

University of Mobile

**Master of Arts in
Marriage & Family Counseling**

Program Handbook



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Part 1: Program Overview

Purpose

The purpose of this handbook is to provide comprehensive information and guidance to prospective and current students in the Master of Arts in Marriage and Family Counseling program at the University of Mobile. Along with the University of Mobile catalog, it serves as an essential resource for understanding the program's structure, policies, and expectations. The handbook outlines academic requirements, course descriptions, clinical training components, and other program and institutional processes. By familiarizing themselves with the contents of this handbook, students will be better equipped to navigate their UM journey, meet program standards, and achieve their professional goals in the fields of counseling and marriage and family therapy.

Students must sign the Affidavit of Compliance at the end of this handbook (see Appendix). A copy of this will then be placed in the student's file.

University Mission

The University of Mobile is a Christ-centered academic community providing liberal arts and professional programs to renew minds through intellectual and spiritual development for the fulfilling of one's professional calling.

Accreditation

Refer to the statement on accreditation on the University of Mobile website located at <https://umobile.edu/academics/accreditation/>, which indicates, in part, that the University of Mobile is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees.

The MFC program meets the standards set forth by both the Alabama Board of Examiners in Counseling (ABEC) and the Alabama Board of Examiners in Marriage and Family Therapy (ABEMFT), allowing graduates to pursue full licensure as a Licensed Professional Counselor and/or a Licensed Marriage and Family Therapist in Alabama. Relatedly, the MFC program specifically is not currently accredited by either of the major counseling (Council for Accreditation of Counseling & Related Educational Programs; CACREP) or marriage and family therapy (Commission on Accreditation for Marriage and Family Therapy Education; COAMFTE) accrediting organizations, though it is considered content-equivalent by the state boards.

There are both opportunities and limitations associated with our accreditation status. It is important to be aware that each state's licensure requirements may differ slightly or substantially. At present, there appear to be some states that exclusively require a CACREP master's degree for counseling licensure (Kentucky, Ohio, North Carolina, and Florida), and only Mississippi exclusively requires a COAMFTE degree. As such, licensure in those states may only be available via endorsement for UM MFC graduates (i.e., only after initially getting fully licensed in Alabama). However, with a degree from UM, students would be able to pursue the MFT license in, say, Kentucky, and the counseling license in Mississippi. It is ultimately the student's responsibility to stay abreast of any changes in licensure regulations for states you may be interested in moving to or working in in the future.

Additionally, at present, the U.S. Department of Defense and the Army require a CACREP-accredited degree for the TRICARE Certified Mental Health Counselor credential or for employment as a fully functioning practitioner with the Army Substance Abuse Program. The Department of Veterans Affairs also currently requires a CACREP degree, however, students could seek employment with the VA as an LMFT with a UM MFC degree ([source](#)).

Definitions of Professional Counseling and Marriage and Family Therapy

Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counselors work collaboratively with clients to explore their feelings, thoughts, and behaviors, helping them develop strategies to overcome challenges, improve their quality of life, and achieve personal and professional objectives. The practice of professional counseling is grounded in a strong ethical framework, scientific research, and evidence-based practices, ensuring that clients receive effective and compassionate care.

Marriage and Family Therapy (MFT) is a specialized area of professional therapy focused on diagnosing and treating mental and emotional disorders within the context of family systems. MFTs work with individuals, couples, and families to address issues such as relationship problems, communication difficulties, and behavioral concerns. The therapy process emphasizes the interconnectedness of family members and how their interactions emerge from and impact overall family dynamics. By utilizing systemic approaches and evidence-based interventions, marriage and family therapists help clients improve their relationships, resolve conflicts, and promote healthy family functioning.

Program Purpose & Outcomes

Program Purpose

The Marriage and Family Counseling program offered through the College of Arts and Sciences – Graduate Studies, prepares individuals for the professional practice of

counseling and marriage and family therapy in settings such as mental health centers, hospitals, churches, and private practice. Students acquire the knowledge and skills to address a variety of mental health issues in the context of relationships and families.

Specific objectives of the program include:

1. To prepare the student to be a competent professional counselor in various mental health settings;
2. To facilitate the integration of Christian worldview principles into the student's philosophy and practice of counseling;
3. To prepare the student educationally for licensure as a Marriage and Family Therapist and/ or a Licensed Professional Counselor in the state of Alabama; and
4. To provide opportunities through classroom interaction, clinical experiences and supervision to encourage the lifelong growth of the counselor as a person and a professional.

Note: The MFC program admits students regardless of religious or spiritual belief and practice, political perspective, and other dimensions of social difference. During their studies, students will encounter a variety of perspectives and topics of discussion from both faculty and classmates that may be sensitive in nature or at odds with their belief or value systems. These viewpoints do not necessarily represent the official stance of the University of Mobile or the professors and instructors themselves. Engaging with differing ideas is an essential part of a student's personal and professional development as it fosters the critical thinking, openness, and respect for others that is central to being a competent counselor.

Program Student Learning Outcomes

Current student learning outcomes are identified below:

- Students will demonstrate skills and abilities required to serve as a professional counselor/marriage and family therapist in various employment settings.
 - Measured by site supervisor ratings on internship evaluations.
- Students will give evidence of integration of their faith with their philosophy and practice of professional counseling/marriage and family therapy.
 - Measured by student responses on select portions of the Religious/Spiritually Integrated Practice Assessment Scale.
- Students will demonstrate mastery of core competencies required for licensure as professional counselors/marriage and family therapists.
 - Measured by performance on a standardized counseling or MFT exam.

- Students will give evidence of personal and professional growth as developing professional counselors/marriage and family therapists achieved through classroom interaction, clinical experiences, and supervision.
 - Measured by scores on the Professional Performance Review.

As the program evolves, these outcomes will change to reflect emerging areas in need of improvement.

Faculty Bios

Glenn Hollingsworth, PhD, LMFT-S, LPC-S

Glenn Hollingsworth has been teaching at the University of Mobile since 2016. He first served as the Director of Clinical Training for eight years until he became the Program Director in 2024. He received master's degrees in marriage and family therapy and theological studies from Reformed Theological Seminary in Jackson, Mississippi in 2006 and 2007, respectively, and a doctoral degree in human development, with a specialization in marriage and family therapy, from Virginia Tech in 2014. He has worked in several clinical contexts, serving as an in-home, day treatment, community-based, and private practice therapist. He maintains a private practice in the Mobile area consisting primarily of clinical supervision of associates in the surrounding region as well as providing supervision mentoring for MFT supervisor candidates. Dr. Hollingsworth has been married over twenty years to his wife, Jenny, whom he met in Budapest, Hungary, while working with a Christian mission organization. They have three children and are active in their local homeschool, ballet, and church communities.

Program Requirements & Details

Academic

The Master of Arts in MFC is a 60-hour degree that prepares graduates for professional counseling and/or marriage and family therapy licensure in Alabama and elsewhere (depending on state statues). Most classes are held on-campus Monday through Thursday evenings. A few courses are typically conducted on-line and may be designed synchronously or asynchronously, with occasional additions depending on the schedule. After graduation, students will be able to apply for associate licensure and begin the two-year (or more) process of completing additional post-Master's supervised work experience requirements as set forth by the ABEC and the ABEMFT in order to eventually meet requirements for full licensure.

The following courses comprise the MFC curriculum. All except MFC 575 and MFC 595 are required. More detailed course descriptions are available in the appendix and in the official online university catalog.

- MFC 540 – Foundations of Counseling (3 credit hours)
- MFC 542 – Mental Disorders: Assessment, Diagnosis, and Treatment (3 credit hours)
- MFC 544 – Individual and Family Development (3 credit hours)
- MFC 545 – Group Counseling (3 credit hours)
- MFC 546 – Testing and Measurement in MFC (3 credit hours)
- MFC 547 – Career Counseling (3 credit hours)
- MFC 548 – Skills and Techniques in MFC (3 credit hours)
- MFC 549 – Human Sexuality in Counseling (3 credit hours)
- MFC 550 – Sociology of the Family (3 credit hours)
- MFC 551 – Family Systems: Theories and Therapies (3 credit hours)
- MFC 554 – Marriage and Family Counseling I: Behavior and Belief (3 credit hours)
- MFC 555 – Marriage and Family Counseling II: Contextual (3 credit hours)
- MFC 556 – Couples Therapy (3 credit hours)
- MFC 565 – Research Techniques and Data Analysis in MFC (3 credit hours)
- MFC 571 – Ethical, Legal, and Professional Issues in MFC (3 credit hours)
- MFC 575 – Special Topics in MFC (either Crisis & Trauma or Addiction in alternating semesters; electives; 3 credit hours each)
- MFC 578 – MFC Practicum I (3 credit hours)
- MFC 579 – MFC Practicum II (3 credit hours)
- MFC 582 – MFC Internship I (3 credit hours)
- MFC 583 – MFC Internship II (3 credit hours)
- MFC 595 – Independent Study and Research in MFC (elective; 3 credit hours)
- MFC 599 – Comprehensive Examination in MFC (0 credit hours)

Course Rotation

MFC courses are offered on a four-semester rotation and are arranged in the following blocks:

A	B	C	D
MFC 540 – Foundations	MFC 547 – Career	MFC 545 - Group	MFC 542 – Abnormal
MFC 545 – Group	MFC 549 – Sexuality	MFC 554 – MFC I	MFC 544 – Development
MFC 556 – Couples	MFC 550 - Sociology	MFC 548 – Skills	MFC 546 – Testing
MFC 565 – Research	MFC 551 – Systems	MFC 571 – Ethics	MFC 555 – MFC 2
	MFC 575 – ST: Trauma		MFC 575 – ST: Addictions
MFC 578/579 Practicum I & II			
MFC 582 Internship I			
MFC 583 Internship II			
MFC 595 Independent Study			
MFC 599 Comprehensive Examination			

Students must take this information into account as they plan their degree path. Requests for directed study will be reviewed only on a case-by-case basis and are not guaranteed.

Clinical

The MFC program includes a clinical component in the form of practicum and internship. The practicum and internship courses are designed to be taken in sequential semesters over the course of a single year. The Director of Clinical Training will assist the students in securing a practicum/internship site in the community but ultimately it is up to the student to follow through with this responsibility. During the semesters in which a student is enrolled in practicum or internship, students are required to participate in individual and group supervision with program faculty each week in addition to spending time at their practicum or internship site. More information is found in subsequent sections of the Handbook.

