

MASTER OF SCIENCE IN
MARRIAGE & FAMILY THERAPY
STUDENT HANDBOOK



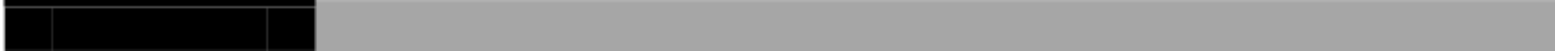
TEXAS WOMAN'S
UNIVERSITY™

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Section I General Information

ABOUT THE HANDBOOK

This handbook is designed to assist you, the student, with everything you need to know in order to be successful in education here at TWU. The Master of Science Marriage and Family Therapy Student Handbook was created to serve as a supplement to the TWU Graduate Catalog and the TWU Student Handbook. It is your responsibility to be familiar with the contents of the Graduate Catalog and the TWU Student Handbook, as well as with the contents of this Marriage and Family Therapy Student Handbook. Please take notice of the links provided throughout different sections of the handbook as they will provide access to the most recently updated forms, policies, and procedures.

**WELCOME TO THE DEPARTMENT OF HUMAN DEVELOPMENT, FAMILY
STUDIES, & COUNSELING AT TEXAS WOMAN'S UNIVERSITY**

We are pleased to have you as a student in our Marriage and Family Therapy Program and would like to welcome you to the Department of Human Development, Family Studies, and Counseling at Texas Woman's University. In addition to Marriage and Family Therapy, the Department of Human Development, Family Studies, and Counseling includes Counseling & Development, Early Child Development & Education, and Family Studies as graduate-level programs. Each program within the Family Sciences department combines to offer a variety of faculty disciplines and perspectives to our students. In addition to its academic study opportunities, our Family Sciences Department offers opportunities for students to enhance their professionalism through membership in a variety of student organizations.

MARRIAGE AND FAMILY THERAPY AT TWU

Texas Woman's University was the first public university in Texas to offer MS and PhD degrees for marriage and family therapists, and has continued to do so for many years. Today, our experienced faculty members foster the understanding and clinical practice of systemic couple and family therapy theories among each marriage and family therapy student.

The M.S. degree in Marriage and Family Therapy fulfills all course requirements by the Texas State Board of Examiners of Marriage & Family Therapists necessary to take the national marital and family therapy licensing examination. Over the years our graduates have demonstrated successful work in a variety of professional settings, including:

- private practice
- social service agencies
- schools
- physicians' offices and hospitals
- veterans' programs
- universities
- faith communities
- corporate employee assistance programs

CORE FACULTY

Program Leadership

The MFT Program Coordinator is a core faculty member with primary responsibilities to provide oversight to the overall operations of the education and practice components of the MFT program, including: curriculum, clinical training, facilities, services, and the maintenance and enhancement of the program's quality. The Program Coordinator is responsible for the MFT program 12 months per year. The Program Coordinator must have qualifications enabling them to provide leadership for the foundational curriculum and practice component consistent with the program's clinical training mission. The Program Coordinator must be an AAMFT Approved Supervisor and a Licensed Marriage and Family Therapist (or LMFT-Associate).

Core Faculty Definition

Core faculty are those with primary instructional responsibility for the MFT major curriculum. Their primary identification is as marriage and family therapists, or in a closely related field. Core faculty maintain clinical licensure, primarily through the Texas State Board of Examiners for Marriage and Family Therapy and maintain membership in AAMFT as Clinical Fellow, Pre-Clinical Fellow, or Allied Mental Health Professional. Core faculty will serve as clinical supervisors, meeting supervisor standards as AAMFT Approved Supervisors, AAMFT Approved Supervisor Candidates, or LMFT-Supervisor.

Aaron Norton, Ph.D., LMFT-S, AAMFT Approved Supervisor

Program Director, Associate Professor

anorton@twu.edu

(940) 898-2677

HDB 104-B

Ph.D. in Human Ecology, with an emphasis in Marriage and Family Therapy, Kansas State University (2014)

M.S. in Family Studies and Human Services, with a specialization in Marriage and Family Therapy, Kansas State University (2011)

Research interests: technology and communication in intimate relationships; social networking; parenting, military couples and families

Rebecca Lucero-Jones, M.S., LMFT, AAMFT Approved Supervisor Candidate

Assistant Professor

rlucerojones@twu.edu

(940) 898-2687

WH 102-E

Ph.D. in Couple, Marriage, and Family Therapy from Texas Tech University (2019)

M.S. in Marriage and Family Therapy from Texas Tech University (2012)

Research and clinical interests: addiction and recovery, sexual trauma, childhood sexual abuse, grief, anxiety, depression, and couple and family distress

**Adam Jones, M.S., LMFT-Associate, AAMFT Approved Supervisor Candidate
Assistant Clinical Professor**

Ajones116@twu.edu

(940) 898-2682

WH 102-B

Ph.D. in Couple, Marriage, and Family Therapy from Texas Tech University (2019)

M.S. in Family Consumer and Human Development from Utah State University (2016)

Research and clinical interests: medical family therapy, sexuality, couples processes, therapist development, therapy processes

Brittany Huelett, Ph.D., Approved Supervisor Candidate

Assistant Professor

bhuelett@twu.edu

(940)-898-2749

WH 102-F

Ph.D. in Systems, Families, and Couples from Loma Linda University (2022)

M.S. in Marriage and Family Therapy from Loma Linda University (2022)

Research and clinical interests: marginalized and disenfranchised populations, integrated and collaborative healthcare, chronic illness and the family system, clinician development

Hou (Ester) Lau, PhD, LMFT-Associate

Assistant Professor

hlau2@twu.edu

(940) 898-2762

WH 104-A

MMFT, Abilene Christian University

Research Interests: marginalized populations; invisible pain & loss; complex trauma; couple conflict/relationship; chronic illness

MARRIAGE AND FAMILY THERAPY EDUCATIONAL OUTCOMES

The Marriage and Family Therapy Program uses a systemic approach that conceptualizes problems as located within the relationships and interactions between people rather than only within the individual(s). We are interested in the multiple systems within which all people live and the recursive connections between them. Texas Woman's University and our Marriage and Family Therapy Staff truly celebrate diversity, as we are enriched by students of differing physical ability, race/ethnicity, religion, sexual orientation, age, gender, and socioeconomic status, among others. Our program is committed to providing an open context that promotes equality, social tolerance, and the right to express different points of view. We actively seek enrichment through the strength, power, and wisdom of diversity.

The Marriage and Family Therapy Program also utilizes an outcome-based educational framework that includes the following:

- A program mission that fits with the larger institutional setting of the program
- Specific program goals (which describe broad aspirations for the program and for students/graduates of the program) are clearly derived from the program's mission and that promote the development of Marriage and Family Therapists (including knowledge, practice, diversity, research, and ethics competencies).
- Measurable Student Learning Outcomes (SLOs) for each program goal. SLOs measure student/graduate achievement appropriate to the mission and goals.
- Specific assessment measures for operationalizing the achievement of Student Learning Outcomes (including student/graduate achievement) including targets and benchmarks. Measurement includes assessment of students' academic and professional competencies by the faculty and others, appropriate to the mission, goals, and outcomes.

MISSION STATEMENTS

University Mission Statement

Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.

Department Mission Statement

The Department of Human Development, Family Studies, and Counseling is committed to excellence in transformational learning, discovery, and service in a collaborative environment that embraces diversity and social justice. We prepare students for academic, clinical, and professional opportunities serving individuals, children, families, and communities. The department builds engaged leaders and global citizens honoring the interconnectedness and individuality of all people.

Program Mission Statement

The Master of Science in Marriage and Family Therapy prepares marriage and family therapists to take an active role in leading and serving their community to enhance the quality of life for individuals and families in a global society. Based on a systems approach to interactions between individuals, families and larger systems, students are empowered to conduct effective marriage and family therapy with diverse populations and are introduced to the role, process and implications of research.

PROGRAM GOALS & STUDENT LEARNING OUTCOMES

Program Goal #1: Graduates are **knowledgeable** and **competent** in couple and family therapy practices.

- SLO#1: Knowledge of Couple and Family Therapy Practices – Students will demonstrate the ability to apply theory, diagnosis, assessment, and intervention into the practice of couple and family therapy.
 - Target: 90% of students will achieve an expected or above score on the knowledge and practice competencies section of the Practice Competencies Evaluation in each semester MFT 5544 Internship in Family Therapy.
 - Benchmark: 80% of students will achieve an expected or above score on the knowledge and practice competencies section of the Practice Competencies Evaluation in each semester MFT 5544 Internship in Family Therapy.
- SLO #2: Students are successful in passing the AMFTRB national exam.
 - Target: 90% of MFT students who sit for the MFT National Exam will achieve passing scores.
 - Benchmark: 80% of MFT students who sit for the MFT National Exam will achieve passing scores.

Program Goal #2: Graduates are **ethical** and **professional** couple and family therapists who take an active role in serving their community.

- SLO#3: Legal Issues, Ethics, & Professional Standards - Students will demonstrate the ability to comply with statutes, regulations, principles, values, and mores into the practice of couple and family therapy.
 - Target: 90% of students will achieve an expected or above score on the *ethical and professional competencies* section of the Practice Competencies Evaluation in each semester MFT 5544 Internship in Family Therapy.
 - Benchmark: 80% of students will achieve an expected or above score on the *ethical and professional competencies* section of the Practice Competencies Evaluation in each semester MFT 5544 Internship in Family Therapy.
- SLO#4: Students will demonstrate professional identity and leadership as couple and family therapists engaged in their communities.
 - Target: 90% of students will achieve a passing score on their capstone project completed during their third semester of MFT 5544 Internship in Family Therapy.
 - Benchmark: 80% of students will achieve a passing score on their capstone project completed during their third semester of MFT 5544 Internship in Family Therapy.

Program Goal #3: Graduates will demonstrate systemic and cultural competence in working inclusively with diverse populations.

- SLO#5: Systemic, Cultural and Diversity – Students will demonstrate the ability to be systemic therapists who embrace diversity and are culturally sensitive.
 - Target: 90% of students will achieve an expected or above score on *systemic and multicultural practice competencies* section of the Practice Competencies

Evaluation in each semester MFT 5544 Internship in Family Therapy.

- o Benchmark: 80% of students will achieve an expected or above score on *systemic and multicultural practice competencies* section of the Practice Competencies Evaluation in each semester MFT 5544 Internship in Family Therapy.

Program Goal #4: Graduates will demonstrate competent application of the role, process, and implications of research in the effective practice of couple and family therapy.

- SLO#6: Application of Research in CFT Practice - Students will demonstrate the ability to integrate marriage and family therapy literature into the practice of couple and family therapy.
 - o Target: 90% of students will score a 3 or higher on the research informed treatment portion of the Capstone project in the second semester of MFT 5544 Internship in Family Therapy.
 - o Benchmark: 80% of students will score a 3 or higher on the research informed treatment portion of the Capstone project in the second semester of MFT 5544 Internship in Family Therapy.

NONDISCRIMINATION POLICY

Texas Woman's University Nondiscrimination Statement

Texas Woman's University strives to create and actively promote a welcoming and supportive environment in order to recruit, hire, retain and support a culturally diverse faculty and staff and student body. TWU provides an environment of nondiscrimination and affirmative action for everyone. As a part of the Texas Woman's University's program for equal opportunity, the policy statement on nondiscrimination is as follows.

In compliance with the Equal Pay Act of 1963, as amended; Title VI and VII of the Civil Rights Act of 1964, as amended; the Equal Employment Opportunity Act of 1972; the Age Discrimination in Employment Act of 1967, as amended; the Americans with Disabilities Act of 1990, as amended; Title IX of the Education Amendments Act of 1972, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Employee Retirement Income Security Act of 1974, as amended; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Civil Rights Act of 1991, as amended; the Worker Adjustment and Retraining Notification Act of 1988; Equal Rights under the Law, 42 U.S.C. §1981; State of Texas Anti-Discrimination Laws, and federal, state and local human rights, fair employment and other laws; the University does not discriminate against any person on the basis of race, age, color, religion, sex, sexual orientation, gender identity or expression, national or ethnic origin, veteran's status, genetic information or against qualified individuals with disabilities.

This Statement forms a baseline from which the TWU community works to assure fairness and equity to all who pursue their educational and professional goals at this University. Retaliation against individuals who in good faith, file a claim of discrimination or otherwise oppose discriminatory actions or practices will not be tolerated.

Marriage and Family Therapy Program Anti-discrimination Statement

In accordance with the Marriage and Family Therapy program's mission to train students from diverse backgrounds in a multiculturally-informed and multi-systemic perspective, the TWU Marriage and Family Therapy program is firmly committed to the University and Departmental nondiscrimination policies as well as standards for nondiscrimination set by the Commission for Accreditation of Marriage and Family Therapy Education and the AAMFT Code of Ethics. Specifically, the program explicitly prohibits discrimination on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin. This is true regarding the recruitment, admission, codes of conduct, hiring, retention, and dismissal decisions related to the program.

