

MARRIAGE & FAMILY THERAPY PROGRAM HANDBOOK OF POLICIES AND PROCEDURES

The Marriage and Family Therapy Program at Pacific Lutheran University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy



MARRIAGE AND FAMILY THERAPY (MFT) PROGRAM

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The purpose of this handbook is to provide you with information and answers to your questions about the Marriage and Family Therapy (MFT) Program. We hope this information helps you as you progress through each step of the program.

Students are expected to know and agree to the expectations outlines in the Student Program Agreement. In keeping with the goal of providing you a quality graduate experience and ensuring you understand key expectations, we have created this agreement. Please read this agreement carefully and ask your advisor any question. You will be asked to provide your signature on the first day of class.

STUDENT EXPECTATIONS

Program Expectations

- Learning Community – You are joining a learning community that requires the involvement and commitment of all participants - faculty members, supervisors, and therapists-in-training. The overall goal is to provide the best possible services to our clients. In such a learning community, faculty members, supervisors, and therapists-in-training are professionals who are respectful to each other, and who are responsible and personally accountable for their part in the learning process.
- AAMFT Membership – Students are required to become Student Members of the American Association for Marriage and Family Therapy (AAMFT) by the end of their first semester, and to continue membership throughout the program.
- Social Action and Diversity Training – Students are required to participate in a social action project and diversity training during their first year. Details are included in the Program Handbook.
- Entrance into Clinical Experience – The program has a process of evaluation for moving into the practica portion of the program. See the program handbook for details. During your first semester, you will have the opportunity to discuss your preference for starting practica in the summer or fall. The faculty is interested in your preference, but cannot always accommodate your preference due to student readiness and the need to have a balanced number of students in each practica group.
- Professional Demeanor and Suitability – Professionalism is critically important. You will be expected to demonstrate the mental and physical stability required to perform the clinical responsibilities of a couple and family therapist throughout the program.
- Communication – The faculty and staff will use only your PLU email address to communicate with you electronically. There is a feature that allows you to forward messages automatically to another account if you so choose.
- Dismissal – There are certain circumstances under which a student may be asked to leave the program. They are:
 - lack of competency during the internship as evaluated by the supervisor and faculty,
 - ethical or legal misconduct,
 - not maintaining the required minimum 3.0 GPA,
 - lack of professional demeanor or suitability.

Academic Expectations

- Attendance Policy – It is the program’s expectation that students will attend all class sessions for each course enrolled. Coming to class late or leaving early will result in a lower participation grade. Details can be found in the Program Handbook and Course Syllabi. The program acknowledges that the responsibility is on the student to actively communicate with the course instructor and their advisor with concerns due to attendance, grade, and program progression.
- Minimum GPA – In order to remain enrolled in the program, a minimum 3.0 (B) is required. If your GPA falls below the minimum, you have one semester to raise it. Should your GPA remain below the minimum, you will be dismissed from the program, according to university policy.
- Course Credit – Course credit is only received for grades of “C” and above.

Internship Expectations

- Clinical and Supervision Hours – In order to graduate you must complete 500 hours of therapy and 100 hours of supervision during four or five semesters of practica.
- The Four or Five-Semester Option – In order to be responsive to student needs and commitments outside the program, you can complete your internship requirement in four or five semesters.
- Internship Linked to Theory – The program is an intensive academic experience in the theory and practice of couple and family therapy. Your internship is where you are exposed to the rigorous endeavor of applying theory to practice. Therefore, you will concurrently enroll in a theory class during each semester of your internship. Should you choose the Five-Semester option, your 5th semester will not include a theory class.
- Internship Linked to Client Feedback – Research indicates that the client-therapist-relationship plays a significant role in the overall outcome and effectiveness of therapy. Feedback Informed Treatment (FIT) is an evidence-based therapy model that utilizes regular client feedback to inform the course of treatment and ensure a strong therapeutic bond with clients. This program trains students in using client feedback as a required part of clinical practice both in PLU’s CFTC and several of the internship sites.
- Evaluation – The internship is part of a continuous process toward developing specific therapeutic competencies. Accordingly, you will be evaluated on the following core competencies that are associated with the American Association of Marriage and Family Therapist’s (AAMFT) Core Competencies: 1) Admission to Treatment, 2) Clinical Assessment and Diagnosis, 3) Therapeutic Relationship 4) Therapy Process, 5) Structuring and Interventions, 6) Therapy Evaluation, 7) Legal Issues, Ethics and Standards, and 8) Professional Development. These competencies are integrated into the academic courses and internship experience.
- Time Commitment and Required Hours – If you choose the four-semester internship option, you will spend approximately 20-25 hours per week working in the Couple and Family Therapy Clinic (CFTC) or at your agency site. The five-semester option requires a commitment of approximately 15-20 hours per week. These hours may vary depending on your case load, paperwork requirements, and additional agency requirements. The CFTC and

some of our placement agencies offer evening hours for the benefit of our clients. You should expect to see clients some evenings during the week. Also, expect to continue seeing clients and attending supervision through all semester and summer breaks.

- Outside Agency Placement – Near the end of your first practica at the CFTC, you will have the opportunity to talk to your supervisor about your outside agency placement. The faculty is interested in your preference for your internship site, but cannot always accommodate your preference. Requests for placement outside of approved internship sites are not considered. Supervisors are PLU faculty and have been selected for their experience and knowledge of the field. Your supervisor is only responsible for your clinical work; supervision for any outside employment is your responsibility and does not count toward your required clinical hours. Please note that once you begin the first practica of internship, you automatically agree to consecutively complete all four or five semesters.
- Ad-hoc Employee of Outside Agency – Please understand that your outside agency considers interns to be “ad-hoc” employees and are thus required to adhere to agency policies like paid employees. Community agencies, as well as the CFTC, will run a *criminal background check* before accepting you as an intern. Therefore, please inform your advisor of any legal issues you have experienced that may surface during a criminal background check. Additionally, there may be required meetings for you to attend. To your benefit, some agencies also offer training and educational opportunities, usually at no extra cost to you.
- Laws & Ethical Code – During your professional studies course, you will learn the AAMFT Code of Ethics and Washington State Laws that govern the practice of couple and family therapy. It is important to remember that violating either of these during your internship will result in disciplinary action including possible dismissal.

FACULTY

The MFT program has three core faculty members who provide leadership in the program on a full-time basis throughout the entire calendar year. In addition, contingent faculty are hired to provide supervision and occasional classroom instruction.

Faculty work collaboratively to achieve the Educational Outcomes of the Program. Core Faculty also have distinct roles including the Department Chair/Program Director, the Director of Clinical Training, and the Director of the Couple and Family Therapy Center. Below are the various responsibilities associated with these roles:

Department Chair/Program Director

Within the university, the Department Chair's responsibilities are defined in the Faculty Handbook on page 73 (Appendix H):

Departmental Chairs have planning, management, and leadership responsibilities. They have duties which include the following: departmental governance, instructional supervision, faculty affairs, student affairs, external communication, fiscal management, office management, and departmental development.

