



M.S. Marriage & Family Therapy Program

Practice Based Learning for Systems-Based Practice

Oregon Institute of Technology

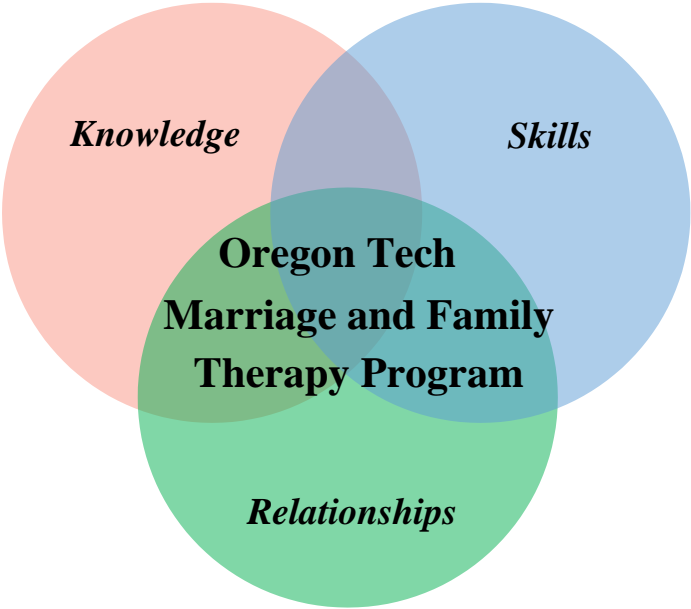


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Program Director's Welcome

Welcome to the Oregon Tech M.S. Marriage & Family Therapy (MFT) program!

I am excited to have you join the program. You were admitted to the MFT program due to your qualifications and specifically, among others, your willingness to be open and honest, your ethical compass, and integrity.

Over the next several years in the program, you will be challenged and pushed out of your comfort zone. However, you will also be supported and encouraged by faculty and peers. The goal – in every course requirement and student expectation – is that you leave the MFT program fully equipped to provide *high quality, ethical* behavioral health care to those with whom you work. I look forward to facilitating your growth, development, and professionalization into the field of marriage and family therapy!

This handbook will serve as a helpful tool for you for the remainder of your time at Oregon Tech. It provides an overview of the program, identifies policies and procedures, and will likely provide answers to many of your questions. Save this handbook for your records, and review it regularly.

Go Owls!

Sincerely,

Dr. Kevin C. Garrett, LMFT

Program Director & Clinical Director
M.S. Marriage & Family Therapy Program
Department of Humanities & Social Sciences
Oregon Institute of Technology



Marriage and Family Therapy

Master of Science

Degree

Master of Science (M.S.) in Marriage and Family Therapy (MFT): A comprehensive 90-credit, 2.75-year program, the MFT program is offered on Oregon Tech's Klamath Falls campus. Courses are offered in the evening, on weekends, and in blended formats that are partly face-to-face and online. Students can also complete the program via distance means (i.e., via Zoom) and/or the part-time, 4.75-year track.

Oregon Technology Mission Statement

Oregon Institute of Technology, an Oregon public university, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

MFT program Mission Statement

The M.S. Marriage and Family Therapy program (hereafter "MFT program") at Oregon Tech prepares graduates to become skilled Marriage and Family Therapists with multicultural competence, expertise in rural mental health care, Medical Family Therapy, and substance use disorder treatment.

In strong collaboration with local child and family service organizations, health care and mental health care providers, the MFT program supports and strengthens mental health care and child and family services in rural southern Oregon.

Program Goals

1. Teach foundational knowledge related to human development, basic counseling skills, MFT theories and interventions, assessment and diagnosing, cultural humility, rural mental health care, and research.
2. Train trauma-informed and culturally competent marriage and family therapists.
3. Teach the integration of mental health and addiction and recovery in the etiology and treatment of co-occurring disorders.
4. Train marriage and family therapists in Integrated Behavioral Healthcare and Medical Family Therapy practices.
5. Increase awareness of issues of diversity, inclusion and social justice for the delivery of culturally-responsive and culturally-sensitive family therapy.
6. Promote the importance of ethical principles while upholding ethical standards that are consistent with the AAMFT Code of Ethics and the ACA Code of Ethics.

Program Student Learning Outcomes (PSLOs)

Theoretical Knowledge

Competency: Apply principles and constructs of various human development and systems theories to marriage and family practice.

Clinical Knowledge

Competency: Apply family therapy skills and techniques to assess, structure and direct therapy, help clients to find solutions, identify strengths, and stay engaged in the therapeutic process.

Professional Identity and Ethics

Competency: Develop professional identity consistent with professional attitudes and behaviors outlined in the AAMFT Code of Ethics and applicable laws and regulations, with particular attention to cultural competence

Cultural Competency

Competency: Demonstrate knowledge about systemically and culturally contextualized experiences of members of socio-cultural majority and minority groups, integrating that knowledge into ethical practice as marriage and family therapists.

Research

Competency: Analyze research, and translate research findings for improvement of family therapy services using statistics and program evaluation methods.

Interpersonal Effectiveness

Competency: Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Assessment of PSLOs

Course	Theoretical Knowledge	Clinical Knowledge	Professional Identity & Ethics	Cultural Competency	Research	Interpersonal Effectiveness
Couples Therapy	F/P					
Theory of Change	C					
Practicum		P			P	P
Ethics			F			
Culture				F		F
Rural Considerations in SUDs Treatment & Prevention				F/P		
Research Methods					F	
Self of Therapist						C
Lifespan Development					F/P	
MFT Capstone	C	C	C			C

F = Foundation (Introduction/Core); P = Practice (Application); C = Capstone (Synthesis)

PSLO Targets & Measures

PSLOs	Minimal Acceptable Performance	Assessment*
One: Theoretical Knowledge	80% achieve a grade of A or B, or passing score	Succinct Theory of Change Paper
	80% achieve a grade of A or B, or passing score	Healthy Couple Interview Assignment
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
	80% achieve rating of “meets expectations” or above on all items	Applicable Items on BSED
Two: Clinical Knowledge	80% achieve a grade of A or B, or passing score	Clinical Knowledge Development Paper
	80% achieve a grade of A or B, or passing score	Clinical Competence Evaluation
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
	80% achieve rating of “meets expectations” or above on all items	Applicable Items on BSED
Three: Professional Identity & Ethics	80% achieve a grade of A or B, or passing score	Professional Identity Statement
	80% achieve a grade of A or B, or passing score	Multiple Relationships in Rural Communities Assignment
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
	80% achieve rating of “meets expectations” or above on all items	Applicable Items on BSED
Four: Cultural Competency	80% achieve a grade of A or B, or passing score	Cultural Roots Paper
	80% achieve a grade of A or B, or passing score	Rural Mental Health Care Paper
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
	80% achieve rating of “meets expectations” or above on all items	Applicable Items on BSED
Five: Research	80% achieve a grade of A or B, or passing score	Literature Review Assignment
	80% achieve a grade of A or B, or passing score	Clinical Competence Evaluation Literature Review
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
	80% achieve rating of “meets expectations” or above 80% achieve a grade of A or B, or passing score on all items	Applicable Items on BSED
Six: Interpersonal Effectiveness	80% achieve rating of “meets expectations” or above on all items	Applicable Items on BSED
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item

NOTE: Assessments may change.

