

**THE MFT PROGRAM MANUAL:  
GENERAL ORIENTATION AND ACADEMIC ADVISEMENT**

**UW-Stout Marriage and Family Therapy Master's Program  
University of Wisconsin-Stout  
Menomonie, WI 54751**

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## INTRODUCTION

WELCOME to UW-Stout's Marriage and Family Therapy (MFT) Graduate Program, a program with deep MFT roots. Accredited in 1977, it is one of the first MFT programs in the country and one of only two programs to have continuously maintained its national accreditation over this period of time. In fact, UW-Stout has graduated over 500 MFT students during the last 40+ years, many of whom have gone on to become leaders in their profession and communities. We welcome you to the program and look forward to your success.

We believe the strength of the UW-Stout MFT program is due to its having quality faculty and facilities. It also receives strong support from the university at large. However, these qualities exist in many programs and are not unique to this program. The specific factors that make this program unique are: (1) it is a COAMFTE accredited program, (2) it attracts high quality students due to its solid reputation and long-standing accreditation, (3) the student's educational experience is augmented through the use of a "cohort" design that adds a more personal dimension to the education, and (4) all students work with clients at an on-campus clinic where they receive direct supervision from the MFT faculty, all of whom are either Approved Supervisors through the American Association for Marriage and Family Therapy (AAMFT), or Supervisor Candidates. It is rare to find this combination of features in a master's level training program. The most important reason for the program's excellent reputation, however, is the outstanding quality of work that is done by its graduates as witnessed by employers, colleagues and the people they serve. The program's reputation stands on the shoulders of its graduates.

Undoubtedly, the prospect of working toward an advanced degree creates in some students a concern about the high expectations the program faculty members have of them. As students proceed through the program it is important for them to understand that they have been admitted because the program selection committee believes they have the "right stuff" to become excellent therapists. The program's high retention/graduation rate documents that the program's faculty and staff are as invested in each student as the student is invested in the program. It is our hope that, by working together, the student's time at UW-Stout becomes one of the more extraordinary experiences of her/his professional career.

This manual is intended to clarify the program's objectives and to guide students through the academic portion of the program. The first year in the MFT program is generally referred to as the "Academic Year" because all of the student's academic credits are devoted to course work. The second year is referred to as the "Clinical Year" because, although students still take classroom courses, most time is spent in the practicum courses. This involves seeing clients and working in clinical teams with classmates. A separate "Practicum and Clinical Service Center Manual" guides students through this portion of the program. Because of this, terms such as "students," "therapists," "classmates," "peers" and "colleagues" are used interchangeably to refer to "*student therapists in training*." It is also the faculty's belief that the best academic and clinical training will be achieved through adherence to the [COAMFTE accreditation standards](#) and the [AAMFT Code of Ethics](#). The program's curriculum is based on it.

### **Accreditation History.**

Officially designated as a "Marriage and Family Therapy" master's program by the University of Wisconsin System in 1974, the "Committee on Accreditation" granted the UW-Stout program candidacy status in 1975 and full accreditation status in 1977. The professional organization was then known as the "American Association of Marriage and Family Counselors" which became AAMFT in 1978. In 1978, the Committee on Accreditation was renamed the Commission on Accreditation for Marriage and Family

Therapy Education (COAMFTE). The program has maintained full accreditation status throughout this history and is the second longest accredited program in COAMFTE's history. Brigham Young is the only MFT program with a longer accreditation history. This demonstrates UW-Stout's long-term commitment to providing top-level MFT training. The program is currently accredited through October, 2022.

### **CORE FACULTY**

Core faculty at UW-Stout are faculty whose primary professional identification is as a couple and family therapist. They must teach at least two classes per year in the program, be a member of AAMFT, and be an AAMFT Approved Supervisor or Supervisor-in-Training. Core faculty have the responsibility of making decisions regarding the curriculum and clinical training of the program and are collectively responsible for guiding the progress of students in the program. Core faculty include:

#### **Dale Hawley, PhD (University of Minnesota)**

Dale Hawley is Director of the Marriage and Family Therapy program at UW-Stout. He has been on the faculty of Stout since 2002 and previously taught in the Marriage and Family Therapy program at North Dakota State University. He also has a background in pastoral care and ministry and enjoys working with couples and with people in ministry settings in his private practice. His research interests include family resilience and families living in cross-cultural contexts. Dr. Hawley is a Licensed Marriage and Family Therapist (LMFT) and an AAMFT Approved Supervisor.

#### **Terri Karis, PhD (University of Minnesota)**

Terri Karis is a Professor and AAMFT Approved Supervisor in the Marriage and Family Therapy program at UW-Stout. She has taught at Stout since 2000 and previously worked in residential, day treatment, community mental health and employee assistance settings. Her clinical interests include trauma-informed treatment, mindfulness, racial and cultural issues and somatic therapies. Dr. Karis is both a Licensed Marriage and Family Therapist (LMFT) and a Licensed Psychologist (LP) and maintains a private practice in Minneapolis where she enjoys doing clinical supervision and working with individuals and interracial and intercultural couples.

#### **Candice Maier PD (University of Iowa)**

Candice Maier is an assistant professor of Marriage and Family Therapy and Human Development and Family Studies. She is an AAMFT Clinical Fellow, Supervisor, Family Therapy Section Officer (Student New Professional) and Affiliate Councils Student Advisors Representative for the National Council on Family Relations (NCFR). She has presented and written on couple relationships and contributions to mental and physical health outcomes and feminist/social justice theories. Candice is a practicing clinician and has a passion for narrative therapy.

#### **Anne Ramage PsyD (University of St. Thomas)**

Anne Ramage is an adjunct faculty member in the Marriage and Family Therapy Program at UW-Stout. She has a Doctorate in Counseling Psychology, is an AAMFT Approved Supervisor, and is licensed in Minnesota. Anne has been a therapist for over 30 years and currently owns a private practice in the Highland area of St. Paul. Her clinical interests include mentoring therapists who wish to become AAMFT Approved Supervisors as well as helping individuals seeking post-degree supervision. Anne is also interested in trauma-related therapy as well as psychometric testing, receiving referrals from other therapists related to testing their clients. In addition to UW-Stout, she teaches graduate Family

Psychology classes at the University of St. Thomas. She also holds licenses as a Marriage and Family Therapist and a Clinical Social Worker in Wisconsin.

### **Markie Twist PhD (Iowa State)**

Markie Louise Christianson (L. C.) Twist (she/her/they/them), is the Program Coordinator of the Graduate Certificate in Sex Therapy Program, and Professor in the Human Development and Family Studies Department and Marriage and Family Therapy Program at the University of Wisconsin-Stout. Dr. Twist is also a licensed marriage and family therapist and mental health counselor, as well as a clinical fellow and approved supervisor of the American Association for Marriage and Family Therapy, and certified sexuality educator and supervisor through the American Association for Sexuality Educators, Counselors, and Therapists. Dr. Twist also serves as the Editor-in-Chief of *Sexual and Relationship Therapy: International Perspectives on Theory, Research and Practice*. To learn more about Dr. Twist visit: [drmarkie.com](http://drmarkie.com).

## **MISSION, PROGRAM GOALS AND STUDENT LEARNING OUTCOMES**

As a program we are committed to training new marriage and family therapists who can impact the lives of people in their communities and can influence the field. This is an intensive program but it is gratifying to see the mark that graduates make on the lives of others. Our mission helps us stay on course with this commitment while the goals and outcomes of the program help us achieve the mission.

### **Mission of the MFT Program.**

The mission of the MFT program is to assure that graduates are competently trained to become entry-level professional couple and family therapists. The program promotes a systemic-relational MFT clinical orientation, utilizes a combination of academic and experiential methods of training, and addresses the role of power, privilege, and inclusivity in therapy.

**Program Goals and Student Learning Outcomes.** In order to achieve this mission, a number of program goals and associated student learning outcomes (SLO) have been set. These outcomes are tracked on a regular basis and are used to assess the progress of the program and to make needed improvements. Program goals and student learning outcomes associated with each are listed below; details regarding how these outcomes are measured can be found in the Appendix A of this handbook.

**Program Goal 1: Knowledge.** The program will help students/graduates achieve a clear understanding of professional marriage and family therapy principles to support them as they enter the field as practicing professionals.

SLO 1: Students/graduates will demonstrate knowledge of principles underlying couples and family therapy including theoretical models, dynamics of couple/family interaction and human development, trauma, diagnosis and assessment, and psychological testing.

**Program Goal 2: Practice.** The program will help students/graduates develop systemically-based clinical skills.

SLO 2: Students/graduates will exhibit clinical skills necessary for the practice of couple and family therapy including the use of self in therapy, clinical assessment and diagnosis, treatment

planning and management, assessment of potential for harm to self or others, and therapeutic intervention.

SLO 6: Students/graduates will complete the program and enter the field as couple and family therapists.

Program Goal 3: Inclusivity. The program will help students understand and apply knowledge of power, privilege, and oppression as they relate to categories of difference.

SLO 3: Students/graduates will demonstrate an awareness of power, privilege, and difference within therapeutic and supervisory contexts.

Program Goal 4: Research. The program will help students/graduates become competent consumers of research so they may maintain empirically informed practices.

SLO 4: Students/graduates will demonstrate a clear understanding of how research can be applied to clinical practice.

Program Goal 5: Ethics. The program will help students/graduates learn and apply ethical standards consistent with the practice of couples and family therapy.

SLO 5: Students/graduates will demonstrate an applied knowledge of ethics, legalities, and professional standards related to the practice of couple and family therapy.