In addition to these responsibilities, the Department Chair assumes the Program Director responsibilities of the program. These responsibilities include:

- Oversee (with collaboration from other faculty) the curriculum, clinical training program, facilities, services, and the maintenance and enhancement of the program's quality (as required in Standard II-F)
- Participate in the University Graduate Council which coordinates recruitment efforts, marketing, university services for graduate students (Registrar, Student Services, etc.), and graduate student policies
- Oversee the student admissions process, including the program open house, and serve on the admissions committee for the department
- Coordinate the orientation of new students
- Manage the Department budget
- Review and publish the MFT Program Handbook
- Verify accuracy of program documents and publications, including the program website
- Coordinate hiring of student fellowships within the department.
- Prepares the annual report to the COAMFTE
- Develops appropriate actions for students with identified needs (e.g., remedial actions for students having difficulty in the program)

Director of Clinical Training

The Director of Clinical Training has the responsibility to oversee the clinical training of students. As it relates to the CFTC, this person provides support for the vision of the CFTC Director. Specific responsibilities include:

- Collaborate with program director on the curriculum, clinical training program, facilities, services, and the maintenance and enhancement of the program's quality services, and the maintenance and enhancement of the program's quality
- Review and publish the Clinical Training handbook
- Hires, in consultation with faculty, faculty supervisors
- Coordinates and oversees the work of faculty supervisors;
- Assigns, in consultation with faculty, students to supervisors each semester
- Management and oversight of internship placements and contracts
- Plans and leads Faculty Supervisor's meetings
- Develops policies and procedures for the tracking of student's clinical hours.
- Verifying completion of hours according to COAMFTE Standards
- Serve on the admissions committee of the department.

Director of the CFTC

The Director of the Couple and Family Therapy Center has the responsibility to oversee the ongoing operation of the clinic. Specific responsibilities include:

- Collaborate with program director on the curriculum, clinical training program, facilities,

services, and the maintenance and enhancement of the program's quality services, and the maintenance and enhancement of the program's quality

- Supervises Clinic Coordinator and Clinic Staff including their hiring and training
- Coordinates the initial training and on-going work of all therapists placed in the clinic regarding clinic policies and procedures
- Reviews and publishes the Couple and Family Therapy Center Policies & Procedures manual
- Manages the Clinic Budget
- Supervises daily operations including building issues, scheduling, and equipment functioning
- Answering of correspondence such as subpoenas
- Handling emergency situations
- Develops marketing materials and markets the clinic to the community.
- Manages clinical files and storage procedures
- Oversee data collection
- Serve on the admissions committee of the department

EDUCATIONAL OUTCOMES OF THE MFT PROGRAM

Mission

The mission of the Marriage and Family Therapy Program at Pacific Lutheran University is to train students to become systemically-oriented, contextually sensitive MFT Professionals who address the diverse needs and clinical concerns of individuals, couples, families, and communities.

Philosophy

Several key principles guide the educational philosophy of the MFT program and are listed below:

I. An Emphasis on the Systemic Orientation.

At the core of the program philosophy is a systemic worldview. We approach all aspects of the program from this perspective and emphasize the following systemic considerations:

- Understanding people and their relationships through a systemic lens, which emphasizes ecological interconnectedness.
- A belief in circular causality, wherein patterns are influencing, and influenced by relational interactions and cultural contexts, including, but not limited to a persons own individual identities, family and/or group membership, and societal contexts.
- A belief in wholeness, the whole is more than the sum of the parts.
- A non-pathologizing and non-normative view, where individual symptomology is not emphasized and "normal" functioning is contextually defined. Such a view leads to a recognition of and respect for humanity.

II. An Emphasis on Understanding, and Respectfully Responding to Diversity.

We believe that in following the systemic philosophy as outlined above, students will need to consider contextual elements influencing interactions and relationships. This consideration of contextual elements can only be complete if students strive to understand and respectfully respond to diversity. We recognize the importance of overtly stating an emphasis on diversity given the lack of attention to this over the history of the field.

PLU, as an institution, supports this philosophy. As indicated on the PLU Website:

Diversity in the faculty, students and staff is a major source of PLU's intellectual vitality and innovative spirit. PLU is a welcome home for all regardless of race, ethnicity, or culture. It is not enough to admit and hire a diverse population; rather PLU promotes leadership in diversity education, in institutionalizing the university's diversity goals, and in maintaining and celebrating a campus culture where all members of the community demonstrate respect, integrity, honesty and good community relations. PLU strives to be a community where people of different cultures, intellectual positions and life goals can reach their full potential. Such an environment develops respect for differences while fostering caring relationships, cross-cultural understanding, and common educational commitments. The university is explicit about its responsibility to all members of our community regardless of race, color, national origin, creed, religion, age, gender, sexual orientation or disability. (www.plu.edu/diverse)

Consistent with the institutional statement, the MFT program emphasizes understanding and respectfully responding to diversity. The program strives to give all students a voice; this is inherent in a respectful response to diversity. The program supports a definition of diversity that encompasses all social, political, spiritual, racial, ethnic, sexual values and perspectives. Regardless of their perspective and values, students are encouraged to express their opinions and views, while simultaneously being open and curious to the perspectives and views of other students and all faculty members.

This means that students engage in a learning experience in the classroom, in the clinic and in supervision that supports multiple perspectives and encourages students to hone their skills to sort through those perspectives, develop their personal core values and learn how to respond to those whose values are different in a respectful, curious and non-judgmental way. Students are given the opportunity to see this process modeled in the interaction among faculty. Faculty members model the ability to support diverse backgrounds socially, politically, culturally, spiritually and sexually. Students are able to observe how faculty members sustain and nurture their relationships with each other while being strongly grounded in their own core values and acknowledging the differences between them.

Students also experience their own interactions with faculty (in the classroom, supervision, the clinic and in one-to-one meetings) that further demonstrate the dedication to

understanding differences as well as the effort to respond respectfully to all perspectives. Emphasizing diversity among faculty and in the student body allows the opportunity for growth.

III. A Professional Environment in a Culture of Feedback

We are committed to creating a program with a highly professional environment. This type of environment requires the involvement and commitment of all participants—faculty members, supervisors, and therapists-in-training—to individual and group learning, and providing the best possible services to clients. In such a learning community, faculty members, supervisors, and therapists-in-training are professionals who are respectful to each other, and responsible and personally accountable for their part in the learning process. Learning occurs within a social context where all participants are important contributors. Together we create a culture of feedback in which professors and supervisors regularly provide feedback to therapists-in-training as well as elicit feedback from these therapists. In turn, therapists-in-training regularly elicit and respond to feedback from their clients. Thus, learning is a combination of reading and hearing about ideas from those who come before you, critically thinking about ideas in interaction with your colleagues and faculty, regularly providing and receiving feedback, and applying the ideas within the context of others.

In creating this environment, faculty strive to:

- Be collaborative with students. We value student perspectives, listen to them, and allow them to challenge the faculty appropriately and professionally.
- Be sensitive to all components of diversity and the marginalization that occurs around those components. Faculty are open to facilitating conversations that promote the voices of multiple perspectives, including those that are divergent from their own.
- Be prepared to teach a diverse student body in terms of social identities and social perspectives.
- Create strong relationships with students where they feel respected and cared about in their education to become therapists.
- Understand the clinical context that students are working in and to provide an educational experience that is relevant to that context (multistressed, lower SES families with children and adolescents as primary IP in most cases)
- Model a culture of feedback as we both provide and respond to student feedback and regularly encourage and monitor student therapists in eliciting and responding to client feedback.