PROGRAM DIVERSITY

In accordance with the program's mission statement, the Nondiscrimination Policies above, TWU policies and applicable laws, and the emphasis on diversity in the field of Marriage and Family Therapy, the Marriage & Family Therapy program welcomes a diverse student body and faculty including instructors and supervisors.

Definition of Diversity

The Marriage and Family Therapy program uses the following definition of diversity:

Diversity is reflective of differences and unique qualities, including but not limited to race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin. We seek to balance a recognition and appreciation of these diverse differences, as well as respect and value the commonalities of humanity.

Diversity among Students

The TWU Marriage and Family Therapy program represents a diverse group of students, with diverse educational experiences, serving multicultural communities. Our program is unique in that we allow for part-time study. In other words, students who attend the MS Marriage and Family Therapy program are admitted twice a year, do not follow the curriculum in a cohort model, and take a courseload that fits their personal life and circumstances, and professional goals. Our goal is to remove barriers to higher education for all prospective and current students – the flexibility of the program encourages non-traditional students, and students for whom higher education is outside the norm for their families and communities, to pursue a master's degree. This diversity in our student body provides for rich learning experiences in the classroom, and a broad array of advanced clinical skills for use in conceptualizing meaningful research projects and opportunities.

Retention of diverse students: In addition, the Department and University broadly serve a uniquely diverse population, such that the university's emphasis is on educating women, and especially first-generation college students, students from lower socioeconomic backgrounds, and students interested in serving their community through health care and education. This emphasis is reflected in the university's mission statement (found here:

<http://www.twu.edu/about-twu/purpose-mission-vision-values-principles/>), and in the many services we offer students to encourage engagement and retention. Examples of such services include (each hyperlinked):

- [TWU Write Site](#)
- [Center for Research Design and Analysis](#)
- [Career Connections](#)
- [Dedicated subject area librarian](#)

- [TWU Counseling and Psychological Services](#)
- [Pioneer Center for Student Excellence](#)

In addition, the program, Department, and University use several [strategies to increase retention](#) of diverse students, including as examples:

- Early Warning grading system to alert students at mid-term whether they are at risk of failing
- Active advising, which the Marriage and Family Therapy faculty participate in, individually engaging our advisees throughout each semester
- Community-building, such as through the Student Association of Marriage and Family Therapy
- Regular surveys of student feedback, including teaching evaluations and through the Marriage and Family Therapy program's Student Liaison

ACCREDITATION

The Southern Association of Colleges and Schools Commission on Colleges

TWU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS). SACS is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The mission of SACS is "to assure the educational quality and improve the effectiveness of its member institutions" (SACS, 2014). The six core values of the commission include: integrity, continuous quality improvement, peer review/self-regulation, accountability, student learning, and transparency.

Commission on Accreditation for Marriage and Family Therapy Education

The Master's in Marriage and Family Therapy program at Texas Woman's University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education ([COAMFTE](http://COAMFTE.org)), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838-9808, coa@aamft.org. As part of COAMFTE accreditation, and in accordance with our educational goals and mission statements (above), we have specified numerous Program Goals and Student Learning Outcomes. These outcomes should be familiar to you, and are available below. At any time, students are invited to provide feedback regarding these Educational Outcomes. Students may provide this feedback directly to the Program Director, their individual advisor, or through the SAMFT Student Liaison, described below.

Data Collection for Current Students and Alumni

For the purposes of program evaluation, improvement, and accreditation, data are collected from current students throughout the program, and alumni following graduation. Data includes, but is not limited to, the following: GPAs at admission, time to graduation, Internship competencies, student evaluations of courses and faculty, student evaluation of clinical competencies in clinical coursework, student evaluations of the program at completion, licensure exam pass rates, employment rates, and , the program's climate of safety and respect. The program also collects data from graduating students using the Exit Survey; this survey is administered online during the last semester of coursework. Additional data may be collected depending on program needs.

Purpose of data collection and student feedback. The Marriage and Family Therapy program collects the above data from students and alumni in order to incorporate student feedback in the process of program improvement. In addition to feedback given to the Marriage and Family Therapy faculty via the SAMFT Student Liaison, information given directly by students (e.g.,

formally via course or faculty evaluations and our Exit Survey, or informally via advising and information shared with the Coordinator) is directly used by the Marriage and Family Therapy faculty to review and revise our Educational Outcomes, policies and procedures, and student achievement.

Examples of feedback may include feedback specific to: course content, course sequencing, scheduling, advising, supervision, clinical experiences, program Educational Outcomes, physical resources (e.g., classrooms, student lounge, computer labs), academic resources (e.g., TWU's WriteSite, library materials, financial aid), technology (e.g., computer access, clinical DVDs), support received or needed (e.g., TWU's counseling services, referrals to community providers for student wellness, disability support services), climate of safety and respect, as well as any other items that students wish faculty to consider in the operations of the Marriage and Family Therapy program.

Student governance and input enables the Marriage and Family Therapy program to meet its stated Educational Outcomes as we use student feedback to evaluate and adjust course offerings and content, program policies, and internship sites, as examples.

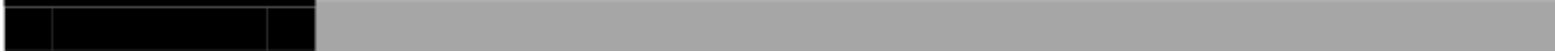
PROGRAM PORTABILITY POLICY

While the TWU Marriage and Family Therapy Master's program meets the academic requirements as specified by the Texas State Board of Examiners for Marriage and Family Therapists for a license in Marriage and Family Therapy, students who are planning to pursue licensure in a different jurisdiction should be aware each state has their own specific and unique requirements for licensure. The purpose of this policy is to ensure applicants and students are aware of all information specific to MFT licensure, and that there are differences in licensure requirements across jurisdictions.

To obtain information about different state licensure requirements, students should search the Association of Marital and Family Regulatory Boards at <http://www.amftrb.org>. This website also contains information about the AMFTRB National Exam, as does the website of the Texas State Board of Examiners for Marriage and Family Therapists. It is the policy of the program to review Texas LMFT requirements during New Student Orientation, offered during the Spring and Fall semesters, during MFT 5863 Issues and Ethics in Professional Development, and during MFT 5543 Prepracticum. During each of these licensure presentations, we discuss how students can utilize the AMFTRB website to inquire about licensure requirements in states other than Texas. In addition, faculty advisors will meet with any student who would like assistance in understanding how to contact the licensure board in a jurisdiction outside of Texas to determine if the TWU Marriage and Family Therapy program meets the requirements for that state.

It is also the policy of the TWU Marriage and Family Therapy program to stay informed about all licensure requirements in Texas, and advise students of substantive changes. However, it is the responsibility of students and alumni to ensure all licensure requirements are met, in Texas or in any other jurisdiction.

Lastly, it is the policy of the program to ensure all necessary paperwork is completed and provided to the student in order for a student to achieve licensure in Texas or any other jurisdiction. Students or alumni may be required to submit evidence to the program to substantiate completed licensure requirements. Specific to the state of Texas, two pieces of paperwork may require program completion: a letter verifying current enrollment for students seeking to complete the AMFTRB National Exam prior to graduation, and Form VI, specific to supervision experiences accrued in the program. Per TSBEMFT, letters verifying current enrollment and progress in the program must be completed by the TWU Marriage and Family Therapy Program Coordinator. Form VI must be signed by *either* the Internship instructor that supervised the graduate's final semester of Internship *or* the Program Coordinator.



Section II Admission and Program Requirements

ADMISSION REQUIREMENTS

Admission to the Graduate School

When you apply to the TWU Graduate School, we will evaluate your academic achievement and preparation, as well as your standardized test scores if required. All students must meet the University requirements as outlined in the [Admissions to the TWU Graduate School](#). In addition, most graduate programs have additional admission requirements that must be completed. These requirements can be found on each graduate program website. After acceptance, you will need to begin your program within one year, unless a deferral has been approved by the program.

Check out the links below for specific admissions information:

- [How to Apply](#)
- [General Requirements for Admission to the Graduate School](#)
- [Residency for Tuition Purposes](#)
- [International Students](#)
- [Election of Graduate Work by Students Who Are Not Seeking Degrees](#)

Admission to the M.S. in Marriage and Family Therapy

Application Deadlines

Fall – December 1

Spring – August 1

Admission Requirements

- Bachelor's degree in a related field
- 3.25 GPA on the last 60 hours of most recent bachelor's degree

How to Apply

1. Apply for admission to the [TWU Graduate School](#).
2. Applicants must email a letter of intent in PDF format to HDFSC@twu.edu that adheres to the following guidelines:
 - o Use the style of a professional business letter, including date, name, and return address
 - o Limit the body of the letter to 300 words
 - o Discuss the following in the body of the letter:
 - Your interest in and reasons for wanting the master's degree in Marriage & Family Therapy. If you are not already familiar with the discipline of marriage & family therapy (as compared to other clinical mental health fields), we suggest you visit the website of the American Association for Marriage & Family Therapy (www.aamft.org)

PIONEER PORTAL

Everyone associated with Texas Woman's University must have a Pioneer Portal account. This account is the key to unlocking several information pages that are found only on TWU's Intranet (Portal). Without a Pioneer Portal account the features listed below are not accessible.

The TWU Pioneer Portal is a web interface that allows students to:

- check email (email address: portalusername@twu.edu)
- register for classes (students only)
- pay for classes online

Once you have applied to the University, you will be able to create a Portal account. If you have a question about the status of your application, please log in to the Pioneer Portal and click on WebAdvisor to check on your admission status. Please note you will not be able to create a Portal account until the University has received your application - typically two to three business days after you submit the application.

Portal accounts are valid the entire time you are a student and approximately two years after. If you have not taken classes in approximately two years, your account will be automatically disabled. If your account is disabled, you will need to reapply to the University before it will be reactivated.

ACADEMIC ADVISORS AND DEGREE PLANS OF STUDY

A major advisor, one of the marriage & family therapy faculty members, will be assigned to the student when she or he is accepted for admission into the program. The advisor helps the student plan coursework every semester and answers questions the student may have. If at any point the student wishes to change advisors, another faculty member may be asked to serve and a Change of Advisor Form should be completed and submitted to the Family Sciences office. The student works with the major advisor to choose a degree plan, a form setting forth the coursework for the degree. Each student's degree plan will reflect the choice of either a thesis or non-thesis option; example degree plans are found in Appendix A. All committee members must approve and sign the degree plan, which is submitted to the Family Sciences office. Additional information regarding advisors and degree planning can be found in Section IV.

M.S. IN MARRIAGE AND FAMILY THERAPY CURRICULUM
(EFFECTIVE FALL 2023)

The program requires 60 semester hours of coursework. Clinical coursework includes at least 3 semesters of Internship in Family Therapy with 300 hours of direct client contact hours (including a minimum of 100 hours with couples or families) and 100 hours of supervision (including a minimum of 50 hours of raw supervision).

The M.S. in Family Therapy program provides the courses needed to sit for the national examination as required by the Texas State Board of Examiners of Marriage and Family Therapists for LMFT licensure in Texas.

Family Therapy Core (30 hours)

HDFS 5003	Lifespan Human Development
HDFS 5023	Family Sexuality
COUN 5353	Clinical Diagnosis and Treatment Planning for Counselors
MFT 5563*	Foundations of Family Therapy Theory
MFT 5553	Systemic Couple and Sex Therapy
MFT 5853*	Family Systems
MFT 5863*	Issues and Ethics in Professional Development
MFT 5873	Collaborative Healthcare in MFT
MFT 5883*	Family of Origin
MFT 5813	Women and Minority Issues in Sex and Family Therapy

Professional Competencies (18 hours)

MFT 5543*	Prepracticum in Family Therapy
MFT 5513*	Practicum in Family Therapy
MFT 5544	Internship in Family Therapy (3 consecutive semesters)

Research (6 hours)

HDFS 5693	Research Methods in Family Sciences
HDFS 5193	Statistics for Research in Family Sciences

Specializations (6 Hours)

Students will select from one of the following specializations

Trauma & Addiction Specialization

MFT 5603	Systemic Treatment of Addiction in Couples and Families
MFT 5613	Systemic Treatment of Trauma in Couples and Families

Grief and Bereavement Specialization

COUN 5083	Counseling Aging Population
HDFS 5183	Grief & Bereavement

Play Therapy

COUN 5163	Play Therapy
HDFS 5593	Play, Development, and the Young Learner

Pre-Doctoral (select 2 of the following in consultation with academic advisor)

HDFS 6193 Advanced Statistics for Family Sciences

HDFS 6343 Effective College Teaching Methods

MFT 6243 Advanced Applications of Family Therapy to Contemporary Challenge

MFT 6563 Advanced Family Therapy Theory

MFT 6903 Special Topics

Thesis

Students conduct original research under the direction of their major advisor.

