

Master of Science Marriage & Family Therapy Program Handbook



EDGEWOOD COLLEGE

Edgewood College has been continuously accredited since March 28, 1958, by the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

[HLC Confirmation Link](#)

The Marriage and Family Therapy Masters Program is an accredited training program approved by the International Accreditation Commission for Systemic Therapy Education.

[IACSTE Confirmation Link](#)

All MFT program courses have been specifically developed to meet the external accreditation requirements of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Our program has met the eligibility criteria for COAMFTE accreditation and is moving toward full accreditation.

[COAMFTE Accreditation Process Link](#)

DISCLAIMER: The provisions of this handbook do not constitute a contract, expressed or implied, between Edgewood College or the Marriage & Family Therapy Graduate Program and any applicant, student's family, or faculty or staff member. Edgewood College and the Marriage & Family Therapy graduate program reserve the right to change the policies, procedures, rules, regulations and information in this handbook at any time. Changes will become effective at the time the proper authorities so determine, and the changes will apply to both prospective students and those already enrolled. The handbook is a general information publication only and is not intended to nor does it contain all college regulations relating to student and faculty.

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The purpose of this program handbook is to supplement Edgewood College’s catalog (see relevant links throughout) as well as to clarify program specific information and policies.

Program Highlights

With its roots in the [Mission and Identity of Edgewood College](#), the master’s degree program in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.

- Learn within a community of colleagues in our cohort-based program. Enrollment is limited to allow for small class size and individual attention.
- Learn real-world skills from experienced faculty. All MFT faculty have extensive clinical experience in their subject area and maintain active clinical work in addition to their teaching.
- Learn clinical training within a 12-month internship. Internship includes supervision and provides an opportunity for students to work with a variety of individuals, couples and families. [The Family Center](#) is Edgewood College's MFT training location, a supervised venue for meeting required clinical hours while offering low-cost supportive therapy for individuals, couples and families from the community.
- Qualify to apply for licensure in Wisconsin with this MS MFT degree at Edgewood College. [Learn more about the requirements and process to receive a license as a Marriage and Family Therapist in Wisconsin.](#)

Portability of Degree

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as an MFT in that state.

If planning to apply for licensure outside of Wisconsin, [find State/Provincial information here](#). See additional regulatory alignment information below.

Student Acknowledgement Policy

Students are provided the following information on regulatory alignment and required to sign an acknowledgement form located within their admissions packet. See the next page for the content of this online form.

8/2/23, 11:15 AM MFT Student Acknowledgement Form
 All Forms > MFT Student Acknowledgement Form

MFT Student Acknowledgement Form

Record: Registrant Name or Email Address:

Regulatory Alignment
Student Signed Acknowledgement

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as a MFT in that state.

Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the [link to each state's licensure resources: MFT State/Provincial Resources \(AMHP-Forp\)](#)

The coursework for Edgewood College's Marriage and Family Therapy graduate program was designed to meet MFT licensure requirements in the state of Wisconsin. You may read more about the state requirements for MFT licensure in Wisconsin by clicking this link: [DPS Professions - MFT \(dps.wis.gov\)](#)

If you have questions about the program's alignment with professional licensure you may contact the Associate Dean and Program Director: Deb Pidscock at dpidsco@edgewood.edu

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

I acknowledge

First Name: Middle Name: Last Name:

Type your name to electronically sign this form.

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as an MFT in that state.

Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to each state's licensure resources: [MFT State/Provincial Resources](http://AAMFT.org) (AAMFT.org)

The coursework for Edgewood College's Marriage and Family Therapy graduate program was designed to meet MFT licensure requirements in the state of Wisconsin. You may read more about the state requirements for MFT licensure in Wisconsin by clicking this link: [DSPS Professions – MFT](http://dsps.wi.gov) (dsps.wi.gov)

If you have questions about the program's alignment with professional licensure contact the Associate Dean and Program Director: Deb Polacek at dpolacek@edgewood.edu.

Program Composition

All program faculty members and clinical supervisors are screened to ensure they are academically, professionally, and experientially qualified. They must have expertise in their area(s) of teaching and/or supervisory responsibility and knowledge of their instructional modality or method of MFT relational/systemic supervision. Currently, 100% of our program leadership and core faculty members are qualified to provide MFT relational/systemic supervision.

