

**University of Mobile**

Master of Arts in  
Counseling & Family Therapy

Program Handbook

2026-2027 (revised June 2026)



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## Part 1: Program Overview

### Handbook Purpose

The purpose of this handbook is to provide comprehensive information and guidance to prospective and current students in the Master of Arts in Counseling and Family Therapy (CFT) 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 CFT 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 CFT 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 CFT graduates (i.e., only after initially getting fully licensed in Alabama). However, with a degree from UM, students would be able to pursue licensure as a marriage and family therapist in, say, Kentucky, and the counseling license in Mississippi.

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 CFT degree ([source](#)).

- 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.

## 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 Master of Arts in Counseling and Family Therapy (MACFT) is offered through the College of Arts and Sciences. This degree program prepares individuals for the professional practice of counseling and

marriage and family therapy in settings such as community mental health centers, hospitals, churches, nonprofit organizations, and private practice. Students acquire the knowledge and clinical skills necessary to address a wide range of mental health and relational concerns. With a focus on the whole person in context, the program invites students to explore the integration of spirituality, ethics, and evidence-based practice in their development as mental health and relationship professionals.

Specific objectives of the program include:

1. To prepare students to become competent, ethical professional counselors and/or marriage and family therapists in diverse clinical settings;
2. To facilitate the integration of a Christian worldview into the student's philosophy and practice of counseling and family therapy;
3. To prepare students academically and clinically for licensure as a Licensed Professional Counselor (LPC) and/or Marriage and Family Therapist (LMFT) in the state of Alabama;
4. To provide opportunities through coursework, supervised clinical experiences, mentorship, and community-building that foster the lifelong growth of the student as both a person and a professional;
5. To develop students' ability to:
  - Demonstrate knowledge of and adherence to professional ethical codes and legal regulations pertaining to the practice of counseling;
  - Apply systemic, developmental, and multicultural frameworks to assessment, diagnosis, and treatment planning;
  - Deliver evidence-based interventions with individuals, couples, families, and groups;
  - Integrate spiritual and theological reflection into case conceptualization and clinical decision-making;
  - Critically engage counseling and related research in order to inform and evaluate clinical practice.

Note: The CFT 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 the CECE or AMFTRB practice 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 Dispositions Competency Assessment—Revised (PDCA-R).

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 missions organization. They have three children and are active in their local homeschool, ballet, and church communities.

## Program Requirements & Details

### Academic

The MACFT 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 statutes). 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.

Given the course rotation described below, the minimum time to completion is seven to eight semesters (approximately two and a half years), depending on a student's start term and course load. Note that completing the program at this pace typically requires several semesters of three, and occasionally four, courses. As such, students taking fewer courses per semester or needing to delay clinical placement may take longer to complete the program.

The following courses comprise the CFT curriculum. More detailed course descriptions are available in the appendix and in the official online university catalog.

Number	Title	Credit Hours	Type
CFT 540	Foundations of Counseling	3	Required
CFT 542	Mental Disorders: Assessment, Diagnosis, and Treatment	3	Required
CFT 544	Individual and Family Development	3	Required
CFT 545	Group Counseling *	3	Required
CFT 546	Appraisal and Assessment in CFT	3	Required
CFT 547	Career Counseling	3	Required
CFT 548	Skills and Techniques in CFT	3	Required
CFT 549	Human Sexuality in Counseling	3	Required
CFT 551	Family Systems: Theories and Therapies	3	Required
CFT 554	Marriage and Family Counseling I	3	Required
CFT 555	Marriage and Family Counseling II	3	Required
CFT 556	Couples Therapy	3	Required
CFT 558	Multicultural Counseling in Systemic Perspective	3	Required
CFT 560	Crisis & Trauma	3	Elective
CFT 561	Addiction Counseling	3	Elective
CFT 565	Methods of Inquiry and Evaluation in CFT	3	Required
CFT 571	Ethical, Legal, and Professional Issues in CFT	3	Required
CFT 575	Special Topics in CFT †	3	Elective
CFT 580	CFT Practicum	3	Required
CFT 582	CFT Internship I	3	Required
CFT 583	CFT Internship II	3	Required
CFT 584	Internship Continuation <sup>§</sup>	1	Elective
CFT 595	Independent Study and Research in CFT †	3	Elective
CFT 599	Comprehensive Examination in CFT	0	Required

\* Course is offered every other semester.

† Course is offered only periodically based on student needs and interests. May be repeated.

§ Course only necessary if hours required in 583 are not met.

\* Course can be taken only once.

## Course Rotation

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

A	B	C	D
CFT 540 – Foundations	CFT 547 – Career	CFT 545 – Group	CFT 542 – Disorders
CFT 545 – Group	CFT 549 – Sexuality	CFT 554 – CFT I	CFT 544 – Development
CFT 556 – Couples	CFT 551 – Systems	CFT 548 – Skills	CFT 546 – Appraisal
CFT 565 – Inquiry	CFT 558 – Multicultural	CFT 571 – Ethics	CFT 555 – CFT 2
	CFT 560 – Trauma		CFT 561 – Addiction
CFT 580 – Practicum			
CFT 582 – Internship I			
CFT 583 – Internship II			
CFT 584 – Internship Continuation			
CFT 595 – Independent Study			
CFT 599 – Comprehensive Examination			

For reference, Spring 2027 is a green/B semester, Summer 2027 is an orange/C semester, and so on as indicated in the table below. Students must take this information into account as they plan their degree path.

<b>2027</b>	Spring	Summer	Fall
<b>2028</b>	Spring	Summer	Fall
<b>2029</b>	Spring	Summer	Fall
<b>2030</b>	Spring	Summer	Fall
<b>2031</b>	Spring	Summer	Fall

## Clinical

The CFT 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 made using a structured rubric that assesses academic preparedness, interpersonal readiness, alignment with the counseling profession, and the overall quality of application materials.
- Admissions decisions are either unconditional (i.e., meets all requirements) or conditional (i.e., doesn't meet all requirements).

### 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 CFT 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 CFT courses are offered on a four-semester rotation (except CFT 545) 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 and may only be utilized once. This should not, however, 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 6-10 hours per semester.
- A student receiving federal financial aid must be enrolled in at least 3 hours to receive aid for that semester.

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 CFT program is a face-to-face program. Most courses in the CFT program are delivered fully in-person, 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 CFT 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 CFT 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, after two semesters, 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 are expected to remain continuously enrolled in the CFT program. If a student does not register for courses during a fall or spring semester, he or she must reapply for readmission, which is not guaranteed. Students can choose not to register for summer courses, but this will delay their progress given the course rotation.

Students have six years, beginning with the first enrolled semester, to complete the CFT 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.

Refer to the Graduate Programs section of the current UM Catalog for more specific information on these and related policies.

## Comprehensive Examinations

### Introduction

To graduate from the CFT 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 CFT 599 Comprehensive Examination course for the semesters (maximum of two) during which they will attempt the exam.

Depending on the student’s preferred licensure path and plan of study, students will ordinarily take the Counselor Education Comprehensive Examination Exam (CECE) or the Association of Marriage and Family Therapy Regulatory Board’s (AMFTRB) official practice exam (or an equivalent). The latter will require students to be responsible for scheduling and paying for the exam, however many attempts are required. Students should consult the website for the [AMFTRB](#) exam for current price information. The exams will be offered twice each semester at the university, overseen by a designated proctor.

Students must achieve a minimum passing score as established by the CFT faculty, which is typically at or above one standard deviation below the national mean on the CECE or the current passing score on the AMFTRB practice exam. This standard reflects minimum competency in the field and promotes readiness for clinical licensure examinations. Students will be informed of the national average and cutoff score for each exam administration. In cases where normative data are not provided, the faculty will determine an appropriate benchmark based on available information.