HDFS 5983 Thesis (Proposal)

HDFS 5993 Thesis (Defense)

M.S. IN MARRIAGE AND FAMILY THERAPY CURRICULUM (FALL 2020-SPRING 2023)

The program requires 60 semester hours of coursework, and takes an average of 2.6 years to complete for full time students and 3.5 years to complete for part time students (based on data from graduating students in 2010-2018). Clinical coursework includes at least 3 semesters of Internship in Family Therapy with 500 hours of direct client contact hours (including a minimum of 200 hours with couples or families) and 100 hours of supervision (including a minimum of 50 hours of raw supervision). Internship requires a time commitment of at least 20 hours per week. Students must apply in advance each semester for an internship section assignment. Students must select, interview with, and be accepted to work with clients at an approved community agency in the area, the Counseling and Family Therapy Clinic (CFTC) on campus, or other approved site for internship.

The M.S. in Marriage and Family Therapy program provides the courses needed to sit for the national examination as required by the Texas State Board of Examiners of Marriage and Family Therapists for LMFT licensure in Texas.

Thesis or Non-thesis Option

The student who chooses the Thesis Option will design, conduct, write, and defend a thesis under the direction of the major advisor. The student will enroll in at least 2 semesters (6 semester hours) of Thesis with the major advisor and work closely with him/her. The thesis option involves conducting original research that will contribute to knowledge in the field of couple and family therapy and help to move the profession forward.

The student selecting the Non-thesis Option will take 6 semester hours of courses approved by the members of the student's advisory committee.

Marriage and Family Therapy Core (30 hours)

HDFS 5003	Lifespan Human Development
HDFS 5023	Family Sexuality
COUN 5353	Clinical Diagnosis and Treatment Planning for Counselors
MFT 5563*	Foundations of Family Therapy Theory
MFT 5553	Systemic Couple and Sex Therapy
MFT 5853*	Family Systems
MFT 5863*	Issues and Ethics in Professional Development
MFT 5873	Collaborative Healthcare in MFT
MFT 5883*	Family of Origin
MFT 5813	Women and Minority Issues in Sex and Family Therapy

Professional Competencies (18 hours)

MFT 5543*	Prepracticum in Family Therapy
MFT 5513*	Practicum in Family Therapy
MFT 5544	Internship in Family Therapy (3 consecutive semesters)

Research (6 hours)

HDFS 5693 Research Methods in Family Sciences
HDFS 5193 Statistics for Research in Family Sciences

Thesis or Non-thesis Option

The student who chooses the Thesis Option will design, conduct, write, and defend a thesis under the direction of the major advisor. The student will enroll in at least 2 semesters (6 semester hours) of Thesis with the major advisor and work closely with him/her. The thesis option involves conducting original research that will contribute to knowledge in the field of family therapy and help to move the profession forward.

The student selecting the Non-thesis Option will take 6 semester hours of courses approved by the members of the student's advisory committee.

Non-Thesis Option (6 hours)

Students select 6 semester credit hours of graduate courses as agreed upon by their advisory committee, from the following courses:

COUN 5083 Counseling and Aging Population
COUN 5143 Addiction Counseling
COUN 5373 Group Counseling Procedures
COUN 5483 Expressive Arts
HDFS 5123 Theories of the Family
HDFS 5183 Grief & Bereavement
HDFS 5223 Child Growth and Development in Early Childhood
HDFS 5243 Adolescents in the Family
HDFS 6863 Family Financial Counseling

Thesis Option (6 hours)

Students conduct original research under the direction of their major advisor.

HDFS 5983 Thesis (Proposal)

HDFS 5993 Thesis (Defense)

****Indicates courses which must be completed before beginning Internship***

Students should see the Graduate Catalog for full course descriptions. The Catalog is online, and available at catalog.twu.edu.

MASTER'S CURRICULUM

(FOR STUDENTS ADMITTED PRIOR TO FALL 2020)

The program requires 60 semester hours of coursework, and takes an average of 2.6 years to complete for full time students and 3.5 years to complete for part time students (based on data from graduating students in 2010-2018). Clinical coursework includes at least 3 semesters of Internship in Family Therapy with 500 hours of direct client contact hours (including a minimum of 200 hours with couples or families) and 100 hours of supervision (including a minimum of 50 hours of raw supervision). Internship requires a time commitment of at least 20 hours per week. Students must apply in advance each semester for an internship section assignment. Students must select, interview with, and be accepted to work with clients at an approved community agency in the area, the Counseling and Family Therapy Clinic (CFTC) on campus, or other approved site for internship.

The M.S. in Marriage and Family Therapy program provides the courses needed to sit for the national examination as required by the Texas State Board of Examiners of Marriage and Family Therapists for LMFT licensure in Texas.

Thesis or Non-thesis Option

The student who chooses the Thesis Option will design, conduct, write, and defend a thesis under the direction of the major advisor. The student will enroll in at least 2 semesters (6 semester hours) of Thesis with the major advisor and work closely with him/her. The thesis option involves conducting original research that will contribute to knowledge in the field of couple and family therapy and help to move the profession forward.

The student selecting the Non-thesis Option will take 6 semester hours of courses approved by the members of the student's advisory committee.

Marriage and Family Therapy Core

FS 5003 Lifespan Human Development

FS 5023 Family Sexuality (face-to-face class format only)

FS 5123 Theories of the Family

FS 5353 Clinical Diagnosis and Treatment Planning for Counselors

*FS 5563 Foundations of Family Therapy

FS 5553 Principles of Couple Therapy

*FS 5853 Family Systems (must be taken with FS 5543 Prepracticum in Family Therapy)

*FS 5863 Issues and Ethics in Professional Development (must be taken with FS 5903 Clinical Practicum with Diverse and Underserved Communities)

*FS 5883 Family of Origin

FS 5813 Women and Minority Issues in Sex and Family Therapy

Professional Competencies

*FS 5543 Prepracticum in Family Therapy (required for FS 5903 Clinical Practicum)

*FS 5513 Practicum in Family Therapy

MFT 5544 Internship in Family Therapy (3 consecutive semesters minimum)

(Students must complete applications and be approved during the semester preceding

enrollment for each semester of Internship.)

Research (6 hours)

FS 5693 Research Methods in Family Sciences

FS 5193 Statistics for Research in Family Sciences

Non-Thesis Option (6 hours)

Students select 6 semester credit hours of graduate courses as agreed upon by their advisory committee.

Possible choices include *but are not limited to*:

FS 5873 Health, Illness, and Families

FS 5183 Grief & Bereavement

FS 5223 Child Growth and Development in Early Childhood FS 5243 Adolescents in the Family

FS 5443 Multicultural Counseling

FS 5603 Aging in Families and Society FS 5143 Addiction Counseling

FS 5613 Child Guidance

FS 5323 Psychological Appraisal of the Individual

FS 5373 Group Counseling Procedures

Thesis Option (6 hours)

Students conduct original research under the direction of their major advisor.

FS 5983/FS 5993 Thesis

****Indicates courses which must be completed before beginning Internship***

Students should see the Graduate Catalog for full course descriptions. The Catalog is online, and available at catalog.twu.edu.

CURRICULUM AND EDUCATIONAL OUTCOMES

As described in Section 1, above, and in the Educational Outcomes, the Master's program in Marriage and Family Therapy entails multiple Student Learning Outcomes and Program Goals. To be clear, each course in our Curriculum, described above, has individual student learning outcomes (SLOs). These course SLOs, or what students should be able to do following the successful completion of each course, all build into our Program Student Learning Outcomes and Program Goals, which are supported by the quality teaching, supervision, research, and professional service of the core faculty.

Student Learning Outcomes

All of our content courses (our Marriage and Family Therapy Core and Research courses, described above) support each of the Student Learning Outcomes, as your ability to understand and apply theory, systems concepts, family therapy models, ethical practice, research findings, human development, and issues of diagnosis and treatment all inform your work as clinicians. In addition, these Program SLOs are supported by learning what you will do in your Professional Competencies courses (Prepracticum, Practicum, and Internship). At the end of each semester of Internship, faculty and site supervisors evaluate your clinical competencies (reflective of the [AAMFT Core Competencies](#)) and your success in these areas is how we measure students' success in each of the Program SLOs.

STUDENT RESEARCH

Thesis

Throughout the thesis writing process, you will be working closely with your advisor. The advisor will help to divide the thesis tasks into manageable steps, and to plan a realistic timeline, usually requiring *two to three* semesters. Students do not need to wait until their final semesters to complete thesis.

You must enroll in your advisor's section of HDFS 5983 until your thesis proposal is accepted and in HDFS 5993 until your successful defense of your thesis. Typically, thesis writing requires many revisions. By the time students begin the thesis, however, they should have developed the necessary skills and knowledge from the core curriculum to be successful in the thesis preparation process. It is highly recommended that students complete HDFS 5193 Statistics for Research in Family Sciences and HDFS 5693 Research Methods in Family Sciences prior to beginning thesis. Theses must follow the *TWU Guide to Preparation and Processing Dissertations, Theses, and Professional Papers*. In addition, all Thesis students must attend a minimum of one thesis or dissertation defense meeting of another student, prior to participating in a thesis defense meeting of their own. Thesis students may review the schedule of thesis defense announcements by checking the department bulletin boards for posted announcements or by checking the room 204 calendar with the department office.

Thesis data based on human subjects must come from participants who have given informed

consent to participate in a research study. All research carried out by Texas Woman's University faculty and/or students must have been approved by the Texas Woman's University Institutional Review Board. All personnel listed on the IRB application for review must have completed NIH human subjects and CITI training through the online training module available [here](#).

Steps for writing a thesis:

- 1) Meet with advisor/committee chair to discuss ideas for thesis.
- 2) Ask 2 committee members to serve. At least one of these members must be a Marriage and Family Therapy faculty member. You will consult with the committee as you conduct your project. This committee can be the same as the one used to create your degree plan.
- 3) Complete both the NIH and CITI trainings. These trainings can be found on the TWU Graduate School website. Certificates of completion for both you and your advisor must be attached to your [Institutional Review Board](#) (IRB) application before beginning your study.
- 4) Reserve a room for your proposal with Family Sciences office staff.
- 5) Turn in completed proposal, the first three chapters of the thesis, to the committee 10 days before proposal date for them to read, along with Meeting Notification form. At the proposal meeting, bring your Prospectus Cover Sheet (available [here](#)) for committee members who wish to sign the form after the meeting.
- 6) After committee has approved the proposal (either during the proposal meeting or after requested changes have been made), the IRB application, along with the certificate of completion for the NIH training will be submitted. This application will need to be signed by your committee chair, as well as the department chair. The department chair generally needs 3 working days to read the application. If the department chair requests that changes be made to the application, your committee chair will check it again after you make the needed changes, and the department chair will then need time to approve the revised application. The department will forward the application to IRB after the department chair approves and signs it.
- 7) If IRB requests changes be made to the application, make those changes and turn in to IRB again.
- 8) Upon receiving approval from IRB, turn in prospectus with prospectus cover sheet signed by your advisor and committee members, and await approval from the Graduate School. Formatting for the prospectus should follow the guidelines available in the TWU Guide, linked above; the document should be no longer than 10 pages.
- 9) Upon receiving approval from the Graduate School, you may begin your study and start collecting data.
- 10) If any modifications must be made to the study, these can be approved by submitting a modification through Sharepoint. You cannot implement the modifications until you have received approval from IRB.
- 11) Schedule a thesis consultation through the Graduate School to check on formatting requirements. Further information about this can be found on the Graduate School

website.

- 12) Reserve room for defense with staff in the Department main office. Turn in final copy of thesis to committee 10 days before defense date for them to read, along with the Meeting Notification form.
- 13) Complete a thesis defense announcement; the template is available on the “Family Therapy MS Student” canvas organization page. Post announcements.
- 14) Meet with committee to defend your thesis. Prepare a presentation on your work and solicit feedback from your committee. Students may pass with no qualifications, be passed with some changes requested, or fail their defense. If a student passes their defense, their committee members will sign the signature page embedded in the thesis. Copies of this signature page should be printed on professional bond paper. Students who fail their defense will consult with their committee as to how to proceed.
- 15) Must have final copy of thesis turned into the Graduate School (along with completed signature page, signed Certificate of Final Examination, Fee Sheet and payment, and Release Form) by the November deadline for the fall semester, July deadline for the summer semester, and April deadline for the spring semester (exact dates vary each year). If the student chooses to upload their thesis electronically, one hard copy with signed signature page must be turned in to the Graduate School. The Graduate School will then send a scanned and stamped copy of the signature page, along with a link, where the student can upload their electronic copy of their thesis. Students should consult with the Graduate School for any other thesis paperwork requirements, and the forms that must be turned in can be found on the Graduate School website.