Faculty Roles & Governance of the Program

Program Management & Core Faculty

Kevin C. Garrett, Ph.D., LMFT

Program Director & Clinical Director/Coordinator

E-mail: kevin.garrett@oit.edu

Office phone: 1-541-885-1010

Role of Core MFT Faculty & Adjunct Instructors

According to the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Standards (2016), “Faculty in MFT educational programs share the following characteristics:

- Faculty members share a commitment to being knowledgeable and are competent to work with a broad spectrum of students and develop an inclusive teaching/learning environment.
- The **core faculty** (*identifiable faculty members with primary instructional responsibility of the MFT curriculum*) demonstrate competence as MFTs and identify professionally primarily as MFTs. This identity includes adopting the AAMFT Code of Ethics as a guide for professional conduct, and may additionally include, for example, utilizing the PMFTPs, membership in relationally-focused organizations, relational licenses/certifications and/or demonstrating relational identities in their work and/or other environments.
- Core Faculty members possess the appropriate educational, clinical, and supervisory credentials congruent with the mission of the program and as defined in the subsequent standards.
- Core faculty members contribute to the profession through various ways: scholarship, research, teaching, supervision, practice, and/or service.
- Programs utilize additional faculty whose training and/or expertise is appropriate for courses/material taught and who demonstrate understanding of the relational orientation of the profession, as needed. Additional faculty members teach effectively and support the program’s mission, goals, and outcomes” (p. 7).

Climate of the Program: Diversity, Inclusion, & Social Justice

Oregon Tech Non-Discrimination Policy

Oregon Tech does not discriminate on the basis of race, color, ethnicity, national origin, gender, disability, age, religion, marital status, sexual orientation or gender identity in its programs and activities. The following individuals are designated to handle inquiries and complaints regarding this non-discrimination policy: Civil Rights Officer, Title IX Coordinator (sex-based and gender-based discrimination) (541) 885-1108; email: oithr@oit.edu.

AAMFT Code of Ethics and Non-Discrimination

AAMFT (2015) Code of Ethics Principle 1.1, Non-Discrimination:

Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

COAMFTE Standards Version 12.5 Inclusivity Policies

COAMFTE (2020) Standards Version 12.5 Eligibility Criterion D: Diversity & Inclusivity Policies:

COAMFTE acknowledges the importance of programs recognizing human dignity and defines diversity as being 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.

- *The program strives for a diverse student body and faculty including instructors, supervisors, other relevant educators and professional staff.*
- *The program documents its diversity and inclusion policies.*
- *The program publishes material regarding the diversity composition of its' students, faculty, and supervisors, unless doing so would be prohibited by law.*
- *The program does not discriminate 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 in any of its activities or policies relating to students, faculty, including instructors, supervisors, other relevant educators and professional staff (pp. 9-10).*

Diversity, Inclusion, & Social Justice

The Oregon Tech MFT program fully embraces the non-discrimination policy set by Oregon Tech, the AAMFT code of ethics, and COAMFTE (2020) Standards Version 12.5, as outlined above. In order to be culturally-responsive and ethical marriage and family therapists, it is essential for mental health work to intersect with diversity and social justice work. Therefore, MFT Faculty strive for the following:

- An atmosphere that teaches and encourages the practice of cultural humility.
- An understanding that cultural humility, diversity, inclusion, and social justice work requires intentional ongoing self-of-the-therapist work both in and outside of the classroom.
- An expectation that differing worldviews will be respected and valued. This includes peer relationships, student/faculty relationships, student therapist/supervisor relationships, and student therapist/client relationships.
- An understanding that quality mental health care cannot be provided without the inclusion of culture, social justice work, and advocacy.

- An expectation that MFT students engage in additional supervision when they feel uncomfortable working with a client system/population that holds different intersecting cultural identities.

The Oregon Tech MFT program provides students with foundational coursework in cultural sensitivity, cultural humility, cultural competencies, and social justice as it pertains to providing culturally responsive mental health care. It is expected that MFT Students be willing to engage in this work in order to be competent clinicians. If students are unable to engage in this process, a meeting between the student and MFT Faculty will take place to outline a remediation plan.

Person of the Therapist Training Approach

The training philosophy that guides the MFT program is *Person of the Therapist Training*, also known as *Self of the Therapist*.

"The basic premise of person of the therapist training is that therapy is a personal encounter within a professional frame. Although theory and technique are essential to the professional practice of therapy, the process is affected wholly through the relationship between therapist and client." – Harry Aponte

From this *Person of the Therapist* perspective, clinical training focuses on the effective use of the therapist's self in the therapeutic relationship through:

- Increased knowledge of self, identifying our own personal issues, their histories and how they manifest themselves in our work with clients
- Gaining more ready access to our own emotions, memories and associations in the present moment in the therapeutic process
- Achieving a greater mastery of self, with all our assets and woundedness, that allows for a more active, conscious and purposeful use of self in our relationships with clients, and in the implementation of our technical tools in assessing and intervening with clients (harryjaponte.com)

The MFT curriculum at Oregon Tech is designed to provide you with the learning opportunities you need to develop the knowledge and skills sets for effective work as a Marriage and Family Therapist. The program will introduce you to the core concepts that are the foundation of MFT, and will teach you how to develop effective relationships using evidenced based approaches with clients. Throughout the program your development will be well informed by multiple perspectives on socio-cultural diversity.

Program Emphases

Integrated Behavioral Health and Medical Family Therapy

Medical health and mental health often influence one another. These not only affect the patient, but the patient's partner and family system as well. The MFT program has embedded Integrated Behavioral Healthcare and Medical Family Therapy courses into the curriculum to help graduates develop the knowledge and skills required to become indispensable leaders in medical family therapy, who often work in medical settings and work closely and collaboratively with medical personnel.

Advanced Specialty Training

Substance Use, Addiction, and Recovery

Mental health and addiction frequently co-exist. The MFT program has integrated addiction courses into the curriculum to graduate competent trauma-informed, systemic clinicians with a strong foundation in addiction and recovery. Graduates of the program will have completed the educational hour requirements to become a CADC III in the state of Oregon. Additional clinical hours are required for credentialing. International students who are not completing the full 2.75-year program may be able to complete the coursework to become a CADC I in Oregon.

Rural Mental Health Care

Mental health care needs in rural areas, like southern Oregon, provide unique challenges that require unique approaches. MFT students develop the expertise and skills required to excel as rural mental health care providers.

Other Program Characteristics

Cohort Model

The MFT program works with a cohort model of student engagement. Full-time students start the program together in the fall term and remain together throughout the lockstep curriculum of the 2.75-year program.

Student-Centered

Cohorts are inherently designed to focus on the needs of the graduate student because the environment is a shared learning experience. In other words, each member of the cohort is seen as the teacher and learner, actively participates in discussions and learning activities, and encouraged to support everyone's contributions to the group.

Builds Strong Bonds

Over the course of a full-time track, or 2.75-year graduate program, cohorts spend a considerable amount of time together in small participatory group discussions. Given this, students can develop deep friendships and family-like bonds with other members of the group because of the intense and in-depth conversations the cohort has shared with each other.

Professional Network

The professional relationships cohorts build can result in a network, which extends beyond the classroom, and can significantly help students' career development and professional advancement.

Program Accreditation

The Oregon Tech MFT program has a comprehensive curriculum, approved by the Oregon Board of Licensed Professional Counselors and Therapists. Graduates will meet curriculum requirements for licensing as Licensed Marriage and Family Therapists in the state of Oregon.

The MFT program curriculum is designed to meet COAMFTE requirements. The MFT program plans to seek accreditation within the next several years.