MFT Core Faculty, Administrative Staff, Instructors and Supervisors

Core Faculty and Administrators	
Deb Polacek, LMFT Associate Dean and Program Director AAMFT Approved Supervisor	Sam Egelhoff, MS MFT Clinical Director of The Family Center AAMFT Supervisor Candidate
Julia Smith, LMFT Lecturer and Program Advisor AAMFT Approved Supervisor	Julie Jensen, MS MFT Operations Manager of The Family Center AAMFT Supervisor Candidate
Core Faculty (Annually-contracted lecturers and supervisors)	
Becky Hiller, LMFT Lecturer AAMFT Supervisor Candidate	Rosa Morrow, LMFT Lecturer MFT Relational/Systemic Supervisor
Mike Thalasinis, LMFT Lecturer AAMFT Approved Supervisor	Anne Toter, LMFT Lecturer AAMFT Approved Supervisor

Non-Core Faculty (Adjuncts and supervisors)	
Melinda Bailey, PhD Adjunct Instructor MFT Relational/Systemic Supervisor	CJ Webster, LMFT Adjunct Instructor AAMFT Approved Supervisor
Erika Blain, LMFT Adjunct Instructor	Myra McNair, LMFT Adjunct Instructor
Brandy George-Copeland, LMFT Adjunct Instructor	Nancy Gomez, LMFT Adjunct Instructor
Becky Ketarkus, RN Adjunct Instructor	Cerissa Wills, LMFT Adjunct Instructor
Elizabeth Disch, LPC Adjunct Instructor	Elissa Stults, LMFT Adjunct Instructor

MFT Diversity Composition

STUDENTS (Admissions data):	TOTAL
Black or African American	2
Hispanic or Latinx	1
Asian or Pacific Islander	2
Native American or Alaska Native	3
White or Caucasian	46
TOTAL	54

FACULTY/SUPERVISORS (HR data):	TOTAL
Black or African American	2
Hispanic or Latinx	1
Asian or Pacific Islander	0
Native American or Alaska Native	0
White or Caucasian	15
TOTAL	18

Program Information

Educational Framework

Our outcome-based educational framework has a systemic focus and aligns with developmental competencies in the following areas: (1) knowledge of the profession, (2) practice of therapy, (3) human diversity and social structure, (4) professional ethics, law and identity, and (5) research and evidence-based practice.

Program Mission

With its roots in the [Mission and Identity of Edgewood College](#), the master's degree program in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.

Program Goals and Student Learning Outcomes

Program Goal #1:	Student Learning Outcomes (SLOs)
The program will educate students on foundational MFT theoretical knowledge.	SLO #1 Student will demonstrate an understanding of systemic theories and MFT models.
Program Goal #2:	
The program will provide opportunity for supervised relational practice hours and the development of clinical skills.	SLO #2 Student will demonstrate competence in systemic and relational clinical skills within a practice setting.
Program Goal #3:	
The program will foster an environment that supports human dignity, respect for diversity, and dedication to inclusive service across communities.	SLO #3 Student will exhibit awareness of the importance of human dignity and inclusivity as well as the impact of social structure.
Program Goal #4:	
The program will inform and support understanding of relevant legal standards of practice, ethical codes, professionalism, and models of ethical decision-making.	SLO #4 Student will demonstrate understanding of ethical decision-making and the use of relevant legal and professional resources.
Program Goal #5:	
The program will promote the use of MFT-related research as well as the principles of evidence-based interventions and practice.	SLO #5 Student will demonstrate skills as critical consumers of MFT-related research as well as an understanding of the principles of evidence-based practice.

Graduate Achievement Data

Graduate Achievement Data for Edgewood College Marriage and Family Therapy Master's Program Accredited: In Process (COAMFTE) Advertised Program Length: 2 years (FT), personalized timeline (PT)								
Cohort Year Students Entered Program	# of Students in Program		Graduation Rate in Advertised Time (%) *		Job Placement Rate (%) **		Licensure Rate (%) ***	
	FT	PT	FT	PT	FT	PT	FT	PT
2020 - 2021	19	2	100%	100%	95%	100%	95%	100%
2021-2022	28	1	100%	100%	93%	100%	93%	100%
2022-2023	31	4	IP	IP	IP	IP	IP	IP
2023-2024	25	1	IP	IP	IP	IP	IP	IP

FT=Full-time, PT=Part-time, IP=In Process: Students from the cohort listed have yet to graduate from the cohort year listed.

- * Graduation Rate is the program's Advertised Length of Completion which is how long the program is designed to complete as written.
- ** Job Placement Rate is the percentage of graduates from the cohort year that are employed using MFT skills.
- *** Licensure rate is the percentage of graduates from the cohort year that have achieved ANY level of MFT licensure.

Accreditation Status

All MFT program courses have been specifically developed to meet the external accreditation requirements of the [Commission on Accreditation for Marriage and Family Therapy Education \(COAMFTE\)](#). After accumulating and reviewing relevant data, Edgewood College will be eligible to apply to COAMFTE during the 2022-2023 academic year. For information on the accreditation process, click below:

[COAMFTE Accreditation Process Link](#)

Edgewood College has been continuously accredited since March 28, 1958, by the Higher Learning Commission (HLC).

[HLC Confirmation Link](#)

The Marriage and Family Therapy Masters Program is an accredited training program approved by the International Accreditation Commission for Systemic Therapy Education.

[IACSTE Confirmation Link](#)

Degree Completion

Degree Requirements

To receive the Master of Science degree in Marriage and Family Therapy, students must have:

- Earned 48 credits in prescribed MFT courses listed below
- Maintained a 3.00 grade point average in those courses
- Completed a minimum of 500 clinical contact hours (includes 300 direct contact hours of which 100 hours must be relational), plus a minimum of 100 hours of supervision prior to graduation. Supervision must include a minimum of 50 hours of supervision utilizing observable data (audio/video recordings or live).