Regulations and Policies

Admissions

Admissions policies are only summarized here. Please refer to the online UM catalog for more thorough descriptions.

- Students are admitted into the program on a rolling (i.e., non-cohort) basis. Once an applicant has submitted the application online, including two references and an admissions essay, an interview with faculty will be scheduled. The student will be notified of the admissions decision after the interview by the program director with a follow-up by the enrollment counselor to get them eligible for advisement and registration.
- The application, the application fee, and all supporting documents should be received at least three weeks prior to the date on which the student wishes to enter.
- Admissions decisions are either unconditional (i.e., meets all requirements) or conditional (i.e., doesn't meet all requirements, such as prerequisites).

Transfer of Credits

Per the university Catalog, students can transfer up to six hours of graduate-level counseling or MFT-related credit that was accrued prior to the student's matriculation into the MFC program. Determinations of transient credit are made by academically qualified faculty members based on their assessment of the content of the courses, the correspondence of the work to UM requirements, and the student's performance. Application of previous coursework is at the discretion of qualified UM faculty. It is the prospective student's responsibility to provide adequate documentation: syllabi, course descriptions, texts, assignments, artifacts, and so forth.

Advisement & Course Registration

Faculty will work with new students at the beginning of their degree to create a plan of study which will outline when the student is expected to take each course. The completed document will be placed in the student's file, though it remains open for revision and is tentative as sometimes schedules change, courses don't make (i.e., too few students sign up), and so forth. This template is located in the Appendix.

Advising faculty will contact students in need of registration each semester when the portal becomes available, usually within the last month or so of any given term. Students must first ensure they have taken actions to remove any holds that may be on their account that prevent registration (e.g., regarding contact details, enrollment agreement, and tuition/fees). The student will then pre-register for courses based on his or her plan of study. Faculty will review the selection of courses before either approving the schedule or suggesting alternatives.

Students must be aware that all MFC courses are offered on a four-semester rotation as this will affect their desired graduation timeline. Relatedly, pending review by the faculty on a case-by-case basis, a directed study option may be available on a limited basis for students who are unable to take a class at its regularly-scheduled time. This should not be considered a remedy for poor planning.

Note the following important reminders regarding registration:

- A student who fails to register for a fall or spring term must apply for readmission. Acceptance is not automatically guaranteed.
- A full-time graduate student is one who is enrolled in 6-10 hours per semester.
- A student receiving federal financial aid must be enrolled in at least 6 hours to receive aid for that semester.

Ultimately, though faculty will provide regular assistance and guidance, students should remember that they have ultimate responsibility for devising appropriate schedules, meeting degree and program requirements, and complying with all academic regulations.

Technology Requirements

Canvas

A course site for all classes can be found in Canvas, accessible through UM Self-Service at <https://umobile.edu/selfservice> under Essentials on the left sidebar. Faculty members may assign online tests that require identification verification measures. These measures may require additional fees. To comply with the Higher Education Act, which requires verification of student identity in online work, all online coursework must be submitted

from the student's official University e-mail account or through secure login and passcode within Canvas.

University E-mail

Upon admission into the program, all students will be issued a university e-mail account. For ease of record-keeping and communication, students must use their official university e-mail in all communication with faculty and staff. Students are responsible for regularly (i.e., at least once each business day) checking their e-mail as it is the primary means by which information is disseminated regarding the university, the program, and specific courses.

Classroom Technology Use

Students are expected to remain alert and engaged during class and thus must responsibly utilize technology in the process. There may be consequences for misuse (e.g., distracting online behavior, excessive checking of texts).

No recordings should be made of class content by any student without explicit, written permission from the faculty member or instructor. Zoom or other technology may occasionally be utilized depending on course objectives (e.g., recording of role plays for grading purposes)

Technical Support

For technical support, students should submit a ticket via the UM Help Desk located [here](#).

Course Delivery Formats

The MFC program is a face-to-face program. Most courses in the MFC program are delivered fully on-ground, though a few have traditionally been offered online. Occasionally, and depending on the faculty's discretion, some courses may be delivered in a hybrid format, such that occasional in-class gatherings are required (e.g., for first classes, presentations, role play demonstrations, or exams) while the rest of the course would consist of online discussion board interactions and assignment submissions. All courses use the Canvas learning management system. Online exam proctoring will be utilized as needed. Turn It In (or other plagiarism detection software) as well as other measures (e.g., requiring shared documents with version histories) may be used to promote academic integrity.

Grading

As indicated in the University catalog, coursework in the MFC program is graded on a seven-point scale as indicated below:

- A = 94 – 100
- B = 87 – 93
- C = 80 – 86
- F = 79 and below

Please refer to the University Catalog for specific information regarding withdrawals, incompletes, and grade appeals.

Minimum Academic Standing & Degree Progression

Students in the MFC program are expected to perform at a graduate level. A student can have no more than two grades of “C.” As such, students must have at least a 3.00 GPA upon finishing coursework to graduate.

If a student does earn a third grade of “C” or lower, the student will be automatically dismissed from the program and must apply for readmission, which is not automatically guaranteed. If the student is readmitted to the program, he or she must repeat courses with grade of “C” in excess of the two-course limit and all courses in which a grade of “F” was earned.

Students have six years, beginning with the first enrolled semester, to complete the MFC program. If there are outstanding academic requirements at the end of six years, the student must apply for readmission as a completely new student and start over.

Comprehensive Examinations

Introduction

To graduate from the MFC program, students will be required to pass a comprehensive examination assessing theoretical and applied knowledge of counseling concepts. Students must register for the zero-credit MFC 599 Comprehensive Examination course for the semesters during which they will attempt the exam.

Depending on the student’s preferred licensure path and plan of study, students will take the Counselor Preparation Comprehensive Examination Exam (CPCE) or a specified MFT practice exam (e.g., Association of Marriage and Family Therapy Regulatory Board’s [AMFTRB] official practice exam). Students are responsible for scheduling and paying for the exam, however many attempts are required. Students should consult the website for the [CPCE](#) and the [AMFTRB](#) exams for current price information. To save students money (particularly on the CPCE), the exams will be offered twice each semester at the university.

Students may opt to take the CPCE at a Pearson VUE test center or online for a higher fee. The MFT exam, however, must be taken at the university.

A passing score for the CPCE usually ranges between 62-75% depending on the test and cohort. A passing score for the MFT practice exam is around 67%. Students will be notified of the expected, actual passing score beforehand.

Eligibility

Note the table below regarding comprehensive exam prerequisites. Once a student has completed the required courses, he or she may enroll in MFC 599 and request permission to sit for either exam.

Comprehensive Exam Eligibility	
You may enroll in MFC 599 and take the CPCE exam once you have completed the following courses	You may enroll in MFC 599 and take the MFT practice exam once you have completed the following courses:
MFC 542 – Mental Disorders	
MFC 544 – Development	
MFC 548 – Skills	
MFC 571 – Ethics	
MFC 540 – Foundations of Counseling	MFC 551 – Family Systems
MFC 545 – Group Counseling	MFC 554 – MFC I
MFC 546 – Testing & Measurement	MFC 555 – MFC 2
MFC 547 – Career	MFC 556 – Couples
MFC 550 – Sociology of the Family	MFC 575 – Crisis & Trauma
MFC 565 - Research	MFC 549 – Human Sexuality in Counseling

Comprehensive Exam Process & Timeline

For the CPCE, students receive a six-month authorization window during which time they may attempt the exam as many times as necessary, though reattempts must be at least 30 days apart (or 90 days apart if taking the OnVue format of the exam). Students can seek approval to extend the administration window if unable to pass during that time.

The registration process for the MFT exam is simpler, with no restrictions on attempts or timing, other than what the MFC program itself imposes. This exam should also be taken on campus, like the CPCE, when it is administered on campus.

When retaking the exam, students will need to either achieve a total passing score OR pass the area(s) failed on the previous exam.

After the first failed attempt, the student must submit a Study Improvement Plan in which they identify areas of deficiency and how he or she will go about studying differently for the next attempt.

After two failed attempts, the student may submit and orally defend an alternate essay exam (or continue to attempt the objective exam). In this option, the student will write an in-depth paper on his or her theory of change, which will first be reviewed by faculty. If, after reviewing the paper, the faculty determine that the student demonstrated mastery of counseling and MFT models and a coherent systemic theory of change, the oral defense may be waived.

Otherwise, there are two options. First, if faculty evaluate the paper as satisfactory and meeting minimal expectations, a defense will be scheduled where the student will have an opportunity to answer questions about their work as well as apply it to a case. If faculty evaluate the paper as incomplete, the student will be given feedback on how to improve the essay and 30 days to submit a revision. If this revision is unsatisfactory, the student must resume attempts on the objective exam. Otherwise, if faculty allow the defense, the student will be expected to flexibly draw upon knowledge gained from across the curriculum. The paper and defense will be scored according to a rubric (see Appendix for a sample oral defense rubric). If the student fails to satisfactorily complete the defense, he or she will be offered a second attempt, scheduled within 21 days. Alternatively, the student may then resume attempts on either objective exam.

If a student reaches the six-year deadline without having passed either objective exam or the essay exam, he or she would be unable to graduate and would be dismissed from the program, or he or she may opt to reapply and start over.

Refer to the CPCE and MFT exam flowcharts in the Appendix for a visual depiction of the process.

Expectations & Standards

Faculty members in the MFC program have high expectations for students in terms of personal, academic, and professional qualities. Personally, students are expected to demonstrate integrity, empathy, respect for the dignity of others, a sense of humor, and a strong ethical foundation, adhering to the highest standards of conduct both within and outside the academic setting. Relationally, students are expected to show evidence of healthy interpersonal relationships and affective and expressive skills. Respect for diverse perspectives and a commitment to cultural humility are also expected.

Academically, students must exhibit a rigorous commitment to their studies, and strong analytical, critical thinking, and problem-solving skills. Active and respectful participation in classes, timely completion of assignments, and continuous engagement with course

material are essential. Faculty expect students to pursue academic excellence, take responsibility for their learning, seek feedback, and strive for continuous improvement.