RCR Requirements for Graduate Students and Graduate Faculty

Effective Spring 2013, all graduate students and their faculty advisors must complete RCR training through the [Collaborative Institutional Training Initiative \(CITI\)](#) online prior to initiation of research projects for professional papers, theses, and dissertations. The certification of completion for both the student and committee chair must be attached to the thesis [prospectus](#) submitted to the Graduate School.

Please note that Responsible Conduct of Research (RCR) training and Human Subject Research training are different modules and fulfill different requirements. Make sure you are accessing the RCR course when completing the training for this requirement.

- [Collaborative Institutional Training Initiative \(CITI\) Online Training](#)
- [CITI Instructions](#)
- [Responsible Conduct of Research Policy](#)
- [Procedures for Complying with the RCR Training Policy](#)
- [Responsible Conduct of Research Q&A](#)

PROFESSIONAL AND UNIVERSITY MEMBERSHIPS

All Marriage and Family Therapy majors are expected to join the American Association for Marriage and Family Therapy (AAMFT) as student members and to join the TWU Student Association for Marriage & Family Therapy (SAMFT). To learn more about SAMFT, go to the SAMFT site under Organizations in Canvas. (Students with financial hardships should see a faculty member privately to apply for a partial scholarship for the AAMFT dues.)

American Association for Marriage and Family Therapy (AAMFT)

The American Association for Marriage and Family Therapy ([AAMFT](#)) is the professional association for the field of marriage and family therapy. The organization was founded in 1942, and has been involved with the problems, needs and changing patterns of couples and family relationships. The association leads the way to increasing understanding, research and education in the field of marriage and family therapy, and ensuring that the public's needs are met by trained practitioners. The AAMFT provides individuals with the tools and resources they need to succeed as marriage and family therapists; the many benefits of a student membership (including, for example, access to AAMFT Job Connection, Teneo, the organization's online learning center, free ethical advising, and a subscription to the *Journal of Marital and Family Therapy*) are described [here](#).

National Council on Family Relations (NCFR)

The National Council on Family Relations (NCFR), established in 1938, is a professional organization focused solely on family research, policy, and practice. The organization publishes several major international scholarly journals, offers the Certified Family Life Educator (CFLE) credential, and offers an annual conference attended by many family therapists. The Family Therapy section of their organization focuses on the practice of MFT, with more information available [here](#).

International Family Therapy Association (IFTA)

The International Family Therapy Association (IFTA), founded in 1987, provides international conferences to promote, strengthen, and improve the quality of family therapy, the quality of relationships with families, and to promote well-being and peace within our world (IFTA, 2014). The organization publishes the *Journal of Family Psychotherapy*, and offers low cost student memberships. More information is available at <https://www.ifta-familytherapy.org/>.

Texas Association for Marriage and Family Therapy (TAMFT)

The [Texas Association for Marriage and Family Therapy](#) (TAMFT) is a division of the American Association for Marriage and Family Therapy. The professional members of TAMFT are committed to the advancement of the MFT practice based on principles to enhance individual and family well-being for all Texas families.

Regional Associations

Close to TWU, students also have access to the Dallas Association for Marriage and Family Therapy and the [Fort Worth Association for Marriage and Family Therapy](#). Both organizations provide regular workshops and trainings, offering students the opportunity to network with professionals in their community and to learn from regional experts in the field.

TWU Student Association for Marriage and Family Therapy (SAMFT)

The SAMFT at TWU holds several student-faculty meetings, of which Marriage and Family Therapy students are required to attend a minimum of 1 per year.

The purpose of SAMFT is to

- A. To serve as an information and resource base for members and alumnae.
- B. To encourage professional networking opportunities and promote the professional development of members.
- C. To provide information and education on couple and family issues to Texas Woman's University students and the community.
- D. To promote community awareness of the impact of a systemic approach to couple and family therapy.

Voting membership in this organization is open to any full or part-time graduate student at Texas Woman's University who has been accepted in the Marriage and Family Therapy Program.

Non-voting membership is open to any full or part-time graduate or undergraduate student at Texas Woman's University who has the desire to work toward the purposes of this association.

Alumni, faculty, professionals, and interested members of the community are welcome to join the organization as non-voting members. Marriage and Family Therapy faculty and the Chair of the Family Sciences Department at Texas Woman's University shall be considered non-voting members and are exempt from paying dues, but are encouraged to make donations.

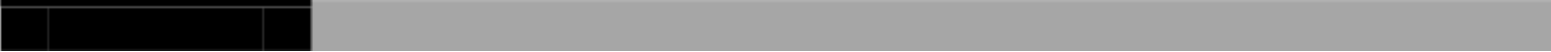
A member of the Marriage and Family Therapy faculty at Texas Woman's University will serve in the capacity of Advisor to the Executive Committee.

The dues of all members shall be regulated as deemed feasible by the Executive Committee.

Membership shall be open throughout the school year with the understanding that the school year extends from fall semester through the following summer semester. Membership drives will be conducted each fall semester.

SAMFT Student Liaison. The position of Vice President in the Student Association for Marriage and Family Therapy includes the role of Student Liaison. This Liaison functions as a liaison between the Marriage and Family Therapy student body, SAMFT members, and Marriage and Family Therapy faculty. The purpose is to enhance communication within the Marriage and Family Therapy Program. The Vice President shares confidential, anonymous feedback from Marriage and Family Therapy students with the Marriage and Family Therapy faculty twice a semester, as part of the Marriage and Family Therapy faculty's biweekly component meetings. Students can submit feedback to the Student Liaison directly, or by submitting feedback using the link provided on the student Canvas page, at any point during the year.

The role of the Student Liaison aids the Marriage and Family Therapy faculty in reviewing and revising the Educational Outcomes, policies, and procedures, in order to ensure student, alumni, and faculty achievement. Student governance through the provision of feedback to the Student Liaison is a critical and important process to the success of the Marriage and Family Therapy program in meeting our Student Learning Outcomes, Program Outcomes, and Faculty Outcomes.



Section III General Policies and Procedures

DISABILITY ACCOMMODATIONS

In accordance with University policies and state and federal regulations, the Marriage and Family Therapy Component is committed to full academic access for all qualified students, including those with disabilities. The website for Disability Services for Students is <https://www.twu.edu/disability-services/>. All students requesting accommodations should go through the Office of DSS, prior to discussing accommodations with faculty.

Essential competencies in the couple and family therapy field are progressively developed and integrated throughout the Marriage and Family Therapy degree program at TWU. Assessment of these competencies, as outlined by the American Association for Marriage and Family Therapy and program faculty, is a regular and routine part of all Marriage and Family Therapy degree programs throughout the United States. While alternative competencies, alternative means of attaining those competencies, or alternative means of assessing attainment of competencies may be proposed, the Marriage and Family Therapy Component is not prepared to waive the specific competency requirements themselves. To do so would endanger the resulting degrees issued to all graduates in this department and the quality of services to the public served by our graduates.

HUMAN DEVELOPMENT, FAMILY STUDIES, AND COUNSELING PROFESSIONAL BEHAVIOR POLICY

All students in the MFT MS program are required to follow the Department of Human Development, Family Studies, and Counseling professional behavioral policy, which can be found at this weblink:

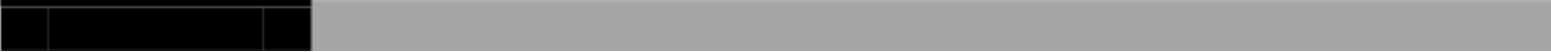
<https://twu.edu/human-development-family-studies-counseling/forms-and-policies/>

ACADEMIC INTEGRITY

TWU Academic Integrity Statement

Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook.

The TWU library link, “[Avoiding Plagiarism](#),” will aid students in completing their assignments with integrity.



Section IV Program Policies and Procedures

ADVISOR ASSIGNMENT

A faculty advisor is assigned to each degree-seeking student upon admission to the program and before enrollment. The student is expected to consult with the advisor a *minimum* of once a year after entering the program and as needed during progress through the program. Students are strongly encouraged to consult with their advisor more frequently. Consultation with an advisor is required for:

1. Changing a filed degree plan;
2. Advisement on an annual basis;
3. Addressing questions and concerns about the program that are not addressed in this Handbook, the Graduate Catalog, or the Course Rotation.

Other occasions may arise when advisor consultation is required or desired. When in doubt about any issues or concerns related to your program of study or progress in the program that cannot be answered by program or university print resources, consult your advisor.

It is to the student's advantage to have a good working relationship with the assigned advisor. Should the need arise, a student may request a change of advisor. The procedure to make a change is as follows:

1. Contact the prospective advisor to ascertain his/her availability and agreement to the proposed change.
2. Obtain consent to the change from the current advisor. Thank the current advisor for their assistance.
3. Submit a completed "Change in Advisor" form (available on <https://twu.edu/human-development-family-studies-counseling/forms-and-policies/>).

DEGREE PLAN CHANGES

Changes in Courses:

If you wish to drop a course(s) and add another course(s), follow these steps:

1. Confer with your advisor to approve changes.
2. Obtain a “[Graduate Degree Plan Substitution](#)” form from the Registrar’s website, complete the information on the form, and submit it to your advisor.
3. Allow three weeks for processing, then contact the Graduate School to be sure the change is on file.
4. For degree-seeking students, application for graduation will be approved only if all courses, as listed in the graduate catalog or filed degree plan changes, have been completed.

GRADE REQUIREMENTS FOR MASTER'S DEGREE

Graduate students are expected to maintain a B average on all graduate work. Consistent failure to do so results in dismissal from the Graduate School. Any grade of C or lower will not count toward the student's degree. When a student's cumulative grade average on graduate-level work falls below B or when a student receives a grade of D, F, or WF during any one semester or full summer session of twelve weeks, the student is automatically on academic probation and notified of this status by the Graduate School. Earning a grade of D, F, or WF or failure to restore the cumulative average to B (3.0) or above during the next enrollment results in dismissal from the Graduate School. Master's students who have been suspended may reapply to the TWU Graduate School when 6 years have elapsed after the suspension.

Grading Specific to the Marriage and Family Therapy Program

As stated above, all Marriage and Family Therapy students are required to earn grades of "B" or better in all graduate courses. If less than a "B" is earned, students must retake the course the next available semester the course is offered. If a student earns two non-passing grades in any courses during their program, they will be removed from the program. Even though students have retaken a course and earned a passing grade for one (1) course, it does not negate the consequence associated with this two non-passing grades requirement. Our goal, as Marriage and Family Therapy faculty, is to use this process to help us review students who are struggling. Therefore, it is critical that students work with their advisor to address any concerns related to course grades.

Grievances and Grade Appeals

If you have a grievance, whether or not it specifically involves a Grade Appeal, follow the procedure specified on page 147 of the TWU Student Handbook, available at <http://www.twu.edu/student-life-office/student-handbook.asp>

The Marriage and Family Therapy Program follows the Grade Appeal process for students in the College of Professional Education. Grade appeals can be submitted so that an attempt can be made to mediate student concerns regarding the issue of their grade. If a student feels that the current grade is a result of either differential treatment, arbitrary or capricious assignment of grades, or a miscalculation of the grade, then the effort will be made to correct any mistakes made. Listed below are the instructions for the grade appeal process. Processing for the appeal will be handled in a timely manner. Timely processing will include 10 days after a decision is rendered at each level. Processing grade appeals may take longer during university breaks or summer schedules.

More information on the Grade Appeals process is available [here](#).

THERAPIST EVALUATION

Students are routinely evaluated throughout the program on the criteria of knowledge, personal characteristics, interpersonal skills, and therapy skills to determine that their progress is adequate, if remedial work is needed, or if the student should discontinue the program. Any evaluation that results in a decision for remediation or withdrawal follows the specific procedure outlined below. At any faculty meeting, a faculty member may bring up a student about whom the faculty member has concerns. In addition, the Marriage and Family Therapy faculty members specifically address concerns regarding specific students midway through each semester, using the Mid- Semester Intern Evaluation for students enrolled in Internship. Evaluation of student therapists' competencies is also discussed in Section V of this Handbook.

Student Learning Outcomes

The Student Learning Outcomes, as described in the Academic Institutional Improvement Assessment plan for the M.S. program, state that by the end of the program, students will be able to:

1. Accurately differentiate among theoretical and empirical foundations in the field of marriage and family therapy;
2. Accurately differentiate among principles and theories of human development, including human sexuality, gender development, psychopathology, individual development, and family development and processes;
3. Critically evaluate qualitative and quantitative research in couple and family therapy;
4. Effectively assess interactions and intervene in client systems using a relational/systemic perspective and ethical acuity.