Direct Clinical Contact Hours are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session.

Therapy team members who engage the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

Relational Hours is a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems.

- Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.)
- Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours.

(source COAMFTE Accreditation Standards Version 12.5)

Required Courses

- MFT 600 - Foundations of Systemic Practice
- MFT 605 - MFT Theories & Models
- MFT 610 - Clinical Treatment: Families/Groups
- MFT 620 - Diverse/Multicultural Communities
- MFT 625 - Clinical Treatment: Couples
- MFT 630 - Mental Health Diagnosis & Treatment
- MFT 635 - Systemic/Relational Assessment
- MFT 700 - Research & Evaluation
- MFT 725 - Relational Practicum
- MFT 735 - Lifespan Development
- MFT 740 - Clinical Treatment: Child/Adolescent
- MFT 745 - Contemporary Issues & Collaboration
- MFT 750 - Clinical Internship I
- MFT 760 - Clinical Internship II
- MFT 770 - Clinical Internship III
- MFT 780 - Clinical Internship IV, optional, if needed to finish clinical hours
- MFT 800 - Ethics, Law & Social Responsibility

[Course catalog descriptions can be found here](#). An Independent Study option may be arranged with the Program Director when needed.

Degree Completion Timeline

Two-Year Schedule (full-time)

- Fall Year 1 - MFT 600, MFT 605, MFT 620, MFT 630
- Spring Year 1 - MFT 610, MFT 625, MFT 635, MFT 725
- Summer Year 1 - MFT 750, MFT 800, Internship
- Fall Year 2 - MFT 735, MFT 740, MFT 760, Internship
- Spring Year 2 - MFT 700, MFT 745, MFT 770, Internship

Part-time schedules are personalized to the requesting student; therefore, a part-time schedule with an agreed upon completion timeline must be discussed, coordinated, and approved by the Program Director.

Academic Calendar

The MFT program follows Edgewood College's [academic calendar found here](#).

Tuition, Fees, and Refunds

Tuition

Graduate tuition for the 2023-24 year is \$1092 per credit (effective Summer 2023).

Financial Aid

Graduate students are eligible for financial aid in the form of Federal Stafford Loans. Learn more about Stafford Loans, including eligibility requirements and application instructions. ([Graduate Student Financial Aid](#))

Our admissions and financial aid counselors have worked with thousands of students who have questioned how they could afford to complete their graduate education. Counselors will use their experience to suggest creative solutions for financing your education. We work with students and organizations to manage tuition reimbursement plans, extend tuition discounts to various corporate partners in the region, offer third party billing and monthly payment plans, and work with veterans to maximize their available aid.

Scholarships

Two small scholarships are available to students to help offset Program fees and books. They are awarded based on financial need and merit. Students are eligible to apply during their 2nd semester in the program.

- Sara Thompson and Sandra Hammer Scholarship - An award created posthumously in honor of two MFT graduates. The Thompson family established this scholarship in honor of Sara, an MFT alumna who died shortly after graduation in 1999. Later, the Hammer family added to the endowment in honor of Sandra, after her untimely death. This award is dependent upon interest earnings; therefore, the amount of this award varies.
- Peter & Ree Hale Fabian Scholarship - An award created by our MFT Program founder, Dr. Peter Fabian and his wife, Rev. Aurelia Hale. This was awarded for the first time Spring 2017. The amount of this award varies.

Guidelines for Submission:

Students must attend to the following requirements:

1. Complete a FAFSA form with the Edgewood Financial Aid Office (reflecting financial need). This is not to be submitted to Program Director; Financial Aid Office verifies with Program Director that student qualifies.
2. Submit to Program Director, one letter of recommendation from a professional reference, such as a professor, employer, or work colleague familiar with your work (reflecting merit).
3. Submit to Program Director a personal essay: "What this scholarship would mean to me," in 250 to 750 words, typed and double-spaced.

Submit letter and essay to the Program Director (dpolacek@edgewood.edu) by February 15th.

A committee of Edgewood MFT faculty and staff will review the submission. The scholarship recipients for the upcoming academic year will be announced the beginning of April and the funds will be disbursed during the subsequent Fall and Spring semesters.

Fees

Item	Estimated cost
Caregiver background check (Wisconsin Department of Justice)	\$10
AAMFT student membership (required in MFT 800, includes liability insurance)	\$99
Wisconsin training license fee (application process is supported during MFT 770)	\$75
AMFTRB exam DSPS contract fee (post-graduation, National Exam fee \$365)	\$15
Miscellaneous course fees may be required dependent on course instructor	\$varies

Refunds

Our program abides by Edgewood College’s [Drop Policy which can be found within the academic policies here](#).

Program Policies

Our program both follows and builds upon the published information within Edgewood College’s current catalog for [institutional policies](#) and [academic policies](#). Many of these policies are highlighted below.