## **CURRICULUM AND INSTRUCTION**

The MFT program at UW-Stout is a two-year, full-time, cohort-based model. A new cohort begins each Fall semester and students take all courses with members of their cohort. Exceptions can be made if students are transferring courses from previous graduate work. All campus work is done on Monday and Tuesday. This is done to accommodate students who travel to Menomonie from a distance. To complete their course work in two days, some students make arrangements to stay overnight in Menomonie. Since the program is full-time, these days are long. During the first year students can expect to be on campus from approximately 9:00 am-5:00 pm each day. During the second year when they are working in the on-campus clinic students can expect to be on campus from 1:00 pm-9:00 pm, on Mondays and 9:00 am-9:00 pm on Tuesdays.

The MFT course sequence (see below) is designed to meet COAMFTE and state licensing standards and cannot vary. This curriculum provides the student a broad and solid foundation from which to operate as an entry level MFT professional upon graduation. When planning/registering for courses, specific things students must pay attention to are:

- Courses are offered once a year. It is most expedient to take them as listed below. Variance from this format is strongly discouraged as it could delay transition into practicum and/or disrupt the ability to graduate from this program.
- One half of the class will take MFT 795 the summer between their first and second year, the other half will take it the following summer.

- In the fall and spring semesters of the second year students register for two sections (4 credits each, 8 credits total) of the MFT practicum courses (Note: there is only one section of summer practicum (3 credits)).
- These requirements are subject to change if students transfer credits from another institution.
- All UW-Stout registration information is found at: <https://www.uwstout.edu/academics/academic-resources/registration-business-services/registration-records/class-registration-and-credit-load>. Students must become proficient with these processes.

The normal sequence of courses is:

## **Year One**

### Fall semester

MFT 740	3 credits	Power, Privilege, and Difference
MFT 750	3 credits	Foundations in Couple and Family Therapy
MFT 752	3 credits	Couples Therapy
MFT 762	3 credits	Diagnosis in Family Therapy
Total	12 credits	

### Spring semester

MFT 741	2 credits	Culturally Responsive Couple and Family Therapy
MFT 745	3 credits	Trauma Informed Approaches to Violence and Addictions
MFT 751	3 credits	Contemporary Couple and Family Therapy
MFT 753	3 credits	Child and Adolescent Therapy
MFT 755	3 credits	Professional Issues
Total	14 credits	

### Summer semester

HDFS 742	3 credits	Lifespan Individual and Family Development
HDFS 730 <sup>1</sup>	1 credit	Advanced Human Sexuality <sup>1</sup>
MFT 733 <sup>1</sup>	1 credit	Advanced Sex Therapy <sup>1</sup>
MFT 795	3 credits	Practicum (half of cohort)
Total	5-8 credits	

## **Year 2**

### Fall semester

MFT 744	2 credits	Psychometric Aids
MFT 793	8 credits	Practicum (two sections of four credits each)
Total	10 credits	

<sup>1</sup> HDFS 730 and MFT 733 are variable credit courses. Students completing the Sex Therapy Certificate will complete all credits of these courses. Students not completing the Sex Therapy Certificate will take only one credit from each of these courses.



### Spring semester

MFT 765	3 credits	Research in Marriage and Family Therapy
MFT 794	8 credits	Practicum (two sections of four credits each)
MFT 775	1 credit	Capstone
Total	12 credits	

### Summer semester

MFT 795	3 credits	Practicum (half of cohort)
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## THE STUDENT EXPERIENCE

Being a student in the MFT program at UW-Stout is a unique experience. The cohort model, the on-campus clinic, and the relatively small number of students admitted each year are several vital elements that contribute to the success of the program. We receive consistently positive feedback from graduates and employers regarding the quality of the program. While an important part of the educational experience is based on gaining new concepts and the supervised experience of working with clients, much of the value of this learning experience rests on relationships developed with faculty, supervisors, and fellow students.

### **Assumptions Regarding Faculty and Students.**

A successful education is the result of instructors and students working together to create a meaningful learning experience. Toward this end, students can expect that their instructors, supervisors, faculty and support staff will be well trained, punctual, prepared, professional and personable. Course material will be up-to-date, well-presented, and the content will be appropriate to the profession of MFT. Instructors will respect each student's unique abilities and aspirations. At the same time, students are expected to immerse themselves in the course material, come to each class prepared, collaborate with peers, faculty and staff (including accepting criticism and offering constructive feedback), and make the necessary commitment of time (attendance) to the program. All students must regularly check their UW-Stout email account so as not to miss important university and program announcements/deadlines. Students are also expected to, if necessary:

- actively and independently pursue remediation in areas of weakness;
- actively pursue consultation or supervision regarding problem areas in their academic and clinical work; and
- pursue individual, marital and/or family therapy as deemed appropriate and valuable. (The UW-Stout Counseling Center provides therapy at no cost to students. The supervisors can also help identify therapists in the area, should this assistance be requested. However, they will not provide therapy to students as this would constitute a multiple relationship and violate professional ethics).

**What the Program Offers and What it Cannot Guarantee.** The UW-Stout MFT program offers students a solid MFT training experience. It uses the COAMFTE accreditation process to regularly assess itself with regard to how well its students master the clinical competencies necessary to be successful as

entry-level professional marriage and family therapists. Toward this end, accreditation requires that the program consistently evaluate its graduates' success rates in such areas as graduation, employment, and passing the AMFTRB national exam. This data is used to make adjustments in training as necessary. While program evaluation data indicates that our graduates do exceptionally well in these categories, the program cannot guarantee 100% success. There are too many uncontrolled variables that come into play, such as personal health/family life stressors on the part of the student as they go through the program, variations in the economy and job market, and the amount of time that passes before a graduate takes the national MFT exam or applies for state licensure. Furthermore, states require employers to conduct background checks of personnel who will be working with vulnerable populations (e.g.: children, the elderly, developmentally disabled, etc.). Graduates who have related criminal backgrounds (esp. those involving any kind of violence, abuse, theft, exploitation) may find limited employment opportunities. The student must be willing to accept these uncertainties when beginning the program.

### **The Cohort Model and Systemic Dynamics Among Classmates**

Approximately fourteen students are admitted into the MFT Program each year and will attend most courses together. This cohort design is intentional and is one of the most important aspects of the student's educational experience. Most of the group process will be smooth. However, differences of opinion often emerge as classmates debate theory, technique and life in general. This is normal among any group of people and is reflective of the many ways human difference plays out in relationships. Becoming a systems therapist involves helping clients become more effective in interpersonal relationships. Likewise, MFT students will have opportunities to apply what they learn about relational processes to their own group. Toward this end, instructors/supervisors will sometimes initiate group experiential exercises in order to demonstrate a therapeutic process or to provide a learning opportunity to the entire group.

While it is sometimes fun to compete to see whose ideas are going to be the most "correct" or "brilliant," repeated involvement in one-up/one-down interactions with peers can escalate to the point of being frustrating and counter-productive. During the clinical year, such activities as choosing partners for co-therapy, negotiating treatment plans and giving/receiving feedback will sometimes lead to moments where tension and dissension come to the forefront. Rest assured that differences of opinion are likely to occur between classmates. It happens in every cohort and is a normal part of any group process. How students respond to these differences is the most important thing. In short, students are expected to practice what they preach. Some patterns will become evident in the classroom during the academic year, but they may intensify during the clinical year as a part of the co-therapy/group processing dynamic. As students become familiar with one another they will both support and challenge each other. Support is nice, but classmates will have various tolerances for challenge. Some might avoid receiving a challenge. Others will avoid giving one. Yet, just as it is limiting to be the one who is always in the "approach" role, it is also limiting to be the one who is always in the "avoid" role. Each student is encouraged to strive to balance these roles by staying connected with her/his/their own thoughts and feelings while staying connected with his/her/their classmates (even the ones they consider difficult).

The MFT supervisors have found that this inevitable interpersonal crucible has the potential to facilitate tremendous self-of-the-therapist growth in students. It is rare that a student proceeds through the program emotionally-psychologically disconnected from their classmates. The class will form an identity and many students will emerge from the process personally changed and having formed lifelong

connections to one another and to the program. We encourage every student to take advantage of this process. The following guidelines are designed to help facilitate a positive outcome.

### **Role of the Student as it Concerns the Group Process**

- The MFT supervisors view you as skilled and mature people. When a difference of opinion emerges between you and your classmate(s) we expect you to attempt to resolve it on your own. Speak on your own behalf. Don't wait for one of us to intervene. (see "Role of the Instructor/Supervisor" below).
- Use good communication skills (accurate reflective listening, speak only for yourself using first-hand information and making "I" statements).
- If you have an issue with a classmate, instructor or supervisor, talk with that person face-to-face rather than attempt to tip the power balance to your side by triangulating clients, classmates, teachers, supervisors or staff into the conflict. In short, do not gossip or team up against someone!
- Give honest feedback that is direct yet kind. When receiving feedback, reflect on any defensiveness you feel in order to learn more about yourself.
- Find a way to stay receptive to feedback that you find difficult to hear. E.g.: practice self-regulation.
- Own your contribution to the interpersonal process being played out. When you are certain that your colleague is the problem, it is time to reflect on your contribution to the problem pattern (i.e.: second-order cybernetics -- you are a part of the system).
- Maintain a professional, respectful and nonjudgmental stance toward one another. Assume that your classmates are guided by good hearts even though their method may be contrary to your preferred style. Try to see how people's protections are only part of who they are.
- Accept that group members have different expectations, methods and schedules when it comes to personal and group development. Each is on her or his personal timeline and trajectory.
- While you will obviously form subsystems of friendships and alliances within your group, practice sensitivity to inclusion and being open to and involved with everyone in your group. Work collaboratively.
- Be sensitive to issues of power and privilege within your own group. Make room for everyone's voice to be heard in your group processes. Regard every person in your group as a facilitator of your learning.
- Know that learning comes as a result of one another's differences and that this is the essence of practicing cultural responsiveness. One criterion for admission into the program is the diversity students can provide each other. Take advantage of it. Reach out to intersect/bridge gaps.
- Use your knowledge and creativity to frame your message in a way that it can be heard and considered useful.
- If you have difficulties that interfere with your ability to be successful, seeking your own therapy outside of the MFT program is appropriate and respected.