CONCERNS FOR THERAPIST COMPETENCY

It is the student's responsibility to communicate with their designated Faculty Advisor if they need to refrain from offering or providing therapy services due to impairment. This impairment may be of a temporary or permanent nature and may be due to physical, mental or emotional problems. When the faculty advisor becomes aware of such an impairment, he/she will bring the situation to the attention of the program faculty as soon as is reasonably possible so that appropriate action can be taken by faculty decision.

If the faculty assesses or addresses impairment of a student, it is possible for the outcome to be remediation or withdrawal from the program. It is expected for the student to disclose to their faculty advisor any impairment of a mental, emotional, or physical nature. The student will refrain from offering therapy if enrolled in Internship. The advisor will then meet with the remaining Marriage and Family Therapy faculty. The faculty will then create a remediation plan to outline the requirements needed to resume clinical courses.

Impairment may occur when there is a significant negative impact on a therapist's professional functioning which compromises client care or poses the potential for harm to the client.

Impairment may be due to:

- Substance abuse or chemical dependency
- Behavioral health issues
- Personal crisis (traumatic events or vicarious trauma, compassion fatigue, burnout, life crisis)
- Physical illness or debilitation

Impairment in and of itself does not imply unethical behavior. Such behavior may occur as a symptom of impairment, or may occur in therapists who are not impaired.

Therapists who are impaired are distinguished from stressed or distressed family therapists who are experiencing significant stressors, but whose work is not significantly impacted.

Training in the Marriage and Family Therapy program will include highlighting for students their own personal risk factors, the nature of shared vulnerability and empathy in clinical work, and the chance for compassion fatigue or burnout. Often therapists are exposed to clients recounting their personal traumas, which increases the likelihood of vicarious trauma for students. One of the most important skills family therapists can learn is regularly engaging in self-reflection and self-care activities in order to prevent impairment and unethical practice. Developing a self-care program, which may include mindfulness activities, journaling, hobbies, fun activities with friends or family, physical exercise, time spent outdoors, and general social support is critical to the well-being of the student therapist. In addition, seeking personal therapy when necessary in order to ensure the ethical treatment of others is a proscription of the [AAMFT \(2015\) Code of Ethics](#).

Faculty supervisors will regularly and routinely evaluate with students their personal well-being

and assist them with developing stress management skills. While the contents of supervision are confidential, faculty supervisors are responsible for alerting other faculty, as well as site supervisors, of students who are struggling with their own well-being and whose therapy is impaired by the factors described above. The goal of the Marriage and Family Therapy faculty is to support and retain our developing student therapists, as well as to protect our consumers of care and the profession of Marriage and Family Therapy. As such, a range of faculty responses to therapist impairment, as well as a lack of development in the area of core competencies and professionalism, may include remediation, withdrawal, or dismissal from the program. Students who are aware of potential impairment may also contact [TWU's Student Life Office](#) for assistance.

Procedures for Reviewing Student Competency

Therapists' clinical effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students training to be effective therapists must recognize various behaviors and value systems and how these value systems affect behavior. They must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, and demonstrate emotional stability and self-acceptance among their personality characteristics. The professional judgment of family therapists is a necessary and vital part of the total assessment program.

It is the objective of the Marriage and Family Therapy faculty to identify concerns about student competency as early as possible and initiate the necessary procedures for addressing these concerns. To implement this procedure in a systemic manner, each faculty supervisor (instructor of Internship) will complete an end-of-the-course evaluation on each student in Internship. These completed forms will be filed in the program's evaluation files (for the purposes of compiling data and reporting data for accreditation/university academic improvement standards). These evaluations assess areas of the AAMFT (2004) core competencies (http://www.aamft.org/imis15/Documents/MFT_Core_Competencie.pdf) to determine if the student's progress is adequate, if remedial work is needed, or if the student should be removed from the program. In addition, students' site supervisors complete a similar evaluation of students' clinical competencies and professional development, which are used by the faculty, in conjunction with faculty assessments, to determine the student's progress.

The Marriage and Family Therapy faculty members follow the process outlined below in order to identify students with competency concerns as quickly as possible, and to identify potential next steps to improve their development or dismiss them from the Marriage and Family Therapy program. This process aligns with [TWU's Academic/Administrative Complaints and Appeals process](#), which requires that graduate student academic program issues go through first the faculty member or an advisory committee, then the Department Chair, the College Dean, and finally the Dean of the Graduate School.

1. Students with competency concerns are identified by mid-semester evaluations or as

soon as possible. When an Internship instructor believes a student is not making adequate progress (or, when an instructor in another course feels similarly), the instructor will confer with the student, and if necessary their site supervisor, and discuss the nature of their concerns. The concerns will be presented to the Marriage and Family Therapy faculty at the next regular component meeting as an information item. All student Interns are reviewed at the mid-semester component meeting, regardless of whether concerns are present.

2. Marriage and Family Therapy faculty will discuss the instructor's recommendations regarding either (a) specified remedial procedures or (b) withdrawal or removal from the program. Faculty will agree regarding next steps, which the instructor will discuss with the student.
3. If the student decides to follow the counsel of the instructor regarding (a) specified remedial procedures or (b) withdrawal from the program, the remainder of these procedures will not be implemented. If the student believes the evaluation is inequitable and is unwilling to follow the specifications of the plan, the instructor will inform the student to contact the component coordinator immediately to follow through with an appeal to the evaluation process. The student must contact the program coordinator by email within **ten (10) class days** following the conference with the instructor or the student forfeits the right to an appeal and the instructor's evaluation and decision will stand.
4. In cases of appeal, the program coordinator will respond by email to the student within **ten (10) class days**, and seek a resolution with the instructor and the student, as well as the Department Chair if necessary. If no resolution is reached, the coordinator will call a meeting of all Marriage and Family Therapy faculty, normally within three (3) class days of receipt of the student's appeal. One faculty member, designated by the program coordinator who will serve as the chair of the meeting. Should the coordinator be the instructor in question, the chair of the Family Sciences Department will appoint the meeting chair.
5. The committee will require a written statement from the instructor and the student; then will hold an oral hearing where the views of the instructor and the student will be heard.
6. The committee will determine the student's progress and recommend one of the following approaches: in the program with conditions, in the program with remedial work, or dismissed from the program. The committee will make specific written recommendations related to their findings within **ten (10) days** of the oral hearing. This written decision will be conveyed to the instructor, the student, the program coordinator, and the Department Chair.
7. The student will have **ten (10) days** to appeal said decision to the Department Chair, by email. The Department Chair will respond, by email, within **ten (10) days**. If the student remains dissatisfied with the Department Chair's decision, the student may submit the appeal to the Dean of the College of Professional Education. The request must be made via email, within ten days of receiving the Chair's decision.
8. The Dean reviews the appeal request and the materials provided by the student, the faculty

- member, and the committee. The Dean may also meet with the student, Family Sciences Department Chair, program coordinator, and faculty member as needed. After reviewing all of the materials, the Dean will make a decision in writing (via email) within ten days.
9. If the student remains dissatisfied with the appeal outcome after the Dean's decision, the student may appeal to the Dean of the Graduate School, via email within **ten (10) days**. See the Graduate School handbook for information regarding an appeal to the Dean of the Graduate School. Also see the TWU Academic/Administrative Complaints and Appeals Process (linked above).
 10. All records in the case will become a part of the student's permanent departmental file.

TECHNOLOGY

Minimum technology requirements. All TWU students must have consistent access to a computer and University email. TWU provides free email accounts to all students and has computer labs in the library and in the MegaLab (located in MCL 201). Each student must have a working email account linked to Canvas to ensure receipt of all course communication. Students are responsible for checking their TWU email regularly for program- and course-related announcements.

Training for specific technologies used in viewing and recording clinical sessions will be provided on a regular basis in the TWU Counseling and Family Therapy Clinic. Resources for TWU library use can be found on the TWU library website. The TWU Technology Service Desk website maintains a listing of detailed guides on a variety of technical training issues. Any challenges with Canvas, a TWU computer, email, or any other technology related to TWU or the Marriage and Family Therapy program specifically should be addressed immediately, and all questions should be directed to the TWU Technology Service Desk. These helpful professionals can be reached at 940-898-3971 or servicedesk@twu.edu. More information about TWU technology and assistance can be found at the [TWU Technology website](#).

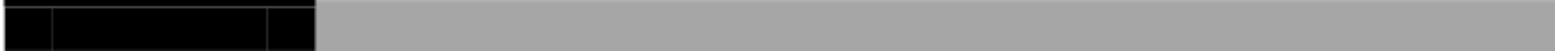
All students are subject to the [University's Technology Regulations and Procedures](#). In addition, Marriage and Family Therapy students are expected to manage confidential client information in a manner that adheres to the AAMFT Code of Ethics (especially Standard VI) and HIPAA rules. All personal electronic devices, which may access confidential information, must be password protected and only accessible to the student.

Faculty and technology. Marriage and Family Therapy faculty will stay current on appropriate uses of technology and will encourage students to develop competent and secure practices. Marriage and Family Therapy faculty regularly complete training specific to classroom technology use and learning management systems, and are able to access additional training via the Technology Service Desk at any time.

SOCIAL MEDIA POLICY

TWU's Marriage and Family Therapy students are ambassadors for the program, the university, and the field of Marriage and Family Therapy. As such, certain guidelines for social media use are necessary to protect the integrity and reputation of clients, students, the program, and the profession. These policies apply to any social networking site (e.g., Facebook, Twitter, LinkedIn, etc.).

Students should be professional and respectful in online interactions. In order to maintain confidentiality and ethical responsibility toward clients, students must not post any information about clients on social media sites, even with identifying information obscured. Students should not post anything that defames other students, the program, TWU, or the profession. Should postings be found that violate these policies, faculty will meet with the student and a remediation plan may be enacted.



Section V Clinical Instruction

STATEMENT OF LIABILITY AWARENESS

In light of the prevailing legal climate and increased litigation in the United States today, it is increasingly apparent that students in training for the helping professions must have adequate liability coverage for themselves during the training period. Texas Woman's University provides legal protection for students when enrolled in clinical classes, starting with Prepracticum. Insurance is not in effect until student pays program fees for the clinical course.

Each student will automatically be assessed for professional liability insurance through TWU through the Bill Beatty Insurance Company. The cost of this professional liability insurance will be included in the clinical course fees when registering for Prepracticum and the sequential semesters of Internship.

Bill Beatty Insurance Agency, Inc.
13140 Coit Road, Suite 510
Dallas, TX 75240
(214) 644-4281 800-451-8358
FAX (214) 437-3759

The marriage and family therapy faculty encourages students to acquire additional insurance coverage. Student membership in the American Association for Marriage and Family Therapy provides the student with insurance through CPH & Associates: Professional Liability Insurance. The student may choose to use his/her personal insuring agent if that company can provide satisfactory coverage.

TELETHERAPY COMPLIANCE POLICY

Students are required to have adequate training and knowledge in delivering systemic telemental health when providing teletherapy services to clients. Students are required to follow licensure and federal regulations, including using HIPAA compatible video platforms and ensure client consent is received and confidentiality is not breached.

VIRTUAL SUPERVISION COMPLIANCE POLICY

The policy of the TWU MFT MS program is that supervision between a student therapist and supervisor is conducted face-to-face in the same physical location except for approved extenuating circumstances. When it is necessary for students to attend supervision online, students and faculty must ensure they are using a HIPAA-secure platform and that client and supervisee confidentiality is not breached.

SKILLS REQUIRED FOR SUCCESSFUL COMPLETION OF THE PROGRAM

The Marriage and Family Therapy program of study cumulates in three clinical courses: MFT 5543 Prepracticum, MFT 5513 Practicum in Family Therapy, and a minimum of three semesters of MFT 5544 Internship in Family Therapy. In these courses, the student's overall performance is assessed by site supervisors and faculty supervisors. The student must earn a grade of A or B to successfully complete the courses. Students must meet (1) client contact hours, (2) supervision hours, and (3) clinical competency determined by MFT faculty (based in part on competency evaluations) to finish the clinical aspect of the program. If all three are not achieved, the student will extend the internship experience for a minimum of one additional semester until the direct client contact hours, supervision hours, and clinical competency is achieved. The evaluation forms that are used in these courses are completed each semester of Internship. Please also see Therapist Evaluation in Section IV, above.

APPLICATIONS FOR CLINICAL COURSES

There are important prerequisites for students wishing to enroll in MFT 5544 Internship in Family Therapy. It is the student's responsibility to be aware of those prerequisites and complete them successfully prior to attempting to enroll in either of these clinical courses. Please consult the Master's Curriculum in Section II, above, and the application forms included in the Appendices.