The certification of alcohol and drug counselors in the state of Oregon is overseen by the Mental Health and Addiction Certification Board of Oregon (MHACBO). Graduates of the MFT program at Oregon Tech will meet the educational requirements for credentialing as:

- Certified Alcohol and Drug Counselors III (CADC III)
 - Additional clinical hours are still required for credentialing after graduation from the MFT program.
 - **NOTE:** International students who are not completing the full 2.75-year program may be able to complete the coursework to become a CADC I in Oregon.

Career Opportunities in the Field of MFT

The U.S. Labor Department projects that **the demand for MFTs will increase, 23 percent from 2016 to 2026**, much faster than the average for all occupations. Growth is expected due to the increasing use of integrated care.

MFTs are trained in both psychotherapy and in family systems, which allows them to focus on understanding client symptoms in the context of the relational interactions that influence behavior. Family-based therapy is a powerful model for change. Research has shown that family-based interventions such as those utilized by MFTs are as effective as, and in many cases more effective than, alternative therapies, often at a lower cost. MFTs apply a holistic perspective to health care; they are concerned with the overall, long-term well-being of individuals and their families. Whoever the client, MFTs view problems from a relationship perspective.

Settings in which MFTs become employed include, but are not limited to:

- Community mental health centers/agencies
- Child and family service agencies
- Private practice
- Religious and spiritual organizations
- Hospitals and medical settings
- School-based therapy settings
- Veterans services facilities
- Residential treatment facilities
- Addiction and recovery services

More information about MFT career opportunities is available on the website of the [American Association of Marriage and Family Therapy](http://www.aamft.org). (AAMFT.org)

MFT program Policies & Procedures

Application & Admission Processes

The MS MFT application and selection process identifies candidates with strong academic skills, maturity, experience, and clinical and leadership potential. Successful applicants submit a personal essay, academic transcripts, resume, and recommendations from professionals familiar with applicant maturity, and academic and clinical potential. Selected applicants participate in interviews with the Admissions Committee.

Eligibility requirements

Meet Oregon Tech Graduate Admission Requirements: <http://www.oit.edu/admissions/graduate-level>

Demonstrated evidence of

- maturity and self-awareness
- well informed interest in the field of Marriage and Family Therapy
- potential for excellence in graduate academic work
- potential for excellent work in the field of Marriage and Family Therapy

Have completed a four-year college course of study and hold an acceptable baccalaureate degree from a regionally accredited undergraduate institution that includes MFT course pre-requisites

Recommended Prerequisites

It is strongly recommended that applicants will have completed the following undergraduate courses with a grade of B or better:

- Introduction to Psychology or Introduction to Social Psychology
- Human Sexuality
- Research Methods

Oregon Tech offers the prerequisite courses throughout the year, including summer sessions.

Application Materials

To be considered for admittance into the MFT program, applicants must provide the following:

- Transcripts providing evidence of a bachelor's degree, and undergraduate GPA of 3.0 or higher.
 - For those who have less than a 3.0 cumulative undergraduate GPA, they must show how this GPA is not indicative of their true academic potential.
- GRE scores (currently waived)
- Personal essay
- Resume
- 3 letters of recommendation forms

Please visit www.oit.edu/msmft for specific information.

Interview Process

Selected applicants will be invited to meet with the MFT program Admissions Committee for interviews. Interviews may be conducted in an individual or group setting.

Academic Deficiencies & Conditional Acceptance

Applicants may also be admitted conditionally to the program by MFT Faculty for minor academic (i.e., undergraduate GPA, academic writing, etc.) concerns on the condition that students earn an A or B in each class. MFT Faculty may also choose to conditionally accept an applicant that may require additional support in the first term of the program in order to continue in the program. Examples of this may include, but are not limited to: students may be required by faculty to visit the Peer Consulting Center on the OIT campus for assistance with APA style or academic writing; students may meet with MFT faculty if other professional issues arise, such as inappropriate self-disclosure in class; students may meet with MFT Faculty to address issues of time management and organization. In these instances, a remediation plan will be created between MFT Faculty and the student. If students meet or exceed the remediation plan, the conditional acceptance moves to an acceptance. If the student is unable to fulfill the remediation plan, MFT Faculty and the student will discuss dismissal from the program.

Criminal Background Check

Upon admission, students are required to complete a criminal background check through Oregon Tech. Information detailing this process is found on pages 36 and 37 of this handbook. Students may be required to complete a separate background check when applying to and/or starting at a practicum site as part of their time in the program. The MFT program is not responsible for this process.

Oregon Tech M.S. Marriage & Family Therapy International Student Background Check Policy

For international students, please be aware that a background check will be required at the time of beginning the practicum experience. Students sponsored by practicum placements will need to complete and pass the background check required by that specific practicum site in order to complete the practicum experience there.

Enrollment in Courses

Upon admission, students are assigned to an academic advisor within the MFT program. Each term, faculty advisors provide students with the courses in which to register and the Personal Identification Number (PIN) required to enroll in courses.

Cost of Tuition & Financial Aid

The Oregon Tech Financial Aid Office is committed to providing high-quality service to all students, their families, and the community. As part of that commitment, the office strives to provide information that is accurate, easy to understand and enables students to make decisions regarding educational funding.

Financial aid website: <https://www.oit.edu/college-costs/financial-aid>

Course Materials

Students are responsible for procuring all required course materials. Materials can be ordered through the Campus Book Store, or purchased independently.

Oregon Tech Bookstore Website: <https://oregontech.bncollege.com/shop/oit/home>

Graduate Assistantships

Oregon Institute of Technology offers graduate assistantships, awarded on a competitive basis, to qualified graduate students. Graduate Assistantships are positions that provide opportunities to gain valuable professional experience in assisting faculty. Graduate Assistants (GAs) work with programs and faculty in various capacities, including but not limited to: research assistant, teaching assistant, program assistant.

GAs are typically awarded on an academic year basis; although, some may be for one term or a partial term only. Pay rates are set annually. GAs usually receive a tuition remission for their services as a GA.

Eligibility and Requirements

Students are eligible to apply for a GA position if they are admitted as full-time degree seeking students in the MFT program, are enrolled in at least six credits each term, and maintain a GPA of at least 3.0 each term. Depending on the FTE percentage rate of each position, GAs are required to work a certain number of hours per week. Typically GAs are awarded 10-, 15-, or 20-hour per week positions.

If a student is interested in becoming a GA, they need to contact the MFT program Director for more information and application requirements. GA position openings are typically announced to all full-time MFT students meeting the eligibility criteria above during the fall term, or as GA money is made available by the university.

Loan Forgiveness Programs

Oregon Tech MS MFT students and graduates may qualify for student loan repayment programs. Information about qualification requirements is available at the identified websites below.

Federal Program

National Health Service Corps (NHSC) Loan Repayment Program

Licensed health care providers may earn up to \$50,000 toward student loans in exchange for a two-year service commitment at an NHSC-approved site through the [NHSC Loan Repayment Program \(NHSC LRP\)](http://nhsc.hrsa.gov). (<http://nhsc.hrsa.gov>) Accepted participants may serve as primary care medical, dental, or mental/behavioral health clinicians and can choose to serve longer for additional loan repayment support.

Priority consideration is given to eligible applicants whose NHSC-approved site has a Health Professional Shortage Area (HPSA) score of 26 to 14, in descending order. (Southern Oregon's HPSA score is 17.) Eligible applicants may receive up to \$50,000 in loan repayment for an initial service commitment until funding is exhausted. The most current information is available at <http://nhsc.hrsa.gov>, and by phone

at 800-221-9393.