**Role of the Instructor/Supervisor as it Concerns the Group Process** In general, when differences of opinion and/or tension emerge within the group process, an instructor/supervisor will only intervene if they determine it (a) is disruptive to the class, (b) is disruptive to therapy, or (c) involves them directly. In fact, an instructor might not even share a particular student's idea of what constitutes a "problem."

Usually, when students are having an interpersonal difference that needs to be bridged, the instructor/supervisor will view this as a growth opportunity and expect that the students will take responsibility for resolving the situation themselves using the guidelines specified above. However, if an impasse does occur that the students seem unable to resolve, the person(s) directly involved should request help from the course instructor/supervisor (who sometimes might not be aware that such an impasse is occurring). At this point the instructor/supervisor will facilitate student interaction but will not take sides or prescribe what is right or wrong except in situations where established professional ethics, legalities or academic conduct might be violated.

Finally, while most cohort issues are resolved using the larger group process, there are some issues a student might not want to address in the presence of a classmate. When this occurs, an instructor or supervisor may be designated to work individually with the student while consulting with other instructors, supervisors or support staff as appropriate. If it seems therapy would be useful, the student will be encouraged to attend outside of the program in order to maintain appropriate boundaries between the student and the program faculty/staff. Thus, it is important for the larger cohort to recognize that due to confidentiality and personal discretion they are not likely to know everything that their classmates and instructors are working on. It may seem at times that the training team or classmate is not attending to an issue when in fact they are.

**A Special Note on Power, Privilege and Difference.** This program provides a learning context in which inclusion, equity and non-discrimination are addressed, practiced and valued. Because the University of Wisconsin-Stout is located in rural northwestern Wisconsin, it consists primarily of white students and faculty. However, we value diversity and seek to admit students who are diverse in many ways. People representing such diversity are encouraged to apply to the program. Because MFT is relational/systemic in its focus, we are aware of how inequities that occur between people can directly impact their success. As such, the MFT program faculty work hard to provide a supportive learning environment for all students, and our graduates tell us that we generally succeed at this.

**UW-Stout Racial Minority Services and MFT Program Mentoring.** Because of the small cohort combined with UW-Stout's location, racial minority students sometimes find that they are the "only one" in the cohort. We are sensitive to this process and work to help all students feel adequately affirmed. Toward this end we encourage students to become involved with UW-Stout's Multicultural Student Services Center (<http://www.uwstout.edu/services/multicultural/index.cfm>). It has served as an important resource to our students over the years. Also, the MFT program itself has a sizable pool of graduates from a variety of backgrounds who have volunteered to mentor students. This can relate to all categories such as race, age, religion, sexual orientation and so forth. Having a mentor who can better relate to your experience (even if it is only over lunch or an occasional phone call) may help you find your way in the MFT program and profession. Mentoring is not required, but students are encouraged to contact the program director to discuss this option.

## PROGRAM GOVERNANCE

### Governance

Program governance refers to how decisions are made that set the course for the program. Some governance matters are based on University decisions that are outside the scope of the program itself. The MFT program is housed within the Human Development Family Studies (HDFS) Department in the College of Education, Health, Hospitality, and Human Sciences (CEHHS).

However, many of the decisions regarding implementation are made at the program level itself. The Program Director is responsible for providing leadership for the program in a variety of areas including curriculum development, clinical training, facilities, and other services (see Appendix B for a position description). The faculty meet regularly to discuss the direction of the program and changes that need to be made to improve it. In doing so, they rely on feedback from students and graduates whose experience provides invaluable insights into what the program is doing well and how we can improve.

We welcome your comments. Each student has an open door to offer feedback to the Program Director and other faculty at any time. While we receive some of our most useful feedback through informal channels such as these, there are also several formal opportunities students have to provide input.

### **Student Governance Committee**

Each cohort is asked to select two representatives to serve on the Student Governance Committee. This group meets with the faculty once each semester. The purpose of the meetings is for faculty to provide program updates to and receive feedback from students. Student representatives have the opportunity to share comments or concerns from their respective cohorts.

### **Program Evaluation**

Evaluation is an important component in helping the program continue to grow and improve. Faculty do regular evaluations of the program and the student experience is key in our assessment process. We invite and encourage your feedback at any time. There are also several opportunities students have to evaluate various aspects of the program in a more formal manner. We encourage you take these evaluations seriously and to give us honest feedback. No one's perspective is more valuable than yours as a student. Evaluations include:

- *Course evaluations.* Each course is evaluated using a standard assessment.
- *Resource and services evaluation.* In this evaluation we assess the sufficiency of resources and services available to students. This is completed in the spring semester each year.
- *Program Director evaluation.* This evaluation assesses the role of the program director and the degree to which it is being carried out in an effective manner. This is completed in the spring semester each year.
- *Exit survey.* Students completing the program are asked to complete an anonymous survey measuring the sufficiency of all aspects of the program. This is completed by students in April of their second year in the program.

## **POLICIES AND PROCEDURES**

The program has a number of policies and procedures that support its governance model. These policies guide such decisions as how we determine who is invited to be a part of the program, requirements of students, how students are reviewed, and student rights. They include the following policies and procedures:

### **Anti-discrimination**

The Marriage and Family Therapy program at the University of Wisconsin-Stout provides equal opportunity to all persons and does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion

and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff.

### **Recruitment**

The Marriage and Family Therapy program at UW-Stout values diversity. We seek a group of students for each cohort who are diverse based on a number of criteria including but not limited to race, ethnicity, gender, sexual orientation, age, and religion. Although many applicants have degrees in Human Development, Family Science, Psychology, or a related human service field, this is not a requirement for admission to the program. The program values professional experience (both paid and volunteer) as well as life experience in general.

### **Admission Procedures**

The Master of Science in Marriage and Family Therapy program works in consort with the UW-Stout Graduate School and abides by all admission policies and procedures required by the Graduate School for admission to graduate study and degree candidacy. Consistent with the Graduate School's policy, candidates seeking admission to this degree program, concentrations, and emphases must hold a bachelor's degree from an accredited college or university and have an overall grade point average of at least 2.75. Upon recommendation of the program director, applicants may be admitted on probationary status if their overall undergraduate grade point average is less. Graduate level credits and GPA earned by candidates will be evaluated by program faculty as well as the Graduate College as part of the overall degree candidate review process.

The Master of Science in Marriage and Family Therapy graduate student admission procedures follow in sequence:

1. The prospective candidate makes application to the graduate school for admission into a graduate level program at UW-Stout. The prospective candidate simultaneously completes and submits to the MFT program specific application forms by the published application priority deadline.
2. All applicants' portfolios are then evaluated on the basis of previous academic preparation, forms and letters of recommendation and work experience. No GRE or other entrance exam is required. Those deemed most appropriate from the pool of applicants are invited to campus for the interview process.
3. Those candidates invited to the interview process complete a morning interview with the MFT Admission Committee and an afternoon interview and role play experience with the second year MFT students. All applicants are independently evaluated by the MFT Admission Committee members and second year students. These evaluations are used to help the committee select the applicants that will be offered admission to the program.
4. The list of applicants offered admission is forwarded to the Graduate School who then notifies all applicants of their status in relation to the MFT Program.
5. Students admitted to the program must complete a criminal background check the results of which do not prevent their entry into the program but could affect their ability to find a suitable practicum site and suitable employment upon graduation.
6. Should an opening occur in the program once the priority deadline has passed, any new or remaining applicants who meet the requirements specified in numbers one and two above are reviewed by a subcommittee of the Admission Committee. At this point, applicants are approached one at a time until the opening is filled, at which time steps four and five are completed.

7. Applicants who are not admitted for enrollment may reapply in a future year.

### **Grading and Assessment**

The Marriage and Family Therapy program adheres to grading policies established by the Graduate School. The following grading scheme is used in determining course grades:

A	Exceptional	C	Marginal
A-		D	Unsatisfactory
B+		F	Failure
B	Satisfactory	I	Incomplete
B-		IP	In Progress
C+			

To maintain full academic standing, students must maintain a grade point average of 3.0. Students who fall below that grade point average will be placed on academic probation. A grade of Incomplete may be given in rare circumstances. It requires a contract between the student and instructor regarding completion of course assignments. A grade of Incomplete is good for one year; following this time it becomes an F. An In-Progress grade may be given for courses where the requirements of the class take longer than the length of a semester (e.g., a thesis or Plan B paper). Re-registration is required if the course is not completed within one year. Further information on grade policies can be found in Graduate School policies located on their website

<https://liveuwstout.sharepoint.com/sites/2022/023/SitePages/Forms-and-Policies.aspx>

### **Authenticity of Student Work**

Assignments turned in by students must represent their own work. Representing the work of another as your own, falsifying data, cheating on exams, and other forms of academic misconduct are not acceptable. These actions are subject to sanctions including reprimands, reduced grades in assignments or classes, or removal from the course or program. The program follows University of Wisconsin System guidelines regarding academic misconduct. Further information can be found at

[https://web.archive.org/web/20170911004847/http://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](https://web.archive.org/web/20170911004847/http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

### **Student Review/Retention/Dismissal**

The Master of Science in Marriage and Family Therapy review/retention/dismissal policy is designed: (1) To provide students (also known as “degree candidates” once they have filed an approved Degree Plan and have met the residency requirements of the Graduate School) with information related to their progress in acquiring skills and competencies essential to professional practice; and (2) to provide program faculty with the necessary information to evaluate student/degree candidate progress toward achieving the skills and competencies required for professional practice in the specified program.