Internship in Family Therapy

Students must complete the application on Canvas and depending on the internship site either provide the:

- Internship Site Acceptance Form
OR
- Off-Campus Internship Site Agreement Form

The documents should be submitted online via the Marriage and Family Therapy MS Students organization page on Canvas. Failure to include these documents through Canvas on time may result in not being considered for admission to the class.

The deadlines for MFT 5544 Internship in Family Therapy are in the semester *prior* to when the course is offered.

- Application for the Spring semester is due October 15.
- Application for the Summer semester is due March 15.
- Application for the Fall semester is due June 15.

Internship sites (and site supervisors) must be *approved* by the program director and the Marriage and Family Therapy faculty. This process is to ensure that a student has chosen a site that will support their systemic philosophy, as well as provide them with ample opportunity for relational hours. Therefore, submission of these forms and an application for Internship is not a guarantee that a student will be approved to practice at this site. It is to the student's advantage to review sites they are considering early on with their advisor, and to submit their paperwork as soon as possible in order for faculty to review their placement.

More information about Internship is included in the Requirements for Family Therapy Internship section below.

INTERNSHIP SITES

Students are responsible for securing their own Internship sites. Most students choose to commit, full-time, to one Internship site that serves clients within their area of interest (e.g., in juvenile detention, underserved clients lacking insurance, children and adolescents, etc.). Other students choose to work primarily at one Internship site while joining a second site (usually the TWU Counseling and Family Therapy Clinic). A chart of potential Internship sites is available in the Appendices. A description of the CFTC follows.

The TWU Counseling and Family Therapy Clinic

The TWU Counseling and Family Therapy Clinic (CFTC), housed within the Department of Human Development, Family Studies, and Counseling in Woodcock Hall (WH) ⁰⁰⁰¹, provides low cost counseling for adults through family, couple, groups, and individual services. The clinic offers play therapy for children ages 3–10 and creative arts therapy for adolescents and adults. The Clinic staff consists of graduate students from two disciplines, Marriage and Family Therapy and Counseling and Development, who are being trained to deliver therapy to assist clients in resolving a variety of issues.

The CFTC also serves as the on-campus internship site for TWU's master's and doctoral level MFT students, as well as for students in the Counseling and Development Program at TWU. The internship experience at the CFTC provides students with an opportunity to enhance their classroom-acquired knowledge and skills with hands-on experience under a licensed, state-board-approved supervisor. Students may work with a diverse population of individuals, couples, and families, providing an opportunity for students to explore multiple avenues of the Couple & Family Therapy Profession and develop a therapeutic skill set within a variety of settings. The Clinic is one Internship site students may choose, among several.

PRE-INTERNSHIP EVALUATION

Prior to beginning at an internship site, all students must participate in a pre-internship evaluation meeting with the MFT faculty. The evaluation will occur in the Spring semester before internship, near the end of the practicum course. Each student will receive feedback about their clinical strengths and areas for growth. It is expected that the meeting will last approximately 15 minutes.

The purpose of the pre-internship evaluation is to assess readiness for internship in five core areas: systemic & clinical competencies, interpersonal competencies, professional/academic competencies, ethical competencies, multicultural competencies. Students will be rated on their developmentally appropriate competence using the following scale:

- Evident developmentally appropriate basic skills = 3, understands concepts and skills displayed consistently
- Developing and solidifying basic skills = 2; minor conceptual skill errors with inconsistent demonstration; indicates some remediation in identified may be required before moving forward to internship
- Deficient in concepts and skills = 1; significant remediation required; indicates student is not prepared to move forward with internship
- Unable to Evaluate = N/A; faculty member is not able to evaluate the present skill because they have not instructed them in a setting where the skill would be demonstrated

Students with scores of “2” or lower on any skill will not be able to proceed with internship until evidence of the skill has been demonstrated. Any other remediation activities that the faculty see as necessary will be presented to the student in a remediation plan.

If the MFT faculty determines to delay a student’s clinical internship, a remediation plan will be created to improve clinical skills, academic performance, professional comportment and/or emotional readiness to begin internship. The faculty advisor of the student will monitor the student’s progress with the remediation plan.

REQUIREMENTS FOR INTERNSHIP

Preparing to begin the Marriage Family Therapy Internship Experience:

- The Internship experience is at least a year-long commitment. Your Internship class will meet 3-4 hours per week, Thursdays morning or afternoon (typically starting at 8AM and 1PM). You will also meet outside class with your Internship professor/supervisor, on a schedule to be determined, for individual supervision (which varies by your semester of Internship). MS students take a minimum of 3 semesters.
- It is expected that all semesters of Internship will be taken consecutively. Any student needing to take a one semester leave from this commitment will need to submit an email or letter to the Marriage and Family Therapy faculty explaining the reason for the delay. Faculty will notify the student whether the leave has been approved prior to the start of the next semester. The email/letter requesting leave from Internship will be placed in the student's permanent file.
- Plan to be available to conduct therapy at your site(s) on the following schedule (approximate dates): Fall: August 16 -- December 18, Spring: January 7 -- May 15, Summer: May 16 -- August 15.
- Students are required to complete 300 hours of direct face-to-face therapy across the semesters of their internship experience, a minimum of 100 of which must be with couples and families. Internship will take approximately 20 hours per week of your time, so it is recommended that you plan your schedule accordingly. Additional details of the course requirements will be included in the syllabus for your Internship class.
- You will need to apply for and be accepted to intern at an approved off-campus agency site where you will conduct therapy or at the TWU Counseling and Family Therapy Clinic located in the Family Sciences Center in WH 114. The process of contacting and interviewing with the off-campus sites or CFTC is your responsibility. If you wish to see clients in the CFTC, contact the supervisor/director about the requirements. The off-campus site (or sites) you choose to apply with must allow you to conduct family and couples therapy. You are advised to begin the search for approved off-campus sites at least a semester in advance. The off-campus site must meet the requirements as outlined below. Securing an off-campus site where you can practice requires getting approval from Internship faculty in advance for the chosen site. Most sites require you to interview and may have additional requirements.

- You will also complete the Site Acceptance Form. These are to be attached to the Internship application form. If you have more than one site, you must complete forms for all sites. If you change sites, you must complete all forms for the new site(s). Students who do not turn this paperwork in, and have it approved, prior to the beginning of Internship class will not be allowed to accrue clinical hours at this site.
- To begin your first semester of Internship, you will need to have: (a) completed the required prerequisite courses listed on the application form, (b) completed, with your advisor and committee, (c) to have submitted the Application for 1st Semester Family Therapy Internship form with all required attached documents by the deadline for that semester, and (d) obtained a student membership with the AAMFT. Students who are unable to join AAMFT will not be penalized. You will also have secured your approved off-campus or CFTC Internship site as noted above.
- For each subsequent semester of Internship you will complete an Application for 2nd, 3rd, 4th, or 5th Semester Internship form by the deadline for that semester and all other required forms and attachments.
- Submit the appropriate Internship application form on the Marriage and Family Therapy MS Students organization Canvas page using the “Course Applications” tab. Please do so by the deadline for that semester (Spring semester – October 15; Summer semester – March 15; Fall semester – June 15).
- Tuition fees for the coming semester must be paid before you can conduct therapy, because professional liability insurance is paid for out of clinical course fees. Once you have paid tuition for Internship class, your Professional Liability Insurance is in force.

Off-Campus Internship Site Requirements:

- The site must be approved and have an official, executed affiliation agreement with Texas Woman’s University (steps for approving off-campus sites are outlined below)
- The site should allow you to have access to a sufficient number of clients for individual, couple, and family therapy. You will need to accumulate a total of 300 direct hours of therapy, 100 of which must be with couples and families, across your total Internship experience.

- The site must allow you to video-record your therapy sessions with written client permission, including transporting of these recordings to TWU for group and individual supervision with your faculty supervisor. Because these video recordings will be transported, we provide a video recording permission/transportation form that will be signed by all marriage and family therapy students' clients (who are willing to do so).
- The site should provide you with an on-site supervisor with the minimum qualifications of a clinical master's degree, systemic family therapy expertise, and at least two years of experience as a licensed therapist (LMFT-S or equivalent). Supervisors who have systemic training and are licensed as psychologists, professional counselors, and social workers are also considered. Your supervisor will need to supply us with a professional vita in order to be approved as your site supervisor.
- The off-campus site supervisor should be able to provide you with a minimum of one hour of individual supervision each week. During supervision your supervisor will review your cases, provide training, and observe your therapy tapes or your live sessions. If a student has two sites, they must have two different site supervisors, as well as their faculty supervisor. The only exception is for students who are interns at the Counseling and Family Therapy Clinic at TWU and have only 1 or 2 clients. Supervision in this case will be provided by the student's Internship faculty supervisor.
- The site should allow the university faculty supervisor who is your Internship instructor to make at least one site visit during the semester, if needed.
- The off-campus site supervisor should be willing to fill out an evaluation of your skills and abilities and to discuss your performance with your faculty supervisor as needed.
- Your site should be a state agency or other nonprofit agency or institution, rather than a for-profit hospital, agency, or practice, or pastoral counseling center.
- If you hope to use an off-campus site that may not meet all of these criteria, you must discuss it well in advance with Internship faculty to determine if alternate arrangements can be made to accomplish the needed objectives of an off-campus site in a different way. No site may be used without prior approval.
- If you have questions about the requirements, contact your Internship faculty.

POLICIES AND PROCEDURES FOR ACCEPTING NEW CLINICAL TRAINING SITES

1. New Site is Requested by student, site, or faculty
 - i. Site completes the Clinical Mental Health Site Application (below)
2. Initial Review
 - a. Program coordinator reviews website (if available) and Clinical Mental Health Site Application and any other documents to determine whether the clinical training site appears to meet minimum training requirements
3. Initial Review by full faculty at component meeting
 - i. Faculty review application and documents to determine whether to continue vetting the site or to deny application
 - ii. If faculty vote to continue vetting process, program coordinator calls site representative to clarify any further questions or request further documentation and to schedule a site visit
4. Site Visit (attended by at least 2 faculty)
 - a. During site visit, faculty tour facilities, meet with site representatives and supervisors
 - b. Faculty assess:
 - i. Systems Approach by site and supervisors
 - ii. Approved Supervisor on staff and available to students at all times
 - iii. Ability to train student interns from a systems perspective, and with a variety of marriage and family therapy models
 - iv. Permits recording and transportation of recordings
 - v. Ability to complete clinical hours requirements
 - vi. Additional requirements expected of student interns (outside of direct client contact hours)
 - vii. Ethical concerns (e.g., student safety, treatment approach, compliance with ethical codes and state rules/regulations)
 - viii. Faculty provide information about program (brochures, etc.)
 - c. Faculty share with site administrator:
 - i. Affiliation agreement template
 - ii. Program requirements and expectations (e.g., curriculum plan, internship policies, program brochure, COAMFTE SAC Data Disclosure table, etc.)
 - iii. Next Steps in approval process
5. Review of Site Visit by full faculty at component meeting
 - a. Site visit team reports back to full faculty
 - b. Faculty Vote for full approval or to deny application
 - c. Program Coordinator notifies site of faculty decision and determines whether the site is willing to sign the Affiliation Agreement
 - i. *Note:* Any requested changes to Affiliation Agreement by site must be approved by majority of marriage and family therapy faculty and by TWU General Counsel
6. Executing Affiliation Agreement (Memorandum of Understanding)
 - a. Program coordinator sends completed Affiliation Agreement to site administrator
 - b. Site administrator signs Affiliation Agreement (scanned copy is acceptable)

- c. Program coordinator signs affiliation agreement and sends to Assistant General Counsel (Kymmi Grubb)
 - d. Once fully signed and executed, the final affiliation agreement is sent to site administrator for their records
- 7. Announcing New Affiliation Agreement
 - a. New Site is added to list of Affiliated Sites in Student Handbooks
 - b. Program announces through student organization pages of new affiliate

Marriage and Family Therapy Clinical Mental Health Site Application

This application is designed to secure information regarding practicum and internship sites for graduate students in the Marriage and Family Therapy program at Texas Woman's University. We would appreciate your assistance in providing the information requested for all items. Click inside the gray boxes to complete each field. Place your cursor inside the check-box and click to enter a check in the check-boxes. The gray field boxes will expand to accommodate your responses.

Date: / /

CLINICAL SITE DATA

Agency	URL/Web Address
Name of Respondent	Position Title
Address	
Contact	
()- -	
Work Phone	E-mail Address

Approximate percentage of clients in the following categories:

Age:	%	%	%	%
(Sum=100%)	Children	Adolescents	Adults-Under 60	Adults-Over 60
Gender:	%	%		
(Sum=100%)	Females	Males		
Modality:	%	%	%	%
(Sum=100%)	Individual Therapy	Couples Therapy	Family Therapy	Group Therapy
				Play Therapy
Population Demographics:	%	%	%	%
(Sum=100%)	African American	Asian/Pacific Islander	Caucasian	Hispanic
				Other:

Population Specifics: _____
(Description of types of clients/issues served, e.g., veterans, addictions, domestic abuse, LGBT, etc.)