### Eligibility

Note the table below regarding comprehensive exam prerequisites. Once a student has completed the required courses, he or she may enroll in CFT 599 and request permission to sit for either exam. The CFT 599 course may only be repeated once, which allows for a maximum of four attempts of either exam.

Comprehensive Exam Eligibility	
You may enroll in CFT 599 and take the CECE exam once you have completed the following courses:	You may enroll in CFT 599 and take the MFT practice exam once you have completed the following courses:
CFT 542 – Mental Disorders	
CFT 544 – Individual & Family Development	
CFT 548 – Skills & Techniques	
CFT 571 – Ethics	
CFT 540 – Foundations of Counseling	CFT 549 – Human Sexuality in Counseling
CFT 545 – Group Counseling	CFT 551 – Family Systems
CFT 546 – Appraisal & Assessment	CFT 554 – CFT I
CFT 547 – Career Counseling	CFT 555 – CFT 2
CFT 558 – Multicultural Counseling	CFT 556 – Couples
CFT 565 – Methods of Inquiry & Evaluation	CFT 560 – Crisis & Trauma

### Comprehensive Exam Process & Timeline

Students should begin preparing for the comprehensive exam during the semester prior to taking it. They may sit for the exam during the semester in which they are enrolled in the comprehensive exam course. The exam is administered at the university twice each semester, at scheduled times.

Students taking the MFT practice exam are responsible for registering and paying for it in advance. The current cost is \$70 per attempt; however, students should consult the AMFTRB website for the most up-to-date pricing information. The CECE, at present, costs the student nothing.

### Comprehensive Exam Retake Policy

If a student fails the comprehensive exam on his or her first attempt, he or she must submit a Study Improvement Plan identifying areas of deficiency and outlining how he or she plans to study differently for the next attempt.

When retaking the exam, students must either (1) achieve an overall passing score, or (2) achieve a passing score on the failed section(s).

Students may enroll in the comprehensive exam course a maximum of two times. The exam is administered twice per semester at scheduled times. It is the student's responsibility to plan accordingly to make the most of the exam windows available during those two enrollments.

## Alternate Essay Exam Option

If a student fails the objective exam a second time, he or she may petition to complete an alternate essay exam in lieu of further objective exam attempts. This pathway is intended for students who may not test well in standardized formats but are able to demonstrate conceptual mastery through writing and oral articulation.

Students who pursue the essay option must complete the entire alternative pathway, which includes:

- A written paper articulating a personal theory of change, integrating both counseling and MFT models
- A faculty review of the paper to evaluate whether it demonstrates sufficient mastery and a coherent counseling or systemic perspective
- An oral defense of the paper

If the faculty determine that the paper meets expectations and demonstrates strong conceptual integration, the oral defense may be waived.

If the paper meets minimum expectations but lacks sufficient clarity or depth, the student will proceed to an oral defense, where he or she will answer questions and apply his or her theory to a clinical case.

If the initial paper is unsatisfactory, the student will receive written feedback and have 30 days to revise and resubmit. If the revised paper remains unsatisfactory, the student will return to the objective exam pathway to use any remaining attempts.

Important: Students who pursue the essay option will still ordinarily have at least three total opportunities to take the objective exam across the two semesters in which they are enrolled in the comprehensive exam course. However, this depends on timely submission and completion of the essay and, if needed, the oral defense. Delays may reduce the number of objective exam windows available within the student's allowed enrollment period.

The oral defense will be evaluated using a standardized rubric (see Appendix). If a student does not pass the defense, one additional attempt may be scheduled within 21 days. If the second attempt is also unsuccessful, the student must return to the objective exam track.

## Program Completion Deadline and Alternative Degree Option

If a student reaches the program's six-year completion deadline without passing either the objective or alternate essay exam, he or she will be dismissed from the clinical counseling program.

However, such students may still be eligible to complete the Human Services Counseling degree, a non-licensure option designed for those pursuing careers in non-clinical helping professions. This option may require completion of an additional introductory course in human services, depending on prior coursework and degree requirements.

Students interested in pursuing this option should consult with the academic advisor to review eligibility and remaining requirements.

### Expectations & Standards

Faculty members in the CFT 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 CFT 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.

### Experiential Components and Personal Disclosure

Many courses in the CFT program, particularly those involving counseling skills, group work, or self-of-the-therapist development, incorporate experiential learning activities. These may include structured role-plays, in-class demonstrations, or personal reflection exercises designed to foster self-awareness, emotional insight, and interpersonal skill development.

Students are never required to disclose personal information as part of class activities unless it is a clear requirement of the course and essential to its objectives. Faculty will always communicate such

expectations clearly. Students retain the right to decide what they disclose in any experiential or discussion-based activity and are encouraged to set appropriate personal boundaries while also engaging meaningfully in the learning process.

### Faculty Evaluation of Student Progress

Given the nature of the counseling profession, 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 once during each fall and spring semester using the Professional Dispositions Competency Assessment—Revised (PDCA-R). Students may, but are not required to, complete a self-evaluation of the PDCA-R. Students will confer virtually or in-person with the 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 dispositions review (e.g., a rating of 1 on a particular dimension, or a pattern of 2s) 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 CFT-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 disposition 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.

## Counseling & MFT Licensure and Portability of Degree

The CFT 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 CFT coursework aligns with the state requirements.

The path to licensure is a multi-year process. Earning the CFT 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 in Alabama	LMFT in Alabama
Clinical Hours	3000 (2250 must be direct*)	1000 (all direct*; 250 must be relational)
Supervision Hours	100 hours annually	1 hour of supervision for every 10 clinical hours; minimum of 100 overall
Minimum time to full licensure as an associate	No minimum, but usually around two years or more	Two years
Required Exam	National Counselor Examination (NCE)	Association of Marital & Family Therapy Regulatory Boards (AMFTRB) Exam

\* “Direct” is defined in the section titled ABEC Requirements.

### 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.

### Post-Graduation Licensure Gap

Students should be aware that there may be a delay between graduation and the ability to begin practicing counseling, even if employment has already been secured. This depends on the practice context (it’s no problem if the student is working at an exempt agency, but it could be a problem if the

student is working in a private practice) and is often due to an interaction between various board requirements and the timeliness of board meetings where applications are approved.

Graduates should plan accordingly, communicate with potential employers, and monitor transcript processing timelines to minimize disruptions. Note that some individuals may be employed in counseling roles in exempt settings, such as DHR or community mental health centers, where licensure is not required; however, this exemption only applies within those specific contexts and does not authorize independent practice. For graduates entering these settings, employment and counseling work may begin immediately upon graduation; however, the accrual of post-master's hours toward full licensure will not begin until Associate Licensed Counselor (ALC) status is granted by the board.

Students pursuing licensure as an MFT may also experience such a gap, though it *may* be shorter as the ABEMFT *tends* to be more flexible in approving incomplete applications pending receipt of the missing materials (e.g., final transcript).

### 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 or clinical hours, have no grades below a "B," or take a different national exam. Though these differences exist, it does not mean a CFT graduate will necessarily 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 CFT 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.

### Employment Outlook

Graduates of the CFT program are eligible to pursue licensure as professional counselors and/or marriage and family therapists in Alabama and many other states. Fully licensed clinicians may work in a

variety of settings, including private practice, faith-based counseling centers, community mental health agencies, hospitals, schools, residential treatment programs, and nonprofit organizations. Employment prospects may vary by region, licensure path, and population served. Students are encouraged to discuss career goals with faculty and consult professional organizations (e.g., ACA, AAMFT) for up-to-date information on employment trends and salary expectations.

For detailed and current national employment statistics, students can refer to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook:

- Marriage and Family Therapists: <https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm>
- Substance Abuse, Behavioral Disorder, and Mental Health Counselors: <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

These resources provide comprehensive information on job outlook, median pay, work environments, and more.