State of Oregon Program

Oregon Behavioral Health Loan Repayment Program (BHLRP)

Unlicensed health care providers may earn up to \$20,000 toward student loans in exchange for a one year service commitment at a BHLRP-approved site in an identified Health Professional Shortage Area whose clientele is no less than 50% Medicaid eligible individuals. Southern Oregon is an identified HPSA.

The Behavioral Health Loan Repayment Program (BHLRP) is a loan repayment program intended to expand the behavioral health workforce in Oregon serving the underserved populations, located primarily in rural areas and cultural or ethnic communities that are underrepresented in behavioral health services.

This program is only available to *unlicensed* behavioral health providers that have completed, or will complete within 8 months of applying to this program, a master's level or higher degree program in one of the following fields: Clinical Social Work; Psychiatry; Counseling or Clinical Psychology; Professional Counseling; ***Marriage and Family Therapy***; Psychiatric Nursing.

Applicants must be employed at or contracted to begin working at a qualified site within 8 months of the date of application. Applicants must also be registered with their respective professional board and working toward the requirements of licensure in their discipline. For the most current information contact ruralworkforce@ohsu.edu | 503-494-4450 | 866-674-4376.

Graduate Program Policies in Oregon Tech Catalog

The MFT program at Oregon Tech follows all policies and procedures outlined in the Graduate Program section of the Oregon Tech Catalog. In addition to policies and procedures for all graduate programs at Oregon Tech, the MFT program has identified several policies and procedures specific to the program due to the clinical aspect of the program. The Oregon Tech Catalog can be found by using the following link, clicking “current catalog”, and selecting the “graduate programs” tab: <https://www.oit.edu/registrar/catalog>

Grading Policies

Student academic achievement is evaluated and reported in accordance with a system of letter grades assigned at the end of each course. These grades become part of the student’s transcript, a permanent academic record. A summary statement of a student’s total academic record is expressed as a cumulative grade point average (GPA).

Oregon Tech uses a 4.0 grading scale to evaluate student performance. Upon completion of a course or upon termination of attendance in the course, a student’s performance will be graded by the instructor and reported to the University Registrar as follows:

Letter Grade of “A” = Exceptional (90%-100%); 4 points per credit hour

Letter Grade of “B” = Superior (80%-89%); 3 points per credit hour

Letter Grade of “C” = Average (70%-79%); 2 points per credit hour

MFT students must earn an “A” or “B” in each course. A grade of C, or lower, is unacceptable. Students may petition to repeat a course in which a grade of less than B has been earned. See below for more information.

Consequences of Earning less than a Final Grade of B

- Because the curriculum is sequential, with one course building on another, students must earn a “B” or better in each course before progressing to the next course in the sequence.
- Students may formally petition the MFT program Director to repeat a course in which less than a “B” is earned. (Students must contact the MFT program Director to obtain the required petition form.) **NOTE:** If a student petitions and is given permission to retake, or repeat, a course, they will need to wait until the following year to take that course as courses are offered once per academic year.
- Students granted permission to repeat a course will be placed on a leave of absence from the program until the course is next offered. Courses are offered once annually.

Request for a Grade of Incomplete and Resolving the Incomplete

A “Request for Incomplete” form must be initiated by the student, except in emergency circumstances. The student and the instructor shall complete the form stating the area of work where the student is incomplete and the type and amount of work necessary to remove the incomplete and grade to be assigned if the incomplete is not made up. This form is to be signed by both the instructor and the student, and the instructor will submit a copy of the approved Request for Incomplete with grades at the end of the term.

An incomplete grade must be removed by the end of the next term regardless of whether or not the student is enrolled or the course is offered. An incomplete may be extended under only the most extenuating circumstances and only for one additional term. The request for extension must be in writing, signed by the student and the instructor. If the incomplete is not removed by the allotted time and no provisions for an

extension are made, the incomplete will become the letter grade originally assigned by the instructor.

Attendance Policy

Attendance Requirements: Attendance requirements for students or penalties for missing classes appear on course syllabi. A policy, clearly outlined at the outset of the course, may prevent any misunderstandings; a hastily composed policy after a student's repeated absences can cause needless friction.

Unlike undergraduate education programs, the MFT program at Oregon Tech is a clinical training graduate program ~ heavily experiential, interactive and relational, with one class building on the previous class. Students must attend, and fully participate in every meeting of each class, on time. Class participation is both an obligation and a privilege.

Because the MFT program recognizes the diverse responsibilities of adult learners, and recognizes that unexpected and unavoidable absences may occur, the following class attendance policies have been developed.

- The three credit hour graduate course is universally understood to mean 30 hours of face-to-face classroom work across the course of one academic term, or its equivalent in online and blended courses.
 - Final grades reflect participation in the 30 hours of required classroom instruction.
 - Missing more than 10% of the face to face components of any course will make it difficult to earn an "A" in the course

Missed Classes Mean Lower Grades: Absence from more than 10% of live course components, for any reason, may result in a lower final grade.

- For example, students with a final grade of "A", may receive a "B". Students with a final grade of "B", may receive a "C".

In all cases, the student must notify the instructor as soon as possible if an absence or tardiness cannot be avoided. Opportunities to "make up" missed course experiences are seldom possible; and may, or may not, be arranged at the discretion of the instructor.

Few Exceptions: Exceptions to these attendance policies, involving *extreme circumstances*, are very unusual. Exceptions may be considered on a case by case basis.

Extreme circumstances *may* include the following:

- Death or major illness in a student's immediate family
- Illness of a dependent family member
- Illness that is too severe or contagious for the student to attend class
- Required participation in an authorized professional activity related to the field (e.g., attendance at conferences, academic presentations)
- Required participation in military duties
- Participation in legal proceedings that require the student's presence
- Religious holy day

Extreme circumstances *do not* include the following:

- Struggles with time management
- Forgetfulness
- "Self-care"

- Misunderstood expectations
- Family birthdays or other family celebrations
- Activities of family members
- Travel
- Vacations

Tardiness Policy

Instructors will consider repeated late arrivals and early departures as absences, which will result in a lower grade.

Coursework Expectations

Coursework Preparation: Full time graduate study: The MFT program is a rigorous full-time graduate program, requiring a commitment of at least 36 hours of study weekly.

- For *each hour in class*, students can anticipate that they will *spend at least 3 additional hours a week preparing for class*.
 - For one 3-credit course, this is a total of at least 12 hours a week
 - For three 3-credit courses, this is a total of at least 36 hours a week

Coursework Expectations: Assignments: Students must come to each class meeting fully prepared for well-informed class participation, with completed assignments

- Students must complete all assignments, readings, etc., as they are due, as indicated by each instructor in each course syllabus
 - Unless instructors have indicated otherwise in their course syllabi, late assignments will not be accepted, reviewed or graded. **Missed assignments mean lower final grades.**

Approval for late assignments may be awarded in the case of extreme circumstances. See above for examples of extreme circumstances. Students may formally petition the course instructor to allow for late submission of assignments, who may or may not approve late submission.

AAMFT Student Membership

It is required that Oregon Tech MFT Students become Student Members of the American Association for Marriage and Family Therapy (AAMFT). By becoming a student member, students are granted access to the Family Therapy Magazine, AAMFT Networks, and discounted presentations and trainings. Students can become a student member by following this link: <https://www.aamft.org/>

NOTE: International students with advanced degrees may be able to become Associate Members or Fellows of the AAMFT.

