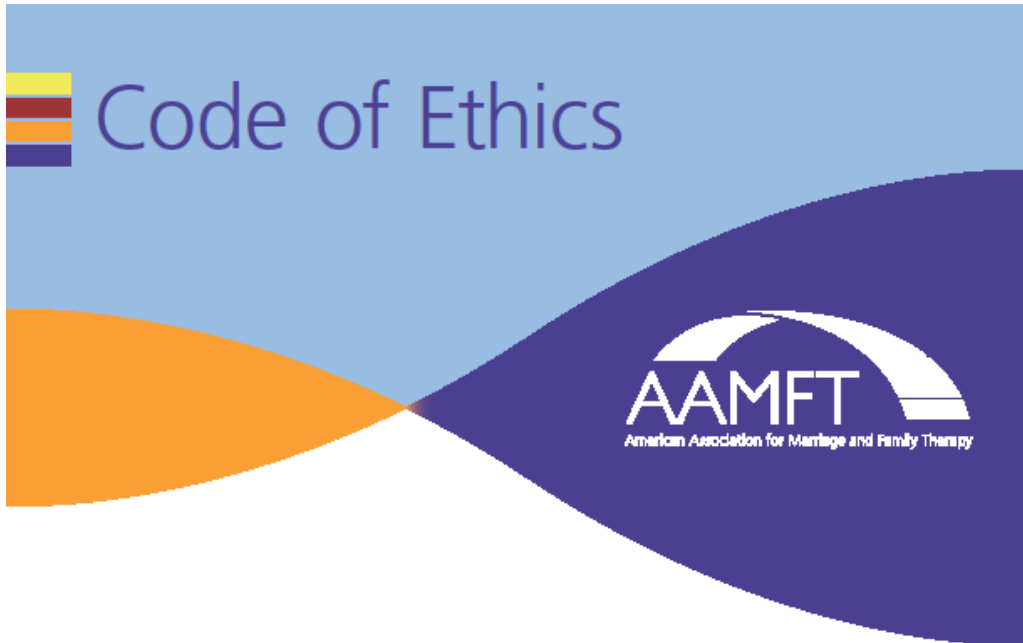
Student's Signature _____ Date: _____

Faculty Advisor's Signature _____ Date: _____

HDFS Program Coordinator's Signature _____ Date: _____

Appendix C - AAMFT Code of Ethics

Please double click on the PDF image and it will open for you.



PREAMBLE

The Board of Directors of the American Association for Marriage and Family Therapy (AAMFT) hereby promulgates, pursuant to Article 2, Section 2.01.3 of the Association's Bylaws, the Revised AAMFT Code of Ethics, effective January 1, 2015.

Honoring Public Trust

The AAMFT strives to honor the public trust in marriage and family therapists by setting standards for ethical practice as described in this Code. The ethical standards define professional expectations and are enforced by the AAMFT Ethics Committee.

Commitment to Service, Advocacy and Public Participation

Marriage and family therapists are defined by an enduring dedication to professional and ethical excellence, as well as the commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects. Marriage and family therapists embody these aspirations by participating in activities that contribute to a better community and society, including devoting a portion of their professional activity to services for which there is little or no financial return. Additionally, marriage and family therapists are concerned with developing laws and regulations pertaining to marriage and family therapy that serve the public interest, and with altering such laws and regulations that are not in the public interest. Marriage and family therapists also encourage public participation in the design and delivery of professional services and in the regulation of practitioners. Professional competence in these areas is essential to the character of the field, and to the well-being of clients and their communities.

Seeking Consultation

The absence of an explicit reference to a specific behavior or situation in the Code does not mean that the behavior is ethical or unethical. The standards are not exhaustive. Marriage and family therapists who are uncertain about the ethics of a particular course of action are encouraged to seek counsel from consultants, attorneys, supervisors, colleagues, or other appropriate authorities.

Appendix D - Regulatory Alignment Student Acknowledgement

Regulatory Alignment Student Acknowledgement

Marriage and Family Therapy is a profession that leads to licensure in all 50 states. However, each state has its own law and regulations that specify requirements to become licensed as a MFT in that state.

States differ in their educational requirements such as coursework, core content areas, number of credits, and supervised practicum. Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to each state's licensure resources: [MFT State/Provincial Resources](#) (AAMFT.org).

The coursework for the University of Central Missouri was designed to meet MFT licensure requirements in the state of Missouri. The Program Handbook provides information about degree requirements, portability of your degree and licensure information. This letter is an attachment in the Program Handbook. You may read more about the state requirements for MFT licensure in Missouri by visiting the website of the [MO Division of Professional Registration, State Committee of Marital & Family Therapists](#).

If you have questions about the program's alignment with professional licensure you may contact the Program Director of the MFT Program at the University of Central Missouri.

When you receive an acceptance email/letter from the Program Director, you will also receive this form as an attachment. Please sign this acknowledgement form and return it to the Program Director as an attachment to your acceptance email.

I acknowledge that I have been informed and am aware that licensing regulations differ across states and provinces. I understand that the UCM MFT program is designed to meet the licensure requirements in the state of Missouri, and that a MFT degree from this program may not meet MFT licensing requirements in a different state.

Printed name as shown in application

Signature (may be electronic)

Date