Professionally, students are expected to embody the values and responsibilities of the counseling and marriage and family therapy professions. This includes maintaining confidentiality, demonstrating professional demeanor and communication, and engaging in self-reflection and supervision. Faculty in the MFC program expect students to adhere to the ABEC and AAMFT codes of ethics, especially while enrolled in the clinical courses and engaging in clinical training in the community. Students should actively seek opportunities for professional development and stay informed about the latest research and best practices in counseling and marriage and family therapy. These expectations ensure that graduates are well-prepared to serve their clients with competence, compassion, and ethical integrity.

Faculty Evaluation of Student Progress

Faculty are entrusted with a gatekeeping responsibility, which means they have an obligation to ensure that students meet, and be evaluated on, various minimum standards and expectations – academically, professionally, and personally. The personal is just as, if not more, important than other dimensions. As such, faculty make decisions about progress in the degree path based not only on meeting academic standards and demonstrating emerging clinical skills, but also on personal qualities that the counseling literature shows make one effective in their work.

Faculty will evaluate students' personal and professional qualities at the end of each fall and spring semester using the Professional Performance Review. Students will also complete a self-evaluation of the PPR. Students will confer virtually or in-person with their advisor to discuss the results, which will then be placed in the student's file.

The goal of this process is to identify any concerns with students' behavior, interpersonal qualities, or dispositions that are inconsistent with the attitudes, traits, and skills required of counseling professionals as well as those that would interfere with their ability to form a trusting, therapeutic alliance (e.g., substance abuse, limited empathy, unaddressed mental health concerns), as early as possible and then, when necessary, to begin remediation, discussed below. Any unsatisfactory scores on a Professional Performance Review will ordinarily initiate the remediation process, outlined in the next section.

Remediation Process

The University of Mobile has a policy for addressing student discipline concerns. Please refer to the University of Mobile Student Handbook, specifically the sections entitled "Disciplinary Sanctions for Misconduct" and "Appeals," for information on student rights

and how the University responds to student violations of the community standards of integrity, respect, stewardship, and safety and security.

The material that follows pertains not to violations of these community standards, however, but limitations or failures of students to demonstrate the kind of personal and professional behavior and attitudes that are required of an effective counselor.

Steps

1. Faculty will observe and document any issues of concern. These may arise from the regularly scheduled Professional Performance Review or other events occurring in the usual course of the semester (e.g., classroom observations, reports from a site supervisor, and so forth). Faculty may act on information gleaned first-hand or via the students' peers. All documentation related to the remediation process will be kept in the student's file. If the concern involves a violation of community standards, the process outlined in the Student Handbook will be followed, either in lieu of or in addition to the MFC-specific remediation process outlined here.
2. Faculty will notify the student that an issue with personal or professional performance has arisen and schedule a meeting with the student to more fully address the concerns and allow the student an opportunity to respond. The student can submit a written request to attend this meeting accompanied by a person providing support (e.g., friend, family member), subject to the faculty's approval.
3. After this initial meeting, and upon assessing the severity and duration of the relevant issues as well as the student's perspective, faculty will develop a remediation plan and either schedule another meeting with the student to review it or communicate the plan via phone and/or e-mail. The student can either consent to the plan, request an appeal, or choose to be dismissed from the program. The remediation plan will include overall goal(s), required actions, timelines, and criteria for successful completion. Possible options include, but may not be limited to, the following:
 - a. Formal reprimand
 - b. Additional coursework, reading, or training to demonstrate needed competencies
 - c. Increased supervision or oversight
 - d. Personal counseling or other support service
 - e. Taking a temporary break from coursework or clinical experience in order to address self-of-the-therapist issues
 - f. Dismissal from the program
4. Once the student agrees to the plan, he or she will begin to address areas of deficiency. Depending on the timeline, the student may be required to regularly check-in (physically or digitally) with faculty to provide and receive feedback on his

or her progress as well as to discuss and implement any necessary adjustments to the plan.

5. Faculty will continue to evaluate the progress of the student toward meeting remediation goals via his or her self-report as indicated above, or via direct observation, supervisor feedback, or performance reviews. At the end of the remediation period, a formal review will be conducted to determine the degree of completion.
6. If the student has successfully completed the requirements of the plan, he or she will be notified by the faculty and allowed to continue his or her plan of study. Should the student fail to meet the requirements, further steps may be taken, such as:
 - a. Extending the remediation period with or without revised goals
 - b. Recommending voluntary withdrawal from the program
 - c. Dismissal from the program

Appeals

1. Students have a right to appeal at any point in the remediation process. The appeal will first be made to the Dean of the College of Arts and Sciences within 24 hours of the faculty's decision.
2. The appeal should include the following: a statement of the decision being appealed and grounds for the appeal along with supporting evidence. Grounds for an appeal may come from procedural errors, new evidence, bias or discrimination, inconsistent application of program policies or standards, and so forth.
3. The Dean will review the appeal. The student may also be invited to present his or her case in person. Upon evaluating the appeal in light of the student's documentation and presentation (if given), as well as program and University policies and standards, the Dean may decide to do one of the following:
 - a. Uphold the original remediation decision
 - b. Modify or amend the remediation plan or outcome
 - c. Overturn the decision and provide alternative recommendations
4. Should the student wish to appeal the Dean's decision, he or she may initiate the appeals process once again with the Academic Affairs Committee, within 24 hours of the Dean's decision.
5. Should the student remain dissatisfied and wish to appeal the Academic Affairs Committee's decision, he or she may appeal to the President of the University within 24 hours of the AAC's decision. A decision of the President is not subject to further appeal.

Complaints

Please refer to the University of Mobile Student Handbook section entitled “Student Complaints” for an overview of the process.

LPC & MFT Licensure and Portability of Degree

The MFC degree meets educational and practicum/internship requirements of the Alabama Board of Examiners in Counseling and the Alabama Board of Examiners in Marriage and Family Therapy. Refer to the Appendix for two charts showing how MFC coursework aligns with the state requirements.

The path to licensure is a multi-year process. Earning the MFC degree is the first step; after graduation, one must apply for associate licensure and practice under supervision for two years or more until his or her application for full licensure has been approved by the board. Refer to the table below for a brief overview of current post-master’s requirements for each license. It is the student’s responsibility to remain familiar and stay current with licensure rules and regulations.

Post-Master’s Requirements	LPC	LMFT
Clinical Hours	3000 (2250 must be direct)	1000 (all direct)
Supervision Hours	100 hours annually	1 hours of supervision for every 10 clinical hours
Minimum time to full licensure as an associate	No minimum, but usually at least 18-24 months	Two years
Required Exam	National Counselor Examination (NCE)	AMFTRB Exam

Licensure Steps

1. In the student’s final semester, he or she should begin thoroughly reviewing the website of the board of the licensure of interest. If the student plans to work somewhere where supervision is not provided by the employer, he or she should also begin looking for a potential supervisor.
2. Upon graduation, the student will submit an application for associate licensure. Note: An MFT applicant who did not complete 500 internship hours would instead first apply for the Intern designation and continue receiving supervision at a 1:5 ratio until he or she can apply for associate licensure. As a supervisor (if necessary) should be secured by this point, these applications will also require the submission of a supervision contract. Note that unless supervision is provided by one’s employer, the licensee will be responsible for the cost.

3. At the time of application, the student will also indicate a need to sit for the NCE or AMFTRB exam. The respective board grants permission for the student to schedule the exam. Students are encouraged to take the exam sooner rather than later in their licensure process.
4. Once the board approves the application for associate licensure, the student must pay the corresponding fee and wait for official receipt of the license before he or she may begin practicing. Note: if the graduate works in certain contexts (e.g., non-profit, state agency), licensure is not technically required. An associate will then practice under supervision until the particular requirements have been met.

License Requirements Differ by State

Each state has their own requirements for licensure and their own application process. Some states may require you to have additional coursework, clinical hours, or take a different national exam. Though these differences exist, it does not mean an MFC graduate will be forever prohibited from licensure in any given state. All states have a “licensure by endorsement” option, which generally entails granting a full license if an applicant has been fully licensed in another state for five years or more. Either way, it is ultimately the student’s responsibility to ensure the MFC degree from the University of Mobile will meet standards in other states, should students anticipate relocation in the future.

Portability Efforts

Currently, there are portability efforts in the counseling and marriage and family therapy professions. Alabama is currently a member state in the [Counseling Compact](#), which, when it fully takes effect, will allow a fully-licensed counselor in Alabama to work with clients in other Compact states. This will greatly facilitate the ability of counselors to work across state lines and expand their reach. Alabama is not currently a member of the AAMFT’s portability efforts. As the Compact is still in the process of hammering out details, it should not be naively relied upon to practice in other locations. Again, it is the student’s responsibility to seek current, accurate information about any portability efforts and possibilities.

Recommendations and Endorsements

Faculty will sign off on practicum and internship hours needed for associate licensure and provide required documentation. Faculty may also serve as a reference or to provide a recommendation if students ask permission beforehand and provide explicit, written permission. However, personal endorsement or recommendation of a student is up to the faculty member’s discretion. If a student believes he or she will eventually need such a

recommendation, the student should ensure he or she engages professionally and interacts respectfully throughout his or her course of study.

Student Support Services

Refer to the UM website and catalog for information about support services for students provided by the Office of Student Success, such as counseling, tutoring, and so forth. Any student needing disability accommodations will seek these through Student Success. Accommodations are not retroactive, so it is the student's responsibility to secure them.