AAMFT Code of Ethics & Confidentiality

Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard the confidences of each individual client (2015).

Oregon Tech MFT Students and Faculty are held to a high standard of confidentiality. It is of utmost importance that any personal information discussed in classes be kept confidential. If MFT Faculty become aware of a student breaching confidentiality, that student will be called to a meeting with Faculty.

Additional issues such as storing and transporting videos must also be done so by following HIPAA standards and confidentiality. Additional information regarding appropriate transportation and storage practices can be found in the Practicum Handbook.

Expectations of Students: Professionalism

The Behaviors of **PROFESSIONALISM**



Professionalism fosters respect and trust among students, faculty and staff, and includes willing compliance with the highest ethical standards.

Professionalism in Addressing Student Concerns

It is expected that students will address concerns directly with faculty and/or fellow students before bringing concerns to other faculty or university staff or administration. Directly addressing concerns with those directly involved is a hallmark of professionalism. Please remember that you will be representing the MFT profession and Oregon Tech while you're a student, as well as when you complete your degree. Therefore, you are expected to act in ways that are above reproach.

Personal and Professional Competency

(Adapted from University of Virginia Counselor Education Program)

The personal and professional competencies listed below are those that Oregon Tech MFT students are expected to demonstrate throughout the MFT program. Students will be evaluated on an ongoing basis regarding concerns related to these and /or other relevant competencies. Significant deficits in any of the following areas, as determined by MFT Faculty and the MFT program Director may result in a failing grade for a course, or other disciplinary action.

Ethics

The student's behavior is consistent with the professional attitudes and behaviors outlined in the American Counseling Association Code of Ethics.

The student conducts self in an ethical manner so as to promote confidence in the MFCT profession.

The student relates to peers, professors, and others in a manner consistent with professional standards.

The student demonstrates sensitivity to real and perceived differences between themselves and others.

The student does not exploit or mislead other people during or after professional relationships.

The student recognizes the boundaries of his/her particular competencies and the limitations of her/his expertise.

The student takes responsibility for compensating for her/his deficiencies.

The student has basic technology skills in order to utilize email and internet-based systems when required; the student also has regular access to a computer with an internet connection and finds alternative options if there is a temporary or long-term disruption in this access.

The student demonstrates adequate writing and speaking skills, and seeks assistance with any deficits identified in these areas that would prevent successful completion of a graduate program.

Maturity

The student demonstrates appropriate self-control (such as anger control, impulse control) in communications and relationships with faculty, peers, and clients.

The student demonstrates honesty, fairness, and respect for others.

The student is aware of her/his own belief systems, values, needs, and limitations and the effect of these on his/her work.

The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.

The student demonstrates the ability to express feelings effectively and appropriately.

The student exhibits appropriate levels of self-assurance, confidence, and trust in her/his own ability.

The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.

Integrity

The student refrains from making statements that are false, misleading, or deceptive.

The student respects the fundamental rights, dignity and worth of all people.

The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.

The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.

The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.

MFT Faculty as Gatekeepers for the Field

A primary role of MFT Faculty is to serve as gatekeeper to the field of Marriage and Family Therapy. This means that MFT Faculty and Supervisors take extra caution when screening applications, granting admissions, and engaging in student conduct/misconduct related issues in an effort to protect current and/or future clients, the program, and the greater profession. While MFT Faculty make every effort – as outlined in the following sections – to offer support to students who may be impaired, there may be times when students must be removed from the program. The Oregon Tech MFT program follows the following guidelines, outlined by Sampson et al. (2013), in all gatekeeping, student impairment, and student dismissal processes:

- Faculty and supervisors play a gatekeeping role for the profession and as such must protect the public, the profession, students in their program, the reputation of the program, and the institution of higher education that sponsors the program.
- Dismissing a student from a clinical training program is an opportunity to engage in a conversation guided by professional ethics and integrity.
- Documenting concerns in student performance must be a consistent and transparent process for the faculty and the student involved. It is most helpful if these processes are outlined and discussed in the program's student handbook or similar publication. This principle has to do with due process rules that are most likely established by the institution or the program.
- It is important to realize that not everyone has the ability to become a competent therapist and that sometimes admissions decisions might not always result in student graduations, but the learning for that individual could be just as important. The faculty needs to remember to treat the student with dignity and respect despite the need to dismiss that person from the program. (para. 15).

The following several sections outline the Oregon Tech MFT program Policy regarding student impairment and dismissal.

Source:

Sampson et al. (2013). Breaking up is hard to do: Dismissing students from MFT training programs. *American Journal of Family Therapy*, 41(1). DOI: <http://dx.doi.org/10.1080/01926187.2011.628205>

Addressing Student Impairment

The Oregon Tech MFT program holds as a primary concern the ethical, professional, clinical, emotional, and academic development of students. The responsibility of Oregon Tech and the MFT program is to graduate students capable of reflecting the highest standards of ethical clinical practice and professional competence.

Any member of the University, including faculty, staff, students, and clinical supervisors, may notify MFT Faculty regarding any student concerns about misconduct, serious issues occurring in a course or at a community training site, or for otherwise being in violation of the Oregon Institute of Technology code of conduct, the MFT program policies, or the standards of professional conduct identified in the AAMFT Ethics Code and / or the Oregon State Board of Licensed Professional Counselors and Therapists.

Academic Impairment

MFT students must earn an “A” or “B” in each course. A grade of “C”, or lower, is unacceptable. Students may petition to repeat a course in which a grade of less than “B” has been earned. Consequences of Earning less than a Final Grade of “B”:

- Because the curriculum is sequential, with one course building on another, students must earn a “B” or better in each course before progressing to the next course in the sequence.
- Students may formally petition the MFT program Director to repeat a course in which less than a “B” is earned.
- Students must contact the MFT program Director to obtain the required petition form.
- Students granted permission to repeat a course will be placed on a leave of absence from the program until the course is next offered. Courses are offered once per academic year.

Professional Impairment

Oregon Tech MFT students and faculty are held to a high standard of professionalism. Students are to show instances of professionalism when working directly with faculty, when engaging with peers, and when working in the community. Issues of professionalism include, but are not limited to, confidentiality, respect, time management, and monitoring anxiety/self-soothing when receiving feedback from faculty or peers. Further, it is expected that students will address concerns directly with faculty and/or fellow students before bringing concerns to other faculty or university staff or administration. Directly addressing concerns with those directly involved is a hallmark of professionalism. It is imperative that MFT Faculty and Students represent the MFT Profession and Oregon Tech when engaging with the community.

If issues of professionalism arise, MFT faculty will call a meeting with the student to discuss the issues directly. The MFT faculty and/or MFT program Director will work with the student to establish a remediation plan. A formal document will be created and placed in the student’s file. A copy will be provided to the student as well.

Emotional Impairment

Becoming a Marriage and Family Therapist requires self-awareness, emotional maturity, self-soothing, and stress management. In order to be effective in the therapy room, Oregon Tech MFT Students must begin taking appropriate steps to ensure their own emotional experiences and problems do not interfere with or negatively impact clinical work, professionalism, and academic engagement, as judged by MFT Faculty or practicum site supervisors. In line with this, students are expected to work through and address any personal problems that may inhibit effective clinical work, professionalism, or academic engagement. In extenuating circumstances, it may be appropriate for students to request a leave of absence from the program in order to address these issues. If this happens, students will need to work with the MFT program Director to discuss plans for re-entry into the program.