IV. Outcome-Based Education

Faculty members and supervisors are responsible for offering a curriculum that accomplishes the Educational Outcomes of the program and is carried out according to AAMFT Educational guidelines, AAMFT code of ethics, COAMFTE accreditation standards, and local regulations.

Program Goals

PLU MFT Students and graduates will be:

1. Systemically-oriented MFT Professionals
2. Contextually sensitive MFT Professionals committed to diversity and inclusion
3. Ethical and effective MFT Professionals in the community mental health context
4. Professionals who identify as Marriage and Family Therapists

Student Learning Outcomes associated with Program Goals

1. Students and graduates will understand and practice from a systemic framework
- 2A. Students and graduates will demonstrate an understanding of contextual issues and approach treatment with sensitivity towards race and ethnicity, gender, religion/spirituality, human sexuality and sexual orientation, socioeconomic status, family life cycle state, and development stage.
- 2B. Students and graduates will engage in stimulating, creative and synergistic conversations with others representing diverse values, beliefs, and perspectives.
- 3A. Students and graduates will be knowledgeable of and practice according to legal and ethical standards.
- 3B. Students and graduates will understand the major behavioral health disorders and use research to inform clinical practice and evaluate effectiveness.
4. Students and graduates will develop a personal epistemology that is grounded in couple and family therapy theories and become MFT Professionals.

Evaluation of Educational Outcomes

Each year before the start of the Fall Semester and Spring semesters, all of the MFT Faculty participate in a retreat where the Educational Outcomes and processes for accomplishing the Educational Outcomes are reviewed. Data from new standards and/or guidance from the Commission which reflects revised professional marriage and family therapy principles are brought to the meeting. In addition, data from all communities of interest (data from student exit and graduate survey results, faculty outcomes, results of student learning outcome assessment, input from faculty, community supervisors, and employers) is brought to the retreat so that this information can be used to make decisions about changes to the outcomes and processes to achieve those outcomes.

In addition, the program faculty meets weekly and includes in those meetings informal feedback that has been received, experiences in the classroom, student success on course assignments and so forth to discuss and possibly consider changes to the programs Educational Outcomes. Should a change to the Educational Outcomes be recommended by the faculty based on the review of feedback, consultation with our communities of interest (e.g., students and faculty supervisors) will occur prior to making that change.

Demonstrating achievement of our Educational Outcomes is an important component of accreditation by COAMFTE. To that end, the following student data is collected during and after the program. These data are reported in aggregate form to assist in assessing the programs

achievement of the educational outcomes and to make changes to those outcomes and the processes used to achieve those outcomes. The following data is collected during your time in the program and after graduation:

Student Data During Program

Course Evaluations

Practica Evaluations

Exit Interview Information

Post-Graduation

Alumni are formally assessed annually post-graduation in order to assess the achievements of graduates including national licensing examination pass rates, job placement rates, and employer satisfaction. In addition, questions regarding their experiences in the program are included in these assessments for the first 5 years.

COMMUNITY SOCIAL ACTION AND DIVERSITY TRAINING

During your first semester, you will be asked to participate in a social action project and a diversity training that will provide you with helpful information and experiences in preparation for clinical practice. You will report on your activities as part of your Entrance into Clinical Training paper (see below).

Details are provided below:

1. **Diversity Training Requirement:** During the 1st semester of the program, attend one training of your choice through either the PLU Diversity Center or PLU Women's Center.
2. **Community Social Action Requirement:** During the 1st semester of the program, begin your participation in a social action project. At a minimum your involvement should be no less than once a month for six months. It is our hope that you will chose an organization that helps raise your critical consciousness as it relates to the contextual influences of peoples lived experience. Thus we encourage you to participate in an organization and population you are less familiar with. You may participate in a pre-existing project or create a project on your own or with a team. Your work should be included in the PLU MFT Program Social Action Album including: 1) the name and contact information of the organization, if applicable, 2) who you served, 3) the hours spent and nature of the project, 4) what you did, and 5) possible opportunities for future action.

CURRICULUM

The 47 hours of coursework includes the systems approach to therapy, reviews of the major models of Couple & Family Therapy, assessment and diagnosis, professional issues and ethics, human and family development, human sexuality, and research methodology. Students will learn a variety of models as part of their training process and then develop their own integrated approach to therapy. A research project is optional.

The curriculum is grounded in the Educational Outcomes of the MFT program and Professional Marriage and Family Therapy Principles, with each course having specific expected course outcomes that relate to these larger outcomes. Below is a description of each course. All courses, except for MFTH 527 and MFTH 599 are required to graduate from the program.

MFTH 500 HUMAN DEVELOPMENT (4)

This course provides an overview of the various theories of human development during childhood, adolescence, and adulthood, and helps students assess the influence of their intersecting identities on their own development. In particular, students will study how a particular life event (e.g., death), a particular historical context (e.g., 9/11 or Katrina), or a specific social identity (e.g., gender, sexual orientation) may influence development. Students will also learn about the ways therapists work with clients across the developmental spectrum.

MFTH 503 SYSTEMS APPROACH TO MARRIAGE AND FAMILY THERAPY (4)

This course is an introduction to the field of marriage and family therapy and will also help students gain an understanding of traditional and contextually informed cybernetics and general systems theory. In addition, the course considers postmodern ideas, the feminist critique of systems theory, and common factors versus evidenced based approaches. Students will learn to apply a systemic lens personally and professionally. Strategies for systemically conceptualizing therapy will be taught.

MFTH 504 FAMILY DEVELOPMENT (4)

This course studies family interaction from a systemic, contextually developmental viewpoint. Contemporary developmental theory recognizes that families' social contexts determine how family relationships are affected and how they develop through time. The course also explores stages of family development, integrating these ideas into the overarching principles of systems theory, including a non-normative stance. Students will participate in an "immersion" project to help in the development of a contextual understanding of families.

MFTH 505 RESEARCH METHODS IN MARRIAGE AND FAMILY THERAPY (3)

This course focuses on helping students understand research methodologies related to assessment, quantitative research, and qualitative research. Contextual considerations are used to assess the strengths and limitations of these different methodologies. This course emphasizes understanding and evaluating existent research.

MFTH 507 COMPARATIVE MARRIAGE AND FAMILY THERAPY (4)

This course is an intensive comparative study of the major theories within the field of marriage and family therapy that have been developed based on the systemic paradigm. By the end of the course students have an up-to-date view of the many therapy models used by marriage and family therapists.

MFTH 510 HUMAN SEXUALITY, SEX THERAPY, AND COUPLES THERAPY (4)

This course will explore a sex positive approach to sex therapy, minimizing the negative messages around various forms of sexual expression. Basic principles and strategies of treatment for common sexual dysfunctions will be considered. The nature of sexual health, a brief review of the anatomy and physiology of the sexual response cycle and the biological and psychological determinants of sexual functioning will be considered. Students will learn to conduct a sexual history, considering the impact of larger contextual issues. Models of couples therapy will also be taught with attention to addressing sexual issues as another form of couple process.

MFTH 511 SYSTEMIC AND MENTAL HEALTH ASSESSMENT, DIAGNOSIS, AND TREATMENT (4)

This course is designed to provide both a traditional and relational (systemic) understanding of the major behavior health disorders described in the DSM-5, including information on epidemiology, etiology, treatment models, and techniques for these disorders. Students will gain an understanding of the process of traditional assessment using the DSM-5, as well as other forms of assessment and diagnosis of behavioral health disorders. Attention will be given to contextual considerations as it relates to assessment and diagnosis.