### Misdemeanor and Felony Convictions and Internship and Licensure Eligibility

Individuals with felony convictions should be aware that such convictions may impact their eligibility for both internship and eventually licensure as a professional counselor or marriage and family therapist, depending on the nature of the offense and the amount of time that has elapsed. Though the CFT program does not currently require a background check, most internship sites in the community will conduct such a check on students prior to offering them a spot. Beyond that, final licensure decisions are made by the respective licensing boards, who review criminal history on a case-by-case basis. It is the student's responsibility to contact the relevant licensing board(s) early in their academic program to determine whether a past conviction may pose a barrier to future licensure.

### 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 in advance.

### Professional Membership

Students are strongly encouraged to join a professional association that aligns with their emerging clinical and professional interests. Professional associations provide several 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, student membership in many 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 (CFT 580, 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 few 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 highly 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. Students can utilize on-campus counseling at the university free of charge.

### 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 Dispositions Competency Assessment—Revised will also be instrumental in making this determination.

### Writing Style

In the CFT 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:

- CFT 540 Foundations of Counseling **OR** CFT 551 Family Systems Theories & Therapies
- CFT 542 Mental Disorders
- CFT 548 Skills and Techniques in CFT
- CFT 571 Ethical, Professional, and Legal Issues in CFT
- And one of the following:
  - CFT 545 Group Counseling
  - CFT 554 CFT I
  - CFT 555 CFT II
  - CFT 556 Couples Therapy
  - CFT 560 Crisis & Trauma
  - CFT 561 Addiction Counseling
  - CFT 575 Special Topics in CFT

It is also permissible to enroll in CFT 580 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 will first submit the Practicum Preferences form early in the semester preceding their anticipated enrollment in practicum. They should then 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 additional information about the student's interests with respect to placement or population as well as any scheduling preferences or constraints. The student should ordinarily plan to remain at the same site throughout practicum and internship.

The DCT will then facilitate 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.

Here are just a few of the local sites at which students have completed internships in the last several years:

- AltaPointe – Children's Outpatient, Adult Outpatient, IOP
- Child Advocacy Center
- Collins Counseling
- Genesis Counseling & Consulting
- Lifelines
- Longleaf Recovery
- Salvation Army
- The Bridge
- The Shoulder
- Various other private practice locations in the area

## 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 CFT program's Canvas site:

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

## Clinical Requirements

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 (CFT 582 and 583, respectively) allow for a more in-depth experience and should be taken in two sequential semesters.

Because the CFT program prepares graduates for counseling and/or MFT licensure, *academic* requirements do not always align neatly with *licensure* requirements. This is largely because the counseling and MFT professions use different terminology and frameworks to describe clinical training.

## Practicum Requirements

The CFT program requires students to accrue **100 client contact hours** in practicum to advance to internship.

At least **50** of these hours must be **direct service** hours. Direct hours involve active participation in counseling sessions, where the student takes a meaningful role—such as speaking with clients, asking questions, or initiating interventions.

The remaining hours (**up to 50**) may be **indirect service** hours. Indirect hours include observing sessions (e.g., serving as a relatively silent co-therapist) or participating in formal staffings where client cases are discussed.

No other activities count toward the 100 client contact hours required for practicum.

## Weekly Time Commitment

Practicum students 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).

### *Rollover and Incomplete Practicum Hours*

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 before officially enrolling in CFT 582. This will be determined on a case-by-case basis, at the discretion of the faculty supervisor and DCT, given that the goals and experience requirements differ somewhat between practicum and internship. Students beginning practicum in the shorter summer semester will generally not be eligible for rolling over additional clinical hours.

If a student does not meet the 100-hour requirement during the practicum semester, he or she will receive a grade of "Incomplete" for the course and proceed to enroll in CFT 582 Internship I the next semester, but the initial hours accrued then will go toward completion of remaining practicum requirements. Once the 100-hour requirement is met and the "Incomplete" is changed to the appropriate grade, the student will begin accruing internship hours.

### *Internship Requirements*

The requirements for internship hours differ based on which license the student is pursuing after completing the CFT program.

### *ABEC Requirements*

To satisfy the ABEC requirements for initial licensure as an Associate Licensed Counselor (ALC), students must accrue at least **240 hours of direct service** (thus a maximum of **360 hours of indirect service**).

**Direct service** is defined as follows:

Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

(Source: 2024 CACREP Standards)

**Indirect service** is defined as follows:

Activities concerning client care that do not qualify as direct service. In general, the term is used to refer to time spent in management, administration, or other aspects of counseling service ancillary to direct service. The following would be considered indirect service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties (4) clinical and/or administration supervision [on site].

(Source: Alabama Administrative Code 255-X-2-.13)

If a student seeking the ALC has not accrued the required hours by the end of CFT 583, he or she must re-enroll in the course until the requirement is fulfilled.

### *ABEMFT Requirements*

The marriage and family therapy (MFT) profession does not distinguish between practicum and internship. However, because the CFT program prepares students for either counseling or MFT licensure, we designate the first clinical semester as “practicum” for clarity and structure. This difference in terminology between the two professions often leads to confusion, particularly regarding clinical training expectations during the master’s program.

To satisfy the ABEMFT requirements for initial licensure as a Licensed Marriage & Family Therapist Associate (LMFTA), students must accrue **500 direct client contact hours** across the three semesters of practicum and internship. Direct client contact hours are defined as face-to-face contact with individuals, couples or families (source: AL Admin. Code 536-X-1-.01-[06]). Though the hours do not “count” for licensure’s sake, students can still expect to be given indirect service responsibilities while at their site.

At least 250 of these direct client contact hours must be **relational**, with couples or families physically present in the therapy room (source: AL Admin. Code 536-X-4-.02-(4)(c)). A session with a group of unrelated persons does not constitute a relational hour. There must be two or more people present at the same time who have an on-going relationship outside of the treatment context.

Thus, only direct service hours in practicum may be counted toward this overall requirement of 500 direct client contact hours.

If a student seeking the LMFTA has not accrued the required hours by the end of CFT 583, in contrast to the ABEC, the ABEMFT allows him or her to fully complete the CFT program and apply for, and work in the community under, the MFT-Intern designation until that requirement is met.

### *Weekly Time Commitment*

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 the required hours for either license.

For students seeking the ALC, they can plan on spending, on average, around 20 hours per week at their site, which should include at least 8 hours of direct service. Students enrolled in internship over the summer may need to plan on spending around 25 hours per week at their site due to the brevity of the term.

For students seeking the LMFTA, they need to average about 11 direct client contact hours per week across the three clinical semesters. Any time engaged in indirect activities (e.g., documentation) will be in addition to this.

#### Academic Requirements and Implications for Degree Conferral

Should a student not complete all the required practicum or internship hours in each semester, he or she will ordinarily receive a grade of “Incomplete” for that clinical course until the hour requirement is met. If the deficit occurs in CFT 580 or 582, the student will simply register for the next course in the clinical sequence (i.e., 582 or 583, respectively), and when the hours are met, the “Incomplete” grade will be changed accordingly. If the deficit is in overall internship hours in CFT 583, the student must then enroll in CFT 584 Internship Continuation for up to three semesters to finish the required hours. CFT 584 is a one-credit, pass/fail course which requires the same amount of weekly group and individual supervision at the university as the other clinical courses as well as documentation. Enrolling in such a course is necessary to maintain a student’s liability coverage while accruing internship hours.

Once a student finishes his or her hours, he or she will receive a grade for CFT 583, as well as a Passing grade for CFT 584, and may discontinue the course if no longer getting hours at the placement. On the other hand, after having met the hours requirement, a student may choose to remain in the CFT 584 course, and stay active at his or her placement, until the end of the term. Either way, students will receive a final transcript indicating conferral of the CFT degree only at the *end* of the term in which they complete any remaining internship hours.