Does your agency provide?

- ☐ Short Term Counseling (8 sessions or less)
 ☐ Long Term Counseling (8+ sessions)
 ☐ Both

Would TWU Marriage and Family Therapy students be able to obtain *systemic* experience and supervision at your site?

☐ Yes

☐ No

☐ Maybe

Please explain: _____

Would TWU Marriage and Family Therapy students be able to obtain at least 40% *relational* (couples/families) experience at your site?

☐ Yes

☐ No

☐ Maybe

Please explain: _____

Are there policies or philosophical orientations which help define your agency or characterize your services (e.g., pro-choice, pro-life, religious affiliation, etc.)?

☐ Yes

☐ No

If "Yes", please describe: _____

Are there specific counseling/therapy approaches favored by your agency or supervisors (e.g., CBT, Narrative Therapy, Solution-Focused, Bowen, etc.)?

☐ Yes

☐ No

If "Yes", please describe: _____

Does your agency require or prefer a specific time commitment from students?

☐ 1 semester

☐ 2 semesters

☐ 3 semesters

☐ Required

☐ Preferred

Please Note: As part of their course requirements (and in compliance with accreditation standards), students are required to provide TWU faculty with video recordings of their interactions with clients for supervision purposes. Both the student therapist and the client(s) must be visible and audible for recordings to be acceptable.

Does your agency allow confidential video recordings of therapy sessions for the purposes of student supervision?

☐ Yes

☐ No

Does your agency allow confidential audio recordings of therapy sessions for purposes of student supervision?

☐ Yes

☐ No

SITE SUPERVISOR DATA

Please provide the following information regarding the staff member who would serve as the primary on-site supervisor for practicum students or interns placed at your site as well as any additional staff members who may provide supervisory direction and support for out students.

Please Note: The primary site supervisor must have the following qualifications:

- A minimum of a master's degree in family therapy or a related profession with equivalent qualifications
- Full licensure within their mental health field (i.e., LMFT, LPC, LCSW, etc.)
- Supervision status through the state board (LMFT-S, LPC-S) or American Association for Marriage and Family Therapy (AAMFT Approved Supervisor)
- Relevant training in therapy and supervision
- Be present at the site where a student will obtain hours or make available an on-site supervisor with equal qualifications
- Demonstrate and model professionalism standards of responsibility, competence, maturity, and integrity
- Meet weekly for individual supervision with each student

Would TWU Marriage and Family Therapy students receive *weekly* individual supervision from an assigned on-site supervisor?

☐ Yes

☐ No

☐ Maybe

Please explain: _____

Would supervision have a *primarily* systemic approach?

☐ Yes

☐ No

☐ Maybe

Please explain: _____

Are there specific supervision approaches favored by your agency or supervisors?

☐ Yes

☐ No

If "Yes", please describe: _____

Supervisor # 1 (Primary Supervisor):

Name

(First)

(Middle)

(Last)

Agency

Position

Title

Highest

Degree Held

Degree

Major

No. of years experience in the counseling field _____

License(s) _____ License # _____ Date Issued _____ Expiration Date _____

Certificate(s) _____ Cert # _____ Date Issued _____ Expiration Date _____

Supervisor Signature _____

Supervisor # 2 (Optional):

Name _____
(First) (Middle) (Last)

Agency _____ Title _____

Highest Degree Held _____ Degree Major _____

No. of years experience in the counseling field _____

License(s) _____ License # _____ Date Issued _____ Expiration Date _____

Certificate(s) _____ Cert # _____ Date Issued _____ Expiration Date _____

Supervisor Signature _____

Attach an extra sheet for additional supervisor names and information.

NOTE: Please attach the resume/CV for each supervisor listed above.

SUBMISSION INSTRUCTIONS

After completing this form, please send the document with supervisor resume(s), and send to Aaron Norton, PhD., TWU Marriage and Family Therapy Program Coordinator at anorton@twu.edu.

Thank you for providing this information and for your willingness to provide clinical experiences for our students. If you should have any questions regarding TWU Counseling Program policies and procedures please call Aaron Norton, Ph.D., at (940) 898-2677.

GUIDELINES FOR CLIENT CONTACT AND SUPERVISION HOURS

Students should be familiar with the Marriage and Family Therapy Program's guidelines for documenting clinical hours, prior to the start of Internship. Monthly reports of client contact and supervision hours are to be documented in the Client Contact and Supervision Log and should be marked as follows:

- 5-15 minutes of qualifying clinical work should receive a value of .25 client contact hours
- 30 minutes of qualifying clinical work should receive a value of .5 client contact hours
- 45 minutes of qualifying clinical work should receive a value of .75 client contact hours
- 50 minutes of qualifying clinical work should receive a value of 1 client contact hour
- 65 minutes of qualifying clinical work should receive a value of 1.25 client contact hours
- 90 minutes of qualifying clinical work should receive a value of 1.5 client contact hours

Of the 300 total client contact hours students must earn, 100 must be relational.

According to the COAMFTE (2022) Accreditation Standards, Version 12.5, **direct client 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.

According to the COAMFTE (2022) Accreditation Standards, Version 12.5, **relational hours are defined as:**

- 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.)
- o 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.

Students should note that 100 hours of face-to-face supervision is required prior to completion of the internship portion of the Marriage and Family Therapy Master's Degree Program. Only supervision with a Program Clinical Supervisor count toward the total 100 supervision hours, although students will log supervision with both their Program Clinical Supervisor and their Site Supervisor. The definition of individual supervision is a meeting with 1-2 students. Group supervision hours are to be counted with meetings of 3-6 students. At least 50 hours of supervision must include observable data such as audio and video recordings, live supervision, reflecting teams, co-therapy, etc. Supervision meetings with more than 6 supervisees do not count towards a student's supervision requirement. These supervision guidelines apply to Internship class, as well. Students should be careful to note the format of supervision on their Client Contact and Supervision Log, including whether it was individual or group, and whether the hour was consultation, using video, or live. Supervision hours only count for those meetings with program and site approved supervisors.

Program Supervisor Definition

Program supervisors are the instructor of record for MFT 5544 Internship in Family Therapy and any assigned doctoral student supervisor. These supervisors meet the definition by COAMFTE for program clinical supervisors.

EXPECTATIONS FOR CLINICAL INTERNSHIP SITE

The following expectations are communicated to potential site supervisors in order for them to decide whether they have the capacity to provide the learning environment our students require.

Site Supervision

The internship student will receive (1) hour of individual supervision per week from the person named as off-campus, on-site supervisor. Submission of a professional vita is required before the student will be allowed to practice with the on-site supervisor. The supervisor must have a master's degree in family therapy or a related clinical field, two years of experience as a licensed therapist, and supervisor status in order to be eligible. It is expected that the supervisor will have expertise in systemic family therapy theories and models and hold LMFT-S or equivalent.

Video Capabilities--Permission and Releases

The internship student will be allowed to videotape her/his sessions with clients, with written client permission, at the site. S/he will bring these videotapes to TWU for group and individual supervision with the university professor. Therefore, your site release form must cover "viewing video for supervision and consultation purposes" (or equivalent wording).

Client Contact Hours

The internship student will average 10-15 direct client contact hours per week throughout three semesters (12 weeks in summer semester, 15 weeks in the spring and fall semesters); however, total hours needed per semester will be determined by the professor of record. The student is required to complete 300 hours of direct client contact hours, 100 of which must be relational hours. All completed and approved client contact logs will be placed in students' permanent files in the Department office following the end of each semester.

Access to All Staff Functions

Because students need a global professional orientation, the internship student will be allowed to attend staffings for his/her clients, including treatment planning, case reviews, and all clinical training. The student will be given exposure to all applicable professional experiences at this site.

Type of Site

This site will provide couple and family therapy in an agency or non-profit setting. While the student may also work with individuals and groups, they must be practicing with couples and families in this internship.

STANDARD ELEMENTS FOR MFT 5544 INTERNSHIP

This section includes the Standard Elements for all MFT 5544 Internship syllabi. Individual faculty may use academic freedom in *adding* elements to these standard elements, e.g. require more video presentations than the 3 indicated in the Standard Elements

Course Goals

1. Practice and refine your ability to think and intervene systemically.
2. Continue development of your personal theoretical orientation toward the practice of family therapy.
3. Continue your personal and professional development in the art and craft of systems family therapy.
4. Understand and follow the ethical guidelines of professional family therapy practice, including those of AAMFT, and the Texas State Board of Examiners of Marriage & Family Therapists.
5. Demonstrate your ability to practice effective systems family therapy with families, couples, groups and individuals.
6. Demonstrate your integrity, professionalism, and excellence as a family therapist.

Course Requirements

- *Keep accurate records of your clinical contact work hours and supervision hours.* Details for this log will be discussed in class. Be sure to keep copies of all your logs for your records; your logs will not be returned.
- *Comply with all procedures and complete all required records, forms, etc.* at Counseling & Family Therapy Clinic (CFTC) and/or at your off-campus internship site(s). CFTC records reviews will be conducted monthly. Orientation for work in CFTC is also required to ensure your understanding of requirements and the organizational structure and supervision procedures. Off-campus sites may also require orientation and in-service meetings.
- All off-campus sites require completed paperwork for the Marriage and Family Therapy program, in addition to the Application for Family Therapy Internship form. These forms, the Off- Campus Internship Information Form and Off-Campus Internship Agreement Form, are available on the Marriage and Family Therapy program site online and are required for the 1st term of a student's internship at the off-campus site, along with the site supervisor's curriculum vitae. Students who do not turn this paperwork in, and have it approved, prior to the

beginning of Internship class will not be allowed to accrue clinical hours at this site. Copies of these forms will be placed in students' main files in the department office.

- *Direct face-to-face therapy of approximately 150 hours for the semester.* Direct therapy includes your live therapy sessions and live co-therapy sessions clients (as well as teaming hours, see teaming policy below). Completing new client intakes is not ordinarily therapy, but faculty supervisors will consider this on a case-by-case basis depending on what a site requires for intakes. Telephone calls are not considered face-to-face. Mediation is not considered therapy. Behind the mirror hours are not considered therapy (unless they fall strictly within the description of teaming, see teaming policy below). Because TWU is a public institution, religious counseling per se is not considered appropriate, although client spirituality is addressed in sessions when clients desire this. Group therapy will be considered; however, individual, couple, and family hours must also be completed. Students who do not have enough client hours at the end of 3 [or 4] semesters will need to take an additional semester or semesters of Internship class. *Total direct face-to-face hours required for completion of all Internship semesters is 300 hours, of which 100 must be with couples and families.*
- Students should videotape all therapy sessions, following client approval of this process (clients who do not approve will not be videotaped, and will be processed according to students' clinical site requirements). Because these video recordings will be transported to Internship class and individual supervision with students' faculty supervisors, a video recording transportation form will also be signed by all marriage and family therapy students' clients. All off-campus site supervisors complete an internship site agreement form, in which the use of a video recording transportation form is listed as a requirement for all marriage and family therapy students.
- According to the Texas Administrative Code (2017), of the 200 hours of supervision required for full licensure, no more than 100 hours may be transferred from the graduate program if the student's "hours were part of the applicant's academic practicum or internship accumulated after the commencement of the applicant's planned graduate program" (p. 36).
- *Individual supervision of your cases at your site(s) with your site supervisor(s) of at least one hour per week (minimum of 10 hours for the semester).* If a student has two sites, they must have two different site supervisors, as well as their faculty supervisor. The only exception is for students who are interns at the Counseling and Family Therapy Clinic at TWU and have only 1 or 2 clients. Supervision in this case will be provided by the student's Internship faculty supervisor. In other words, students who have only 1-2 clients at CFTC, and do not intend to accrue additional clients, do not need to meet with the CFTC site supervisor/clinic director for supervision.

- *Individual supervision with your faculty supervisor, in addition to group supervision within the class, on a schedule as follows:*
 - *1st semester Internship students will receive a minimum of 1 hour every week, outside of Internship class, of individual (1 or 2 students at a time) supervision from the Internship faculty instructor.
 - *2nd, 3rd, and 4th semester students will receive a minimum of 5 hours of individual supervision from the Internship faculty instructor outside of class (essentially, biweekly supervision meetings).
- Your site supervisor will evaluate your clinical competencies throughout the term utilizing the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) core competencies as listed in this syllabus. A final written evaluation will be submitted by your site supervisor to your faculty supervisor at the end of the term.
- Your faculty supervisor will evaluate your clinical competencies through the term utilizing the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) core competencies as listed in this syllabus. Your faculty supervisor will complete a final written evaluation and discuss it with you at the end of the term. If you have concerns about your progress, please speak to your supervisor immediately. If any serious/major problems become apparent, the supervisor will speak with you prior to formal evaluation.
- If a student is not meeting the expectations of clinical internship as outlined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) core competencies, a remediation plan will be implemented. Failure to complete the remediation plan successfully will result in being removed from the program.