Students are strongly encouraged to establish appropriate practices, boundaries, and self-care routines to mitigate emotional impairment. Occasionally, professional help may be warranted. When issues of emotional impairment emerge as related to student conduct and performance, MFT faculty will call a meeting with the student. MFT faculty will provide feedback to students and encourage them to address the problematic issues. The MFT faculty and/or MFT program Director will work with the student to establish a remediation plan. A formal document will be created and placed in the student’s file. A copy will be provided to the student as well.

In cases where students’ emotional problems pose a risk to their clients they may be immediately removed from cases and may be asked to immediately discontinue all clinical work. In cases where students fail to adequately address the problematic issues they may be counseled out or dismissed from the program. Any decision to

dismiss a student from the program will be determined collaboratively with all MFT faculty. Additionally, the Humanities and Social Sciences Department Chair and/or the Dean of the College of Health, Arts, and Sciences may also participate in conversations regarding student dismissal.

Clinical Skills Impairment

In order to be an effective Marriage and Family Therapist, Oregon Tech MFT students are expected to integrate assessment and diagnosis processes; theories, interventions, and clinical skills; cultural humility; and other core tenants of therapy into the therapeutic relationship and therapeutic process. It is expected that students be familiar with a variety of family therapy theories and interventions, evidence based practices, assessment tools, DSM diagnostic criteria, and various topical information relevant to the field of MFT. When a student is unable to integrate therapeutic skills – at the appropriate developmental level – MFT faculty or Practicum Site Supervisors will work with the student through Practicum or Clinical Supervision to create a detailed plan for the development of the missing, or lacking, skills. This process occurs organically and intentionally through the supervisory experience; however, MFT faculty or Practicum Site Supervisors may deem a student’s clinical skill impairment so problematic that it warrants severe impairment (see below), MFT faculty will discuss.

In cases where issues with students’ clinical skills pose a risk to their clients they may be immediately removed from cases and may be asked to immediately discontinue all clinical work. In cases where students fail to adequately address the problematic issues they may be counseled out or dismissed from the program. Any decision to dismiss a student from the program will be determined collaboratively with all MFT Faculty. Additionally, the Humanities and Social Sciences Department Chair and/or the Dean of the College of Health, Arts, and Sciences may also participate in conversations regarding student dismissal.

Legal/Ethical Impairment

It is expected that Oregon Tech MFT students follow the ethical and legal guidelines outlined in the Oregon Administrative Rules, the AAMFT Code of Ethics, and the ACA Code of Ethics. Legal and ethical guidelines are taken extremely seriously in the MFT program and in the Field of MFT. As determined by the faculty, students found to have engaged in or to be engaging in ethical misconduct in their clinical work or in other areas such as cheating in coursework, misrepresenting facts in clinical paperwork or in communication with faculty, or engaging in other ethically questionable conduct will be subject to corrective measures. If a student is found to be under legal investigation for an offense that violates the code of ethics, or that could interfere with the student’s ability to pass a background check and/or becoming licensed as a marriage and family therapist, the student will meet with MFT Faculty to discuss corrective measures and/or the possibility of continuing the program

Examples of corrective measures include, but are not limited to, receiving a failing grade, removal from cases and all activity in the clinic, removal from external placements, and dismissal from the program. Any decision to dismiss a student from the program will be determined collaboratively with all MFT Faculty. Additionally, the Humanities and Social Sciences Department Chair and/or the Dean of the College of Health, Arts, and Sciences may also participate in conversations regarding student dismissal.

Severe Impairment

If, after working with Oregon Tech MFT students on any issues described above without resolution, MFT Faculty will make the determination of a “severe impairment.” If the identified problem is determined to be a severe impairment by MFT Faculty, the student will be notified by their MFT Faculty Advisor, the MFT program Director, or their Clinical Supervisor. The student will meet with MFT Faculty to identify specific steps to be taken to resolve the impairment, including an appropriate timeline. Signatures from the student and all MFT Faculty will be collected to indicate the seriousness of this contract. A copy of the contract will be given to the student and a copy will remain in the student's file. If the student satisfactorily resolves the severe impairment, they will receive a letter notifying them of such. A copy of this letter will also be placed in the student's file. If a student is unable to resolve the severe impairment, they will be dismissed from the program. Any decision to dismiss a student from the program will be determined collaboratively with all MFT Faculty. Additionally, the Humanities and Social Sciences Department Chair and/or the Dean of the College of Health, Arts, and Sciences may also participate in conversations regarding student dismissal.

Note that if a student is currently seeing clients at the time of a severe impairment, students will be asked to suspend all clinical work until the impairment is resolved. This must be done in collaboration with the Practicum Site Supervisor and without abandoning clients.

Dismissal from the Program

As outlined above, if a student is unable to resolve any identified areas of impairment, they may be formally dismissed from the program. In this instance, the student will meet with all MFT faculty to discuss the situation. Additionally, the Humanities and Social Sciences Department Chair and/or the Dean of the College of Health, Arts, and Sciences may also participate in conversations regarding student dismissal. If a decision is made to dismiss a student from the program, the student will be notified with a formal letter from the MFT program Director notifying them of this decision. The letter will also be kept in the student's file. Additionally, the Humanities and Social Sciences Department Chair and/or the Dean of the College of Health, Arts, and Sciences, and the Dean of Students will receive a copy of the formal dismissal letter.

Counseling a student out of the program is a difficult situation for both faculty and students. Following policies and procedures outlined above, MFT faculty will work with identified students who exhibit issues of impairment or possible impairment (in any of the domains above) in an effort to assist them in correcting the problems. When the remedial plan is not deemed feasible by MFT Faculty, the student may be formally dismissed from the program. When this happens, students will be provided specific feedback about the reasons for the dismissal.

As always, MFT faculty are committed to the growth, development, and ongoing success of students in the program. MFT faculty are committed to making every effort to help students address issues that may lead to impairment in a way that allows students to benefit fully from the training and to reach their potential as therapists.

In the event of dismissal from the program, the student is responsible for any tuition and fees that they incurred during the term in which they were dismissed from the program as well as any other money owed to the school.

**This Student Impairment section of the handbook was adapted from the Kansas State University CFT Program Handbook.*

Grievance Policy

Right of Appeal

Students have the right to appeal academic policies or requirements. Grade appeals should be initiated through the instructor, graduate program coordinator, and the dean. For appeals regarding specific degree requirements, students should consult their graduate advisors, the graduate program coordinator, and the Graduate Council. Students should submit all other academic appeals in writing to the Graduate Council through the Office of the Vice President for Research.

Per Oregon Tech policy, any grievances must be conducted within *3 weeks* of the policy decision.

Recommendation of Personal Therapy

At any point in the student impairment policy outlined above, it may be recommended that a student engage in their own therapy. It is also strongly encouraged that all students engage in their own therapy while a student in the Oregon Tech MFT program. Therapy can be a useful and effective place to process emotional experiences, learn self-soothing and anxiety management skills, and work through family of origin issues. It is also helpful for marriage and family therapists in training to have the experience of being a client prior to being the therapist.