Diversity & Inclusion Policy

Our program continues to strive for a diverse student body as well as diverse faculty/staff, instructors, supervisors, and invited guest speakers (see our current [MFT Diversity Composition](#) earlier in this handbook).

Our program emphasizes the value and significance of human dignity and sees diversity as inclusive of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation and national origin.

Our program promotes and continues to work toward an inclusive and diverse learning environment prioritizing the respectful exchange of diverse views and opinions. We recognize, value, and strive to model the inclusion of diverse voices and perspectives with both program and institutional support for acknowledging, respecting and honoring differences.

As a program of Edgewood College, we have institutional support in many of these areas as listed below:

- [Equal Employment Opportunity, Affirmative Action, and Non-Discrimination](#)
- [Sinsinawa Dominican heritage](#)
- [Professional development resources](#)

Non-Discrimination Policy

Our program does not tolerate discrimination on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation or national origin within any of our program activities or policies relating to students, faculty/staff, instructors, and supervisors.

As a program of Edgewood College, we find support in the institutional [Non-Discrimination policies and statements](#).

Code of Conduct

As a program of Edgewood College, we align with the published Code of Conduct identified for graduate students within the [Student Handbook](#).

Our program also emphasizes the [AAMFT Code of Ethics](#) as well as [Wisconsin Administrative Code relevant to professional conduct](#) throughout the curriculum.

Student Recruitment

Students are recruited through marketing strategies collaborated on with Edgewood College's Marketing and Admissions departments.

Student Admission

Applicants (except non-degree seeking) must meet all of the [requirements for regular admission status](#) to the MFT graduate program.

Deadlines

The Marriage and Family Therapy Program begins the fall (August) of each academic year. It is a highly-competitive cohort-based graduate program with admissions opening September 1st for the next year's Fall cohort. Applicants are strongly advised to apply early as applications are reviewed and spots are filled throughout the year.

Transfer Credits

You may submit up to 15 semester hours of graduate credit for consideration of transfer to Edgewood College for application to a degree program. Approval of the respective department is required. To be considered for application to a degree program, a course must have been taken within the past five years. For more information about transfer credits, please contact your admissions counselor.

New Student Orientation

An Orientation Day for new students is held in August.

Background Check Required

After acceptance into the program, each student is required to complete a [caregiver background check](#) through the Department of Justice (DOJ) website and provide a scanned copy of the results to the Program Administrator preferably before attending your first course, yet no later than the end of the student's first semester of courses. If a

background check is not received by this deadline, further participation in the program may be limited.

Student Retention

Our program works with students to support them around life events and other unexpected roadblocks to their degree. Contact the Program Director for assistance.

Starting, Delaying, or Pausing

- If an admitted student begins the program but is unable to finish, a 7-year maximum window exists for completion (from acceptance date to program completion). See [Time Limit for Degree Completion within the Course Catalog](#).
- If an applicant accepts and is unable to begin the program on the official start date, they can delay their start date for up to one year. After one year, a student must reapply to the program ([Re-entry Admission information](#)).

Grading and Assessment

Our program is guided by Edgewood College’s grading practices for graduate level work.

Grading System

A	4.0 grade points/credit hour
AB	3.5 grade points/credit hour
B	3.0 grade points/credit hour
BC	2.5 grade points/credit hour
C	2.0 grade points/credit hour
CD	1.5 grade points/credit hour
D	1.0 grade points/credit hour

F	0.0 grade points/credit hour
F*	Failure in Pass/Fail Course
P	Pass in Pass/Fail Course (equivalent to D or better)
I	Incomplete (a temporary grade; must be changed to a letter grade)
NR	Not reported by instructor

Grading Schema

Our program uses the following grading schema which specifically aligns with graduate programs housed within our School. Note there is no rounding up to the next grade.

Score	Grade
95% and above	A
90%-94%	AB
85% - 89%	B
80% - 84%	BC
75% - 79%	C
70% - 74%	D
Below 70%	F

Assessment Guidelines

Our assessment measures evaluate student learning in the areas of (1) knowledge of the profession, (2) practice of therapy, (3) human diversity and social structure, (4) professional ethics, law and identity, and (5) research and evidence-based practice. The program educates, provides opportunity for practice, fosters learning environments, and informs and promotes understanding. These areas of learning are reflected throughout our program courses presented as exams, presentations, and skill-focused observations, among other relevant activities. [Student learning outcomes](#) are evaluated twice during internship year with the final clinical internship evaluation form containing the five separate measures. See [Clinical Internship Information](#) later in this handbook to review this process.

Technology Requirements

Students must have access to a personal computer or laptop to meet most classroom and coursework expectations. If a student does not have access to a personal laptop or computer, they may use a computer within the Edgewood College [library](#) or rent a device from the Technology Assistance Center located on campus.

Coursework Technology

Students will need to understand the use of email, Blackboard, Cisco WebEx, and Microsoft applications. Resources for assistance include the Oscar Rennebohm Library which lists various services and other places to get help on their [Services webpage](#).