**As such, it is imperative that students work diligently to complete practicum and internship requirements in a timely fashion, since failure to do so will incur additional costs and delay initial licensure, sometimes by up to several months.**

## Summary Chart of Academic and Licensure Requirements for the Clinical Sequence

Requirement	Academic	Licensure	
	CFT Program	ALC (ABEC)	LMFTA (ABEMFT)
<b>Total Practicum Hours</b>	<b>100</b>	<b>100</b>	makes no distinction between practicum and internship; direct hours are internship hours
<i>Direct Service Hours</i>	at least <b>50</b>	at least <b>40*</b>	
<i>Indirect Service Hours</i>	no more than <b>50</b>	no more than <b>60</b>	
<b>Total Internship Hours</b>	<b>600<sup>†</sup></b>		<b>500</b> (includes direct service from practicum semester)
<i>Direct Service Hours</i>	at least <b>240</b>		
Indirect Hours Allowed?	Yes, no more than <b>360</b>		No, only direct hours count
Relational Hours Required?	No		at least <b>250</b>
What to do about unfinished hours?	Must enroll in CFT 584 until completed		Can finish with a supervisor in the community under MFT-Intern status

\* Note that CFT practicum requirements exceed those of the ABEC.

<sup>†</sup> Note that for *academic* purposes, the CFT program's internship requirements are aligned with the ABEC requirements.

### Limitations on Assessment and Psychoeducation Hours

Not all clinical activities may count fully toward licensure-related direct service hours. Students must be mindful of the following limitations:

**Assessment Hours:** The Alabama Board of Examiners in Counseling (ABEC) limits the use of assessment activities to no more than 20% of total direct service hours. The program borrows North Carolina's definition of assessment and defines it as follows:

- ...a clinical encounter that involves gathering of current and historical data from a client that is then used to determine what type of therapeutic service is most appropriate. If the individual who conducted the assessment does not provide the therapeutic service, the Board shall consider it as an assessment hour only.

As such, students should ensure that the bulk of their direct hours involve ongoing therapeutic intervention rather than evaluation.

**Psychoeducation Hours:** The CFT program permits students to count psychoeducational activities (e.g., parenting classes, structured skills groups, informational sessions) toward direct service only within specific boundaries:

- In practicum, psychoeducational services may comprise no more than 50% of total hours.

- In internship, psychoeducational services may comprise no more than 50% of total direct service hours.

These limitations reflect the developmental goals of each stage of training and are designed to ensure that students gain sufficient experience in process-oriented, clinical work. Faculty supervisors will help monitor and guide students in balancing their hours appropriately. Additional details and examples can be found on the CFT program's Canvas site.

### 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.

Triadic supervision – where two students attend a session together – is highly encouraged for its collaborative benefits. However, productive participation and professionalism are essential. If interpersonal conflict between supervisees arises and cannot be satisfactorily resolved—particularly if it interferes with the educational or clinical aims of supervision—the faculty supervisor may require one or both students to attend individual supervision at a different time. This determination is made at the discretion of the supervisor to protect the integrity of the supervision process.

Should a student complete his or her internship hours prior to the end of the semester, he or she is expected to remain active at the site and continue site and faculty supervision through the end of the term, as well as complete any remaining requirements in the internship course.

### Supervision Considerations for Eventual MFT Applicants

Students who approach or exceed around 450 direct clinical hours during their practicum and internship year should be aware of potential supervision gaps in relation to ABEMFT requirements. Specifically, the ABEMFT requires 100 hours of supervision during the internship year at a ratio of one hour of supervision for every five hours of direct client contact. Given the academic calendar and typical supervision structures, students enrolled across three semesters will generally receive fewer than 100

hours of faculty supervision, which may limit how many of their hours can be counted toward the internship requirement unless they seek additional, approved supervision.

Students anticipating high-hour accrual are strongly encouraged to consult with faculty in advance to ensure supervision requirements are met and hours are eligible for post-graduation use.

### 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 PDCA-R (see Appendix).

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

### Observation of Clinical Work

As part of the program's commitment to ethical supervision and clinical quality, students in the practicum and internship sequence are generally required to provide direct observation ("raw data") of their counseling sessions. This may include video or audio recordings (with appropriate client consent), live observation, or other approved methods of session review. This must be done in accordance with the program's recording policy and client consent document (both in the Appendix).

Faculty supervisors and/or the DCT must ordinarily be able to observe at least two sessions per student per semester in some direct format. Alternative assignments will be determined on a case-by-case basis for those whose sites prohibit recording. This requirement is essential for evaluating clinical skills, ensuring client welfare, and supporting student development. Students are responsible for discussing logistics with their sites early in the semester to ensure observation is feasible and compliant with the site's policies.

### 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 CFT program's Canvas site.

### *Other Assessments*

Like any course, other assessments, such as quizzes on assigned texts or practice exams, as well as other assigned work, may be utilized in the clinical courses 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.

### *Record Retention Policy*

Records of student practicum and internship hours, evaluations, and other related documentation will be retained by the program for a period of seven (7) years following program completion. After this time, records will be securely destroyed in accordance with institutional and legal guidelines. Students are strongly encouraged to maintain personal copies of all documentation related to clinical hours and evaluations, as they may be required for licensure applications, portability, or future credentialing purposes.

## 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 primarily located on the CFT 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 Counseling and Family Therapy 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.

6. Awareness of Licensure and Accreditation Limitations

- I acknowledge that the CFT degree prepares me specifically for counseling and/or MFT licensure in the state of Alabama; that licensure requirements differ somewhat from state to state; and that it is my responsibility to be aware of, and ultimately meet, such requirements in any other state where I may desire to practice.

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: \_\_\_\_\_

CFT 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.

### CFT 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.

### CFT 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.

### CFT 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.

### CFT 545 – Group Counseling (3 credit hours)

Explores the theories and techniques of group counseling, with an emphasis on dynamics, leadership, and therapeutic processes. Students will actively engage in an experiential training group, alternating roles as group leader and participant throughout the semester to apply learned concepts in a practical, reflective setting. Ethical considerations and cultural competence in group work are also addressed throughout.

### CFT 546 – Appraisal and Assessment in CFT (3 credit hours)

Introduces foundational principles of appraisal and assessment, emphasizing their application in counseling and marriage and family therapy contexts. Covers the ethical selection, administration, and interpretation of assessment tools used to evaluate individuals, couples, and families. Prepares students to integrate assessment results into treatment planning and communicate findings effectively within diverse therapeutic settings.

### CFT 547 – Career Counseling (3 credit hours)

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

CFT 548 – Skills and Techniques in CFT (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 CFT 580 CFT Practicum.

CFT 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.

CFT 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.

CFT 554 – Counseling & Family Therapy I (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.

CFT 555 – Counseling & Family Therapy II (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.

CFT 558 – Multicultural Counseling in Systemic Perspective (3 credit hours)

Explores the intersection of culture, faith, and systems toward equipping students with the knowledge, skills, and individual growth opportunities necessary to provide culturally competent counseling to diverse populations.

CFT 556 – Couples Therapy (3 credit hours)

Studies selected systemic approaches to and techniques of counseling couples.

CFT 560 – Crisis & Trauma

Examines crisis and trauma in theological, lifespan, systemic, and multicultural perspective. Students will review, critically analyze, and apply evidence-based and emerging crisis and trauma ideas and interventions from a variety of frameworks to case vignettes and in role-play scenarios.

#### CFT 561 – Addiction Counseling

Examines the dynamics of substance and behavioral addiction through cultural, theological, and systemic lenses, fostering the culturally sensitive use of evidence-based and emerging interventions to support recovery and resilience.