Professional Membership

Students are encouraged to join a professional association that aligns with their emerging clinical and professional interests. Professional associations provide a number of benefits, such as access to journals, trainings, and reduced rates at conferences, as well as provide lobbyists to advocate for legislation that can advance the profession. Perhaps more importantly for students, a student membership in any of the following organizations comes with liability insurance at no extra cost. Students are encouraged to join at least one of the following:

- [Alabama Counseling Association](#)
- [American Counseling Association](#)
- [American Association of Christian Counselors](#)
- [American Association for Marriage and Family Therapy](#)
- [Alabama Association of Marriage & Family Therapy](#)
- [Christian Association for Psychological Studies](#)
- [International Association for Marriage & Family Counseling](#)
- [International Family Therapy Association](#)

Professional Liability Insurance

Students in the clinical sequence (MFC 578, 579, 582, 583) are required to secure and maintain professional liability insurance. Students should purchase a policy and submit proof prior to beginning any clinical work. Liability insurance is included in student memberships in a number of the professional associations mentioned above, or may be purchased separately through providers in the following non-exclusive list:

- [American Professional Agency](#)
- [CPH Insurance](#)
- [HPSO Insurance](#)

Personal Therapy

It is recommended that all students receive personal counseling at some point during the program if they have not already done so, especially prior to beginning practicum. Having

“insider” knowledge of what it’s like to be a client will enhance the student’s ability to form a solid working relationship. Personal counseling may also be recommended as part of a remediation plan.

Clinical Readiness

Student readiness for practicum will be shown by completing coursework prerequisites (see Program Requirements/Clinical) as well as by consistently demonstrating personal and professional qualities of integrity, emotional maturity, interpersonal responsiveness, self-reflection, and so forth. Scores on the Professional Performance Review will also be instrumental in making this determination.

Writing Style

In the MFC program, all written assignments must adhere to American Psychological Association (APA) style guidelines, unless otherwise indicated. APA style is widely used in the social sciences because it provides a consistent format for writing, which facilitates clear communication and ensures that sources are properly credited. This consistency helps maintain academic integrity, allows readers to easily locate sources, and enhances the overall professionalism and credibility of the work.

Part 2: Clinical Policies and Procedures

Definitions and Rationale

A practicum is a supervised, hands-on training experience that allows students to apply theoretical knowledge in a real-world setting. The practicum involves working with clients under the supervision of a licensed professional. This experience is designed to help students develop essential counseling skills, gain practical experience, and receive feedback on their performance in a controlled and supportive environment.

An internship is an extended, immersive experience where students engage in professional practice within a clinical setting. Internships provide students with the opportunity to work more independently while still receiving supervision. Internships are typically more intensive and require students to integrate and apply a broader range of skills and knowledge than in practicum, which focuses on the micro-skills of counseling. This experience prepares students for licensure and professional practice by offering a deeper, more comprehensive understanding of the field.

Initiating the Clinical Experience

Pre-requisites & Planning

Students will be reminded of their eligibility to begin practicum during the advising process, usually 3-4 semesters into their course of study. To begin, students must have earned 30 credit hours, including, at a minimum, the following courses:

- MFC 540 Foundations of Counseling OR MFC 551 Family Systems Theories & Therapies
- MFC 542 Mental Disorders
- MFC 548 Skills and Techniques in MFC
- MFC 571 Ethical, Professional, and Legal Issues in MFC
- And one of the following:
 - MFC 545 Group Counseling
 - MFC 554 MFC I
 - MFC 555 MFC II
 - MFC 556 Couples Therapy
 - MFC 575 Special Topics in MFC

It is also permissible to enroll in MFC 578 if concurrently enrolled in one or more of the above courses.

As students approach this transition, they should be aware of two things. First, most internships are unpaid. Some organizations in the area may allow an employee to get

internship hours while on the job, but others do not. Second, most local clinical sites operate Monday through Friday during regular business hours. In addition, students must attend individual and group supervision with faculty for 2.5 hours each week (1 hour of individual and 1.5 hours of group supervision). Group supervision is usually scheduled from 4:00-5:30 PM sometime Monday through Thursday. As such, students should be prepared to make plans that will allow them to complete the clinical sequence in as timely a manner as possible. For some this may mean reducing their work hours or otherwise changing or suspending employment to maximize time at their site.

Starting the Process & Finding a Site

Students should initiate a conversation with the Director of Clinical Training (DCT) at least eight weeks before the start of the semester in which they wish to begin practicum. The DCT will want to know the student's interests with respect to placement or population as well as any scheduling preferences or constraints. The student will ordinarily remain at the same site throughout practicum and internship.

The DCT will then initiate connections between students and potential sites, but ultimately it is the student's responsibility to secure a clinical placement. This will require the student to be proactive in contacting potential site supervisors, following up on communication, treating any interviews with utmost professionalism, and so forth.

If students already have a site in mind, they may suggest it and the DCT will make further inquiry to assess its potential. Any potential site must have a signed Memorandum of Understanding (see Appendix) on file with the University.

Necessary Clinical Forms

Once students secure a site, they may begin assembling the various documents required by the start of the practicum semester. These will eventually be submitted to the student's faculty supervisor at the beginning of each practicum and internship semester. The following forms are available on the MFC program's Canvas site:

- Student Information Sheet
- Practicum Contract (Internship Contracts are required for Internship semesters)
- Proof of liability insurance

Requirements

Both Practicum and Internship are divided up into two courses each. Practicum I and II (MFC 578 and 579, respectively) are generally taken in a single semester. Practicum is an opportunity for students to become familiar with their placement's personnel, culture, and policies while refining the micro-skills of counseling. Internship I and II (MFC 582 and 583,

respectively) allows for a more in-depth experience and should be taken in two sequential semesters.

The MFC program requires students to earn 100 counseling contact hours in practicum to advance to internship. Once in internship, the MFC program does *not* require a specific number of hours to pass the internship courses and ultimately graduate, however, the Alabama counseling and marriage and family therapy licensure boards do have such requirements. Those are outlined below.

The clinical hours required in practicum are categorized as **observation** and **counseling** hours. **Observation** hours refer to time a student spends as a silent co-therapist or otherwise observing a more experienced clinician in session as well as formal staffings in which client cases are discussed. No more than 50 hours can be observation hours. At least 50 hours, then, must be **counseling contact** hours, in which the student, either alone or with another counselor, takes on significant responsibility within a session (e.g., speaking up more, asking questions). For planning and scheduling purposes, on a weekly basis, practicum students (given that they usually take both courses in the same semester) can expect to spend 2.5 hours each week at UM for faculty supervision (1 hour of individual and 1.5 hours of group) as well as enough time at their site to accrue around 7 hours of client contact per week (100 total hours divided by 15 weeks in a fall or spring semester; it's around 9 hours of contact per week in the summer).

Students in internship must accrue 600 hours of experience. The hours required for internship are categorized as **direct** and **indirect**. **Direct** service involves face-to-face time with clients in session. **Indirect** service pertains to time spent on documentation, preparation for sessions, formal staffings, and the like (these activities must focus on actual clients). To satisfy the ABEC requirements, students must earn at least 240 hours of direct service (thus a maximum of 360 indirect service hours). Like practicum students, internship students will also spend 2.5 hours each week at UM for faculty supervision (1 hour of individual and 1.5 hours of group) as well as enough time at their site to accrue at least 8 hours of direct (i.e., face-to-face time with clients in counseling sessions) and 12 hours of indirect service (e.g., paperwork, staffings, preparation). Per the ABEC, all 600 internship hours must be completed as part of a graduate program. If a student graduates but has not earned these hours, he or she must re-enroll in MFC 583 until the requirement is met.

Another distinction made among clinical hours (both in practicum and internship) pertains only to those ultimately seeking MFT licensure. For those students, it is important to be aware that the ABEMFT requires an internship consisting of 500 direct, clinical hours (thus only "counseling" hours from practicum are to be included in this number). At least half of the 500 hours should be *relational* – that is, the client in the room should be multiple members of a family, a couple, a parent-child dyad, and so forth. A group of unrelated persons does not constitute a relational hour. If a student seeking MFT licensure does not complete the 500-hour requirement while enrolled in the program, the ABEMFT allows him

or her to graduate from the program and apply for and work under the MFT-Intern designation until that requirement is met.

Should a student who is enrolled in practicum exceed the 100-hour requirement during the semester, he or she may be able to begin accruing internship hours early (i.e., before actually being enrolled in the internship courses). This will be determined on a case-by-case basis, at the discretion of the faculty supervisor, given that the experience requirements differ somewhat between practicum and internship.

If a student does **not** meet the 100-hour requirement during the practicum semester(s), he or she will go ahead and enroll in MFC 582 Internship I, but the hours accrued will go toward completion of practicum requirements. Once the 100-hour requirement is met, the student will begin accruing internship hours.

Teletherapy requirements

Should students have the opportunity to provide teletherapy with clients in the state of Alabama, they must ensure they have been appropriately trained as indicated in any requirements set forth by the ABEMFT and the ABEC.

Supervision requirements

As mentioned, all clinical students will attend a weekly 1-hour individual and 1.5-hour group supervision session with faculty. This is held at UM each week, with group supervision usually beginning at 4 PM. The specific day(s) of group supervision will change from semester to semester. Students will be notified of the upcoming supervision schedule at least 2-4 weeks before the start of the next semester so they can plan accordingly. Sign-up for individual and group slots will be on a first-come, first-served basis.

Individual supervision can be attended by two students at a time, which is highly encouraged.

Evaluation during Supervision

Students should come prepared to supervision, adjusted for developmental level. That is, supervision for practicum students is generally more structured, with the faculty supervisor potentially being more directive, asking more questions, and so forth. Once students make progress through internship, however, they are expected to show more initiative in bringing up cases, giving feedback to peers, and so forth. Aside from the practicum and internship courses, students will also be evaluated via the Professional Performance Review Form (see Appendix).

More specific evaluative information is found in the syllabi for these courses.

Other Requirements

Documentation & Weekly Activity Reports

Each week of practicum and internship, students are expected to document their clinical hours on either the Practicum or Internship Weekly Activity Report. On this document, they will indicate the number and type of hours accrued each week and provide a breakdown of those hours. This document should be given to the site supervisor *each week* to be signed and then returned to the faculty supervisor for his or her signature. Students must keep their own copy of this document *before* submitting it to the faculty supervisor. It is important that students get in the habit of submitting these weekly as that gives the site supervisor the best opportunity to provide timely feedback.

Students are also strongly encouraged to begin keeping a spreadsheet indicating the number and type of clinical hours gained each week. A sample spreadsheet is available on the MFC program's Canvas site.

Objective Assessments

Students enrolled in MFC 578 must pass a closed-book quiz on the book, *The Lost Art of Listening*. Those enrolled in MFC 579 must pass a closed-book quiz on the book, *Essential Skills in Family Therapy*. Students will be given up to three attempts to achieve a passing score of at least 80%. Students enrolled in MFC 583 are also given multiple attempts to pass a CPCE practice exam with a score of 80%. Other assessments may be utilized at the faculty's discretion.