Internship and Supervision Technology

Students must have access to a personal computer or laptop, as well as, a confidential space to conduct virtual therapy or participate in virtual supervision. If a student does not have personal technology or a confidential meeting space, their internship site must provide access to technology and a space to confidentially see clients and conduct supervision. Internship sites must also ensure that they are using HIPAA compliant technology, including but not limited to electronic medical records, electronic communication, billing systems, and virtual meeting spaces.

Complaints and Grievances

Program Procedure

Students who have a concern are strongly encouraged to first discuss their concern(s) directly with the faculty member with whom there is an issue. If the concern is related to a clinical placement site, it should be brought directly and immediately to the Program Director. If the student and faculty member are unable to resolve their differences, the student may reach out to connect and meet with the Program Director for resolution. If the issue is with the Program Director, direct the matter to the Dean of the School of Nursing for resolution.

A violation of student rights warrants a formal complaint filed with both the program and the institution through the procedures listed in the next section.

College Policies and Procedures

Filing a Student Complaint

Edgewood College's [Student Complaints Process](#) can be found here.

Reporting Student Concerns

Edgewood College's Dean of Students Office oversees areas of student concerns to include (1) Concerning or troublesome behavior, (2) Student conduct, (3) Sexual violence, and (4) Bias incident. More information along with [specific forms for reporting can be found here](#).

Feedback Opportunities

Course Evaluations

At the end of each course it is requested that all students at Edgewood College evaluate their course experience. This anonymous and confidential evaluation process provides opportunity for student feedback to the College and to their faculty. Summary information becomes available to faculty after the close of the course (after grading). This provides our program the opportunity to review, self-reflect, improve, and continue to grow.

Program Surveys

Anonymous and confidential opportunities for students, faculty including instructors, staff, and supervisors to provide feedback on areas of program leadership, overall program satisfaction to include internship, and individual role satisfaction. Common surveys such as exit, internship, and post-graduation are sent out annually. Other surveys are created and dispersed throughout the program timeline with an emphasis on current areas of need as they arise.

Graduation

Graduation and Commencement

Edgewood College posts degrees three times each year, on December 20, May 25, and August 25; these are the dates on which a student will formally graduate from the College.

Edgewood College holds two commencement ceremonies per year, one in May and one in December. Anticipated Spring graduates are eligible to participate in the May commencement ceremony; anticipated Winter graduates are eligible to participate in the December commencement ceremony. August degree candidates are invited to participate in either the May or December ceremony during the year in which they graduate. Students may contact the Registrar's Office with questions regarding eligibility.

Our program encourages participation in Edgewood College Commencement. Information is continuously updated for the next event [here](#). Video of past ceremonies as well as resources for degree candidates can also be found at that link.

MFT Hooding Ceremony

Participation is also encouraged in this long-standing tradition of the MFT program as it provides an opportunity to recognize your achievement as a cohort. Members of MFT faculty, staff, and supervisors are present to personally congratulate you. More information about the Hooding Ceremony is provided closer to commencement.

Remediation and Dismissal

Coursework Remediation

Our program follows Edgewood College’s guideline for placing a graduate student on probation as follows:

A registered graduate student whose cumulative GPA in graduate courses falls below 3.00 is placed on probation. Graduate students have nine (9) additional credits in which to raise their cumulative GPA above a 3.00 before facing dismissal. While on probation, a student who takes an “Incomplete” in any course may not register for the following semester. Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses). Graduate students on probation are advised to meet with their advisor for information about academic support services and are also encouraged to utilize campus resources for improving their academic performance.

Clinical Experience Remediation

Admission into the MFT graduate program does not imply a right to admission into the clinical experience. If the student has not adequately passed the first-year courses, has not demonstrated sufficient MFT developmental progress, or has not represented themselves professionally per our indicated codes of conduct, the student will be denied admission to the clinical experience.

If the student is already admitted into clinical placement yet is not exhibiting sufficient developmental progress or is not representing themselves professionally, the supervisors in coordination and collaboration with the Program Director may determine an appropriate plan of action to present to the student. Options may include, yet are not limited to, temporary or permanent (dependent on concern) withdrawal from the clinical experience, or reassignment to our program training center for increased oversight, training, and resources.

Failure to complete the clinical experience precludes completion of the degree.

Dismissal

Our program abides by the administrative withdrawal and graduate student dismissal policies of Edgewood College.

Administrative Withdrawal

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

- Disruptive behavior in the classroom that interferes with the learning of other students.
- Lack of course prerequisite(s).
- Lack of instructor or departmental approval for a course.
- Academic dishonesty.

Once registered, the student retains responsibility and financial liability for all registered courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

Dismissal for Graduate Students

A graduate student on probation will be dismissed if their cumulative GPA remains below 3.0 after completing nine (9) additional graduate credits. Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses). Any student (regardless of classification) may be dismissed for academic dishonesty or violating conditions of Edgewood College's [Student Handbook](#).

Authenticity of Student Work

Our program abides by Edgewood College's [Academic Honesty Policy](#) which is dedicated to healthy intellectual development of students with shared responsibility between students and faculty to maintain high standards of honesty and integrity in student work.