#### CFT 565 – Methods of Inquiry and Evaluation in CFT (3 credit hours)

Examines research foundations in counseling and family therapy, emphasizing curiosity-driven knowledge creation. Explores epistemological aspects of qualitative and quantitative methodologies. Prepares students to create and critique research for evidence-based practice and program evaluation in diverse contexts.

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

Explores the ethical and legal standards guiding professional practice in counseling and family therapy, with specific attention to the influence of values and worldview on ethical decision-making. Students will examine ethical codes, decision-making models, and the role of professional organizations in shaping ethical conduct. The course prepares students to navigate complex ethical and legal dilemmas with competence and integrity in diverse clinical settings.

#### CFT 575 – Special Topics in CFT (elective; 3 credit hours)

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.

#### CFT 580 – CFT Practicum (3 credit hours)

Provides student weekly individual and group supervision as well as guided individual study in the observation and practice of counseling and family therapy. A minimum of 100 contact hours with individuals, couples, groups and families are required. The student will work with the Director of Clinical Training to determine the appropriate time and location for the practicum site.

Prerequisite(s): Completion of at least half of the program coursework (ten classes/30 semester hours); must include CFT 540 (or CFT 551), CFT 542, CFT 548, CFT 571 and at least one counseling/therapy course.

CFT 582 – CFT Internship I (3 credit hours)

Provides student weekly individual and group supervision while student performs all the activities that a regularly employed counselor or family therapist 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): CFT 580 and special permission of the instructor.

CFT 583 – CFT Internship II (3 credit hours)

Provides student weekly individual and group supervision while student performs all the activities that a regularly employed counselor or family therapist 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): CFT 582 and special permission of the instructor. May be repeated.

CFT 584 – Internship Continuation (1 credit hour)

This course is for students who need to complete the 600 hours required for CFT 582 and CFT 583. Requires weekly individual and group supervision provided by faculty. Students may enroll in CFT 584 for up to three terms. Enrollment requires permission of the Director of Clinical Training. The course is graded Pass/Fail.

CFT 595 – Independent Study and Research in CFT (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.

Note: course may be taken only once

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

This course is designed for students to complete their comprehensive examination, which serves as a culminating assessment of their knowledge and competencies in counseling and family therapy. The examination may be written, oral, or a combination of the two (at the discretion of the CFT Faculty). The course evaluates the integration and application of core concepts, theories,

and practices, ensuring students are prepared for professional licensure and practice. Required for completion of degree; pass/fail.

Note: course may be taken up to two times

## CFT Program Checksheet

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

Number	Title	Hours	Type
CFT 540	Foundations of Counseling	3	Required
CFT 542	Mental Disorders: Assessment, Diagnosis, and Treatment	3	Required
CFT 544	Individual and Family Development	3	Required
CFT 545	Group Counseling *	3	Required
CFT 546	Appraisal and Assessment in CFT	3	Required
CFT 547	Career Counseling	3	Required
CFT 548	Skills and Techniques in CFT	3	Required
CFT 549	Human Sexuality in Counseling	3	Required
CFT 551	Family Systems: Theories and Therapies	3	Required
CFT 554	Counseling and Family Therapy I	3	Required
CFT 555	Counseling and Family Therapy II	3	Required
CFT 556	Couples Therapy	3	Required
CFT 558	Multicultural Counseling in Systemic Perspective	3	Required
CFT 560	Crisis & Trauma	3	Elective
CFT 561	Addiction Counseling	3	Elective
CFT 565	Methods of Inquiry and Evaluation in CFT	3	Required
CFT 571	Ethical, Legal, and Professional Issues in CFT	3	Required
CFT 575	Special Topics in CFT †	3	Elective
CFT 580	CFT Practicum	3	Required
CFT 582	CFT Internship I	3	Required
CFT 583	CFT Internship II	3	Required
CFT 584	Internship Continuation <sup>§</sup>	1	Elective
CFT 595	Independent Study and Research in CFT ‡	3	Elective
CFT 599	Comprehensive Examination in CFT	0	Required

\* Course is offered every other semester.

† Course is offered only periodically based on student needs and interests. May be repeated.

§ Course only necessary if hours required in 583 are not met.

‡ Course can be taken only once.

## Coursework Alignment with the Alabama Board of Examiners in Counseling

<b>Content Area</b>	<b>Courses at the University of Mobile</b>
Counseling Theory	CFT 540 Foundations of Counseling
Human Growth & Development	CFT 544 Individual and Family Development CFT 549 Human Sexuality and Counseling CFT 542 Mental Disorders: Assessment, Diagnosis, and Treatment CFT 560 Crisis and Trauma (elective)
Social and Multicultural Foundations	CFT 558 Multicultural Counseling in Systemic Perspective
The Helping Relationship	CFT 540 Foundations of Counseling CFT 548 Skills and Techniques in CFT CFT 551 Family Systems: Theories & Therapies CFT 554 Marriage and Family Counseling I CFT 555 Marriage and Family Counseling II
Group Dynamics, Processing, and Counseling	CFT 545 Group Counseling
Lifestyle and Career Development	CFT 547 Career Counseling
Appraisal of Individuals	CFT 546 Appraisal and Assessment in CFT
Research and Evaluation	CFT 565 Methods of Inquiry and Evaluation in CFT
Professional Orientation	CFT 571 Ethical, Legal, and Professional Issues in CFT
Practicum	CFT 580 CFT Practicum
Internship	CFT 582 CFT Internship CFT 583 CFT Internship

## Coursework Alignment with the Alabama Board of Examiners in Marriage & Family Therapy

Content Area	Courses at the University of Mobile
Marriage and Family Studies	CFT 558 Multicultural Counseling in Systemic Perspective CFT 551 Family Systems: Theories and Therapies
Marriage and Family Therapy	CFT 554 Marriage and Family Counseling I CFT 555 Marriage and Family Counseling II CFT 556 Couples Therapy
Human Development	CFT 544 Individual and Family Development CFT 549 Human Sexuality and Counseling
Professional Issues and Ethics	CFT 571 Ethical, Legal, and Professional Issues in CFT
Research	CFT 565 Methods of Inquiry and Evaluation in CFT
Mental Health Diagnosis	CFT 542 Mental Disorders: Assessment, Diagnosis, and Treatment CFT 546 Appraisal and Assessment in CFT
Practicum and Internship	CFT 580 CFT Practicum CFT 582 CFT Internship I CFT 583 CFT Internship II

# Program Plan of Study Template



**University of Mobile**  
**M.A. in Counseling & Family Therapy**  
**Plan of Study**

Student Information:	Name:								Cal. Year
	Email:								
	Phone:								
Spring			Summer			Fall			
Course	Grade	Credits	Course	Grade	Credits	Course	Grade	Credits	
									2026
Totals									
									2027
Totals									
									2028
Totals									
									2029
Totals									
									2030
Totals									

**Student signature:** \_\_\_\_\_

**Advisor signature:** \_\_\_\_\_

**Date(s) Plan Approved/Revised:** \_\_\_\_\_

**Date Comp Exam Passed:** \_\_\_\_\_

**Total Clinical Hours:** Direct \_\_\_\_\_ Indirect \_\_\_\_\_ Supervision (I/G) \_\_\_\_\_ Date Certified: \_\_\_\_\_

**CFT Chair signature:** \_\_\_\_\_

## Professional Dispositions Competency Assessment—Revised

### Professional Dispositions Competency Assessment—Revised (PDCA-R) (Non-Admissions Form)

Person Being Rated: \_\_\_\_\_ Rater: \_\_\_\_\_ Date Range for Observation: \_\_\_\_\_

**Directions:** Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	<b>Below Expectation SCORE: 1</b>	<b>Meets Expectation SCORE: 3</b>	<b>Above Expectation SCORE: 5</b>	<b>SCORE E</b>
<b>Conscientiousness</b>	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
<b>Coping and Self-Care</b>	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
<b>Openness</b>	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
<b>Cooperativeness</b>	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with," highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.	