Evaluation Reports

At the mid-point and by the end of each semester enrolled in practicum or internship, students must submit an evaluation completed by themselves and another by their site supervisor. This information, coupled with direct observation or other reports from site supervisors, will be used to evaluate the student's developing competencies and his or her readiness to continue through the clinical sequence. Should less significant concerns arise, they will be addressed informally via the usual supervision process. However, if concerns arise that could potentially put a client's safety in jeopardy or otherwise significantly impede the therapeutic process, a formal remediation process may be instituted at the discretion of the faculty.

Part 3: Appendix

Forms in the Appendix are not for official use but for example purposes only. Current copies of these forms for actual use are located on the MFC program's Canvas site.

Affidavit of Compliance

I, _____, hereby affirm that I have received, read, and understand the contents of the University of Mobile's Marriage and Family Counseling Program Handbook. I acknowledge and agree to abide by all policies, procedures, and ethical guidelines outlined therein.

I affirm the following:

1. Understanding of Program Policies and Procedures:

- I have thoroughly reviewed the program's policies and procedures, including but not limited to personal and professional standards and expectations, academic integrity, clinical experience, and progression requirements, especially with respect to the comp exam process and six-year deadline.

2. Commitment to Ethical Standards:

- I understand and commit to upholding the ethical standards as set forth by major professional associations, such as the AAMFT, ABEC and ACA, and AACC, and as detailed in the program handbook.

3. Compliance with Academic and Professional Expectations:

- I acknowledge my responsibility to maintain high academic and professional standards, including participation in coursework, internships, and any other program-related activities.
- I understand the importance of confidentiality and will adhere to all related policies, especially concerning client information.

4. Awareness of Disciplinary Procedures:

- I am aware of the procedures for addressing any personal and professional deficiencies as well as violations of the program's policies and the potential consequences, including disciplinary actions and possible dismissal from the program.

5. Commitment to Continuous Personal and Professional Development:

- I recognize the importance of ongoing personal and professional development and commit to engaging in activities that promote my growth as a counselor/therapist, including attending workshops, seminars, and other educational opportunities as recommended or required by the program.

I understand that failure to comply with the policies and procedures in this handbook may result in disciplinary action, up to and including dismissal from the program.

Student Signature: _____

Student Printed Name: _____

Date: _____

MFC Chair Signature: _____ Date: _____

Course Descriptions

Please refer to the list of courses in the current University of Mobile online catalog for the most up to date information as course names or descriptions may be revised from time to time to meet program, university, or regulatory standards.

MFC 540 – Foundations of Counseling (3 credit hours)

Examines basic counseling theories as well as the history of counseling. The course is designed to give students foundational work in the field of counseling for future application.

MFC 542 - Mental Disorders: Assessment, Diagnosis, and Treatment (3 credit hours)

This course studies the development, diagnosis, and treatment of mental disorders in individual and family systems. This course acquaints the student with current systems of classifying mental disorders and their use.

MFC 544 – Individual and Family Development (3 credit hours)

Introduces students to theories of individual and family development across the lifespan with particular attention to childhood and adolescence and the development of the brain. Emphasizes the interaction of personality, systems, gender, culture, and spirituality with development and how these affect clinical presentation and treatment.

MFC 545 – Group Counseling (3 credit hours)

Surveys the theories and processes of group counseling.

MFC 546 – Testing and Measurement in MFC (3 credit hours)

Provides the student with an understanding of foundational concepts in the field of psychological testing and measurement and the application of those concepts to the process of counseling. Acquaints the student with selected testing instruments.

MFC 547 – Career Counseling (3 credit hours)

Studies the theories, methods, and materials of career counseling.

MFC 548 – Skills and Techniques in MFC (3 credit hours)

Counseling and family systems theory, practice, and skills are presented through active learning and traditional methods to train students in techniques and skills for effective counseling. This course is a prerequisite for MFC 578 MFC Practicum 1.

MFC 549 – Human Sexuality in Counseling (3 credit hours)

Examines human sexuality in theological, lifespan, and multicultural contexts as well as integrative treatment approaches for sexual issues.

MFC 550 – Sociology of the Family (3 credit hours)

Studies the family and its structure in relation to current social and cultural influences.

MFC 551 – Family Systems: Theories and Therapies (3 credit hours)

Examines the historical development, theoretical and empirical foundations, and the contemporary conceptual directions of the field of marriage and family therapy. Various systems approaches are surveyed and guidelines for conducting marriage and family therapy are studied.

MFC 554 – Marriage and Family Counseling I: Behavior and Belief (3 credit hours)

Studies the theories and techniques of the structural, strategic, solution-focused, and cognitive-behavioral approaches to family counseling. Practical application is made to family case studies.

MFC 555 – Marriage and Family Counseling II: Contextual (3 credit hours)

Studies the theories and techniques of the intergenerational, experiential, and object relations approaches to family counseling. Practical application is made to the student's family development, as well as to family case studies.

MFC 556 – Couples Therapy (3 credit hours)

Studies selected systemic approaches to and techniques of counseling couples.

MFC 565 – Research Techniques and Data Analysis in MFC (3 credit hours)

Studies basic statistical measures, research methods and data analysis as related to the practice of marriage and family counseling.

MFC 571 – Ethical, Legal, and Professional Issues in MFC (3 credit hours)

Examines the role of the Marriage and Family Counselor as a professional relating to standards of practice, professional organizations, and ethical and legal codes.

MFC 575 – Special Topics in MFC (either Crisis & Trauma or Addiction in alternating semesters; electives; 3 credit hours each)

Analyzes special topics in marriage and family counseling. Designed to meet specific needs and special interests and to explore current issues in the field. With permission of advisor only, this course may be repeated when content changes.

MFC 578 – MFC Practicum I (3 credit hours)

Provides student weekly individual and group supervision as well as guided individual study in the observation and practice of marriage and family counseling. A minimum of 50 contact hours with individuals, couples, groups and families are required. The student will work with a faculty advisor to determine the appropriate time and place for Practicum I. Prerequisite(s): Completion of at least half of the program course work (ten classes/30 semester hours); must include MFC 540 (or MFC 551), MFC 542, MFC 548, MFC 571 and at least one counseling/therapy course.

MFC 579 – MFC Practicum II (3 credit hours)

Provides a continuation of supervised practice and individual guided study for an additional 50 contact hours of direct service to individuals, couples, groups and families. Prerequisite or Corequisite: MFC 578

MFC 582 – MFC Internship I (3 credit hours)

Provides student weekly individual and group supervision while student performs all the activities that a regularly employed Marriage and Family Counselor would be expected to perform. For those students pursuing the Licensed Professional Counselor credential, this course begins their accrual of the 600 clock hours (at least 240 of which must be direct service to individuals, couples, families, and/or groups) required for internship. Prerequisite(s): MFC 579 and special permission of the instructor.

MFC 583 – MFC Internship II (3 credit hours)

Provides student weekly individual and group supervision while student performs all the activities that a regularly employed Marriage and Family Counselor would be expected to perform. For those students pursuing the Licensed Professional Counselor credential, this course completes their accrual of the 600 clock hours (at least 240 of which must be direct service to individuals, couples, families, and/or

groups) required for internship. Prerequisite(s): MFC 582 and special permission of the instructor. May be repeated.

MFC 595 – Independent Study and Research in MFC (elective; 3 credit hours)

Provides an opportunity for students to explore through directed readings and research those problems and issues of special significance in the field of marriage and family counseling.

MFC 599 – Comprehensive Examination in MFC (0 credit hours)

A comprehensive examination over the student's course work. The examination may be written, oral, or a combination of the two (at the discretion of the MFC Faculty). Required for completion of degree; pass/fail.

MFC Program Checksheet

University of Mobile/College of Arts & Sciences/Graduate Studies
CHECKSHEET: Master of Arts in Marriage and Family Counseling (MAMFC)

Course	Title	Hrs	Type*
MFC 540	Foundations of Counseling	3	Required
MFC 542	Mental Disorders: Assessment, Diagnosis, and Treatment	3	Required
MFC 544	Individual and Family Development	3	Required
MFC 545	Group Counseling	3	Required
MFC 546	Testing and Measurement in MFC	3	Required
MFC 547	Career Counseling	3	Required
MFC 548	Skills and Techniques in MFC	3	Required
MFC 549	Human Sexuality in Counseling	3	Required
MFC 550	Sociology of the Family	3	Required
MFC 551	Family Systems: Theories and Therapies	3	Required
MFC 554	Marriage and Family Counseling I	3	Required
MFC 555	Marriage and Family Counseling II	3	Required
MFC 556	Couples Therapy	3	Required
MFC 565	Research Techniques and Data Analysis in MFC	3	Required
MFC 571	Ethical, Legal, and Professional Issues in MFC	3	Required
MFC 575	Special Topics in MFC**	3	Elective
MFC 578	MFC Practicum I	3	Required
MFC 579	MFC Practicum II	3	Required
MFC 582	MFC Internship I	3	Required
MFC 583	MFC Internship II	3	Required for LPC; Elective for LMFT
MFC 595	Independent Study and Research in MFC	3	Elective
MFC 599	Comprehensive Examination in MFC	0	Required

* = 54 hours required for LPC track; 51 hours for LMFT track

** = may be repeated so long as each offering focuses on a different topic

Coursework Alignment with the ABEC

Content Area	Courses at the University of Mobile
Counseling Theory	MFC 540 Foundations of Counseling
Human Growth & Development	MFC 544 Individual and Family Development
	MFC 549 Human Sexuality and Counseling
	MFC 542 Mental Disorders: Assessment, Diagnosis, and Treatment
	MFC 575 Special Topics in MFC: Crisis and Trauma (elective)
Social and Multicultural Foundations	MFC 550 Sociology of the Family
The Helping Relationship	MFC 540 Foundations of Counseling
	MFC 551 Family Systems: Theories & Therapies
	MFC 554 Marriage and Family Counseling I
	MFC 555 Marriage and Family Counseling II
	MFC 578 MFC Practicum I
Group Dynamics, Processing, and Counseling	MFC 545 Group Counseling
Lifestyle and Career Development	MFC 547 Career Counseling
Appraisal of Individuals	MFC 546 Testing and Measurement in MFC
Research and Evaluation	MFC 565 Research Techniques and Data Analysis in MFC
Professional Orientation	MFC 571 Ethical, Legal, and Professional Issues in MFC
Practicum	MFC 578 MFC Practicum I
	MFC 579 MFC Practicum II
Internship	MFC 582 MFC Internship
	MFC 583 MFC Internship