Technical Training

Our program annually offers specialized and varied training opportunities for our students, faculty, and staff which may include the following:

Edgewood College Free Opportunities

- Faculty Development (faculty)
- Technology Tutorials (students, faculty, and supervisors)

Discounted Cost Opportunities

- The Gottman Institute [Professional Training](#) (students, faculty, and supervisors)
- SMART Recovery [Professional Facilitator Training](#) (students, faculty, and supervisors)
- Prepare/Enrich [Facilitator Training](#) (students, faculty, and supervisors)

Wisconsin Free Opportunities

- [Mandated Reporter Training](#)
- [Wisconsin SBIRT Training](#) (Screening, Brief Intervention, and Referral to Treatment)

Clinical Internship Information

The following information is discussed in detail within MFT 725 Relational Practicum.

Timeline

1st year students:

Due by 12/15 – Background Check (if not previously submitted)

Spring Semester – Pass course MFT 725 (must pass to start internship)

During first week in March – Schedule a meeting with Program Director to discuss any concerns and potential supplemental sites to be invited to Internship Fair

March/April Internship Fair date TBD

Transition to internship year:

Summer Semester – Internship begins first week

Summer Semester – AAMFT Membership due (MFT 800)

2nd year students:

Due by 10/31 – Hours breakdown emailed to Program director, Clinical Director, & supervisor

Due by 12/15 – Fall Clinical Internship Evaluation, completed & discussed with supervisor

Due by 2/15 – Hours breakdown emailed to Program Director, Clinical Director, & supervisor


April – License application process in MFT 770

Due by 5/1 – Spring Clinical Internship Evaluation, completed & discussed with supervisor

5/25/2023 – with all program and clinical requirements met, degree posting date (order degree-bearing transcript through Edgewood/Parchment, request order be held for degree posting).

Guidelines

Internship Guidelines



**Master of Science
Marriage & Family Therapy
2023-2024 Clinical Internship**

General Information & Guidelines

The master's degree program in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.

Academic Requirements & Steps to Internship
 Students should have completed one year of classroom training that included systemic theories, MFT models, clinical treatment: families/groups, diverse/multicultural communities, clinical treatment: couples, mental health diagnosis & treatment, systemic/relational assessment, with trauma and telehealth included.

- Submit to the program by the end of the 1st semester a Caregiver Background Check (DOJ)
 - Complete to move into Relational Practicum course (MFT 725)
- Pass the "Intake Role Play" video assignment (MFT 725) – Reviewed & determined before Spring Break
 - Complete to move to next step – Consideration of potential site placement begins (without guaranteed authorization until next two steps are complete).
- Pass the "Letter of Readiness" assignment along with the Relational Practicum course (MFT 725)
- Pass all 1st year courses with a grade of no less than a "B" (3.0)
 - Complete steps 3 & 4 to receive official authorization to begin Internship on 5/15/2023.

During your clinical internship year, you will continue to learn about ethics, law and social responsibility, clinical treatment: child/adolescent, advanced lifespan development, local contemporary issues & collaboration, as well as empirical research reviews. During this year you will also be supported by small group supervision within a Clinical Internship course series* promoting systemic practice, case conceptualization, and professionalism.

Clinical Requirements & Expectations
 As MFT clinical interns, you are required to obtain 300 direct client hours (of which 100 must be relational), plus 200 ancillary hours, and 100 hours of supervision during this year-long commitment. You must agree to make yourselves available (average full-time internship = 20 hours/week) and work diligently to meet these clinical hours requirements. Part-time internship must be discussed, approved, and arranged with the Program Director.

*The Clinical Internship series of courses (MFT 750, 760, & 770) are required during your internship year. This series of courses provides group supervision (3-8 interns plus a supervisor). 50 hours of group supervision can be counted toward your supervision requirement. The remaining supervision for your total required 100 hours must be individual supervision (50 hours, defined as 1-2 interns plus a supervisor).

Page 1 of 2

Internship Guidelines

Primary and Supplemental Site Placement
 The initial primary clinical site will be The Family Center. A secondary supplemental site can be added during the internship year, once approved by Program and Clinical Director. All clinical sites must agree to support the attainment of clinical hours including the required relational hours unless a prearranged exception is in place.

Supplemental Site Requirements: Prescreened by MFT Program for systemic supervision and an affiliation agreement with MFT Program/Edgewood College created, signed, and in place.


MFT Educational Framework Used for Evaluation
 Our outcome-based educational framework has a systemic focus and aligns with the five developmental competencies, program goals, and student learning outcomes listed below. Supervisors will evaluate the intern's level of competency in the Fall (due 12/15/2023) and in the Spring (due 4/15/2024).