<b>Moral Reasoning</b>	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg's social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg's universal principle.)	
<b>Interpersonal Skills</b>	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
<b>Cultural Sensitivity</b>	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	
<b>Self-Awareness</b>	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
<b>Emotional Stability</b>	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
<b>Ethical Behavior</b>	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
			<b>TOTAL SCORE:</b>	
			<b>DISPOSITION QUOTIENT (TOTAL SCORE /10)</b>	

# Practicum Contract



University of Mobile  
Counseling & Family Therapy  
Practicum Contract

Practicum Student's Name: \_\_\_\_\_

Practicum Semester/Year: \_\_\_\_\_ Practicum Course #: \_\_\_\_\_

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/Triadic 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;

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.

\_\_\_\_\_  
*Site Supervisor's Signature*

### Responsibilities of the Faculty Supervisor:

1. Meet with the Student for a one-hour Individual/Triadic 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.

\_\_\_\_\_  
*Faculty Supervisor's Signature*

# Internship Contract



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

Internship Student's Name: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Internship Site: \_\_\_\_\_ Internship Site Supervisor \_\_\_\_\_

Internship Semester/Year: \_\_\_\_\_ Clock Hour Goal: \_\_\_\_\_ Client Direct Hour Goal: \_\_\_\_\_

### **Responsibilities of the Student:**

1. Carry counselor liability insurance;
2. Complete Clock Hour and Client Direct 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 Direct 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/triadic 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*





# Site Supervisor's Intern Evaluation



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

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 box to the right of each quality, indicate the student's performance level on a scale of 1 to 7. Ratings of 1-2 suggest serious deficiencies that may warrant immediate attention; ratings of 3-5 suggest average performance, or what would otherwise be adequate and expected of someone with this level of training; ratings of 6-7 suggest consistently exceptional performance. **Any** rating below 3 or above 6 must be supported with specific comments on the next page, item by item. Write or type "NA" if you are unable to evaluate any quality.

General Clinical Skill Domains		
1. Builds effective, collaborative working alliances		
2. Demonstrates micro counseling skills (i.e., rapport, attending, active listening, appropriate questions, reflecting content & feeling, summarizing)		
3. Demonstrates relational counseling skills (e.g., manages multiple alliances, highlights patterns, appropriate attention to content and process)		
4. Demonstrates group counseling leadership skills (summarizing, blocking, linking, disclosure, etc.)		
5. Diagnoses skillfully & accurately		
6. Creates thorough, useful case conceptualizations		
7. Conducts assessments knowledgeably & efficiently		
8. Creates treatment plans grounded in client preferences & evidence base		
9. Implements counseling interventions effectively & coherently (i.e., can articulate a coherent framework/rationale for chosen techniques and interventions)		
10. Understands counseling & MFT theories		
11. Provides timely, accurate documentation		
12. Demonstrates overall potential as a counselor		
Ethical Attitudes & Practice		
13. Demonstrates overall ethical professional conduct		
14. Concerned for welfare of clients		
15. Treats confidential material professionally		
16. Sensitive to cultural diversity		
17. Manages intimate counseling relationships effectively		
18. Discusses ethical dimensions of cases & applies ethical decision-making principles		
Professionalism		
19. Shows familiarity with LPC & LMFT regulations		
20. Knows & applies professional literature around specific problems & treatment populations		
21. Committed to the profession		
22. Well-regarded by professional colleagues or classmates		
Person-of-the-Therapist		
23. Demonstrates healthy, mature self-reflection		
24. Monitors own mental health & proactively engages in self-care		
25. Demonstrates integrity		
26. Has an appropriate sense of humor		
27. Successfully manages peer relationships		
28. Respects others' rights, dignity, & worth		
29. Demonstrates self-control & emotion regulation, remains calm under pressure		
30. Recognizes & takes responsibility for limitations & deficiencies		
31. Integrates personal and client spirituality according to the client's goals and consistent with professional standards		
Engagement in Supervision		
32. Receptive to supervision process		
33. Prepared for supervision meetings		
34. Cooperative with peers & supervisor		
35. Motivated to learn		
36. Open to change		
37. Accepts creative criticism/feedback		

On the next page, please provide additional written feedback to support or enhance your evaluation, making sure to specifically address extreme scores above. 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, especially on any extreme scores (i.e., 1-2 or 7).

**Site Supervisor** – Please use the area below to provide specific feedback to support or clarify your ratings, especially on any extreme scores (i.e., 1-2 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.

**Signatures**

Supervisee: \_\_\_\_\_

Site Supervisor (for S.S. eval.): \_\_\_\_\_

Date Reviewed

Faculty Supervisor: \_\_\_\_\_

Date Reviewed

Rev. 10/10/24

## Intern Self-Evaluation



### University of Mobile Counseling & Family Therapy Program Intern Self-Assessment

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
 Course: Select appropriate course  Site: \_\_\_\_\_  
 Faculty Supervisor: \_\_\_\_\_

Rate yourself on the skills/competencies below based on the following scale:

- 1 – Needs Significant Improvement
- 2 – Below Average, Emerging
- 3 – Average or Competent (for your developmental level)
- 4 – Above Average, Strong
- 5 – Excellent, Highly Proficient
- NA – Not Applicable

Skill/Competency	Rating
<b>Individual counseling skills</b> (e.g., attending skills, good use of open-ended questions, ability to initiate and follow through with interventions, repairs ruptures, collaborates)	NA
<b>Relational counseling skills</b> (e.g., manages complexity of couple and family situations, thinks systemically, skillful management of therapeutic alliances)	NA
<b>Group counseling skills</b> (e.g., manages movement through group phases, facilitates interpersonal connections and group process)	NA
<b>Assessment &amp; diagnosis</b> (e.g., uses evidence-based assessments, makes accurate diagnoses, skillful with dual diagnosis)	NA
<b>Documentation</b> (e.g., writing concise progress notes, useful treatment planning)	NA
<b>Ethical attitudes, knowledge, and practice</b> (e.g., embodies ethical virtues, demonstrates knowledge of relevant codes, handles confidentiality well, provides thorough informed consent)	NA
<b>Cultural humility</b> (e.g., cultural awareness, modifying self and treatment accordingly)	NA
<b>Professionalism</b> (e.g., on time, respectful, appropriate attire, managing critical feedback, good work ethic)	NA
<b>Person-of-the-therapist</b> (e.g., how well am I functioning as a person, living according to my values, staying healthy)	NA
<b>On a scale of 1 (poor) to 10 (excellent), I would rate my overall progress toward my clinical goals this semester as...</b>	1

**Please supplement these ratings by completing the open-ended responses on the back of the sheet.**

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*Answer the following open-ended questions with respect to your ratings and any specific skills/competencies listed on the site supervisor evaluation. Provide 3-5 responses for each. Give a sense of how and why you arrived at each response.*

**What strengths have you or others noticed this semester?**

**In what areas have you struggled during this semester? What might others say?**

**What are some other important things you have learned about myself through my clinical work and supervision semester?**

**What will you do differently in the next semester (or what practical steps can you take) to meet clinically relevant personal and professional goals?**

**Students and supervisors - provide any additional comments/feedback here:**

---

**Signatures**

Student: \_\_\_\_\_

Site Supervisor (optional): \_\_\_\_\_ Date Reviewed \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_ Date Reviewed \_\_\_\_\_

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## Essay Exam and Oral Defense Rubric

The rubrics below are examples and subject to change.