Annual Student Evaluations

At the beginning of the spring term during the first two years of the program, students will be asked to prepare an Annual Student Evaluation. The Clinical Capstone Portfolio will take the place of the annual student evaluation during the third year. The evaluation should include an exploration of your academic and clinical growth and development. Each evaluation will include an opportunity for reflection on goals as well as the establishment of new goals. Students will submit the annual student evaluation electronically to their MFT Faculty Advisor no later than the end of the first week of Spring Term. Students will then meet with their Faculty Advisor to discuss further. During year two, the annual student evaluation will be a part of the process of entering the practicum experience. During year three, the annual student evaluation will be a part of the Clinical Capstone Portfolio. Students need to keep their Annual Student Evaluations, as these will be included near the end of the MFT program in their Clinical Capstone Portfolio. This evaluation was adapted from the annual student evaluation conducted at Kansas State University.

Students should include the following in their written evaluation:

Academic Growth and Development

1. Identify strengths and growth areas in your academic engagement and performance
2. Identify professional or self-help literature that you have utilized – outside of required course materials or materials needed to complete assignments – in the last year

Clinical Growth and Development

1. Identify how you have grown in your clinical knowledge and skills this year
2. Identify strengths and growth areas in your clinical development
3. In thinking about field experience, explore the client populations you feel drawn to work with, and which client populations you have concerns in working with. In this exploration, include your reasoning.

Professionalization into the Field of MFT

1. Include an updated professional vita (an academic resume). On your vita, include:
 - a. AAMFT membership
 - b. Clinical trainings or workshops attended (virtually or in-person)
 - c. Presentations you have submitted to give to community or professional organizations, had accepted to present at a professional conference, or provided in some capacity this year
 - d. Any community or professional service you have engaged in
 - e. Any research experiences you have had

Strengths and Growth Areas

1. Identify your greatest strengths and growth areas in your ongoing development as a marriage and family therapist in training
2. What are your concerns with your progress thus far in the program

Goals

1. What were your goals going into this academic year?
 - a. How have you work towards achieving them?
2. What goals do you have heading into the next year?
3. What are your goals after you complete the MFT program?

Entering the Practicum Experience

Students in their second year of the program will complete their second annual student evaluation no later than the first week of spring term. Students will meet with MFT Faculty to assess readiness for clinical practicum. MFT Faculty are looking for the following when assessing for readiness:

Academic

- Maintains a 3.0 GPA or above in all courses
- Shows an understanding of foundational MFT theories and interventions
- Shows an understanding of assessing and diagnosing practices
- Shows evidence of an understanding of the therapeutic relationship and process

Professional

- Shows evidence of time management by showing up for class on time and submitting assignments on time
- Shows evidence of an understanding of documentation practices

Emotional

- Shows evidence of
 - Curiosity
 - Empathy
 - Emotional maturity
 - Flexibility
 - Acceptance of personal responsibility and feedback
 - Self-care routines
 - Introspection and Self-awareness
 - Self-soothing and anxiety management
 - Conflict management
 - Team work and cooperation
 - Respectfulness toward MFT faculty and colleagues
 - Setting and maintaining personal and professional boundaries

Clinical

- Demonstrates competency in basic counseling micro-skills and other counseling skills
- Demonstrates a willingness to engage in self-of-the-therapist processes, including receiving feedback from faculty and peers
- Shows evidence of an understanding of the therapeutic process (case conceptualization, problem formation, family functioning, etc.)
- Shows evidence of understanding professional boundaries as related to appropriate and inappropriate disclosure
- Demonstrates cultural humility practices and an acceptance of working with diversity
- If recovering from a personal addiction to drugs or alcohol, has maintained 18 months continuous sobriety.

Legal/Ethical

- Understanding of the AAMFT Code of ethics
- Understanding of the ACA Code of ethics
- Understanding of the Oregon Administrative Rules
- Shows evidence of no problematic legal history or involvement

RATING: 1 = Unsatisfactory; 2 = Needs Improvement; 3 = Satisfactory; 4 = Superior

Students need to receive a satisfactory or superior rating in order to be granted permission to enter practicum. Students not meeting this criteria will meet with MFT faculty to develop a remediation plan.

Graduation Requirements & Procedures

Graduation

Candidates for a master's degree from Oregon Tech must meet academic requirements and apply for graduation two terms prior to the expected date of graduation. The MFT program Director will email students and send them the needed forms to apply for graduation.

Application for Graduation (Oregon Tech Policy)

To apply for graduation, the *student must submit a petition for graduation to the Registrar's Office two terms in advance of the anticipated final term of work*. The petition is a record of the approved program of study. To receive favorable action, candidates must meet the following requirements:

- Show that course requirements for the master's degree will be satisfied before or during the final quarter
- Maintain an overall GPA of at least 3.0
- Provide evidence of passing any qualifying or comprehensive examinations, including defense of the master's project or thesis
- Obtain approval of both the student's academic advisor and department chair, or by the program director or other faculty member in the event that the student's academic advisor is the department chair

The Petition for Graduation form can be located here: <https://www.oit.edu/online/students/graduation>

Failure to Pass Clinical Comprehensive Exam and/or Clinical Capstone Portfolio projects after petition to graduate has been granted

Due to the curriculum map and the timing of graduation, MFT Students will apply for graduation prior to completing the Clinical Comprehensive Exam in Supervised Clinical Practicum in MFT and the Clinical Capstone Portfolio in Clinical Capstone. Both graduation requirements take place in the spring term of the final year in the program. A failure to pass of the Clinical Comprehensive Exam and/or the Clinical Capstone Portfolio will result in a delayed graduation.

Degree Requirements

Coursework

The MFT requires successful completion of the 90 credits of MS MFT coursework. Courses are delivered in lockstep order, with prerequisites for each term offered in the previous term.

NOTE: International students with advanced degrees may not need to take all courses as they will be able to transfer many of their previous masters or Ph.D. courses toward completion of the M.S. MFT degree.

Clinical Practicum

Students complete the clinical practicum component in the third year of the program. In practicum, students generally spend 15-20 hours a week (including practicum seminar) in clinical training, working with/for one of the MFT program's community partners.

Clinical Capstone Portfolio

The Clinical Capstone Portfolio process is an opportunity for the MS Marriage and Family Therapy students to demonstrate growth and competency in five areas:

1. Theory of change
2. Assessment competency
3. Skill demonstration
4. Clinical skill progression
5. Overall professional development and clinical competency (case, cultural, ethical, written/oral competency) through the Clinical Competency Evaluation and other appropriate artifacts.

The Clinical Capstone Portfolio is assembled by students throughout their coursework and is minimally comprised of selected student papers, audio/video recorded examples of skills chosen by the student, completed Basic Skills Evaluation Devices (BSEDs), and other products from the Clinical Competency Evaluation (CCE) completed in Practicum IV.

Students create and gather materials for their Clinical Capstone Portfolio throughout their coursework in the program. Additionally, in the final term of the program, students write several reflective papers/assignments to be included in the Clinical Capstone Portfolio. It is important that students keep copies of all their completed assignments throughout the MFT program, as some of these will be used within the Clinical Capstone Portfolio.

Clinical Competency Evaluation

The Clinical Competency Evaluation (CCE) is a core component of the Practicum course, and demonstrates competency in assessment, case formulation/case analysis, and psychotherapy. The CCE is a series of competency-based tasks designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The tasks occur through the program and culminate with a final formal assessment in the practicum seminar. The CCE monitors the student's development of therapeutic competency, in accordance with the standards of the MFT program, and ensures the acquisition of the appropriate skill level for subsequent supervised therapeutic practice.

Any incidence of cheating, plagiarism, or falsification of information in the Portfolio or Clinical Competency Evaluation will result in automatic dismissal from the program.