Developmental Competencies	Program Goal and Student Learning Outcome
Knowledge of the profession	The program will educate students on foundational MFT theoretical knowledge. Student will demonstrate an understanding of systemic theories and MFT models.
Practice of therapy	The program will provide opportunity for supervised relational practice hours and the development of clinical skills. Student will demonstrate competence in systemic and relational clinical skills within a practice setting.
Human diversity and social structure	The program will foster an environment that supports human dignity, respect for diversity, and dedication to inclusive service across communities. Student will exhibit awareness of the importance of human dignity and inclusivity as well as the impact of social structure.
Professional ethics, law and identity	The program will inform and support understanding of relevant legal standards of practice, ethical codes, professionalism, and models of ethical decision-making. Student will demonstrate understanding of ethical decision-making and the use of relevant legal and professional resources.
Research and evidence-based practice	The program will promote the use of MFT-related research as well as the principles of evidence-based interventions and practice. Student will demonstrate skills as critical consumers of MFT-related research as well as an understanding of the principles of evidence-based practice.

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Authorization Form

Internship Authorization



**Master of Science
Marriage & Family Therapy
2023-2024 Clinical Internship**

Official Authorization Form

The master's degree program in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.

Requirements Met
 You have successfully completed one year of classroom training that included systemic theories, MFT models, clinical treatment: families/groups, diverse/multicultural communities, clinical treatment: couples, mental health diagnosis & treatment, systemic/relational assessment, with trauma and telehealth included.

During your clinical internship year, you will continue to learn about ethics, law and social responsibility, clinical treatment: child/adolescent, advanced lifespan development, local contemporary issues & collaboration, as well as empirical research reviews. During this year you will also be supported by small group supervision within a Clinical Internship course series promoting systemic practice, case conceptualization, and professionalism.

Expectations for Internship
 As an MFT clinical intern, you are required to obtain 300 direct client hours (of which 100 must be relational), plus 200 ancillary hours, and 100 hours of supervision during a year-long commitment. You must agree to make yourself available (average full-time internship = 20 hours/week) and work diligently with your site supervisor to meet these clinical requirements. Part-time internship must be preapproved with the Program Director.

_____ has met the requirements to begin internship with the intention of applying and expanding their current knowledge through systemic supervised practice at **The Family Center (primary site placement)**. A secondary supplemental site may be authorized in the future unless marked here.

A secondary supplemental site has been authorized _____
 Student intern agrees to continue meeting requirements at The Family Center as determined by program.

By signing below, the intern agrees to the expectations for internship as listed above.

Student Signature _____ Date _____
 MFT Program Authorization _____ Date _____

Hours Summary Page

[For clarification of clinical hours see degree requirement earlier in this handbook.](#)



Master of Science
Marriage & Family Therapy
2023-2024 Clinical Internship

FINAL Hours Summary Page

Welcome to internship! Use this file to keep track of your clinical hours. Each month is totaled separately. Monthly review your log with your supervisor and have them initial and date that page.

Program Clinical Hours Requirement:

Individual CLIENT CONTACT HOURS	Relational CLIENT CONTACT HOURS	Individual SUPERVISION HOURS	Group SUPERVISION HOURS	Ancillary HOURS
200 (or more)	100 (or more)	50 (or more)	50 (or more)	200 (or more)
300+ Total Client Contact Hours		100+ Supervision Hours		200+ Ancillary Hours

Intern Total Hours (each month is totaled separately, add all months, and enter totals below for FINAL):

Individual CLIENT CONTACT HOURS	Relational CLIENT CONTACT HOURS	Individual SUPERVISION HOURS	Group SUPERVISION HOURS	Ancillary HOURS

All signatures below attest to the completion of these hours (SUBMIT THIS PAGE ONLY prior to 5/10/24):

Intern _____ PRINTED NAME/SIGNATURE/DATE

Supervisor _____ PRINTED NAME/SIGNATURE/DATE

Director, TFC _____ PRINTED NAME/SIGNATURE/DATE

Internship Evaluation

Cover sheet required



Master of Science
Marriage & Family Therapy
2023-2024 Clinical Internship

Fall & Spring Evaluation Form

The master's degree program in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.

Our students have completed one year of classroom training that included systemic theories, MFT models, clinical treatment: families/groups, diverse/multicultural communities, clinical treatment: couples, mental health diagnosis & treatment, systemic/relational assessment and trauma.

During their clinical internship year, they will continue to learn about ethics, law and social responsibility, clinical treatment: child/adolescent, advanced lifespan development, local contemporary issues & collaboration, as well as empirical research reviews. During this year they will also be supported by small group supervision within a clinical internship course series promoting systemic practice, case conceptualization, and professionalism.

As MFT clinical interns, they are required to obtain 300 direct client hours (of which 100 must be relational), plus 200 ancillary hours, and 100 hours of supervision during this year. They each have agreed to make themselves available (average full-time internship = 20 hours/week) and work diligently to meet these requirements at their chosen and/or assigned clinical site. Part-time internships must be approved and prearranged with the Program Director.

Each clinical site has agreed to complete this evaluation (Fall & Spring) and support the attainment of these clinical hours including the required relational hours unless a preapproved exception is listed below.

_____ (name of student/clinical intern) has met the requirements to continue in internship with the purpose of applying and expanding their current knowledge through systemic supervised practice at _____ (primary/secondary location).