Program procedures to implement this policy consist of the following:

1. A formal meeting of the clinical supervisors each semester (Summer excluded) to review progress of all second year students enrolled in the Marriage and Family Therapy program. The quality of a student’s academic work and readiness to take on the rigors of clinical work (as it relates to practicum) is considered.

2. Any faculty member or professional field supervisor, at any time, can request faculty review of a student's progress toward meeting degree requirements and acquiring and exhibiting competencies necessary for professional practice. Such requests will be forwarded through the program director.
3. Students receiving notice of unsatisfactory progress will consult with the program director, perhaps with the inclusion of the program's team of MFT supervisors, regarding their deficiencies and will establish specific written objectives to remediate such deficiencies. The written objectives will become a personal record in the student's file. Failure to remediate deficiencies during the next faculty review period or otherwise agreed upon time frame will result in consideration for dismissal from the program.
4. If during the semester review or by other faculty request the faculty deems that the student's progress is unsatisfactory or his or her behavior constitutes a serious violation of professional practice or ethics, as determined by the faculty, core faculty will investigate. The committee's findings will be presented in timely fashion to the faculty in closed session for recommended action.
5. Any action by the faculty will be conveyed to the student in writing by the program director with specific recommendations for remediation or notice of dismissal.
6. The core faculty reserves the authority to suspend or terminate a student's enrollment in a program at any time for inadequate academic or performance-related reasons as determined by the faculty in the program. If a student's enrollment is suspended or terminated, they may request a review of the decision by the Dean of the College or their designee. The purposes of a review are to permit a student to challenge (1) the factual information that formed the basis of the decision, and/or (2) the sanction: suspension or termination. Such request must be made in writing to the Dean or designee within 22 working days of notification of suspension or termination and must identify the basis or bases for the review or challenge to the factual basis and/or sanction. A review is not an adversarial proceeding. The student may appear before the Dean or designee personally. A review shall be held within 10 working days of the date the Dean or designee receives the request, except that it may be held at a later date upon mutual agreement or upon order of the Dean or designee. Following the conclusion of the review, the Dean or designee shall advise the student or degree candidate of /their decision in writing within 10 working days. The Dean or designee will notify the Graduate College of the decision within 5 working days. The Dean or designee's decision is final.
7. In extenuating circumstances, such as when a student is considered a risk to themselves or others, appropriate authorities will be involved such as police and the Dean of Student's Office.

The following criteria will be used as evidence of satisfactory progress toward a Master of Science in Marriage and Family Therapy graduate degree:

1. Meeting all of the UW-Stout Graduate School requirements including grade point and residency.
2. Maintaining progress toward degree completion as agreed upon in the student's or degree candidate's program plan.



3. Maintaining a minimum 3.00 GPA (on a 4.00 scale) in all graduate courses taken as part of a program completion plan.
4. Successful completion of all of the MFT Practicums with a grade of B or higher.
5. Exhibiting adherence to professional Code of Ethics as defined by the American Association of Marriage & Family Therapy and the Code of Conduct as defined by the State of Wisconsin's Marriage and Family Therapy, Professional Counselor and Social Work Administrative Rules.
6. Program faculty, meeting for purpose of professional review, determine the student (degree candidate's) capability to successfully perform the professional duties and responsibilities as required in professional practice.

### **Complaints and Grievances**

Students who have concerns or complaints regarding a classroom or supervisory experience are first advised to try to address the concern with the specific instructor/supervisor. If not satisfied, the student is advised to contact that instructor/supervisor's Department Chairperson. If interaction with the Department Chair does not resolve the issue, the student may contact the Dean of the College. If the Dean fails to promote satisfactory resolution, the student can then appeal to the Vice Chancellor for Academic Affairs and beyond to the Chancellor. Beyond these suggested guidelines, students are encouraged to familiarize themselves with that section of the *UW-Stout Student Manual* titled "Student Complaint Process."

<https://web.archive.org/web/20170828102026/http://www.uwstout.edu/services/dean/assistance/complaint.cfm>). If the concern is about the MFT program in general (rather than a classroom concern), the student is advised to contact the MFT Program Director. If the student fails to achieve satisfaction at the level of the Program Director or the program faculty committee, or if the concern regards the Program Director and is perceived as too sensitive to address directly, they are encouraged to contact the Dean of the College, and so forth as designated above.

### **Inability to Complete Program as a Full-Time Student.**

Because it is based on a cohort model, the program is designed for full-time students who will proceed through the program together as an intact class. Courses are scheduled and sequenced as such. Therefore, any student who for whatever reason drops a course or discontinues the program for a length of time will complicate their path to graduation. *Any student contemplating such action needs to consult ahead of time with the Program Director in order to assess the potential impact on future progress in the program.* While the program will do whatever it can to reasonably accommodate the student's situation, there may be circumstances where it is not possible.

### **Limits of Student/Supervisee Confidentiality**

The Family Educational Rights and Privacy Act (FERPA) of 1974 protects the privacy of students' educational records. Information may not be given to a third party without the student's written permission. The student should know that it is permissible for persons who share in training responsibilities to consult with one another in order to monitor and advance student/supervisee development. This includes both on and off-campus supervisors/instructors/administrators. However, the content of such consultation will be limited directly to the student's education and no other student/supervisee confidences will be shared with anyone outside of the training context without written authorization, unless to report trainee behavior that appears unethical, unsafe or illegal.

### **Technology Requirements**

Completing the Marriage and Family Therapy program at Stout requires access to a computer and basic technological skills:

- Students will need to complete course assignments using word processing and spread sheet programs compatible with those used by faculty (currently, Microsoft 365). They are expected to enter the program with these skills.
- Students will need to navigate the University's web-based platform (currently Canvas) for accessing course materials, turning in assignments, viewing grades, participating in discussion boards, etc.
- Students will need to access data bases housed in the library to complete course assignments.
- During the second year, students working in the Clinical Services Center will be required to record and review sessions using the clinic's digital recording system and the utilize the electronic records program use in the clinic.

### **Technical Training for Students, Faculty, and Supervisors**

#### **Students:**

- Canvas: Students can enroll in a self-paced course on using Canvas at <https://uwsto.instructure.com/enroll/RRTRYT>.
- Library: Students will receive an orientation to library services, including accessing data bases, during a session with a resource librarian arranged by the program. This is generally conducted during the orientation session conducted before the start of classes.
- Digital recording system and electronic records program: Students will be trained in the use of the Clinical Services Center digital recording system and the electronic records program by clinic staff during their orientation to the clinic.

#### **Faculty:**

- Faculty can receive support from the Learning and Information Technology department on campus. LIT offers numerous workshops on using web-based platforms to enhance teaching. A consultant is also assigned to the Human Development and Family Science department in which the program is housed. Faculty can contact the consultant for specific issues related to the platform.
- Faculty can consult the Help Desk for help with technical issues related to University issued computers.
- Faculty can consult with a resource librarian for help with accessing data bases housed in the library.

#### **Supervisors:**

- On-campus supervisors can receive an orientation to the digital recording system from clinic staff.
- Off-campus supervisors need to be conversant with email and have the ability to respond to online surveys and other queries.

## PREPARING FOR PRACTICUM

A central component of the MFT program at Stout is the practicum experience. These are three courses (19 credits) taken over the course of the second year wherein students work directly with clients from the community. Part of the practicum experience takes place on campus in the Clinical Services Center where cohort members provide services for people from the Menomonie area under the supervision of program faculty. In addition, students do part of their practicum at an off-campus site. We believe this combination offers students the best of both worlds. They are able to receive training under the close supervision of program faculty and are able to work in a setting with community professionals. A separate manual provides specific details about the practicum experience itself but this section describes how students can prepare themselves for this experience.

**First Year Observations.** Each MFT student is expected to observe sessions conducted at the Clinical Services Center during the spring semester of their first year as part of the MFT 755 class. The number of observations and dates will be specified in the class. (While this element of training is required, each student is encouraged to observe additional sessions on their own if they would like. The student should clear this in advance with whichever supervisor is “on” at the clinic during the week(s) they plan to observe.) These observation sessions are intended to familiarize students with the function of the CSC. The CSC supervisor and second year students will know when observers are coming. Students should take the initiative to introduce themselves to one another. The first year students are urged to ask questions and discuss clinical procedure and the operation of the CSC with second year students and the supervisor. Second year students will host and mentor the first year observers by walking them through the steps of scheduling and conducting sessions, explaining the paperwork, and including them in the evening processing. While observing from behind the mirror, please remember that voices carry through the wall into the therapy rooms. Obviously, this can prove very distracting, if not irritating, to the clients and therapists involved. Be conscientious and respectful.

**Transitioning into Practicum.** Upon successful completion of MFT 750, MFT 751 and MFT 755 (or otherwise demonstrating possession of these competencies), submission of a Readiness to Advance form (see Appendix C), and approval of the Program Director, MFT students can enroll in practicum. A student’s on and off campus practicum experience should run concurrently. Approximately one half of the class will start their on and off campus practicum the first summer and finish the following spring. The remaining half will start in the fall and continue through the second summer. In this way, experienced students overlap with new student therapists during transitions at the on-campus clinic in order to provide continuity for continuing clients and to help train the new student therapists in the procedures of scheduling and conducting sessions, doing the paperwork, and orienting to staff meetings, evening processing and supervision. Each student is encouraged to work with a co-therapist and use the beginning of practicum to gather team hours from behind the mirror as a way of easing the transition to working with clients face-to-face.

Cohort members will decide among themselves who will do practicum the first or second summer of the practicum year. This decision is best completed by early in the second semester to allow summer practicum students time to secure an off-campus placement. A common procedure that students follow is to first ask for volunteers to start second summer. If there are still more than half who would like to start first summer, a presentation of reasons takes place so that the class might agree to let someone with a compelling reason start that first summer. (It is up to the class to decide what qualifies as “compelling.”) If this still does not resolve the issue, a simple “luck of the draw” is conducted for the remaining positions.