Program of Study: Oregon Tech MFT program

Year 1

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
Intro to Therapy: Theory and Skills	Research Methods	Family Therapy Theory & Practice I	Family Therapy Theory & Practice II
Intro to Marriage and Family Therapy	Professional Studies: Developing Cultural Competencies	Professional Studies: Ethics	Families, Substance Abuse and Addiction
Lifespan Development	Intro to Substance Use Disorders and Addiction	Rural Considerations in Substance Abuse Treatment and Prevention	

Year 2

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
Adult Psychopathology and Diagnosis	Child & Adolescent Psychopathology and Diagnosis	Trauma and Recovery	Clinical Practicum I
Medical Family Therapy: Illness, Families, and Professionals	Medical Family Therapy in Rural Areas II	Advanced Family Therapy	Contemporary Issues in MFT and Addiction
Substance Abuse and Co-occurring Disorders: Systemic Assessment and Diagnosis	Group Therapy	Pharmacology of Substance Use Disorders	

Year 3

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
Clinical Practicum II	Clinical Practicum III	Clinical Practicum IV	Graduation in June!
Use of Self in MFT 2 cr	Theories of Change in MFT 2 cr	Capstone 2 cr	
Child & Adolescent Therapy	Couples Therapy	Sexuality and Therapy	

*All courses are 3 credits unless otherwise noted.

Frequently Asked Questions

Program Specific Questions

Are there any classes I can take prior to enrolling in the program?

Only students enrolled full time in the program are allowed to take MFT courses.

Can I attend part time?

Students are primarily full-time status; however, if circumstances require part-time attendance, students should be in contact with the MFT program Director to discuss.

How long does it take to complete the program?

The full-time program takes 2.75 years to complete. Classes start in the Fall Term of Year 1 and end in the Spring Term of Year 3. Graduation is in June of year 3. Students completing the part-time option will take longer and international students with advanced degrees may finish the program quicker than 2.75 years.

Can I transfer credits from other graduate coursework?

The decision of allowable transfer credits is up to the discretion of the MFT program Director.

When would I start the program after being admitted?

All students begin the MFT program in the fall term after admission.

What days and times are the courses offered?

Courses are primarily offered during nights and weekends. In the third year of the program, however, there may be occasional day course meeting times. Course schedules will vary each term.

What is the average class size?

The MFT program strives to maintain small class sizes to create opportunities for increased engagement, discussion, development and faculty accessibility. However, most classes can accommodate up to 18 students. Practicum classes are typically smaller.

How much will the Master's degree in MFT cost?

Information about tuition and fees can be found: <https://www.oit.edu/college-costs/tuition-fees>

Frequently Asked Questions

Clinical Experience & Licensure

I want to pursue an LMFT license, what steps can I take and how long do I have to wait?

After graduating from the Oregon Tech MFT program, a period of post-degree approved clinically supervised experience of at least 2 calendar years is required before licensure in Oregon for those who do not start in the M.S. MFT program with advanced degrees from other countries or institutions. After graduation, students will register to be approved as “Marriage and Family Therapy (MFT) Associates” in Oregon. In addition to needing to complete a minimum of 2 years of post-graduation, approved clinical work as an MFT Associate, folks need to accrue a total of 1,900 hours of direct client contact (750 of these hours need to be relational) under the direction of an Oregon State Approved Clinical Supervisor. After completion of the required supervision, application may be made to the Oregon Board of Licensed Professional Counselors and Therapists to take the national examination for marriage and family therapists, and the state Laws and Ethics Exam.

What is the contact information for the organization that licenses MFT’s in Oregon?

The Oregon Board of Licensed Professional Counselors and Therapists

Phone Number: 503-378-5499

Website: <http://www.oregon.gov/OBLPCT/pages/index.aspx>

Will graduation from the MFT program at Oregon Tech prepare me for licensure in another state?

While the Oregon Tech MFT program has been designed to meet coursework requirements for licensure in other states, consultation with the licensing board for your state of interest is strongly recommended.

What kind of work can I expect to get with a MFT degree from Oregon Tech?

Marriage and family therapists work in a variety of settings including: inpatient medical and mental health care facilities, employee assistance programs, health maintenance organizations, community mental health care centers, business and consulting companies, schools, social service agencies, universities, research centers, and courts, prisons and juvenile correctional centers.

Career paths in mental health are an individual choice. Most LMFTs find careers, outpatient centers, government agencies, health practitioner offices, and residential care centers, and in private practice. A great deal of information about MFT careers is available on the website for the federal [Bureau of Labor Statistics](#).

Can I begin private practice right away after I obtain my degree in MFT?

This is very strongly discouraged. The expertise required to practice as a private practitioner is developed over the course of many years of practice and clinical supervision.

How will students get the required graduate coursework and clinical practicum experience?

The MFT program will match students with an approved practicum experience where they will receive supervised clinical experience treating adults, couples, families and children. Student clinical training includes video-based and live clinical supervision and clinical case presentations

Appendix A

Oregon Tech MFT program Required Background Check and Instructions

As you will be meeting with clients in the community for practicum at the end of the Oregon Tech MFT program, you are required to complete and submit all materials for a mandatory background check no later than Monday, October 2, 2023, by 5:30 p.m. Pacific Time. This means that you will submit your background application no later than this date and time. ***This requires a fee that you will pay at the time you complete the background check online.*** The instructions for completing the background check are attached to this letter (on the next page). The results of each background check will be made available to and reviewed by MFT clinical faculty on a case-by-case basis. Students will be notified when the results have been received by MFT faculty.

In completing the questions and information as part of the background check, please be sure to be honest. If you are not sure what is being asked as part of the background check, please reach out directly to the background check company for clarification. The background check company's phone number is listed at the bottom of the attached instructions. ***If students do not pass this background check, they will not be allowed to start practicum and therefore will not be able to complete the MFT program.***

Please keep in mind that practicum sites in the future (during the last year of the program) may require an additional background check. Each practicum site reserves the right to deny students at their site based upon the results of the background check, per each practicum site's own policies. The Oregon Tech MFT program is not responsible for background checks related to individual practicum sites.

Thanks,

Dr. Garrett

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How to Place and Order

To place your order go to:

<https://portal.castlebranch.com/OT97>

Package Name (if applicable):

Place Order

Select Program

Select package

To place your initial order, you will be prompted to create your secure myCB account. From within myCB, you will be able to:



View order results



Upload documents



Manage requirements



Place additional orders



Complete tasks

Please have ready personal identifying information needed for security purposes.

The email address you provide will become your username.

Contact Us: 888.914.7279 or servicedesk.cu@castlebranch.com

Appendix B

Oregon Tech MFT program Student Handbook Signature Page

Instructions: This signature page is required of all students who enter the MFT program at Oregon Tech. Please be sure to read all this Student Handbook, as well as ask Dr. Garrett any questions you have about this handbook, prior to completing this signature page.

Due date: You will scan and email an electronic copy of this completed signature page to Dr. Garrett by Monday, October 2, 2023, at 5:30 p.m. Pacific Time.

Student Agreement

By signing and dating below, I affirm that I have read, understand, and agree to all of the terms and responsibilities as described in this Student Handbook. I understand that I am responsible for following the terms and responsibilities of this Student Handbook throughout the duration of my education in the MFT program at Oregon Tech. If student expectations change as originally set forth in this handbook, I understand that these will be announced to all MFT students by MFT faculty.

Printed Student Name

Student Signature

Date