Coursework Alignment with the ABEMFT

Content Area	Courses at the University of Mobile
Marriage and Family Studies	MFC 550 Sociology of the Family
	MFC 551 Family Systems: Theories and Therapies
Marriage and Family Therapy	MFC 554 Marriage and Family Counseling I
	MFC 555 Marriage and Family Counseling II
	MFC 556 Couples Therapy
Human Development	MFC 544 Individual and Family Development
	MFC 549 Human Sexuality and Counseling
Professional Issues and Ethics	MFC 571 Ethical, Legal, and Professional Issues in MFC
Research	MFC 565 Research Techniques and Data Analysis in MFC
Mental Health Diagnosis	MFC 542 Mental Disorders: Assessment, Diagnosis, and Treatment
Practicum and Internship	MFC 578 MFC Practicum I
	MFC 579 MFC Practicum II
	MFC 582 MFC Internship (may be repeated for additional hours; second semester may be counted as elective)

Program Plan of Study Template

University of Mobile
 M.A. in Marriage and Family Counseling
 Plan of Study

Student Information:			Name:			Email:			Phone:			CaL. Year
Spring			Summer			Fall			CaL. Year			
Course	Grade	Credits	Course	Grade	Credits	Course	Grade	Credits				
Totals												
Spring			Summer			Fall						
Spring			Summer			Fall						
Spring			Summer			Fall						
Spring			Summer			Fall						

Student signature: _____

Faculty signature: _____

Date(s) Plan Approved/Revised: _____

Date Comp Exam Passed: _____ Total Clinical Hours: Direct _____ Indirect _____ Supervision (I/G) _____ Date Certified: _____ Faculty signature: _____

Professional Performance Review

University of Mobile Marriage & Family Counseling Program

For (student): _____

From (faculty): _____ Semester: _____

This is to notify you that your professionalism has been reviewed by the UM MFC faculty as described in the Faculty Evaluation of Student Progress section of the MFC Program Handbook. The following scale was used: 1 = well below expectations; 2 = needs improvement; 3 = meets expectations; 4 = exceeds expectations; 5 = outstanding. For scores below 3, strategies to improve performance will be implemented.

Criterion	Rating
1. Accountability – accepts responsibility, reliable, aware of syllabus, sticks to deadlines, alerts professor of absences	1 2 3 4 5
2. Humility – accepts feedback, acknowledges what is not known, validates other points of view, open to new ideas	1 2 3 4 5
3. Compassion – concerned for welfare of others, demonstrates care	1 2 3 4 5
4. Awareness of personal boundaries – makes appropriate disclosures, respects differences, aware of impact on others	1 2 3 4 5
5. Integrity – aware of personal and professional values and acts accordingly	1 2 3 4 5
6. Respect – respects of others’ beliefs and values, engages in collegial interactions, attentive	1 2 3 4 5
7. Comportment – appropriate communication, attire, hygiene, etc.	1 2 3 4 5
8. Proactivity – shows initiative and motivation, flexible	1 2 3 4 5
9. Relationality – effective interpersonal, affective, and expressive skills; cooperative; conflict skills	1 2 3 4 5
10. Ethical – knowledge, awareness and application, ethical & legal conduct	1 2 3 4 5
11. Expertise – organized and prepared, makes meaningful contributions in class via thoughtful questions and comments, demonstrates familiarity with readings	1 2 3 4 5

Additional Comments:

Student signature

Faculty signature

Practicum Contract

University of Mobile Marriage & Family Counseling Practicum Contract

Please fill out all PDF fields below, including #s 2 and 3 in the Student and Site Supervisor sections, save, then print for signatures or digitally sign.

Practicum Student's Name: _____

Practicum Semester/Year: _____ Practicum Course #: _____ Total Credit Hours: _____

Faculty Supervisor: _____

Practicum Site: _____ Practicum Site Supervisor: _____

Responsibilities of the Student:

1. Carry counselor liability insurance;
2. Complete a minimum of _____ contact hours with individuals, couples, families, or groups;
3. Meet with a Faculty Supervisor for a one-hour Individual Supervision Session each week;
4. Participate in a 1.5-hour Group Supervision Session with a Faculty Supervisor and other Practicum Students each week;
5. Complete reading assignments required by the Faculty Supervisor;
6. Complete and submit required Weekly Activity Reports to the Faculty Supervisor;
7. Execute counseling responsibilities in accordance with the Practicum Site's prescribed Code of Ethics; the Code of Ethical Standards Governing Professional Counselors in the State of Alabama, and the Standards of Conduct for Marriage and Family Therapists in the State of Alabama; and
8. Participate in counseling activities that are appropriate to the Student's level of ability and training.

I understand and agree to the above responsibilities.

Student's Signature

Responsibilities of the Practicum Site Supervisor:

1. Maintain appropriate on-site supervision of the Student and keep Faculty Supervisor informed of the Student's progress;

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2. Assign to the Student clients who are appropriate to his/her level of ability and training in counseling;
3. Provide the opportunity for the student to receive a minimum of _____ contact hours with individuals, couples, families, and groups; and
4. Review and sign the Student's Weekly Activity Reports,

I understand and agree to the above responsibilities.

Faculty Supervisor's Signature

Responsibilities of the Faculty Supervisor:

1. Meet with the Student for a one-hour Individual Supervision Session each week;
2. Conduct 1.5-hour Group Supervision Sessions for all Practicum Students each week;
3. Review and evaluate the Student's written assignments;
4. Make visits to the Student's Practicum Site as needed to review and coordinate the Student's work;
5. Maintain regular contact with the Student's Practicum Site Supervisor; and
6. Assign and review appropriate reading materials.

I understand and agree to the above responsibilities.

Site Supervisor's Signature

Internship Contract

**University of Mobile
Marriage & Family Counseling
Internship Contract**

Internship Student's Name: _____

Faculty Supervisor: _____

Internship Site: _____ Internship Site Supervisor: _____

Internship Semester/Year: _____ Clock Hour Goal: _____ Client Contact Hour Goal: _____

Responsibilities of the Student:

1. Carry counselor liability insurance;
2. Complete Clock Hour and Client Contact Hour Goals;
3. Meet with a Faculty Supervisor for a one-hour Individual Supervision Session each week;
4. Participate in a 1.5-hour Group Supervision Session with a Faculty Supervisor and other Internship Students each week;
5. Complete and submit required Weekly Activity Reports to the Faculty Supervisor;
6. Execute counseling responsibilities in accordance with the Internship Site's prescribed Code of Ethics; the Code of Ethical Standards Governing Professional Counselors in the State of Alabama, and the Standards of Conduct for Marriage and Family Therapists in the State of Alabama; and
7. Participate in counseling activities that are appropriate to the Student's level of ability and training.

I understand and agree to the above responsibilities.

Student's Signature

Responsibilities of the Internship Site Supervisor:

1. Maintain appropriate on-site supervision of the Student and keep Faculty Supervisor informed of the Student's progress;
2. Assign to the Student clients who are appropriate to his/her level of ability and training in counseling;
3. Provide the opportunity for the student to reach his/her Clock Hour and Client Contact Hour Goals; and
4. Review and sign the Student's Weekly Activity Reports,

I understand and agree to the above responsibilities.

Site Supervisor's Signature

Responsibilities of the Faculty Supervisor:

1. Meet with the Student for a one-hour Individual Supervision Session each week;
2. Conduct 1.5-hour Group Supervision Sessions for all Internship Students each week;
3. Review and evaluate the Student's Weekly Activity Reports;
4. Make visits to the Student's Internship Site as needed to review and coordinate the Student's work; and
5. Maintain regular contact with the Student's Internship Site Supervisor.

I understand and agree to the above responsibilities.

Faculty Supervisor's Signature

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Weekly Activity Report – Practicum

**UNIVERSITY OF MOBILE
MARRIAGE AND FAMILY COUNSELING
PRACTICUM WEEKLY ACTIVITY REPORT**

Student's Name: _____ Site: _____

Week of (beginning on Monday): _____ (Mo./Day – Mo./Day, Year)

Explanation of hours required for Practicum

- You need a total of 100 "client contact hours" across both MFC 578 and 579. This is divided up into two types of client contact: (direct) counseling and (indirect) observation.
- A "**Counseling Client Contact Hour**" is a *direct* hour in which the student takes the role of therapist or is significantly involved as a co-therapist. The student must complete a minimum of 50 Counseling Client Contact hours.
- An "**Observation Client Contact Hour**" is an *indirect* hour the student spends observing another therapist doing therapy or observing a client being staffed by a treatment team. A maximum of 50 "observation" hours may be counted toward the total of 100.
- Note: Practicum emphasizes your acquisition of actual contact with clients in a counseling or observation capacity. As such, in Practicum, observation hours are the only kind of *indirect* hours documented. However, in Internship, you will also document other *indirect* activities, such documentation, case management, on-site preparation, and so forth.

Summary of Practicum Hours this Week (provide documentation on the next page):

A. **Observation** Hours: _____ hrs.

B. **Counseling** Hours: _____ hrs.

Summary of Practicum Hours to Date (add hours from all previous weeks to this week's hours):

C. Total **Observation** Hours Completed: _____ hrs.

D. Total **Counseling** Hours Completed: _____ hrs.

Site Supervisor's Comments:

Site Supervisor's Signature : _____

Enter your Observation and Counseling activities and hours below. Make sure to record the time in the correct column to differentiate between Observation and Counseling hours. Record "Time Spent" in decimal hours.