**Securing a Off-Campus Practicum.** The program director will meet with first year students to describe various available settings, answer questions, discuss the protocol for approaching an off-campus site, and orient students to the requirements of an off-campus placement as is described in the off-campus “Affiliation Agreement,” “Scope of Work,” and “Signature Page” forms contained in this document (see Appendix D). Placement will be arranged in conjunction with the student, the off-campus supervisor and the Program Director. The student will be provided a list of sites arranged by geographical area that in the past have generally worked well for students. Students are allowed to do practicum at a site that is not on the list so long as it meets the clinical contact/supervision requirements required by the program. Research a site well, because it is not wise to change sites once clients have been seen there. This is not good for the clients or the site and is likely to cost the student client contact hours due to lost momentum.

Questions a student might ask before accepting an off-campus placement include such things as:

- What types of clients and presenting problems will I work with (individuals, couples, families, groups, children, adolescents, adults, the amount of diversity; mood disorders, conduct problems, parenting, couple/marital, severe MI, etc.)?
- Will I be working on my own or with a co-therapist?
- How many client contact hours can I expect, especially with couples/families?
- What is my supervisor’s primary clinical orientation (does it fit with my MFT interest?) and how much face-to-face supervision time will I get with them?
- What kind of paperwork will I be required to do, how is billing handled, is there pay for practicum students?
- Are there non-negotiable days or times that I am required to be at the agency (because Stout practicum is required M & T, 1-9 pm)?

Once they are fully engaged in the practicum, students should look to gather 12-15 clinical hours per week between the CSC and their practicum site. It is expected it will take some time to “ramp up” to a full load of clients and that the number of clients will diminish as students are nearing the end of their practicum experience. Each of the identified settings must have a designated supervisor who is identified in the affiliation form. It is assumed each student will be in regular attendance at the placement setting throughout the practicum securing supervision and client contact. Also, students should feel free to staff off-campus cases during on-campus supervision. The off-campus supervisor will be contacted by the Program Director each semester to gather perceptions of the student's progress. While absences can quickly become a grading issue, if a student has a legitimate reason for not being able to make it to the placement setting, the on-site supervisor must be notified beforehand.

**Starting Practicum Early/Late.** For insurance liability reasons, students cannot start clinical work until they meet the qualifications for admittance into practicum. Occasionally, a site requests that a qualified student start seeing clients at the off-campus site some days/weeks before they have started working at the on-campus practicum. This is something that needs to be arranged in advance between the MFT Program Director and the off-campus site so proper dates can be listed on the Affiliation Agreement Form. Once approved, student therapists may then count these client-contact and supervision hours toward their required total *but will still need to complete the calendar year requirement per their on-campus practicum schedule*. In short, the student will have voluntarily added extra practicum-type experience to their program plan, under the direction of their Program Director and the off-campus supervisor.

On a rare occasion a student will enroll for a practicum course and then be unable to finish a component of it. For example, for personal reasons they may start some weeks late (usually at the off-campus site) or end prematurely at the on or off-campus site. In this case the student risks not earning the required client contact/supervision hours needed to complete the practicum in one calendar year. Such students are likely to receive either an incomplete or a reduced or failing grade for that semester, depending on the amount of time missed and the reasons for missing. Students who receive an incomplete in their final semester will be required to complete the missing hours at an appropriate off-campus site. This delays the student's graduation date by at least one semester. In the rare case a student receives a practicum grade below a "B," they will be out of compliance with the program requirements for graduation and will also face remediation and or dismissal from the program.

### **AAMFT MEMBERSHIP**

The American Association of Marital and Family Therapy or AAMFT is the flagship professional organization of the field. Because membership in AAMFT increases the likelihood of marriage and family therapists being well-trained and ethical, the faculty strongly encourage all students to become members and to maintain membership throughout their careers. Student Membership should be applied for as soon as the student is enrolled in the program. Membership applications and other information about AAMFT can be obtained by contacting the website at [www.aamft.org](http://www.aamft.org). Membership entitles students to receive professional publications such as the *Journal of Marriage and Family Therapy and Family Therapy Magazine*, as well as student rates at national conferences, free professional liability insurance while in graduate school, legal consultation, and so forth. Membership is further encouraged for the professional competencies AAMFT sets, how it advocates for the profession, the practice resources it provides, public protection through ethical practice, and enhanced job-gaining potential.

Students should review the website [www.aamft.org](http://www.aamft.org). As stated on the site, the American Association for Marriage and Family Therapy is the professional association for the field of marital and family therapy. Since 1942, AAMFT has been involved with the problems, needs and changing patterns of marital and family relationships. The Association promotes increased understanding, research, and education in the field of marital and family therapy. In addition it insures that the public needs are met by having practitioners of the highest quality. AAMFT believes that therapists with specific education and training in marital and family therapy provide the most effective mental health care to couples and families. There are three levels of membership in AAMFT including: Student, Pre-Clinical Fellow and Clinical Fellow. Application information can be found on the AAMFT site.

**Student Member.** Upon entering the program all therapists-in-training are minimally eligible for student membership in the American Association for Marriage and Family Therapy. All students should join AAMFT as soon as possible for the reasons discussed above.

**Pre-Clinical Fellow.** This category covers the period between graduation and obtaining a full state MFT license. It should be applied for upon completion of the UW-Stout MS MFT degree and after obtaining the state credential that allows a graduate to work toward the hours required for full state MFT licensing (i.e.: MFT Training License in Wisconsin )

**Clinical Fellow.** This level is reserved for those who have completed the rigorous process of education and post-graduate experience required to be a fully credentialed as a MFT (i.e.: state licensed). The primary method for becoming an AAMFT Clinical Fellow is to provide proof of state MFT licensure.

## GRADUATION

The pot of gold at the end of your academic journey at UW-Stout is graduation. Most students graduate in two years; the maximum amount of time allowed by the Graduate school for a student to complete their degree is seven years. In order to graduate, students need to complete the requirements of the program as well as the necessary paperwork for the Graduate School. Below is a summary of what you will need to do to complete this process.

**Application for Degree Candidacy and Graduation.** At the start the spring semester of their second year, all students will need to complete the necessary paperwork for graduation:

- **Degree Candidacy Approval form.** This form notifies the Graduate School of your intention to graduate and must be signed by the Director of Graduate Studies at UW-Stout. It can be located on the Graduate School website.  
(<https://liveuwstout.sharepoint.com/sites/2022/023/SitePages/Forms-and-Policies.aspx>).
- **Program plan.** This form details the courses you have taken, are currently taking, or are scheduled to take in order to complete the program. A copy will be provided by the Program Director and is also found in Appendix E. This form must be signed by the Program Director.
- **An unofficial transcript.** This can be downloaded from Access Stout.

Students should submit these forms to the Program Director by the end of the third week of the spring semester for review. The Program Director will forward completed paperwork to the Graduate School.

If the student desires to transfer credits from work at a previous institution, they will need to complete a **Request to Transfer** form which will require approval from the Program Director and the Graduate School. This form should be completed early in the student's program and will be used by the Graduate School in auditing coursework necessary for graduation. Similarly, those who are seeking to apply coursework from a previously obtained graduate degree should complete the **Second Masters Degree** form early in the program. Links to each of these forms is found on the Graduate School website.

*Once the forms are filled out it is a good idea for the student to make a personal copy in case they become lost somewhere in the process after being submitted. While rare, this has been known to happen.*

## Commencement

In keeping with their cohort, all MFT students participate in the Spring Commencement Ceremony. Students who are within a semester of completing all program requirements (e.g. who still have to complete their summer practicum or the Plan B) can still walk through the spring ceremony. Additional information regarding commencement can be found at

(<https://liveuwstout.sharepoint.com/sites/2022/Commencement/SitePages/Degree-Candidate-Information.aspx>)

## BEYOND GRADUATION

**State MFT Licensing.** In Wisconsin, any individual who wishes to practice MFT or use the title Marriage and Family Therapist must be licensed as a marriage and family therapist or hold a marriage and family therapist training license. Thus, obtaining a state MFT license should be every new graduate's first priority. Fully licensed MFTs can practice independently. Becoming licensed is a prerequisite to many post-graduate employment opportunities and better pay. For example, in Wisconsin, in order to be employed at an out-patient mental health clinic, it is necessary to hold a training or full license. Requirements for licensing depend on the state but all states have three basic requirements:

- **Education:** Each state requires that applicants take certain courses to meet their educational requirement. In many states (including WI and MN) this requirement is fulfilled if an applicant has graduated from a COAMFTE accredited program. However, some states may have additional requirements.
- **Experience:** All states require a certain number of hours of practice following graduation and before applying for full licensure. The numbers vary by state but they generally include clinical hours, supervision hours, and other hours that contribute to an applicant's growth and development.
- **Exam:** All states except California require that students pass the national exam administered by the Association of Marriage and Family Therapy Regulatory Boards (AMFTRB). This is usually taken after completing your graduate program. California also requires applicants pass an exam but it is specially constructed for applicants for their state license. More information about the national exam can be found at [www.amftrb.org](http://www.amftrb.org).

Below is an overview for obtaining full licensure in Wisconsin and Minnesota, the states in which most of our students will practice after graduation.