MFTH 512 PROFESSIONAL STUDIES IN MARRIAGE AND FAMILY THERAPY (4)

This course teaches AAMFT professional ethics and Washington State laws which affect the clinical practice of marriage and family therapists. Topics will include family law, legal responsibilities, rules of confidentiality, licensure and certification, contributing to the professional community, crisis intervention, and the intersection of marriage and family therapists and the larger mental health community. Students will consider the impact of their personal values on ethical decision-making.

PRACTICA AND THEORY

Practicum I – IV must be taken simultaneously with the corresponding Theory I – IV class.

The four semesters of practica are part of a continuous process toward developing specific therapeutic competencies in work with individual, couples, and families. The practica present a competency – based program in which each student is evaluated regarding: (a) case management skills; (b) relationship skills; (c) perceptual skills; (d) conceptual skills; (e) structuring skills; and (f) professional development skills. Practica requirements include 100 hours of supervision and 500 client contact hours. Faculty are AAMFT-approved Supervisors or the equivalent and use live supervision and video tapes of student sessions as the primary methods of clinical supervision. For students who wish to complete their required practica in five rather than four

semesters, MFTH 527, the Extended Practicum course, is an extension of the previously described practica courses.

The theory courses taken in conjunction with the practica courses constitute an in-depth study of different approaches toward marriage and family therapy with an emphasis on applying theory in practice. The fourth semester of theory (taken in conjunction with practicum IV, MFTH 525) is an in-depth study of the student's preferred ideas, style, methods, and values. Students develop an integrated personal approach to marriage and family therapy that synthesizes their learning in the program.

MFTH 519	PRACTICUM I (2)
MFTH 520	THEORY I (2)
MFTH 521	PRACTICUM II (2)
MFTH 522	THEORY II (2)
MFTH 523	PRACTICUM III (2)
MFTH 524	THEORY III (2)
MFTH 525	PRACTICUM IV (2)
MFTH 526	DEVELOPMENT OF PERSONAL INTEGRATED THEORY (2)
MFTH 527	EXTENDED PRACTICUM V (OPTIONAL) (2)
MFTH 598	RESEARCH PROJECT (OPTIONAL) (4)

SCHEDULING OPTIONS

Fall	8 Semester hours
MFTH 503 Systems Approach to MFT	4 semester hours
MFTH 504 Family Development	4 semester hours

J-Term	3 semester hours
MFTH 505 Research Methods	3 semester hours

Spring	8 semester hours
MFTH 507 Comparative MFT	4 semester hours
MFTH 512 Professional Studies in MFT	4 semester hours

START PRACTICA SERIES IN THE SUMMER*

Summer	8 semester hours
MFTH 500 Human Development	4 semester hours
MFTH 519 Practicum I	2 semester hours
MFTH 520 Theory I	2 semester hours

Fall	8 semester hours
MFTH 511 Psychosocial Pathology	4 semester hours
MFTH 521 Practicum II	2 semester hours
MFTH 522 Theory II	2 semester hours

Spring	8 semester hours
MFTH 510 Human Sexuality, Sex, & Couples Therapy	4 semester hours
MFTH 523 Practicum III	2 semester hours
MFTH 524 Theory III	2 semester hours

Summer	4 semester hours
MFTH 525 Practicum IV	2 semester hours
MFTH 526 Theory IV	2 semester hours

Fall (Optional)	2 semester hours
MFTH 527 Practicum V	2 semester hours

START PRACTICA SERIES IN THE FALL*

Summer	4 semester hours
MFTH 500 Human Development	4 semester hours

Fall	8 semester hours
MFTH 511 Psychosocial Pathology	4 semester hours
MFTH 519 Practicum I	2 semester hours
MFTH 520 Theory I	2 semester hours

Spring	8 semester hours
MFTH 510 Human Sexuality, Sex, & Couples Therapy	4 semester hours
MFTH 521 Practicum II	2 semester hours
MFTH 522 Theory II	2 semester hours

Summer	4 semester hours
MFTH 523 Practicum III	2 semester hours
MFTH 524 Theory III	2 semester hours

Fall	4 semester hours
MFTH 525 Practicum IV	2 semester hours
MFTH 526 Theory IV	2 semester hours

Spring (Optional)	2 semester hours
MFTH 527 Practicum V	2 semester hours

CLINICAL TRAINING AND PRACTICA

The MFT faculty has made every effort to ensure a quality practica experience for you. In the practica, you are engaged in the rigorous endeavor of applying theory to practice. During the practica experience you are to practice according to the Washington State laws, the AAMFT Code of Ethics and the policies and procedures of the practica setting. During your first semester of practica at PLU, you will practice in the Couple and Family Therapy Center (CFTC) on campus.

Entrance into Practica

Students in the Marriage and Family Therapy program must meet specific requirements before they can enter the practica sequence portion of the program. The faculty feel strongly that a thoughtful time of reflection and integration is an essential first step in becoming an effective, ethical practitioner.

Requirements include the following:

- A. A minimum 3.0 overall grade point average.
- B. Have demonstrated in classes and other environments the ability to work from and view the world from a systemic and contextually sensitive lens that respects diversity.
- C. Have demonstrated in classes and other environments (e.g., advising, relationships with colleagues) the ability to work effectively in a team setting and to seek out, accept and respond to feedback in a ways which demonstrate an intention to integrate feedback into his/her learning process.
- D. Have demonstrated professional suitability, that is, the mental and physical stability required to perform the clinical responsibilities of a couple and family therapist.
- E. Complete a clinical interview with faculty – to be scheduled in March. The purpose of this interview is to 1) converse and receive feedback from the faculty about your progress in the program, in particular criteria B, C, and D, and 2) discuss areas of strength and concern as it relates to entering the practica sequence. Students will prepare the following to present briefly during the interview:
 - a) Describe how your experience in the Diversity Training and Social Advocacy Project is impacting your ability to practice therapy with systemic and contextual awareness.
 - b) Describe two areas of strength and how these relate to practicing systemic, contextually sensitive family therapy.

- c) Describe two areas of growth related to practicing systemic, contextually sensitive therapy and your current plan for addressing these issues.
- d) A one-page summary of your Social Advocacy Project (see requirements above)

Overall Outcome

Based on the above criteria, a student will receive one of the following outcomes for entering the clinical practicum:

- a) Admittance to the Clinical Practica – No Conditions: The student will begin clinical practica as scheduled.
- b) Admittance to the Clinical Practica – With Conditions: The student will develop and write a plan to remediate any problems that are identified with consultation from the Program Director.
- c) No Admittance to the Clinical Practica: Student will not be admitted to the clinical practica.

Co-therapy Teams

During your first semester of practica in the Couple and Family Therapy Center (CFTC) you will be assigned to work in co-therapy teams. We believe working in co-therapy teams is an excellent training tool for increasing your competence as a therapist and to help each person develop professionally. These goals guide our co-therapy assignments. We also consider a variety of factors in making the assignments, for example, gender, life experiences, and friendship level.