Client ID	Client Type ¹	Time Spent (e.g., 1.7)	
		Observation	Counseling
Total Observation Client Contact Hours			
Total Counseling Client Contact Hours			

_____ *Student Signature*

_____ *Faculty Supervisor Signature*

¹ I = Individual, C = Couple, F = Family, G = Group

Weekly Activity Report – Internship

**UNIVERSITY OF MOBILE
MARRIAGE AND FAMILY COUNSELING
INTERNSHIP WEEKLY ACTIVITY REPORT**

Student's Name: _____ Site: _____

Week of (beginning on Monday): _____ (Mo./Day – Mo./Day, Year)

Explanation of hours required for Internship

- A "**Direct Service Hour**" (or "counseling client contact hour") is an hour when the student is in contact with a client doing counseling, assessment, or psychoeducation. A minimum of 240 direct service hours are required to complete the entire internship (MFC 582-583). Note: a maximum of 20% of these hours can be assessment.
- An "**Indirect Service Hour**" is used to refer to time spent in management, administration, or other aspects of counseling service ancillary to direct service" (AL LPC Code 255-X-2-.13). This would include (but is not limited to) observation, documentation, case management, on-site preparation, and spending time with clients in a non-counseling capacity. No more than 360 indirect hours may count towards the 600-hour total for Internship.

Summary of Internship Hours this Week (provide documentation on the next page):

A. Indirect Service Hours: _____ hrs.

B. Direct Service Hours: _____ hrs.

Summary of Internship Hours to Date: (Add hours from all previous weeks to this week's hours)

C. Total Indirect Service Hours Completed: _____ hrs.

D. Total Direct Service Hours Completed: _____ hrs.

Site Supervisor Comments: *Please provide any valuable formative feedback regarding the intern's engagement or progress since the last report.*

Site Supervisor's Signature: _____ **Date:** _____

For indirect service: enter the activity (e.g., documentation, staffing) in the first column, skip the second, and enter the length in the Time/Indirect column. **For direct service:** indicate the client identifier in the first column, client type in the second, and the length in the Time/Direct column. Any given activity in a row will either have length recorded in either Indirect or Direct, never both.

Client ID (if Direct) or Activity (if Indirect)	Client Type ¹ (if Direct)	Time Spent	
		Indirect	Direct
Total Indirect Hours			
Total Direct Hours			

Student Signature

Faculty Supervisor Signature

¹ I = Individual, C = Couple, F = Family, G = Group

Intern Evaluation

University of Mobile • Marriage & Family Counseling Program • Intern Evaluation

Students, please accurately pre-fill the top portion to make it easier for the site supervisor.

Who is completing this evaluation?	<input type="checkbox"/> Site Supervisor	<input type="checkbox"/> Student
Student Name: _____	Date: _____	Semester/Year: _____
Faculty Supervisor: _____	<input type="checkbox"/> Mid-term Report	<input type="checkbox"/> End-of-Term Report
Site Supervisor: _____	Site: _____	

Instructions: In the "Rating" box, indicate the student's performance level on a range of 1 (far below expectations; a definite cause for concern) to 7 (exceeds expectations; exemplary) keeping in mind the student's level of development. Ratings of 1 and 7 (and even 2 and 5 to a lesser extent) should be relatively rare and supported with comments on the next page. Write or type "NA" if you are unable to evaluate.

Quality	Rating 1-7, NA
General Clinical Skill Domains	
1. Builds effective, collaborative working alliances	
2. Micro counseling skills (i.e., rapport, attending, active listening, appropriate questions, reflecting content & feeling, summarizing)	
3. Relational counseling skills (e.g., manages multiple alliances, highlights patterns, appropriate attention to content and process)	
4. Group counseling leadership skills (summarizing, blocking, linking, disclosure, etc.)	
5. Diagnosis	
6. Case conceptualization	
7. Assessment skills	
8. Treatment planning skills	
9. Implements counseling techniques/interventions effectively and coherently (i.e., can articulate a coherent framework/rationale for chosen techniques and interventions)	
10. Adequate understanding of counseling and MFT theories	
11. Organizational and documentation skills	
12. Potential as a counselor	
Ethical Attitudes & Practice	
13. Overall ethical professional conduct	
14. Concern for welfare of clients	
15. Ability to treat confidential material professionally	
16. Sensitivity to various forms of diversity	
17. Capacity to manage intimate counseling relationships	

18. Awareness of ethical dimensions & able to apply ethical decision-making principles	
Professionalism	
19. Knowledge of LPC & LMFT regulations	
20. Knowledge of professional literature around specific problems/treatment populations	
21. Commitment to the profession	
22. Reputation with professional colleagues or classmates	
Person-of-the-Therapist	
23. Aware of and reflective about one's self and mind	
24. Monitors own mental health and proactively engages in self-care	
25. Personal integrity	
26. Sense of humor	
27. Successful peer relationships	
28. Respects others' rights, dignity, & worth	
29. Demonstrates self-control and healthy affect regulation	
30. Recognizes & takes responsibility for limitations & deficiencies	
31. Appropriate integration of spirituality (e.g., incorporates client's spirituality as well as their own)	
Engagement in Supervision	
32. Receptiveness to supervision	
33. Preparation for supervision	
34. Cooperativeness	
35. Motivation to learn	
36. Openness to change	
37. Acceptance of creative criticism/feedback	

Please provide additional written feedback to support or enhance your evaluation on the next page, then, at the bottom, sign digitally or print for signatures before returning to the faculty supervisor. **Thank you!**

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Student – Please use the space below to provide specific feedback to support or clarify your ratings, particularly on any extreme scores (i.e., 1 or 7).

Site Supervisor – Please use the area below to provide specific feedback to support or clarify your ratings, especially any extreme scores (i.e., 1 or 7).

Faculty Supervisor – use the space below for any necessary feedback, especially noting any concerns that may lead to or necessitate warning or remediation.

Supervisee Signature: _____

Site Supervisor Signature: _____

Faculty Supervisor Signature: _____

Reviewed on _____ (date)

Reviewed on _____ (date)

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Oral Essay Exam Rubric (sample)

Grading Rubric for Oral Comprehensive Exams

Inadequate – 0	Basic – 1	Competent – 2	Good – 3	Excellent – 4
Fluency of Subject/Understanding				
Student was not prepared and could not complete most sections of the oral exam	Major pauses and hesitations; material was limited in scope; poor ability when answering questions; could not answer several questions	Some pauses and hesitation with little breadth to the subject matter; able to answer most questions, but not with ease and with answers of no more than a few sentences	Limited pauses and hesitation with breadth to the subject; answered questions with a competent knowledge of the subject	Little hesitation with natural pauses; responses could be elaborated further if needed; personalized the knowledge through questions posed by faculty
Knowledge/Understanding				
Student did not adequately address the core concepts of professional counseling	A lack of diversity in the language of professional counseling	A limited variety of the language of professional counseling was used	A good variety and use of vocabulary from professional counseling was utilized	Excellent variety and use of the vocabulary of professional counseling
Case Conceptualization/Application (content)				
	Failed to present a clear, concise, and convincing case conceptualization	Presented a case conceptualization that was ambiguous and/or incomplete	Presented a case conceptualization but was limited in scope	Clearly articulated a robust case conceptualization
Structure of Thought/Application				
Student could not present a logical order of thoughts	Ideas were disjointed and/or did not flow with a logical order	Ideas were somewhat disjointed and did not always flow logically	Only a few areas were disjointed and lacked a logical progression in professional counseling	Presented a logical progression within professional counseling
Prompting/Communication (clear, effective delivery)				
	The student needed to be prompted for every idea	Prompted often during probing questions	Prompted minimally	Did not have to prompt during probing questions

5 areas of competence with a possible 4 points each = 20 possible points

Memorandum of Understanding
University of Mobile
Marriage & Family Counseling Program

I. This memorandum of understanding is made this _____ of _____, by and between the University of Mobile Marriage & Family Counseling (MFC) Program (hereinafter called the University), and _____ hereinafter called the Site).

II. WHEREAS, the University of Mobile has an established MFC Program; and

WHEREAS, one of the objectives of this program is to train students to work as counselors and therapists in community agencies, schools, private practices, and other professional settings; and

WHEREAS, it is the desire of the University to utilize resources of the Site for practicum and internship students (hereinafter referred to as Students) enrolled in the MFC practicum and internship courses of the University; and

WHEREAS, the Site has such resources and is willing to cooperate with the University in making them available for educational purposes;

NOW THEREFORE, THE PARTIES MUTUALLY AGREE TO THE FOLLOWING:

A. Joint Responsibilities:

1. Either party may terminate this agreement by giving the other written notice of termination, not less than thirty (30) days prior to the scheduled date for the next practicum/internship course. The agreement may be terminated at any time during the semester by mutual consent.
2. Determination of the number of Students to be assigned to the placement shall be negotiated between the Site and the University. The Site has the final decision on the number it can accommodate.
3. The Site and the University will cooperate in the placement of practicum Students and interns, each sharing responsibility for the final selection. The Site has no obligation to work with a Student it initially considers or later determines to be unsuited to the Practicum/Internship Site program, and the University has no obligation to place a Student at a site it considers unsuitable.
4. Family Educational and Privacy Rights Act, 20 U. S. C. S 1232 G, commonly known as the "Buckley Amendment" will govern access to Student records.

5. No party to this agreement shall, in connection with any aspect of its performance, discriminate against any person by reason of such differences as socioeconomic status, race, color, disability, gender, age, religion, handicap, or nation and ethnic origin.
6. Students are not to be considered employees and are not intended to replace paid employees or service contracts.
7. Site acceptance of a Student for placement does not obligate the Site to compensate the Student or the University. Further, there is no financial obligation on the part of either institution to the other. Any agreements which promise financial compensation to the Student are wholly separate and apart from this memorandum.
8. The University and Site agree to prohibit Students, faculty or staff from publishing any materials as a direct result of a Student's practicum/internship experience, unless such publication is approved in writing for release by the Site and the University, such approval not to be withheld unreasonably.
9. Neither party may use the other's institutional name in advertising media.
10. University and Site supervisors of Students will comply with the Alabama Board of Examiners in Counseling Code of Ethics and Standards of Practice and the American Association for Marriage and Family Therapy Code of Ethics as well as all State of Alabama legal statutes regarding the practice of counseling and marriage and family therapy.

