

REMEDATION AND DISMISSAL PROCEDURES

Generally, faculty provide three levels of support for student development. The first level encompasses the typical day-to-day professional interactions and practices that occur during coursework and clinical supervision. The second level comes into play when a student struggles to make progress on one or more competencies through typical coursework and supervision procedures. Such “minor deficiencies” will be addressed through the collaborative development and implementation of an improvement plan via the “Minor Deficiency Procedures.” The third level typically occurs when a student fails to make progress toward overcoming a “minor deficiency,” but there may be occasions when a “severe deficiency” appears suddenly (e.g., a student commits a significant ethical violation). “Severe deficiencies” are addressed through the collaborative development and implementation of a remediation plan via the “Severe Deficiency Procedures.” Failure to adequately address a “severe deficiency” will result in dismissal from the program.

Minor Deficiency Procedures

Clinical supervisors will identify the deficiency to be addressed and conduct initial goal setting to improve said deficiency. The following process will be enacted for problems not alleviated through initial goal setting in clinical supervision or if there are differing perspectives between student and supervisor as to the identification and/or severity of the identified issue:

- The student’s clinical supervisor will notify the MFT Program Director/Clinical Director, who will then discuss the deficiencies with the student and develop an improvement plan. The improvement plan will consist of the following:
 - Specific measures to be taken
 - Timeline for completing improvement plan
 - Means for determining whether measures taken have resulted in improvement
 - Consequences if student does not adequately remedy the problem
 - Protection of student rights during the process
- A copy of the improvement plan will be finalized in writing with a copy given to the student, a copy to remain in the student's file, and copies for all members of the MFT faculty.
- If the student fails to meet the outline improvement goals, the MFT faculty may make the determination that the problem is termed a “severe deficiency,” which will then initiate the “Severe Deficiency Procedures.”

Severe Deficiency Procedures

The MFT faculty will make the determination of when a problem (in the area of competency, ethics and/or professionalism) is termed a “severe deficiency.” “Severe Deficiency” is defined as 1) competency problems that are not alleviated through implantation strategies during clinical supervision and the aforementioned “Minor Deficiency Procedures; 2) egregious ethical violations. Problems that are termed “severe deficiency” will enact the following procedures:

- The student will meet with the MFT Faculty to discuss grievances and develop a plan for remediation. The plan for remediation will include at least the following components:
 - Specific measures to be taken
 - Timeline for completing remediation plan

- Means for determining whether measures taken have resulted in remediation
- Consequences if student does not adequately remedy the problem, which may include dismissal from the Graduate HDFS MFT Concentration, which also results in the dismissal from the Graduate School.
- Protection of student rights during the process
- A copy of the grievance(s) and remediation plan will be finalized in writing with a copy given to the student, a copy to remain in the student's file, and copies for all members of the MFT faculty.
- The meeting summary will be given to the student, Department Chair, and if appropriate, the College of Human Environmental Sciences Assistant Dean for Student Affairs, and the Dean of the Graduate School.

At the end of the designated time, if the MFT Faculty determines that remediation has occurred, all of the individuals listed above receive notification by letter of that determination.

Dismissal from Program Procedures

If the student still does not resolve the severe deficiencies s/he may be dismissed from the program. Below are the procedures outlining the dismissal process:

- The student will be given the opportunity to prepare and present his/her case to the MFT faculty. The MFT faculty will make a recommendation to the HDFS Department Chair and Graduate Faculty based on input from the student and the MFT faculty.
- If the student remains in good academic standing the HDFS Department Chair and Graduate Faculty may offer the student the option of formally changing into a different HDFS graduate concentration. If the student decides to apply to a different Graduate HDFS Concentration, he/she will follow Departmental procedures for switching concentrations.
- If the recommendation is made to withdraw the student from the HDFS Marriage and Family Therapy Concentration and the student is not offered to transfer concentration within the department, the committee will prepare a statement reiterating the grievances and forward it to the student, the HDFS Department Chair, and when appropriate the CHES Assistant Dean for Student Affairs, and the Dean of the Graduate School.
- If the final decision is to dismiss the student from the graduate school, the MFT faculty will be responsible for facilitating this transition for the student.

The student dismissed from the program will receive a letter from the Program Director notifying him/her of dismissal. Copies of the letter may also be sent to all MFT faculty members, HDFS Department Chair, and the Dean of the Graduate School. A copy will also be placed in the student's file. Students seeking to appeal the dismissal decision will follow the UA student grievance policy outlined in the Faculty Handbook (<https://catalog.ua.edu/graduate/about/general-information/grievance-procedure-faculty-handbook/>).

Counseling a student out of the program is a difficult situation for both faculty and students. Where possible, faculty will work with those students who exhibit severe deficiencies in an effort to assist

them in correcting the problems. Where remedial action on the part of the student is not deemed feasible such as in cases, including, but not limited to, ethical misconduct or emotional instability, the student may be dismissed from the program. In such cases the student will be given specific feedback about the reasons for his/her dismissal. The members of the MFT faculty remain committed to students' growth and are invested in the success of all students in the program. As such we will make every effort to help students address any deficiencies in a way that will allow students to benefit fully from the training and to reach their potential as therapists.