In addition we include your voice in the process by asking you to provide the faculty with a list of several students that you believe would be a good match, and the reasons why you believe it would be a good match. Although we cannot guarantee that you will be assigned with a person on your list, we generally are able to do so.

In all co-therapy cases, one supervisor and one therapist are designated as responsible for the case. If you would like to work with a different therapist on a particular case, please discuss this with your supervisor to avoid confusion and to insure that cases are being supervised appropriately.

Advancement to Community Site

At the point of completing the first practicum (MFTH 519) you are evaluated for advancement to the next practicum by the faculty. If you are evaluated to be below competency levels expected you may be dismissed from the program. The faculty, moreover, reserves the right to dismiss you at any point in the practica sequence for ethical misconduct with clients. You are expected to adhere to the American Association for Marriage and Family Therapy Ethical Guidelines and Washington State Laws.

Please consult the Clinical Training Manual for additional information about the clinical experience in the program.

RESEARCH OPPORTUNITIES

Completing a research project is optional. The purpose of the research project is to provide you an opportunity to integrate what you have learned and to make a scholarly contribution to the field. Students typically opt to complete a research project for two reasons. First, students wishing to pursue a doctoral degree are strongly encouraged to complete an empirical, publishable project. Because there are a limited number of doctoral positions, completing a quality research project contributes to making our students competitive for the positions. Second, some students enjoy conducting research and wish to make a contribution to the field about an idea that they feel strongly about. They complete a research project for their own satisfaction. The final outcome of a research project is a publishable paper.

Because a research project takes a minimum of nine months to complete, and you must have some background in MFT and research before beginning, you should plan on graduating one semester after you would have under the non-research project option. Also plan on taking an undergraduate research course if you do not have prior coursework which includes statistics, use of computers for data analysis or research methodology.

A research project is either an empirical or theoretical research study. If you choose an empirical study you can conduct research in a new area or replicate a previous study in which you improve the methodology. If you select a theoretical study, you must make a new contribution to the field. In both cases, you must answer a question about some aspect of MFT. Thus, you must conduct a thorough review of the literature and then extend what is known in some way. This requires you to spend time and energy researching library material and determining your method of answering the question. If you conduct an empirical study, you must learn to use the computer and analyze your data. If you write a theoretical research project, larger amounts of time and effort go into thinking abstractly and writing about your ideas.

The topic for a research project can be anything that interests you in the field, an extension of another's work, or a spin-off from a CFTC Research Project. We encourage students to do the last two for several reasons. First, a research project that builds on the work of others generally makes a more significant contribution to the field. Second, you are more likely to develop collegial relationships with others and avoid the isolation many students experience at this point in the program. Third, faculty are more knowledgeable on these topics and consequently can be more helpful to you. Finally, there is a greater chance of part of your work receiving additional funding.

Steps In the Research Project Process

1. Selecting Your Research Project Chairperson and Advisory Committee

The process of selecting a Research Project Chairperson is a collaborative process between you, the student, and the faculty. Until a Chair is chosen, you should consult with your advisor about your ideas about a research project. The decision of who your Chair will be is based on faculty availability, research topic, research methodology, and student preference. Your chairperson may play many diverse roles. Some of these roles are obvious to you while others may be less apparent, but no less important. Examples include helping to select members of your advisory committee, directing your project research and serving as a role model who facilitates your development as a professional. The selection of a chairperson should be made as soon as possible. Your chair must be one of the MFT faculty members.

Once a chairperson is chosen, two additional faculty members are added to complete your advisory committee. You should be sure you have the support of your chair before you choose your committee members. Your advisory committee members play a number of roles. They serve as important information sources, approve your project proposal and approve of your completed project after you have successfully defended your research in an oral examination.

2. Proposing Your Project

You work with your chair to develop a project proposal that includes background information about the topic, a clear research project question, and your proposed methodology. Once this proposal is complete, it is reviewed by the other members of your committee and a meeting is set up to discuss any questions, concerns, or ideas for improvement.

3. HPRB approval

PLU requires research projects to go through the HPRB process to ensure that the research meets current human participant standards. Your chair will work with you on completing the application for approval. Data gathering cannot begin until approval is received.

4. Research Project Paper

The final outcome of a research project is a publishable paper. When your chair is satisfied with the paper, it is then sent to the committee for review and a meeting is set up with the committee to once discuss questions, concerns, or ideas for improvement. You will work with your chair on responding to the committee's ideas. Ultimately, the chair will sign off on final completion.

Research Project Completion Requirements

The final meeting with the committee must be completed at least 2 weeks prior to the end of the final semester. Research Projects must be completed no later than the last day of the final semester.

AMERICAN ASSOCIATION OF MARRIAGE AND FAMILY THERAPY (AAMFT)

As indicated in the student/program agreement, we require you to join AAMFT, the nationally recognized professional organization and credentialing body for MFT. Student membership entitles you to the *Family Therapy Magazine* and the *Journal of Marital and Family Therapy*. Once you have been granted this status you are assured that AAMFT cannot change the criteria you must fulfill to become a Clinical Fellow. In addition, you automatically become a member of the Washington Association for Marriage and Family Therapy.

The AAMFT Code of Ethics is binding on all members and we encourage you to become familiar with this code (visit aamft.org). Our program prepares you academically and clinically to ultimately be credentialed as a Clinical Fellow of AAMFT. Although there is no law requiring you to become a Clinical Fellow of AAMFT to practice MFT, we believe you have a professional responsibility to work towards that goal. Clinical Fellows have met stringent academic and practice requirements and, thus, indicate to clients and other professionals that they are qualified to practice MFT.

ADDITIONAL POLICIES, RESOURCES, AND PRACTICES

Advising

You are assigned an advisor at the beginning of the program. Plan to meet with your advisor at least one time per semester. Advising is intended to assist you in the following areas: Progress in program, revise program plans, discuss/review unique circumstances that impact the academic program, provide guidance to students seeking assistance in navigating professional relationships with other faculty and/or students, discuss career development choices and opportunities, and/or discuss doing a research project.

Affinity Groups

In order to provide opportunities for peer support through student affinity groups. Affinity groups, as we are defining them, are made up of people who share a social identity or social location, and who are typically underrepresented in dominant discourses. These groups provide an opportunity for peer support. If you are interested in attending, please contact the faculty advisor listed below to find out more about the group. In general faculty advisors will not attend the affinity groups but will help coordinate space reservations, guest speakers including alumni visitors, possible event- specific, cross-cultural dialogues with allies, and any other needs that may arise.

We recognize you may identify with more than one affinity group or that you may not identify with any of these groups. Please contact the faculty if you feel another affinity group may need to be formed.