### Wisconsin

- **Education.** Students applying for a MFT license in Wisconsin must meet certain curricular requirements. These are automatically met if you graduate from a COAMFTE accredited program (including UW-Stout).
- **Experience.** Following graduation, applicants must complete a total of 3000 additional hours. This includes 1,000 clinical hours, 100 hours of supervision, and 1,900 additional hours that are related to your work as a therapist (which can include additional clinical hours). In order to practice after graduation, applicants need a training license. This can be applied for by going on the Department of Safety and Professional services website (<http://dsps.wi.gov/Default.aspx?Page=ac3e62e4-8bb6-4fdd-a63c-efd5d9372128>) and completing Form 1973. Be sure to apply for a Training License (as opposed to Temporary or Full License). You can also sign up for the national exam when you complete this application which will save you a step down the road. A Training License can be obtained while you are a student in the program. Students who are planning to practice in Wisconsin following graduation are encouraged to obtain a Training License during their Clinical Year so they can start accumulating hours immediately after graduation.
- **Exam:** Applicants must pass the national exam before qualifying for licensure. The exam can be taken at any point following completion of the program. To apply, complete Form 1973 found

on the DSPS website. This can be done in conjunction with applying for a training license. You do not need to set the date of the exam when you apply but you will need to pay the exam fee.

Once you have completed the educational, experience, and exam requirements you can apply for full licensure (also using Form 1973). Unlike some states, there is no minimum time that needs to elapse before applying for licensure; you can apply as soon as all three requirements are met. Once your materials and fees are received by the state regulatory board, they are reviewed and, assuming all is in order, you will be granted the Licensed Marriage and Family Therapist (LMFT) credential.

#### Minnesota

- **Education.** Students applying for a MFT license in Minnesota must meet certain curricular requirements. These are automatically met if you graduate from a COAMFTE accredited program (including UW-Stout).
- **Experience:** Following graduation, applicants must complete a total of 4000 additional hours. This includes 1,000 clinical hours (at least 500 of which must be relational), 200 hours of supervision (at least 100 of which are individual supervision), and 2,800 additional hours that are related to your work as a therapist (which may include additional clinical hours). These hours need to be completed in not less than two years and not more than seven years following initial application for the national exam. Supervision in Minnesota must be provided by a board approved supervisor; a list of these supervisors is found on MN MFT Board's website (<https://mn.gov/boards/marriage-and-family/new-applicants/applications/>). You may start accumulating hours immediately after graduation but you must apply to take the national exam within six months of graduation. Only the hours you accumulate in the six months prior to applying for the national exam count toward licensure. Once you pass the national exam you become a Licensed Associate Marriage and Family Therapist (LAMFT).
- **Exam.** Applicants must pass the national exam before qualifying for licensure. The exam can be taken at any point following completion of the program. To apply, complete the Application to Sit for the National Exam found on the website and pay the associated fees. Once all your hours are completed and you have passed the national exam, you will need to take the state jurisprudence exam which assesses laws and ethics pertaining to the profession. This is an oral exam, held on a monthly basis. The application for the licensing exam is found on the website as well.

**Minnesota/Wisconsin Reciprocity.** Minnesota exceeds Wisconsin post-graduate requirements for licensure in all areas. Thus, if you are licensed in MN you will qualify when applying for licensure in Wisconsin. Wisconsin license holders who wish to become licensed in Minnesota must go beyond the Wisconsin supervised client contact hours requirement by documenting that they meet the required Minnesota supervision and client contact hours (see above). The WI supervisor will qualify for MN so long as they meet the WI supervisor requirements, i.e.: LMFT with 5 years of post-graduate MFT experience. (The MN board does not look to see if the WI supervisor has MFT supervision training or experience).

**License portability to other states.** Most of the students in the program at Stout are from Wisconsin and Minnesota and intend to practice in these states following graduation. However, not everyone who graduates from this program ends up practicing in Wisconsin or Minnesota. Every state has unique requirements for licensure and there is no guarantee that completing the program at Stout will fulfill all



the requirements for licensure in another state. A summary of requirements for each state can be found on the Association for Marriage and Family Therapy Regulatory Boards website ([www.amftrb.org](http://www.amftrb.org)). **If you are planning to practice in a different state than Wisconsin or Minnesota following graduation, let the Program Director know as soon as possible.** They can help you access and review requirements for licensure in the state in which you are intending to locate and can assist you in determining if additional coursework will be needed in your program at Stout.

**Continuing Education.** Once a license is obtained, each practitioner must meet state Continuing Education (CEU) requirements in order to maintain the license. For example, Wisconsin currently requires 30 hours of CEU every two years, which includes 15 hours specific to MFT and 4 hours in the area of Ethics and Boundaries. MN requires 40 hours of CEU every two years, including three hours on professional ethics. These are reasonable expectations and the details can be found on each state's website as listed above. This is also common in the field.

**Types of Employment to Seek Upon Graduation and Prior to Licensure.** New graduates end up in a wide variety of positions. The key is to be sure that the hours qualify toward state licensure. This means face-to-face psychotherapy/human service type work. In general, the chances of getting hired as a therapist in a mental health clinic increases -- as does salary potential -- once a person is fully state licensed and better able to bill/collect from third parties, such as managed care, insurance, governments, etc. Again, this is true of other master level therapists such as Mental Health Counselors and Social Workers. This takes an interim period of time following graduation. In the meantime, new graduates are often employed in settings (often nonprofit) that depend on other sources of funding such as state money, private funding, grants and donations. Common examples include such positions as in-home family therapist/family preservation, day-treatment therapist, residential care provider (e.g.: adolescent treatment settings, substance use treatment centers, psychiatric settings, etc.), county social worker, therapist in a religious setting, therapist in an alternative school, domestic violence therapist, case manager, family psychoeducator, military mental health provider, and some mix of therapist/administrator. Salaries and benefits vary widely depending on the type of job, geographic area and current market. Some graduates step quickly into high paying jobs while others work part-time as therapists and part time at another better paying job until they become fully licensed and can pursue a higher paying therapy job. Not all job advertisements will include "MFT" in the title or description. Apply to any job that seems appropriate for your skills/training, including those advertising for a "social worker." Employers often do not know they are looking for an MFT until they see your resume/qualifications on their desk. Your UW-Stout MFT training will speak for itself and be highly valued.

**University of Wisconsin-Stout Placement Services.** The Career Services office is located on the first floor of the Administration Building. Their website is <http://www.uwstout.edu/careers> It is a valuable resource for students and graduates. MFT program students are encouraged to visit the office and familiarize themselves with the services available. These include resume building, practice with job searching and interviewing.

**A Final Note to Our Graduates.** Various opportunities will emerge as you enter the field and establish an excellent reputation by (a) doing a good job with clients, and (b) interacting well with colleagues, referral sources and other providers. Also, as a graduate of this program you are its primary ambassador. Employers who notice the quality of your work will be more likely to hire another MFT, especially a Stout MFT. Likewise, many of the best students who come to this program seek it as a result of wanting to acquire the kind of skills they witness in a Stout

graduate. The best applicants to our program are often referred by our graduates, so please keep this in mind as you interact with bachelor's level service providers who are ready to take the next step in their education. And finally, we hope you will be there in the not too distant future to serve as an off-campus supervisor for one of our students. (Don't forget how important this was to your development.) Let us know when you are ready.

Best wishes with your professional career in MFT. We have all the confidence that you will do well and we are proud that you are an alumnus of the MFT program. UW-Stout will always be your home, stay in touch. We look forward to joining with you as colleagues at professional conferences and other events.

## **APPENDICES**

## **Appendix A: Mission, Program Goals, Student Learning Outcomes, and Benchmarks/Targets**

**Mission:** The mission of the MFT program is to assure that graduates are competently trained to become entry-level professional couple and family therapists. The program promotes a systemic-relational MFT clinical orientation, utilizes a combination of academic and experiential methods of training, and addresses the role of power, privilege, and inclusivity in therapy.

### **Program Goals, Student Learning Outcomes, and Measurable Benchmarks/Targets**

Program Goal 1: Knowledge. The program will help students/graduates achieve a clear understanding of professional marriage and family therapy principles to support them as they enter the field as practicing professionals.

SLO 1: Students/graduates will demonstrate knowledge of principles underlying couples and family therapy including theoretical models, dynamics of couple/family interaction and human development, trauma, diagnosis and assessment, and psychological testing.

- Target 1: 100% of students will achieve a grade of B or better on the course project in MFT 750
- Benchmark 1: 90% of students will achieve a grade of B or better on the course project in MFT 750.
- Target 2: 100% of students will achieve a grade of B or better on the final case study project in MFT 751.
- Benchmark 2: 90% of students will achieve a grade of B or better on the final case study project in MFT 751.
- Target 3: 100% of students will achieve a grade of B or better on the final Application Paper in MFT 752.
- Benchmark 3: 90% of students will achieve a grade of B or better on the final Application Paper in MFT 752.
- Target 4: 100% of students will receive a B or better on the theoretical application paper in MFT 745.
- Benchmark 4: 90% of students will receive a B or better on the theoretical application paper in MFT 745.
- Target 5: Metric from assignment in 742
- Benchmark 5: Metric from assignment(s) in 742
- Target 6: 100% of students will receive a grade of B or better on the AMFTRB base assessment in MFT 762.
- Benchmark 6: 90% of students will receive a grade of B or better on the AMFTRB based assessment in MFT 762.
- Target 7: 100% of students will receive a grade of B or better on the take-home exam on MFT 744.
- Benchmark 7: 90% of students will receive a grade of B or better on the take-home exam in MFT 744.

- Target 8: Metric from MFT 753
- Benchmark 8: Metric from assignment(s) in 753

Program Goal 2: Practice. The program will help students/graduates develop systemically-based clinical skills.

SLO 2: Students/graduates will exhibit clinical skills necessary for the practice of couple and family therapy including the use of self in therapy, clinical assessment and diagnosis, treatment planning and management, assessment of potential for harm to self or others, and therapeutic intervention.