Domain	Criteria	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)	Rating
Content & Completeness	Addresses all prompts	Fails to address multiple sections or provides minimal content	Addresses most sections, but lacks detail in some areas	Addresses all sections with adequate detail, minor omissions	Thoroughly addresses all required sections with comprehensive detail	
	Depth of discussion	Superficial treatment of most topics	Basic discussion with limited depth in several areas	Offers solid discussion with some areas of particular insight	Provides in-depth, insightful discussion for each section	
Theoretical Understanding & Application	Theoretical foundation	Poor understanding of theoretical foundations	Basic understanding of theories with some significant gaps	Shows good grasp of theories with minor misconceptions	Demonstrates comprehensive understanding of underlying theories	
	Integration & synthesis	Little to no integration of theories	Attempts integration but lacks overall coherence	Good integration with some areas lacking cohesion	Skillfully integrates multiple theories into a coherent personal approach	
Critical Thinking & Analysis	Reflection & evaluation	Little to no meaningful reflection or evaluation	Basic reflection with limited critical analysis	Good reflection with some areas lacking depth	Insightful reflection on strengths, limitations, and gaps in the theory	
	Creativity & innovation	Lacks creativity or presents unsound ideas	Limited creativity or originality in ideas	Shows some creativity in approach with mostly sound reasoning	Presents highly creative and original ideas within a sound theoretical framework	
Writing Mechanics & Clarity	Organization & structure	Poor organization significantly impacting readability	Some organizational issues affecting overall clarity	Generally well-organized with minor lapses in flow	Well-organized with clear, logical flow of ideas	
	Clarity & coherence	Consistently unclear or incoherent	Frequent clarity issues affecting understanding	Generally clear expression with occasional ambiguity	Ideas expressed with exceptional clarity and coherence	
	Grammar & mechanics	Numerous errors significantly impacting readability	Several errors that somewhat impact readability	Few minor errors that don't impact readability	Near-perfect grammar, spelling, and punctuation	
Tone & Formatting	Professional, scholarly tone	Consistently unprofessional or informal tone	Inconsistent tone with several unprofessional elements	Generally professional with occasional lapses	Consistently professional and scholarly in tone	
	APA style & formatting	Numerous APA errors significantly impacting credibility	Several APA errors that somewhat impact clarity	Minor APA errors that don't impact comprehension	Flawless APA formatting and citations	
Note: Must score at least 2.4 to move on to the oral defense. Scores of 3.6 or above will be automatically passed with oral defense needed.					Overall average:	

**Oral Comprehensive Examination Rubric (rev. 10/15/24)**

<b>Criteria</b>	<b>Poor (1 point)</b>	<b>Fair (2 points)</b>	<b>Good (3 points)</b>	<b>Excellent (4 points)</b>	<b>Rating</b>
Breadth of knowledge	Exhibits significant gaps in knowledge across multiple areas	Displays knowledge in core areas but lacks depth in several topics	Shows broad knowledge but may have minor gaps in some areas	Demonstrates comprehensive understanding across the entire curriculum	
Depth of knowledge	Shows only surface-level understanding of most concepts	Presents basic understanding but lacks depth in several areas	Offers in-depth explanations for most topics discussed	Provides detailed explanations with nuanced understanding of complex concepts	
Accuracy of application	Frequently misapplies or fails to apply relevant concepts	Applies some concepts correctly but makes several errors	Generally applies concepts correctly with minor inaccuracies	Consistently applies relevant theories and concepts accurately to the case	
Coherence of case conceptualization	Fails to present a coherent or logical case conceptualization	Provides a basic conceptualization but lacks integration or has significant gaps	Offers a mostly coherent conceptualization with minor inconsistencies	Presents a clear, logical, and well-integrated case conceptualization	
Clarity of expression	Frequently unclear or uses unprofessional language	Communicates basic ideas but often lacks clarity or uses inappropriate language	Expresses ideas clearly with occasional lapses in clarity or professional language	Articulates ideas clearly and concisely with appropriate professional language	
Fluidity of response	Struggles to respond even with significant prompting	Requires frequent prompting but can eventually provide relevant responses	Generally responds well with minimal prompting	Responds confidently and fluidly without prompting or assistance	
Analytical skills	Shows little evidence of analytical thinking	Displays basic analytical skills but often misses key elements	Shows good analytical ability but may overlook some important factors	Demonstrates strong analytical skills, considering multiple perspectives	
Ethical considerations	Fails to recognize or address important ethical considerations	Acknowledges basic ethical issues but lacks depth in discussion	Recognizes major ethical concerns but may miss some nuances	Identifies and thoroughly discusses relevant ethical issues	
Cultural competence	Shows little consideration for cultural factors	Displays basic cultural awareness but fails to fully integrate it	Shows good cultural sensitivity but may overlook some important factors	Demonstrates high cultural awareness and integrates it into case analysis	
Note: Passing requires an overall score of 2.8 or greater.				Overall average:	

## Memorandum of Understanding

Note: This is a sample and may not reflect the most current version.

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

II. WHEREAS, the University of Mobile has an established CFT 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 CFT 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 providing written notice to the other party no fewer than thirty (30) days before the start of the subsequent semester. 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 who may have 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, 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 Counseling and Family Therapy 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 ordinarily be CFT program faculty.
4. The DCT will maintain regular contact with the Site. Faculty supervisors will confer with the Site Supervisor on a routine or as-needed basis to discuss the Student's progress.
5. When circumstances beyond the control of the University or Site indicate the Student must be withdrawn (e.g., ethical violations, staffing changes), 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.
6. The University will permit CFT faculty to participate as resource persons for Site activities, on invitation from the Site.
7. 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. Site supervisors not trained as counselors or marriage and family therapists must demonstrate an understanding of and commitment to the professional competencies and ethical standards relevant to counselor training. 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's overall progress 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 directly observe at least two of the student's sessions each term, live or recorded, and provide specific feedback, to the Student and faculty supervisor, on their acquisition of counseling skills using the Intern Session Rating Scale (or another measure as agreed upon in collaboration with the DCT).
11. The Site Supervisor will promptly communicate to the University DCT any concern regarding the Student's performance.
12. The Site Supervisor will consult the DCT promptly if circumstances arise which require the Site to withdraw the Student from the placement.
13. The Site Supervisor will arrange Student work schedules that will not conflict with schedules of the University (e.g., class time, faculty supervision).
14. 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.
15. If possible and reasonable, the Site agrees to allow faculty supervisors access to Site facilities and records, such as 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.

16. 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. No other forms of indirect service (e.g., documentation) are required during the practicum.
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. Per ABEC regulations, assessment can comprise no more than 20% of the Student's direct service hours in practicum or internship. The University defines as a clinical encounter that involves gathering of current and historical data from a client that is then used to determine what type of therapeutic service is most appropriate. If the individual who conducted the assessment does not provide the therapeutic service, the University considers it as an assessment hour only. Assessment hours will be indicated and tracked on the Student's weekly activity reports, which are signed by the Site Supervisor.
7. Psychoeducation involves providing clients with information, tools, or strategies to help them understand a condition, improve a skill, or manage a specific issue. While it is a helpful adjunct to therapy, it is not, in itself, counseling. Counseling entails greater depth, individualization, a process-oriented approach, and active client participation. In contrast, psychoeducation is typically content-focused, directive or didactic in nature, time-limited, and characterized by a more passive or receptive client role. To ensure appropriate skill development, the Student may count no more than 50 psychoeducation hours as either "counseling" or "observation" in practicum and 120 psychoeducation hours as "direct" in internship.
8. During participation in internship activities at the site, the Student will be under the supervision of the Site Supervisor.
9. 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.