B. Responsibilities of the University of Mobile Marriage and Family Counseling program:

1. Designate one person to serve as the Director of Clinical Training (DCT). This person will be responsible for the primary coordination and administrative aspects of the practicum and internship placement program.
2. Provide the Site with current information as to required total hours of work, the nature of any educational assignments, and expected Student learning outcomes necessary for each Student via a course syllabus when requested by the Site.
3. Designate faculty supervisors who will review the Student's direct service work (via self-report, audio or video recordings, and/or live observation). These supervisors will be MFC program faculty. Faculty supervisors will periodically confer with the Site supervisor regarding the Student's progress.
4. When circumstances beyond the control of the University or Site indicate the Student must be withdrawn, or if the Site is unable to meet the conditions of

the agreement, the University has the responsibility to withdraw the Student from the placement. This action will be taken only after consultation with all Site and counseling faculty involved in the placement.

5. The University will permit MFC faculty to participate as resource persons for Site activities, on invitation from the Site.
6. The University will assist the Site Supervisor in obtaining learning resources for Students upon request.

C. Responsibilities of the Site:

1. The Site will designate one staff professional, known as the Student's Site Supervisor, to instruct, supervise, and evaluate each Student and be available for consultation as requested by the University. This professional should: (a) have a master's degree or higher in a human services field from an accredited institution, (b) possess an appropriate active license and potentially relevant certification, (c) have a minimum of two years of pertinent professional experience, (d) be aware of the practicum/internship program's requirements, (e) be aware of the requirements for counselor supervision, and (f) be approved by the UM DCT to serve as site supervisor. If the professional is not a counselor or marriage and family therapist by degree, she/he must also be familiar with and committed to the values, skills, ethics, and knowledge required for counselor practice. Site Supervisors may be asked to submit a professional resume or curriculum vitae to the UM DCT to be kept on file for accreditation and other relevant professional purposes.
2. The Site will provide adequate time for the Site Supervisor to meet with the Student for a reasonable amount of time each week for the purpose of providing oversight and direction with respect to the Student's practicum/internship experience.
3. If possible, the Site will secure a secondary site supervisor to ensure the Student has access to a licensed mental health professional at all times while on-site.
4. The Site will provide a formal orientation of site programs, policies, and procedures for the Student.
5. The Site Supervisor will be responsible for the actual supervision of the Student's professional activities at the Site.
6. The Site will provide time of the Site Supervisor to attend any necessary, scheduled meetings for Site Supervisors, to be held at a designated time and place on the University campus.

7. The Site will provide office supplies, telephone facilities and office arrangements it considers will enable the Student to function effectively and will make provisions for safeguarding materials the agency considers confidential.
8. The Site Supervisor will provide learning experiences compatible with program's educational objectives, as outlined in the practicum/internship course syllabus and as delineated in any learning plan jointly developed by the Site Supervisor and the Student.
9. The Site Supervisor will provide the University supervisor written evaluations of the Student at mid-semester/term and end-of-semester/term; at any time the Student is demonstrating unsatisfactory performance or unethical or illegal behavior; and/or at the time of placement termination if prior to the end of the semester/term.
10. The Site Supervisor will promptly communicate to the University DCT any concern regarding the Student's performance.
11. The Site Supervisor will consult the DCT promptly if circumstances arise which require the Site to withdraw the Student from the placement.
12. The Site Supervisor will arrange Student work schedules that will not conflict with schedules of the University (e.g., class time, faculty supervision).
13. The Site agrees to permit, upon reasonable request, the inspection of related Site facilities by the University and any organizations charged with accreditation of the University's programs.
14. If possible and reasonable, the Site agrees to allow the DCT access to Site facilities and records, including audio/video recordings, necessary to evaluate the professional performance of the Student. The Student's progress in skill development will be the focus of the University supervisor; case conceptualization and management will remain solely within the purview of the placement site supervisors.
15. The Site Supervisor agrees to provide each Student all site policies, rules, and regulations pertinent to the Student's role in the placement. Particular emphasis will be placed on requirements for safeguarding client rights and confidential professional information.

D. Responsibilities of the Student:

1. The Student will follow Site and UM policies, schedules, procedures, programs, and operating standards.

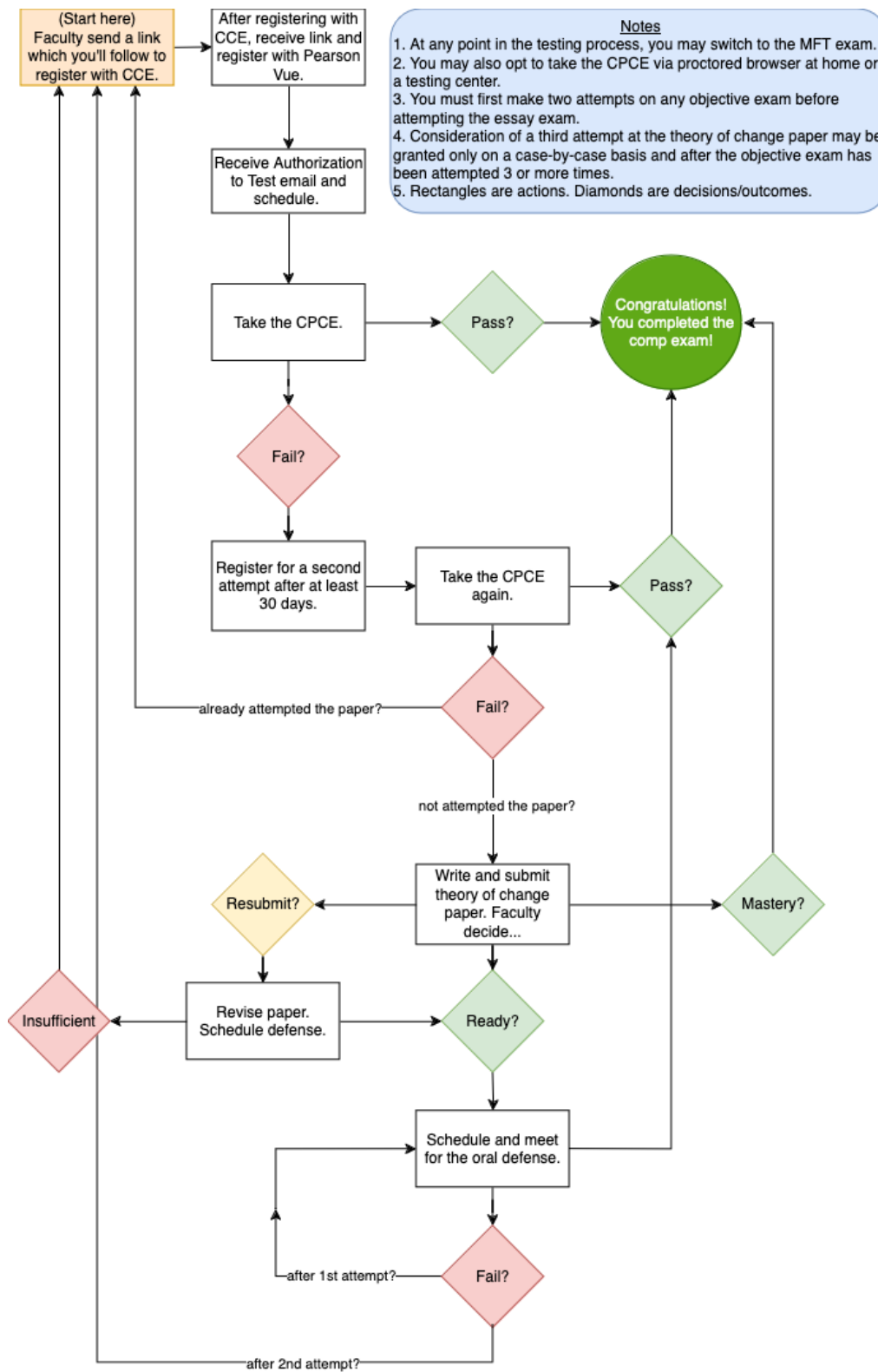
2. The Student will secure appropriate liability insurance prior to the beginning of the semester in which s/he is enrolled for practicum or internship and maintain the policy for the duration of his/her practicum/internship experience.
3. The Student will abide by the current ABEC and AAMFT codes of ethics and by all applicable statutes of the State of Alabama which regulate the practice of professional counseling and marriage and family therapy.
4. Master's level *practicum students* will complete 100 direct-service clock hours in either one or two semesters. Up to half of these hours can consist of the Student observing live counseling sessions or participating in client staffings with a treatment team. While practicum students are not expected to have their own caseload, the remainder of these hours should consist of the Student taking a leadership role in live sessions. UM does not allow practicum students to count most forms of indirect service (e.g., documentation, case management, and so forth) toward these 100 direct-service clock hours.
5. Master's level *interns* will complete 300 clock hours of internship during their first semester and 300 clock hours of internship during their second semester of internship. For every 100 hours worked, interns must complete no less than 40 hours of direct counseling services. The remaining 60 hours may be completed in carrying out other duties normally assigned counselors at the site. If the Student does not complete his/her hours in two semesters the Site is asked to allow the Student to remain at the Site for another term, assuming the Site retains an opening for the Student and pending approval by the Site Supervisor.
6. During participation in internship activities at the site, the Student will be under the supervision of the Site Supervisor.
7. The Student will promptly complete all required documentation, such as progress notes, assessment reports, consent forms, and any other documentation required by UM or the Site Supervisor.
8. The Student will prepare for and actively participate in weekly supervision sessions with the Site Supervisor and with University supervisors.
9. If the Site has additional health and safety requirements (e.g., immunizations, background checks, etc.), the Student is expected to meet these requirements.
10. The Student is not an employee and is not entitled to monetary compensation during the placement unless otherwise arranged for with the Site and the University. At its option, the Site may reimburse the Student for travel expenses incurred in fulfilling internship duties.

11. If applicable, the Student will consult with the Site Supervisor and University supervisor to formulate a personal learning plan which will document specific learning objectives, activities/strategies, and means of evaluation.
12. The Student will advise the Site Supervisor in advance of an anticipated need to be absent from the placement site. In any situation that prohibits advance notification, the Student will promptly contact the Site Supervisor and reschedule missed appointments.

APPROVAL

Site Supervisor or Designee	Date
UM Director of Clinical Training	Date

CPCE Process Flowchart



MFT Practice Exam Process Flowchart