- Target: 100% of students will obtain a score meeting or exceeding expected progress on the Co-Evaluation of Clinical Competence form completed at the end of each practicum semester.
- Benchmark: 90% of students will obtain a score meeting or exceeding expected progress on the Co-Evaluation of Clinical Competence form completed at the end of each practicum semester.
- Target and Benchmark: 100% of students will successfully complete the Capstone project as part of MFT 775.

SLO 6: Students/graduates will complete the program and enter the field as couple and family therapists.

- Target 1: 90% of students will complete the program in the minimum advertised time; 100% will complete the program within the maximum advertised time.
- Benchmark 1: 80% of students will complete the program in the minimum advertised time; 90% will complete the program within the maximum advertised time.
- Target 2: 90% of reporting graduates will obtain employment utilizing couple and family therapy skills gained in the program.
- Benchmark 2: 75% of reporting graduates will obtain employment utilizing couple and family therapy skills gained in the program.
- Target 3: 90% of reporting graduates will pass the AMFTRB national exam.
- Benchmark 3: 70% of reporting graduates will pass the AMFTRB national exam.

Goal 3: Inclusivity. The program will help students understand and apply knowledge of power, privilege, and oppression as they relate to categories of difference.

SLO 3: Students/graduates will demonstrate an awareness of power, privilege, and difference within therapeutic and supervisory contexts.

- Target 1: 100% of students will achieve a grade or B or better on the final metacognitive reflection log in MFT 740.
- Benchmark 1: 90% of students will achieve a grade or B or better on the final metacognitive reflection log in MFT 740.
- Target 2: 100% of students will achieve a grade or B or better on the final privilege and oppression family story presentation in MFT 741.

- Benchmark 2: 90% of students will achieve a grade of B or better on the final privilege and oppression family story presentation in MFT 741.
- Target 3: 100% of students will obtain a score meeting or exceeding expected progress on items 14 and 15 of the Co-Evaluation of Clinical Competence Form completed at the end of each practicum semester.
- Benchmark 3: 90% of students will obtain a score meeting or exceeding expected progress on items 14 and 15 of the Co-Evaluation of Clinical Competence Form completed at the end of each practicum semester.
- Target and Benchmark 4: 100% of students will demonstrate they have participated in professional or other activities with diverse, underserved, and/or marginalized communities.

Program Goal 4: Research. The program will help students/graduates become competent consumers of research so they may maintain empirically informed practices.

SLO 4: Students/graduates will demonstrate a clear understanding of how research can be applied to clinical practice.

- Target: 100% of students will receive a grade of B or better on the AMFTRB based assessment in MFT 765.
- Benchmark: 90% of students will receive a grade of B or better on the AMFTRB based assessment in MFT 765.

Program Goal 5: Ethics. The program will help students/graduates learn and apply ethical standards consistent with the practice of couples and family therapy.

SLO 5: Students/graduates will demonstrate an applied knowledge of ethics, legalities, and professional standards related to the practice of couple and family therapy.

- Target 1: 100% of students will receive a grade of 80% or better on the exam given in MFT 755.
- Benchmark 1: 90% of students will receive a grade of 80% or better on the exam given in MFT 755.
- Target 2: 100% of students will obtain a score meeting or exceeding expected progress on items 1, 2, 8, 10, 16 and 17 of the Co-Evaluation of Clinical Competence Form completed at the end of each practicum semester.
- Benchmark 2: 90% of students will obtain a score meeting or exceeding expected progress on items 1, 2, 8, 10, 16 and 17 of the Co-Evaluation of Clinical Competence Form completed at the end of each practicum semester.

## **Appendix B: Program Director Position Description**

### **POSITION DESCRIPTION, MARRIAGE AND FAMILY THERAPY PROGRAM DIRECTOR University of Wisconsin – Stout**

The Director of the Marriage and Family Therapy program at UW-Stout provides leadership for a master's level program with a mission to develop competent entry level Couple and Family therapists. The role involves curriculum oversight, working with students, faculty, and supervisors associated with the program, and helping the program maintain its accreditation with COAMFTE. Qualifications and responsibilities for the position are identified as follows:

#### **Qualifications**

- Licensed Marriage and Family Therapist
- AAMFT Approved Supervisor or Supervisor Candidate
- AAMFT Clinical Fellow
- Member of the Core Faculty of the MFT program
- Ability to provide oversight to the program 12 months per year

#### **Responsibilities**

1. Provide leadership for faculty and students in the Marriage and Family Therapy program.
  - Advise students on program logistics (e.g., course advisement, program policies and procedures, securing a practicum site, graduation details, etc.)
  - Facilitate meetings of core faculty and students.
  - Facilitate meetings of Student Governance Committee.
  - Facilitate meetings with the Program Advisory Committee.
  - Engage in conflict resolution as needed.
  - Serve as a liaison between the program the HDFS department, the CEHHHS Dean, and University Administration.
2. Oversee the application process for accepting new students into the program.
  - Coordinate Graduate School and program specific applications.
  - Lead review processes with faculty, including initial applications and final decisions.
  - Communicate with applicants invited to interview and with those accepted into the program.
3. Provide oversight of curriculum development, including the foundational curriculum and the clinical training component of the program.
  - Ensure the curriculum is consistent with the program's mission, goals, and student learning outcomes.
  - Lead the faculty in evaluating the curriculum on a regular basis and revising it as needed.
4. Provide oversight of the clinical training of students in the program
  - Complete affiliation agreements between the University and off-campus practicum sites.
  - Maintain communication with supervisors at off-campus practicum sites.
  - Conduct evaluations of student progress in on-campus Clinical Services Center and at off-campus practicum sites.
  - Coordinate with the Clinical Service Center's Administrative Assistant and Graduate Assistant regarding clinic details (e.g., scheduling, finances, paperwork, etc.).

5. Oversee facilities used by the program.
  - Ensure that classroom space and equipment meet the needs of students and faculty.
  - Ensure that the Clinical Services Center is well-maintained, including interview rooms, equipment, and common spaces used by students and faculty.
6. Oversee services offered by the program.
  - Ensure clients in the Clinical Services Center are protected and provided appropriate services.
  - Evaluate student services to determine if they are meeting student needs.
  - Help students connect with support services offered on campus as needed.
7. Oversee processes to ensure the maintenance and enhancement of program quality;
  - Facilitate data collection on metrics intended to measure program quality.
  - Lead faculty in evaluation of collected data to determine if the program is meeting its mission, goals, and student learning outcomes.
  - Lead faculty in decision-making processes regarding revisions to the curriculum and clinical training to ensure the program is adapting to needed changes.
  - Provide leadership in completing self-studies, site visits, and other processes required for maintaining accreditation.
8. Direct the program over a 12-month/year period. This may include paid days over the summer in addition to the Program Director's nine-month contract.



**Appendix C: Readiness to Advance Form**

**STUDENT READINESS TO ADVANCE TO MFT PRACTICUM**

**Student's Name (Print):** \_\_\_\_\_ . **Date:** \_\_\_\_\_

**Instructions:**

This completed form is due to the MFT Program Director and on-campus supervisors *via email* ([hawleyd@uwstout.edu](mailto:hawleyd@uwstout.edu)) prior to the start of your first practicum.

**A: COURSEWORK**

Use this form to provide an explanation for any course that you anticipate is going to be less than a "B" and describe the completion plan for all courses that will receive a grade of "I" (Incomplete) or "IP" (In Progress). (**Note:** Entry into practicum minimally requires satisfactory completion of MFT-750, MFT-751 and MFT-755.) The Program Director will attach a copy of your first year transcript obtained through the "Access Stout" page once the spring grades are submitted.

\_\_\_ I am fully prepared academically as defined above.

\_\_\_ My explanation for anticipated academic issue(s) follows:

**B: "SELF-OF-THE-THERAPIST" REFLECTION:**

Provide a 1-2 page reflection on your personal readiness to meet the emotional, psychological and time/energy demands of clinical practice. Reflect on your (a) strengths (e.g.: personal and social maturity, personal awareness, ability to manage personal anxiety, understanding your family of origin patterns, having adequate time and other resources, etc); (b) qualities you believe could interfere with your ability to function effectively (e.g.: awkward social skills, anxiousness/defensiveness, unresolved personal issues/symptoms, outside demands on resources, stress, etc.); and (c) goodness of fit between your personal ethics and those of the profession (e.g.: allow clients to make their own decisions about such things as marriage/divorce, custody, etc. (except in mandated cases of imminent harm/duty to protect); provide a high standard of care to everyone regardless of their gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, etc).

*To be filled out by Program Director (do not delete from form):*

*Student is Prepared to Advance: [ ] Yes [ ] No*

*Comments:*

## **Appendix D: Affiliation Agreement Forms**

### **UNIVERSITY OF WISCONSIN-STOUT AFFILIATION AGREEMENT STANDARD TERMS AND CONDITIONS**

In consideration of the mutual benefits to the respective parties, any and all departments of the University of Wisconsin-Stout wishing to enter into a clinical education program with the Facility, and the Facility, agree to the terms set forth below.

#### **THE UNIVERSITY AGREES:**

1. That appropriate University representatives have conferred and agreed upon academic content of the proposed clinical education experience. (See Exhibit A)
2. To recognize within the extent and limitations of Secs. 895.46(1) and 893.82, Wis. Stats., that the State will pay judgments for damages and costs against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the program at the Facility.
3. To provide the Facility with a current listing of students who will be participating under the program at the Facility.
4. That verification will be provided by the University faculty indicating that the student is eligible for placement in the supervised practice experience.

#### **THE FACILITY AGREES:**

1. To satisfy the provisions contained in 45 CFR 46, existing for the protection of human subjects, to the extent that such regulations are applicable to the respective program involved. The University regulations are found at <http://www.uwstout.edu/rs/humansubjects.shtml> and will make its institutional review board available to the Facility for consultative purposes.
2. Not to accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate University coordinator.
3. To the extent the student has access to personal health information (PHI) subject to HIPAA, the student is deemed a part of the work force of the facility (work force as that term is defined to include trainees).