10. The student is responsible for obtaining client consent, in accordance with Site and University policies, to record select sessions for the purpose of review and presentation during supervision at the university (only audio would be required). All recordings must be handled in compliance with applicable confidentiality laws, Site guidelines, and University procedures to ensure the protection of client privacy. Ordinarily, recordings will be transported to the University for supervision in accordance with the University's recording policy; however, the University is willing to collaborate with sites whose policies prohibit such transport. In such cases, alternative arrangements, such as virtual supervision involving the presentation of raw data on-site, will be facilitated.
11. The Student will prepare for and actively participate in weekly supervision sessions with the Site Supervisor and with University supervisors.
12. If the Site has additional health and safety requirements (e.g., immunizations, background checks, etc.), the Student is expected to meet these requirements.
13. 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.
14. 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.
15. 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 (printed name & signature)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Site Administrator (if applicable; printed name & signature)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 UM Director of Clinical Training (printed name & signature)

\_\_\_\_\_  
 Date

## Recording Policy

### Policy for Secure Collection and Transfer of Client Recordings for Supervision

#### Purpose

This policy outlines the procedures for collecting and transferring recordings of client sessions conducted by counseling student interns to ensure compliance with HIPAA regulations and maintain the confidentiality of client information. It applies to all counseling and family therapy interns in the master's program and includes both field-based supervisors and university-based faculty supervisors.

#### Options for Recording Client Sessions

Students may choose one of the following methods for recording and transferring client sessions:

1. Zoom for Healthcare or Similar Services
  - Students may purchase a subscription to Zoom for Healthcare or a comparable HIPAA-compliant telehealth service with whom a BAA can be established.
  - Sessions recorded using such platforms can be securely stored in the service's cloud environment.
  - Students are responsible for ensuring recordings are only accessed on secure devices and played back in designated university supervision settings.
2. Digital Recorder with Encrypted Flash Drive
  - Students may use a digital recorder to capture client sessions. This could record video and audio or audio only.
  - Recording files must be immediately transferred to an encrypted flash drive using a secure, university-approved process (detailed below).
  - Recordings must not remain on the digital recorder after transfer.

#### Procedure for Using a Digital Recorder

1. Required Equipment:
  - A digital recorder approved for use by the program.
  - An encrypted flash drive (e.g., meeting AES-256 encryption standards). Students can either purchase an encrypted flash drive pre-configured for security or use a standard flash drive and install encryption software (e.g., VeraCrypt, 7Zip) to enable encryption.
  - A computer designated for file transfer.
2. File Transfer Process:
  - The computer used for the transfer must not store files permanently. Only direct file transfers are permitted.
  - Transfer the recording directly from the recorder to the encrypted flash drive or encrypted folder.
  - Immediately delete any temporary or cached copies that may exist on the computer after the transfer.
3. Computer Security:
  - Ensure the transfer computer is up to date with security patches and antivirus software.
  - Use the computer only in secure, supervised locations.
  - Disable automatic backups, cloud synchronization, and other features that could inadvertently store files.
  - Avoid using computers connected to public or unsecured networks, as these could pose a risk during the file transfer process.
4. File Security:
  - Verify that the file is securely saved on the encrypted flash drive.
  - Safely eject the flash drive before disconnecting.
5. Storage and Safeguarding of Flash Drives:

- Encrypted flash drives must be stored securely when not in use. Avoid leaving them in unsecured locations such as desks, kitchen counters, or car seats. Keep them in a locked drawer or another secure location.
6. Retention and Disposal of Recordings
- Recordings of client sessions will be securely destroyed from the flash drive after they are reviewed in supervision or within 30 days of the recording date, whichever occurs sooner.

General Guidelines

- Consent and Authorization: Students must obtain written informed consent from clients before recording sessions. Consent forms should clearly explain the purpose of the recording and how it will be stored and used.
- Access Control: Only authorized personnel (site supervisors, faculty supervisors, and the student intern) may access recordings.
- Playback Restrictions: Recordings must only be played back in secure university supervision settings.

For Site Supervisors:

- Site supervisors are asked to review and consent to this policy to ensure alignment with site-specific procedures and compliance requirements.
- If site policies conflict with this procedure, site supervisors should notify the student’s faculty supervisor or Director of Clinical Training to develop an alternative compliant solution.

Compliance and Monitoring

The university will:

- Periodically audit the secure transfer process to ensure compliance.
- Provide students with training on HIPAA requirements and the use of approved equipment.
- Address any breaches or concerns promptly and in accordance with university and legal protocols.

Acknowledgment

By signing below, site supervisors and students acknowledge that they have read and agree to comply with this policy.

Site Supervisor or Designee Signature

\_\_\_\_\_ Date: \_\_\_\_\_

Student Intern Signature

\_\_\_\_\_ Date: \_\_\_\_\_

## Recording Consent

### Client Consent for Recording Sessions

#### Purpose

This consent form outlines the terms under which your counseling sessions may be recorded for educational and supervision purposes. Recording sessions helps ensure high-quality training for counseling interns and allows qualified supervisors to provide feedback to improve care.

#### Date(s) of Recordings

The following consent applies to the recording of (initial one & complete):

- A single session on the following date: \_\_\_\_\_
- Multiple sessions from \_\_\_\_\_ to \_\_\_\_\_.
- All sessions during my counseling relationship, unless I withdraw this consent in writing.

#### Types of Recordings

Your counseling session(s) indicated above will be recorded in the following format (initial all applicable):

- Audio recordings captured using digital or analog devices.
- Video recordings captured using a camera or similar device (if applicable).

#### Who Will Access the Recordings

The recordings will be reviewed only by:

- Your assigned counselor intern, who is receiving training under the supervision of licensed professionals at his/her internship site.
- University of Mobile faculty supervisors, who are licensed and qualified mental health professionals overseeing the intern's development.
- Occasionally, peers in a supervised group setting, as part of the intern's educational requirements. If peer review occurs, all participants are bound by confidentiality agreements and the intern will disguise details of the case to the greatest extent possible.

Note: No individuals outside of the above-listed personnel will have access to the recordings without your explicit written permission.

#### How the Recordings Will Be Used

The recordings will be used solely for:

- Educational and training purposes to develop the skills of the counselor intern.
- Supervision and feedback sessions to improve the quality of care provided to you.
- Recordings will not be used for research, presentations, or any other purposes without additional written consent from you.

Storage, Retention, and Destruction of Recordings

- Storage: Recordings will be stored on secure devices or platforms, such as encrypted flash drives (e.g., Kingston DataTraveler Locker+), encryption apps (e.g., VeraCrypt), or secure cloud services compliant with privacy regulations (e.g., Zoom for Healthcare).
- Retention: Recordings will be destroyed/erased after they have been reviewed in supervision or 30 days, whichever is sooner.
- Destruction: After the retention period, recordings will be permanently deleted from all devices and storage platforms using secure methods (e.g., Eraser, BleachBit) to ensure they cannot be recovered.

Confidentiality and Security

Every effort will be made to protect your privacy. All recordings and associated data will be safeguarded in accordance with professional ethical standards and federal privacy laws, such as the Health Insurance Portability and Accountability Act (HIPAA).

Your Rights

- You may withdraw your consent at any time without penalty, and no additional recordings will be made.
- Withdrawing your consent will not affect your right to receive counseling services.
- You have the right to ask questions or request clarification about how your information will be used or protected.
- If you have any questions, you may reach out to the Director of Clinical Training in the Counseling and Family Therapy program, Dr. Glenn Hollingsworth, PhD, LMFT-S, LPC-S at 251-442-2351.

Acknowledgment and Consent

By signing below, you acknowledge that you have read and understood this form, had the opportunity to ask questions, and agree to allow your session(s) to be recorded under the terms described above.

\_\_\_\_\_

Client (or representative) Printed Name & Signature \_\_\_\_\_  
Date

Consent revoked (if applicable; date): \_\_\_\_\_ Client Initials: \_\_\_\_\_

\_\_\_\_\_

Counselor Intern Printed Name & Signature \_\_\_\_\_  
Date

\_\_\_\_\_

UM Director of Clinical Training Printed Name & Signature \_\_\_\_\_  
Date