International and Cross-Cultural Affinity Group

- Members: those who identify with a non-USA nationality; may or may not be an international student.
- Issues for support: challenges with legal status, visas, visiting home country or countries, second language and accent barriers, portrayal of home country in US news/media, marginalization/racism, understanding and being understood in a US context, working cross-culturally with clients.
- Group advisor: Elisabeth

Students of Color Affinity Group

- Members: those who identify as a person of color, biracial, non-White, not all White.
- Issues for support: experiences of marginalization, micro-aggressions, racism, institutionalize oppression, historical oppression, or underrepresentation, working with clients from the dominant culture.
- Group advisor: Lindsey

Religious and Spiritual Affinity Group

- Members: those who identify with a particular religious tradition/community or a spiritual/religious worldview.
- Issues for support: shared worldview, non-dominant perspectives, conflicts in values and beliefs, working with clients who hold a religious worldview.
- Group advisor: David

LGBTQ Affinity Group

- Members: those who identify as a sexual minority or part of the LGBTQ community.
- Issues for support: experiences of marginalization, oppressive societal messages of heteronormativity and homophobia, internalized homophobia, working with clients with questions, prejudice, etc.
- Group advisor: Elisabeth

Anti-Discrimination Policy and Diversity Statement

The MFT Program abides by the University's Non-Discrimination Policy, as found in the current PLU Catalog. The program embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. We aim to honor and value diverse ways of learning, knowing, and experiencing. We also hope to create a forum where dialogues can take place that foster individual as well as collective self-awareness and growth. In keeping with our commitment to these values, We ask that everyone partner in a shared responsibility to build inclusion, equity, and respect of diversity. This can only happen if we continue to reflect on how our cultural backgrounds and diverse life experiences influence

our work with clients. Thus, while we each bring unique perspectives to our professional work, we expect that as family therapy professionals, we will strive toward competency in meeting our clients' diverse needs and respecting all people.

Academic Integrity

Academic integrity is honesty concerning all aspects of academic performance. PLU's expectation is that students will not cheat or plagiarize, and that they will not condone these behaviors or assist others who cheat or plagiarize. PLU has an Academic Integrity Policy that you can find at: <http://www.plu.edu/academics/integ.html>. Please review this policy.

Academic Assistance

PLU offers various forms of academic assistance. The full list with complete descriptions can be found in the Student Catalog. Some key services are:

Academic Assistance Center (<http://www.plu.edu/aac>): The Academic Assistance Center provides students with trained, certified peer tutors and a comfortable environment where learning, risk taking, and discovery can occur. Registered PLU students use the free services of the center to develop effective study strategies and to supplement or reinforce their classroom experience.

Counseling Center (www.plu.edu/counseling): The Counseling Center provides a wide-range of confidential counseling and emotional support services. Licensed and experienced mental health professionals provide assessment, referral, and short-term counseling services for registered students who are attending classes on campus. All services are confidential and offered at no cost.

Disability Support Services (www.plu.edu/dss): The university complies with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 in providing reasonable accommodations to PLU students with documented disabilities on file at PLU. Students with disabilities have access to and receive the benefit of any program or activity operated by PLU. The university has zero tolerance for discrimination on basis of a disability. Reasonable accommodation will be provided by Disability Support Services at no cost to the student on a case-by-case basis following review of recommendations made

Diversity Center (www.plu.edu/dcenter and www.plu.edu/diverse): Pacific Lutheran University is committed to the mission of providing a diverse and inclusive education for all students. Graduates of PLU are people capable of living effective lives in an expanding, diverse world. Multiculturalism, outside of the classroom, is experienced through social and educational programming from a variety of sources. The Diversity Center is staffed by an Associate Director and Diversity Advocates. Diversity Advocates are diverse PLU students working together to bring social justice awareness to our campus and surrounding communities.

Information and Technology Services (www.plu.edu/its and www.plu.edu/libr): Information & Technology Services (I&TS) provides library and computing services for the campus. Include help desk, library services. PLU maintains a rich electronic library of journals relevant to MFT.

Student Services Center (www.plu.edu/~ssvc)

The Student Services Center, located in Hauge Administration Building, Room 102, offers a variety of services for students, families and the PLU community. Questions or requests for registration assistance, copies of unofficial/official transcripts, verification of enrollment, deferments, financial aid, account financing, billing statements, and veteran's assistance are some of the services offered. One student services counselor, located in the Student Services Center, works with all marriage and family therapy students. This individual ensures that the student experience regarding financial aid, registration, and billing is clear and easy to navigate.

Writing Center (www.plu.edu/~writing): The Writing Center provides a place for students to meet with trained student consultants to discuss their academic, creative, and professional writing. Student staff members help writers generate topics, develop focus, organize material, and clarify ideas.

Accommodations

Students with medically recognized and documented disabilities and who are in need of special accommodation have an obligation to notify the University of their needs. Students in need of accommodation should contact the Office of Disability Support Services (x7206). If you need course adaptations or accommodations because of a disability, if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Attendance

It is the faculty's expectation that students will attend all class sessions for each course enrolled. Learning that occurs in class cannot be replicated or made up due to the nature of interactive discussions and classroom experiences. Students are therefore expected to prioritize attendance to every class session.

If any portion of a class* is to be missed for any reason, students must demonstrate professionalism by contacting the instructor directly, prior to the class. In addition, the following policies apply to attendance:

1. Coming to class late or leaving early will result in a lower participation grade.
2. Students may miss up to one class per semester without penalty to their grade. It is the student's responsibility to proactively handle this situation by effectively communicating with the course instructor and other colleagues regarding what was missed.
3. Missing a second class will result in the loss of 5% of your final course grade, unless the

- one missed class is due to a serious emergency or illness.
4. Missing a third class will result (except in rare situations) in failing the course.

Due to the nature of a clinical training program, not passing a course may have greater implication in progressing through students' plan of study. Though emergencies and special circumstances may arise, it does not absolve students from the course expectations detailed in the syllabus. The program acknowledges that the responsibility is on the student to proactively communicate with the course instructor and their advisor with concerns due to attendance, grade, and program progression.

*Summer and J-term classes: due to the nature of these shorter terms, class attendance will be counted by hours missed instead of classes missed.

Communication Among Faculty

The faculty accomplish the mission and the educational outcomes of the program in collaboration with each other and emphasize the importance of working as a unified team. Be aware that faculty share with each other information gathered in individual meetings with students so that we can work effectively as a team for your benefit.

Program Retention, Remediation, and Dismissal Policy

The MFT program is committed to retaining its students and working collaboratively when the need for remediation arises. We facilitate retention consistent with the program mission and the anti-discrimination policy, as well as through academic advising, student support services, and active feedback.

At times it becomes necessary to address deficiencies in student competence. Possible reasons for concern include:

1. Failing to abide by expectations found in the student/program agreement
2. Failure to follow policies and procedures including paperwork responsibilities
3. Marginal skills in several areas of competency document
4. Students consistently fail to work cooperatively and professionally with faculty, supervisors, and fellow students.
5. When students' own personal issues have a negative effect on their ability to effectively conduct therapy.

When possible, informal procedures are used (e.g., feedback from faculty member or supervisor). When informal procedures are unsuccessful or inappropriate for the situation, the following procedure will be used to address deficiencies in student performance. When a deficiency is identified, a meeting will be scheduled to discuss the specific goals and strategies that need to be implemented to help the student develop in specific areas. However, if these efforts fail or the deficiency is acute (see grounds for dismissal), the MFT faculty will decide how to best approach the student (via supervisor, as an entire faculty, etc.) to address the

concerns. Whatever the approach, the meeting with the student will result in a contract that identifies the responsibilities of the student to resolve the deficiency and decide on a time schedule for accomplishing the specified tasks. This contract will be finalized in writing with a copy given to the student, a copy for the student's file, and a copy for all members of the faculty. This contract will include agreed upon actions and consequences for not following the contract.