Preapproved exception: _____

DUE DATES – FALL 12/15/2023 & SPRING 4/15/2024

DISCUSS, SIGN & DATE BELOW Page 2 of 6

MFT Educational Framework

Our outcome-based educational framework has a systemic focus and aligns with the five developmental competencies, program goals, and student learning outcomes listed below. Supervisors will evaluate the intern's current level of competency.

Developmental Competencies	Program Goal and Student Learning Outcome	Competency	Competency
		FALL	SPRING
Knowledge of the profession	The program will educate students on foundational MFT theoretical knowledge. Student will demonstrate an understanding of systemic theories and MFT models.	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student needs additional resources <input type="checkbox"/> Student needs more clinical practice	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student needs additional resources <input type="checkbox"/> Student needs more clinical practice
		REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to continue internship <input type="checkbox"/> Student is observed as competent to continue internship	REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to finish internship <input type="checkbox"/> Student is observed as competent to obtain a training license
	List any comments and/or specific plans for growth & improvement for this intern within this category:		

Student Name & Signature _____ Date _____

Supervisor Name & Signature _____ Date _____

MFT Program Handbook

DISCUSS, SIGN & DATE BELOW Page 3 of 6

Developmental Competencies	Program Goal and Student Learning Outcome	Competency FALL	Competency SPRING
Practice of therapy	The program will provide opportunity for supervised relational practice hours and the development of clinical skills. Student will demonstrate competence in systemic and relational clinical skills within a practice setting.	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student requires additional resources <input type="checkbox"/> Student needs more clinical practice	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student requires additional resources <input type="checkbox"/> Student needs more clinical practice
		REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to continue internship <input type="checkbox"/> Student is observed as competent to continue internship	REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to finish internship <input type="checkbox"/> Student is observed as competent to obtain a training license
	List any comments and/or specific plans for growth & improvement for this intern within this category:		

Student Name & Signature _____ Date _____

Supervisor Name & Signature _____ Date _____

DISCUSS, SIGN & DATE BELOW Page 4 of 6

Developmental Competencies	Program Goal and Student Learning Outcome	Competency FALL	Competency SPRING
Human diversity and social structure	The program will foster an environment that supports human dignity, respect for diversity, and dedication to inclusive service across communities. Student will exhibit awareness of the importance of human dignity and inclusivity as well as the impact of social structure.	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student requires additional resources <input type="checkbox"/> Student needs more clinical practice	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student requires additional resources <input type="checkbox"/> Student needs more clinical practice
		REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to continue internship <input type="checkbox"/> Student is observed as competent to continue internship	REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to finish internship <input type="checkbox"/> Student is observed as competent to obtain a training license
	List any comments and/or specific plans for growth & improvement for this intern within this category:		

Student Name & Signature _____ Date _____

Supervisor Name & Signature _____ Date _____

DISCUSS, SIGN & DATE BELOW Page 5 of 6

Developmental Competencies	Program Goal and Student Learning Outcome	Competency FALL	Competency SPRING
Professional ethics, law and identity	The program will inform and support understanding of relevant legal standards of practice, ethical codes, professionalism, and models of ethical decision-making. Student will demonstrate understanding of ethical decision-making and the use of relevant legal and professional resources.	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student requires additional resources <input type="checkbox"/> Student needs more clinical practice	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student requires additional resources <input type="checkbox"/> Student needs more clinical practice
		REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to continue internship <input type="checkbox"/> Student is observed as competent to continue internship	REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to finish internship <input type="checkbox"/> Student is observed as competent to obtain a training license
	List any comments and/or specific plans for growth & improvement for this intern within this category:		

Student Name & Signature _____ Date _____

Supervisor Name & Signature _____ Date _____

DISCUSS, SIGN & DATE BELOW Page 6 of 6

Developmental Competencies	Program Goal and Student Learning Outcome	Competency FALL	Competency SPRING
Research and evidence-based practice	The program will promote the use of MFT-related research as well as the principles of evidence-based interventions and practice. Student will demonstrate skills as critical consumers of MFT-related research as well as an understanding of the principles of evidence-based practice.	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student requires additional resources <input type="checkbox"/> Student needs more clinical practice	CHECK AS NEEDED <input type="checkbox"/> Student needs to review course materials <input type="checkbox"/> Student requires additional resources <input type="checkbox"/> Student needs more clinical practice
		REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to continue internship <input type="checkbox"/> Student is observed as competent to continue internship	REQUIRED <input type="checkbox"/> Student is <u>not</u> observed as ready to finish internship <input type="checkbox"/> Student is observed as competent to obtain a training license
	List any comments and/or specific plans for growth & improvement for this intern within this category:		

Student Name & Signature _____ Date _____

Supervisor Name & Signature _____ Date _____

DUE DATES – FALL 12/15/2023 & SPRING 4/15/2024
Complete all 6 pages, include clinical hours total page, then email by PDF to dpolcek@edgewood.edu