#### **THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:**

1. That there shall be no discrimination against students on the basis of the students' race, color, creed, religion, sex, national origin, disability, age, sexual orientation, pregnancy, marital status or parental status.
1. By executing this agreement, neither the University nor the Facility waives any constitutional,

statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.

2. This agreement shall be construed and governed by the laws of the State of Wisconsin.

### **TERM OF AGREEMENT:**

This agreement shall be for the term of the student placement at the Facility. It may be terminated solely by written notice, 30 days in advance, by either party to the designated agent of the other.

### **SCOPE OF WORK (“EXHIBIT A”)**

#### **Scope of Work:**

**A. Client Contact and Supervision Hours:** The following reflects the total client contact and supervision hours that each student needs to accrue while completing the MFT program. This includes combined practicum hours at the on-campus and off-campus facilities. Note: The student must be present on the UW-Stout campus on Mondays and Tuesdays and therefore will not be able to participate at the off-campus facility on those days. Hopefully, the off-campus facility will find a creative yet acceptable way to accommodate the student if there is conflict with the facility’s pre-set staffing schedule. Off-campus sites are expected to provide **a portion** of the following total program requirements. As a rough guide, to meet their requirements students need to average a minimum of seven face-to-face client contact hours/week at their off-campus practicum over the course of 12 months. A shorter or longer time period at the off-campus facility may be negotiated depending upon the rate of accumulated client contact hours.

1. -- 500 hours of “face-to-face” contact with clients of a psychotherapeutic nature (e.g.: in-office psychotherapy; in-home therapy; therapy in a residential setting; day treatment; group therapy; psychoeducation; etc. Co-therapy counts.).

-- 200 of these hours must be “relational” in nature (i.e.: working with couples and families).

2. 100 hours of total supervision.

-A ratio of one hour of supervision for each five hours of client contact.

-Minimally 50% of these hours must be facilitated using “raw data” (live, videotape or audiotape). Co-therapy with a supervisor counts as live supervision. Group supervision is appropriate, but not to exceed 8 supervisees (class or workshop type settings do not count as supervision).

Finally, whatever access to work with couples and families that the off-campus facility can provide the student is especially encouraged. Involvement in the following clinical processes is especially encouraged: admission into treatment; clinical assessment and diagnosis; treatment planning and case management; therapeutic interventions; legal issues, ethics and standards; and research and program evaluation. Students are allowed to discuss their off-campus cases with their on-campus supervisor, but not at the exclusion of discussing the case with their off-campus supervisor. Any time there is potential for miscommunication between on and off site supervisors, supervisors should contact one another for clarification. Students are expected to abide by the usual state licensing statutes, national standards such as HIPPA, and their professional code of ethics.

**B. Off-Campus Supervisor's Qualifications: All Supervisors:** Beyond the state requirements specified below, the supervisor shall agree to read the Code of Ethics of the American Association for Marriage and Family Therapy found at [www.aamft.org](http://www.aamft.org). *All off-campus supervisors must agree to return a short supervisor data sheet and an electronic copy of their resume highlighting their MFT training & experience to the MFT Program Director at [hawleyd@uwstout.edu](mailto:hawleyd@uwstout.edu)* Off-campus supervisors will be contacted by the MFT Program Director each semester to monitor the student's progress and to provide support to the off-campus supervisor, including addressing any questions about clinical or ethical issues particular to the practice of MFT. Off-campus supervisors are encouraged to contact the MFT Program Director listed on the signature page any time necessary.

**Wisconsin:** The program uses criteria set by the State of Wisconsin to designate appropriate off-campus supervisors for students who will be seeking WI LMFT status after graduating. Therefore, an off-campus supervisor must be someone who meets one of the following criteria: AAMFT Approved Supervisor (or Supervisor Candidate in training); OR Licensed Doctoral level MFT; OR Licensed Masters level MFT with five years post-graduate clinical experience; OR a doctoral level state licensed Psychologist or a Psychiatrist. If a psychologist or psychiatrist is used, s/he must have the adequate training, knowledge and skill to competently supervise the marriage and family therapy service that is being employed in the practicum experience. No other mental health provider (e.g.: social worker or professional counselor) qualifies as a supervisor unless they are also a LMFT and meet one of the above criteria. **Minnesota:** For students who will be seeking MN LMFT status after graduation, by MN law only a LMFT qualifies to be a practicum supervisor. No other mental health provider qualifies unless they are also a LMFT.

**Signature Page  
University of Wisconsin-Stout  
Affiliation Agreement**

*This agreement is entered into between the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Stout, a public educational institution of the State of Wisconsin, hereinafter referred to as "the University," and \_\_\_\_\_, hereinafter referred to as "Facility."*  
Site Name

8.

Affiliation Agreement Title:     MFT Practicum      
 Period of Agreement: Earliest Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
 Faculty/Staff:     Dale Hawley, Ph.D.         HDFS         CEHHS      
Name Department College

**NOTICES:**

*Notices and communications hereunder shall be deemed made if given by registered or certified envelope, postage prepaid, and addressed to the party to receive such notice, invoice, or communication at the address given below: or such other addresses as may hereafter be designated by notice in writing:*

<b><u>MFT Supervisor Contact Info</u></b> <b><u>at Site:</u></b>	<b><u>University Program Director:</u></b>  Dale Hawley, Ph.D Director, MFT Program 221c Voc Rehab University of Wisconsin - Stout Menomonie, WI 54751 Phone: 715-232-1273 Fax: 715-232- 2356 Email: <a href="mailto:hawleyd@uwstout.edu">hawleyd@uwstout.edu</a>	<b><u>If to University:</u></b>  Elizabeth Buchanon Director, Research Services 152 Voc Rehab University of Wisconsin - Stout Menomonie, WI 54751 Phone: 715-232-1126 Fax: 715-232-1749 Email : <a href="mailto:foxwells@uwstout.edu">foxwells@uwstout.edu</a>
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***The actual starting date will not occur before the last date of signature of this document.***

*Upon approval as signified by the affixation of the authorized signatures below by both parties, this agreement shall be authorized to proceed with the inclusion and approval of the attached "Student Affiliation Agreement Standard Terms and Conditions" and "Scope of Work (Exhibit A)."*

Board of Regents  
University of Wisconsin System,  
University of Wisconsin Stout

MFT Supervisor Sign: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

Sign: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title:     Dean, College of Education, Health      
and Human Sciences  
 Date: \_\_\_\_\_

Any deviations from this agreement shall be made known to both parties and be agreed upon in writing before changes are made to the original document.

**Appendix E: Program Plan  
MARRIAGE & FAMILY THERAPY PROGRAM PLAN SHEET  
UNIVERSITY OF WISCONSIN-STOUT**

Student's Name \_\_\_\_\_ Student's ID# \_\_\_\_\_  
(Please Print Name)

COURSE #	COURSE NAME	CR.	WHERE COMPLETED	WHEN COMPLETED	GRADE
<b>XXX</b>	<b>MARITAL &amp; FAMILY STUDIES</b>	<b>11</b>	<b>XXX</b>	<b>XXX</b>	<b>X</b>
MFT 740	Privilege, Power, and Difference	3			
MFT-741	Culturally Responsive CFT	2			
MFT-745	Trauma informed Approaches to Violence and Addiction	3			
HDFS 753	Systemic Child and Adolescent Therapy	3			
<b>XXX</b>	<b>MARITAL &amp; FAMILY THERAPY</b>	<b>15-18</b>	<b>XXX</b>	<b>XXX</b>	<b>X</b>
MFT-752	Couples Therapy	3			
MFT-750	Foundations of Coup. & Fam. Therapy	3			
MFT-751	Contemp. Coup. & Fam. Therapy	3			
MFT-744	Psychometric Aids in Coup. & Fam. Therapy	2			
MFT-733	Advanced Sex Therapy <sup>2</sup>	1-4			
MFT 762	Diagnosis in Family Therapy	3			
<b>XXX</b>	<b>HUMAN DEVELOPMENT</b>	<b>4-6</b>	<b>XXX</b>	<b>XXX</b>	<b>X</b>
HDFS-742	Lifespan Family & Human Develop.	3			
HDFS-730	Advanced Human Sexuality <sup>2</sup>	1-3			
<b>XXX</b>	<b>PROFESSIONAL STUDIES/ETHICS</b>	<b>3</b>	<b>XXX</b>	<b>XXX</b>	<b>X</b>
MFT-755	Professional Issues in CFT	3			
<b>XXX</b>	<b>RESEARCH</b>	<b>3</b>	<b>XXX</b>	<b>XXX</b>	<b>X</b>
MFT-765	Research in MFT	3			
<b>XXX</b>	<b>CLINICAL PRACTICUM</b>	<b>19</b>	<b>XXX</b>	<b>XXX</b>	<b>X</b>
MFT-795	Couples & Family Therapy Practicum	3			
MFT-793-xxx	Couples & Family Therapy Practicum	4			
MFT-793- xxx	Couples & Family Therapy Practicum	4			
MFT-794- xxx	Couples & Family Therapy Practicum	4			
MFT-794- xxx	Couples & Family Therapy Practicum	4			
<b>XXX</b>	<b>CAPSTONE</b>	<b>1</b>	<b>XXX</b>	<b>XXX</b>	<b>X</b>
MFT-775	Capstone	1			
<b>XXX</b>	<b>TOTAL CREDITS</b>		<b>XXX</b>	<b>XXX</b>	<b>X</b>

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Program Director's Signature \_\_\_\_\_ Date \_\_\_\_\_

<sup>2</sup> Students not completing the Sex Therapy Certificate should take one credit in HDFS 730 and MFT 733. Students completing the Sex Therapy Certificate should take all credits in each of those classes.