Grounds for Immediate Dismissal from the Program

The following are grounds for dismissal from the MFT Program:

1. Not following your supervisor's directives on cases involving any legal or ethical entanglements, including potentially suicidal or homicidal clients, or cases with duty to warn or mandatory reporting issues.
2. Failure to inform your practicum site OR university supervisor when you have cases which meet the above criteria.
3. Violation of the AAMFT Code of Ethics, Washington State Law, or the Policies and Procedures of your practica site.
4. Students may be temporarily suspended from the program at the discretion of the MFT faculty for any action that does not meet the program standards. For the student to be reinstated, he/she must meet with the MFT faculty and develop a plan for reinstatement.

Resolution of Difficulties (Complaints and Grievances)

The MFT Program is dedicated to making your educational and practicum experience one of mutual respect and collaboration. If, at any time, you are unhappy with classes, supervision, internship site, or any other aspect of the program, it is important that we address the problem proactively with respect for everyone's perspective, in order to find a resolution. It is the philosophy of the program to direct students in such circumstances to first go to the individuals involved. If you find this difficult to do, please turn to your advisor for coaching about how to address the issues. If your advisor is involved, other faculty members can provide you with consultation. If after talking with the individuals involved you still feel there is no resolution, the program director will help facilitate a conversation with all parties involved and/or seek some other appropriate means of resolution. If no resolution is found, you should contact the Dean of the Division of Social Sciences. If still no resolution is found, the final step is to turn to the University grievance process. The Grievance policy and procedures can be found in the university catalog (pp. 224-227): <http://www.plu.edu/registrar/documents-forms/Catalogs/2010-11-Catalog/Catalog%202010%20Final%20Low%20Res%203.pdf>.

In addition, the faculty members have established procedures and guidelines in order to be respectful and fair to all students. If you have a concern about unfair or privileged treatment of another student, please bring this to the attention of the faculty. It is important to remember that faculty cannot always provide information about another student's situation due to laws and policies (e.g., University Policies, Family Educational Rights and Privacy Act [FERPA], Disability laws, etc.) that protect students' privacy, and which may be the reason for certain treatment.

Student Recruitment Policy

PLU's MFT program uses a recruitment strategy that is consistent with the university and program mission, and the anti-discrimination policy. We seek to enroll a diverse student body of individuals who desire to become MFT professionals.

Personal Therapy

While students are not required to engage in their own therapy, there are many benefits to experiencing personal therapy as part of your growth and development as a therapist. Personal therapy provides students with an opportunity to better understand the position of the client and continue their own growth fueled by participation in a graduate clinical training program. We have a list of local therapists who are willing to see students at reduced rates that will be provided for you.

Portability

Licensure: PLU's MFT program is a 49 semester credit hour degree that meets the academic requirements for Washington State Licensed Marriage and Family Therapists (LMFT). The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Each state maintains its own laws related to the regulation of MFTs. Students interested in being licensed in states other than Washington are responsible for looking at the academic and clinical requirements for licensure in those states at https://www.aamft.org/iMIS15/AAMFT/Content/directories/MFT_licensing_boards.aspx

Technology Requirements, Use, and Training

At the present time the program does not require students to purchase specific forms of technology for use in the program. We recognize, however, that many students use technology as part of their educational experience. Due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill child), and need to be on standby for a possible cell phone call, please let me know and set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please contact me on the first day of class about this. Additionally, if you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. Computer laptop Internet surfing and/or chatting is prohibited during class.

The program uses a variety of technology platforms in order to improve students success. Training for technology use is provided in class, student orientation, clinic orientation, clinic meetings, and in supervision.

Graduation Policy

Students must complete the form on the following page to be approved for graduation:

Graduation Checklist
Pacific Lutheran University
Marriage and Family Therapy

Checkout Form for Graduating Students

*All MFT graduating students **MUST** complete this form and turn into the program director in order to be cleared for graduation. Please attend to each task and obtain a signature from the person in the middle column. Once all signatures are obtained, please turn the form into the program director.
This form needs to be completed by: August or December.*

Task	With Who	Signature
Required Coursework Completed	Program Director	
Hours completed, turned in, and verified by Director of Clinical Training.	Director of Clinical Training	
Final Competency Document Received	Director of Clinical Training	
Shelves cleared in CFTC workroom (Also shred client data that does not need to be filed, take home personal paperwork)	Clinic Director	
ALL videos erased (including but not limited to DVDs, encrypted thumb drives, encrypted computers, etc.)	Clinic Director	
Review any open files. Are all the necessary signatures on documents (i.e. case notes, contact sheet, closing document)?	Clinic Director	
All files are closed in the clinic	Clinic Director	
Internship site check out completed	Internship Site Supervisor	
Keys returned to the concierge	University Concierge Desk Staff	
Attend Exit Interview	Faculty	

Student's information Post Graduation:

NAME:

ADDRESS:

PHONE:

EMAIL (Non-PLU):

Office Use Only:	Cleared for Graduation? ___ Yes ___ No
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STUDENT ACCOMPLISHMENTS

MINORITY FELLOWSHIP AWARD OF THE AMERICAN ASSOCIATION OF MARRIAGE AND FAMILY (AAMFT)

Since 1986, the Foundation of AAMFT has annually awarded fellowships to three minority students in graduate studies in marriage and family therapy. This competitive award is given to students who show promise and commitment to the field. The purpose of this competitive award is to support the recruitment, training, and retention of minorities in the field.

Award Recipients

2012 Tina Phousouvanh
2007 Roy Fisher
2005 Katrina Robinson
2004 Christina Holland
2003 Christopher Stevens
1996 Wellington (Duke) White

MASTER THESIS AWARD OF THE AMERICAN ASSOCIATION OF MARRIAGE AND FAMILY (AAMFT)

This competitive award is given to one or two students whose research contributes to the understanding of process and outcome of marriage and family therapy and the training of its practitioners.

Award Recipients

2008 Jennifer Davis

WASHINGTON ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY STUDENT AWARD

Faculty of Couple and Family Therapy programs throughout the state of Washington nominate a current student member who demonstrated academic and clinical excellence while offering unique contributions to their learning community. An awards committee chooses one student to receive the award

Award Recipients

2015 Sunita Benning-Cho
2012 Ileri Villagomez-Morales
2009 Colleen Quitslund
2008 Amanda Montgomery

2007 William Woehl
2004 Christina Holland

WASHINGTON ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY STUDENT SCHOLARSHIPS

Students in MFT programs throughout the state submit applications for the student scholarship. Typically 3-4 are given each year based on the student's academic performance, school involvement, community involvement, and involvement with WAMFT.

Award Recipients

2015 Christina Ake and Nadya Kosanovskaya,
2014 Jessica Infante-Castro
2013 Shiva Sabet Sarvestany and Alanah Dillard
2012 Chelsea Kramer
2011 Ileri Villagomez-Morales and Joella Long
2010 Azka Sheikh
2009 Suzanne Burgoyne

THE GRADUATE ACHIEVEMENT AWARD

Until 2007, each year one student from each graduate program at PLU is selected by faculty with the input from their colleagues for the Graduate Achievement Award. The Graduate Studies Achievement Awards are given annually to students in each of the university's four areas of graduate study on the basis of exemplary academic performance, collegial relationships that stimulate the learning and dedication of others, and special contributions to profession or community.

Award Recipients

2006 Stephanie McWethy
2005 Suzanne Annest
2004 Christopher Stevens
2003 Kendralyn Junius-Roberts
2002 Phyllis Williams
2001 Paula Olson

GRADUATION SPEAKERS

2005 Suzanne Annest
2000 Timothy Holmes

RESEARCH PROJECTS

Spencer Youngberg (2015). The effects of different types of co-therapy teams on couples satisfaction ratings

STUDENT AUTHORED PAPERS

Esmiol, E. & Partridge, R. (2014). Using the feedback reflection exercise to enhance self-awareness. In (R.A. Bean, S.D. Davis & M.P. Davey, Eds.) *Exercises and activities for clinical supervision: Cultivating self-awareness and competence*. Wiley, New York: NY.

Patterson, G. E., Ward, D. B., & Brown, T. B. (2013). Relationship Scripts: How Young Women Develop and Maintain Same-Sex Romantic Relationships. *Journal of GLBT Family Studies*, 9, 179-201. doi: 10.1080/1550428X.2013.765263

Davis, J., Ward, D. B., & Storm, C. (2010). The unsilencing of military wives: Wartime deployment experiences and citizen responsibility. *Journal of Marital and Family Therapy*. Advance online publication. doi: 10.1111/j.1752-0606.2009.00154.x

Brown-Filkowski, M., Storm, C., York, C., & Brandon, A. (2001). How to handle gender in marriage and family therapy curricula. *Journal of Marital and Family Therapy*, 27 (1), 117-123.

Holland, C. (2004). Book review of Boyd-Franklin, N, Franklin, A.J. with Toussaint P., (2000). *Boys Into Men: Raising Our African American Teenage Sons*. New York: Penguin Group. *Journal of Systemic Therapies*, 23 (1).

Lyman, B.J., Storm, C., & York, C. (1995). Rethinking assumptions about trainee's life experience. *Journal of Marital and Family Therapy*, 21 (2), 193-203.

McDowell, T. & York, C. (1992). Family progression model of alcoholism. *Journal of Strategic & Systemic Therapies*, 11 (4), 19-26.

Prest, L. & Storm, C. (1988). The co-dependent relationships of compulsive eaters and drinkers: Drawing parallels. *American Journal of Family Therapy*, 143-154.

Wilk, D. & Storm, C. (1991). Structural marital therapy: Assessment of pas de deux families. *American Journal of Family Therapy*, 19 (3), 257-265.

STUDENT & FACULTY PRESENTATIONS

Drouhard Stilley, G. & Wilson, E. E. (2015). Feminist informed EFT: How insecure attachment can be seen as a way of coping with systemic oppression. AFTA, Vancouver, WA.

- O'Farrell, F. & Esmiol, E. (2013). Military Families' Experience of Grief and Facebook. AAMFT, Portland, OR.
- McDowell, T., Dashiell, J., Holland, C., Ingoglia, L., Serizawa, T., Stevens, C. (2004). Breaking the mold: multiracial awareness in family therapy. AAMFT, Atlanta, GA.
- McDowell, T., Sullivan, E., Fergusson, K., Loiseau, M., Arnold, V. & Hatten, A. (1996). The use of marriage and family therapy training programs to provide Head Start mental health consultation. National Head Start Association Conference, New Orleans, LA.
- Sullivan, E., McDowell, T., & York, C. (1996). The families' voice: Hearing low income families' needs. AAMFT, Toronto, Canada.
- McDowell, T., Sullivan, E., Fergusson, K., & Loiseau, M. (1996). Working together for families: PLU's marriage and family therapy head start training partnership project. National Head Start Association Conference, Washington, D.C.
- McDowell, T., Fergusson, K., & Sullivan, E. (1996). Pacific Lutheran University's systemic classroom observational tool. National Head Start Association Conference, New Orleans, LA.
- Anderson, J., Dale, M., Taylor, C., Wichmann, L., York, C., & Storm, C. (1988). Expanding the functional family therapy model. AAMFT, New Orleans, LA.
- Hoffman, R., Rodenburg, C., York, C., & Story, C. (1987). The single-parent research project: Distinguishing between problematic and nonproblematic families. AAMFT, Chicago, IL.
- Lyman, B., Storm, C., & York, C. (1991). Older is not wiser: Trainees' life experience and therapeutic effectiveness. AAMFT, Dallas, TX.
- Prest, L., & Storm, C. (1986). A comparative study of compulsive eaters and compulsive drinkers: The marital relationship. AAMFT, Orlando, FL.
- Togenrud, J. & Storm, C. (1987). One person family therapy: Can you be a true family therapist and see individuals? AAMFT, Chicago, IL.

THESES

- Fiona O'Farrell (2012). Military families' experience of grief and Facebook: A phenomenological study.
- Genell Patterson (2010). Relationship scripts: How young lesbian women develop and maintain same-sex romantic relationships.

- Colleen Quitslund (2009). Attachment styles and materialism: How they influence each other and impact relationship satisfaction and commitment.
- Davis, J. (2007). Voices of the military: Military wives' experiences of a wartime deployment and civilians' influences upon that experience.
- Stewart, G. (2001). A review of research of African-American students in higher education: Implications for MFT programs.
- Blundo, P. (1996). The inclusion of non-residential fathers in therapy: A qualitative study.
- Sullivan, E. (1996). The families' voice: Hearing low income families' needs.
- Brown, M. (1995). The effect of two methods of gender education on MFT trainee's practice, program experience and personal life.
- Flores, G. (1995). Client evaluation of therapy correlated with model used and training practice experience.
- Popa, M. (1994). Couples solutions to domestic violence: A qualitative study.
- Reep, K. (1994). Families of children with fetal alcohol syndrome/fetal alcohol effects: Experiences with service providers.
- Berglund, M.E. (1993). Successful conjoint therapy with abusive partner relationships: A qualitative study.
- Hagan, S. (1993). The creation of motivation and understanding the influence of gender in the treatment of abusive partnerships: A qualitative study.
- Lyman, B. (1991). Trainee's life experiences correlated with clients' ratings of effectiveness.
- Karch, E. (1990). Non-custodial mothers' relationships with her children from whom she is living apart: A study of the impact on remarital cohesion.
- Emerson, V. (1989). Engaging single-parent families in family therapy: A test of Hoffman's initial engagement stage adaptation of functional family therapy.
- Johnson, L. (1989). Launching the child: An integration of the lifecycle model and the functional family therapy model.

- Baxter, S. (1988). Stepfathers' relationships with their non custodial children: A study of the impact on stepfamily cohesion.
- Hanna, C. (1988). Clinical and non-clinical stepfather couple correlations with Stern's disciplining patterns and Pumroy's Maryland Parental Attitude Scale.
- Hassebroek, D. (1988). Structural marital therapy: Guidelines for assessment.
- Taylor, C. (1988). A study of the impact of client and therapist gender and functional family therapy assessment.
- Wichmann, L. (1988). Integrating family lifecycle theory with the functional family therapy model. An exploratory study.
- Anderson, J. (1987). Interpersonal functional tendencies and family structure: An exploratory study.
- Gifford, L. (1987). A study of the patterns of father visitation and family structural types in single parent households.
- Harrington, C. (1987). Post divorce support: A comparison of integrational perceptions in relation to single-parent functionality.
- Hoffman, R. (1987). The needs and resources of functional and dysfunctional single-parent mothers.
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