Standard Assignment

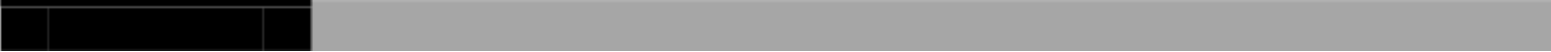
Presentation of a minimum of three current cases, using videotaped therapy segments, during class on assigned dates, including copies of a concise case information form for each class member and the faculty supervisor. A sample form will be provided. This completed case information form is required for each of your presentations and will serve as the outline for your presentation.

Standard Policies and Procedures

1. As a professional, you are expected to dress appropriately whenever you are meeting with clients at our clinic or at your off-campus site. The faculty supports a business casual approach.

2. Clients do respond to what you are wearing. Following the CFTC Official Dress Code Policy is required.
3. A criminal background check will be conducted by the TWU Dept. of Public Safety on all students involved with the CFTC. Please expect to complete the necessary paperwork in this class if you have not done so in another Family Sciences class (e.g., Prepracticum).
4. All Family Therapy majors are expected to join the American Association for Marriage and Family Therapy (AAMFT) as student members and to join the TWU Student Association for Marriage & Family Therapy (SAMFT). Go to the SAMFT site under Organizations in your list of Canvas courses. (Students with financial hardships should see Dr. Brock privately to apply for a partial scholarship for the AAMFT dues.)

Should you feel you have an exceptional situation in your therapy that requires immediate consultation, contact first, your site supervisor; second, your faculty supervisor; or another marriage and family therapy faculty member.



Section VI Capstone Project

CAPSTONE PROJECT

Purpose: The purpose of the capstone project is to describe and demonstrate the integrative application of MFT theory into your personal approach to the practice of couple and family therapy. A thoughtful integration of academic sources and your personal experience should be woven throughout each section of the paper. At no point should the writing only be an academic summary. Instead your personality, experience, beliefs, and ideas should support a unique and cogent approach to therapy. The paper will begin broadly with your general worldview, an explanation of your therapy model (based on a systemic framework), and a clear demonstration of your work. This project will support your development into an effective, couple and family therapist through:

- sharpening your awareness of your own theoretical frame,
- working with marginalized and diverse populations,
- applying ethical decision making,
- using assessment and research to inform your work, and
- understanding how your interventions promote effective therapeutic change.

Task: The capstone project will be written across the first three semesters of MFT 5544 Internship in Family Therapy and presented in your third semester. Each semester will be comprised of 1-3 major components, which are cumulative in nature. Each portion will be revised and resubmitted in subsequent semester, resulting in one final paper encompassing all the components. The outline below identifies the major components to be developed in each semester.

Criteria for Success: Papers will be written using APA 7th Edition, including use of a cover page, 1" margins, and 12-point Times New Romans font. You are expected to cite sources according to APA 7th Edition, use of primary sources (e.g., books written by model developers, peer-reviewed articles, expert video demonstrations, etc.) is expected. Secondary sources should not be used (e.g., Gehart, Nichols & Schwartz). Use first, second, and third order headings throughout the paper, with each major section being a first order heading. The final paper should include at least 15 references.

Major Components of Semester 1 (7-10 Pages)

During the first semester of MFT 5544 Internship in Family Therapy, you will begin your capstone project by describing your *worldview and approach to systemic practice* and what *knowledge and competency practices* inform your work as a developing couple and family therapist.

These descriptions are outlined below:

- **Worldview:** This section illustrates how your values, ideologies, and beliefs about people influence what you choose to consider or neglect in the process of therapy. This section should provide the foundation for later sections.
 - o Epistemological foundations.
 - o What are your core assumptions about people and problems?
 - o Define how you define normal family development or functioning
 - o What are your assumptions about how problems develop within individuals or families?
 - o How does your worldview influence what do choose to consider or neglect in therapy?
- **Systemic Practice:** This section comprises how you define relational therapy, rationale for

choosing one approach or model(s) over another, when you might shift from one approach or model(s) to another, and how change occurs (e.g., interventions, common factors, etc.). This section will also include the assumptions and interventions of selected model(s).

- o Philosophy of relational therapy
 - Define why relational therapy is important in a way that matches your worldview.
- o Therapy Model Integration
 - What is your overall goal in using a model?
 - What role does a model play within your work?
 - What if you use multiple models, how do you integrate models or distinguish which model to use at any point in time?
 - Where might you still get stuck when using your therapy model?
- o Model Assumptions
 - What is healthy functioning in this model?
 - How do you go about case conceptualization?
 - How does this model match your world view?
 - How do the model's interventions match its philosophical assumptions?
- o How change occurs (e.g., common factors, etc.)
 - Within your approach, what are the primary mechanisms for change?
 - Explain how you conceptualize the process of this change within your approach to therapy.
 - Are there conditions which must be met for change to occur?
- o Intervention
 - How do you intervene with clients to produce the change you have described?
 - What is the client's experience through this process of change? (The process of therapy)
 - What are the outcomes you pursue in therapy?
 - What role do you take as the therapist in producing change?
- Knowledge and Competent Practice: This section comprises your definition of competent relational practice, your approach to evaluating your own therapeutic effectiveness, and your preferred or chosen process for treatment planning and documentation.
 - o How do you ensure you are providing competent therapy to clients?
 - o How do you go about addressing challenging therapeutic situations?
 - o For example: How do the Knowledge and Task Statements from AMFTRB Exam, AAMFT Core Competencies, State laws, and AAMFT Code of Ethics inform your work?
 - o How do you know if your clients are improving?
 - o How do you go about treatment planning & documentation?

Major Components of Semester 2 (12-18 pages, inclusive of section 1)

During the second semester of MFT 5544 Internship in Family Therapy, you will revise the major components from semester 1 based on instructor feedback (please submit a copy of the original submission with instructor feedback to your semester 2 instructor). You will then continue creating your capstone project by describing the how your selected model(s) fits with or will be adapted for *marginalized and diverse clients*, how you *apply your ethical decision making model* (developed in MFT 5863 Issues and Ethics in Professional Development), and how you use *research* to inform your treatment and practice of couple and family therapy.

These three sections should be incorporated into the previous sections of the paper to appropriately identify your developing theory of these areas:

- Multiculturalism/Working with diverse clients
 - o How do you incorporate the intersectionality of diverse identities for yourself and your

- clients into therapy.
 - o What do you do to ensure your therapy is culturally competent and sensitive.
 - o How model fits with and/or is adapted for marginalized and diverse clients and populations
- Ethical Practice
 - o How do you integrate an ethical decision making model in your work?
 - o Provide clear examples from your own work to demonstrate your ethical decision making process
 - o How do you monitor/manage the inherent power of being a therapist?
- Role, Process, and Applications of Research
 - o Selection and use of assessments
 - o How your model of therapy is research informed.
 - o How can research address the limitations of your therapy model.

Major Components of Semester 3 (15-20 pages, inclusive of previous sections)

During the third semester of MFT 5544 Internship in Family Therapy, you will revise the major components from semesters 1 and 2 based on instructor feedback (please submit a copy of the semester 2 submission with instructor feedback to your semester 3 instructor). You will then continue creating your capstone project by describing *your identity as a professional couple and family therapist*. This will include your use of self-of-therapist, professional identity, leadership qualities, local and community contributions, and plans and goals for future development and practice.

The following elements should be incorporated into the previous sections of the paper.

- Self of Therapist
 - o Within your worldview and theoretical approach how does the self-of-the-therapist influence therapy?
 - o What do you do to integrate, monitor, and receive feedback about self-of-the-therapist issues?
- Future Professional Practice Identity as an MFT
 - o What does it mean to you to identify as an MFT? How will you do that in your future?
 - o Leadership and community service
 - How do you see your responsibility to community?
 - How do you see your responsibility to profession?
- Future goals and plans
 - o What do you hope to do with your degree as an MFT?
 - o How will you continue a trajectory for improvement?

In your third semester, you will then conclude your capstone project with a 30-40 minute presentation outlining and describing each major section as outlined above. This presentation will also include video segments of therapy sessions that highlight and demonstrate each section of your capstone project.

RUBRIC FOR CAPSTONE PAPER: THEORY OF THERAPY

The purpose of the capstone project is to describe and demonstrate the integrative application of family therapy theory into your personal approach to the practice of couple and family therapy. This project will support your development into an effective, couple and family therapist through sharpening your awareness of your own theoretical frame, working with marginalized and diverse populations, applying ethical decision making, using assessment and research to inform your work, and understanding how your interventions promote effective therapeutic change.

CAPSTONE PAPER SEMESTER 1 RUBRIC

	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Systems Thinking	Effectively provides evidence of systems thinking. Synthesis of all aspects of systemic practice are integrated into the students worldview, including: defining relational therapy, integrating models, model assumptions, how change occurs.	Clear evidence of systems thinking. Systemic approach is described but no clear synthesis into student's own worldview is presented.	Infrequent evidence of systems thinking. Systemic concepts are inaccurate, incoherent, or inconsistent throughout.	No evidence of systems thinking.
Therapy Model	Effectively describes preferred therapy model using original sources, accurate terminology, and theoretical conceptualization.	Describes preferred therapy model but connection between own therapy model and therapy model unclear at times.	Therapy model unclear; Connection between own model and therapy model missing.	Poorly describes preferred therapy model as well as connection between own therapy model and therapy model.
Clarity of Worldview	Effectively describes the student's worldview as it relates to epistemological foundations, assumptions about normality, conceptualization of problems, of the process of change.	Student worldview is less consistently integrated with their conceptualization of normality, conceptualization of problems, and the process of change.	Worldview are vague or unclear. No clear integration of worldview into treatment.	Student worldview is missing or given inadequate attention.
Model Critiques/ Model Integration	Student adequately addresses limitations and critiques of their model, if multiple models are used, a cogent integration of the models is given.	Student discusses limitations and critiques of models or integration of multiple models less consistently.	Student doesn't provide a clear expression of model limitations or integration.	Limitations and integrations of models are missing.
Knowledge & Competent	Clear definition of competent relational	Description of competent	Vague or unclear description of	Definition of Competent

Practice	practice, your approach to evaluating your own therapeutic effectiveness, and your preferred or chosen process for treatment planning and documentation.	relational practice, your approach to evaluating your own therapeutic effectiveness, and your preferred or chosen process for treatment planning and documentation. May be occasionally unclear or inconsistent.	knowledge and competent practice.	Practice is unclear, missing, and/or unfocused.
Goals of Therapy	Appropriately demonstrates clarity of purpose and goals for therapy based on their therapy model, incorporating a clear explanation of how cases are conceptualized, the therapists role, and how content and process are addressed.	Purpose and goals for therapy identified along with their conceptualization for client problems.	Purpose and goals for therapy are vague. Clear examples are not provided.	Purpose and goals for therapy unclear, missing, and/or unfocused.
Interventions Used	Appropriately demonstrates the use of interventions to meet their described aims of therapy. Clear examples are provided.	Interventions discussed are model-specific, but provide inconsistent or unclear examples.	Interventions for therapy are vague and are not integrated into theory.	Interventions for therapy are unclear, missing, and/or unfocused.
Peer-Reviewed Sources	Effectively integrates MFT therapy literature and cites primary or peer-reviewed sources.	Supported by primary or peer-reviewed sources.	Little to no support from primary or peer-reviewed literature.	Missing or inappropriate citations.
Rhetoric	Well written with a coherent, clear structure. APA format is accurate.	Minor grammar errors and structural issues. APA format is mostly accurate.	Some coherent structure, major grammar errors, some APA format, lacking clarity at times.	Poorly conceptualized, written, and structured. Poor APA format.

CAPSTONE PAPER SEMESTER 2 RUBRIC

	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Diversity	Effectively demonstrates sensitivity to contextual factors	Some evidence sensitivity to contextual factors such as	Inadequate sensitivity to contextual factors such as	Fails to demonstrate sensitivity to contextual factors

	such as developmental phase of supervisee, training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth.	developmental phase of supervisee, training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth.	developmental phase of supervisee, training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth.	such as developmental phase of supervisee, training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth.
Ethics and Legal	Appropriately sensitive to ethics and legal factors.	Some evidence of sensitivity to ethics and legal factors.	Poorly demonstrates sensitivity to ethics and legal factors, some errors present.	Ethics and legal factors missing or applied incorrectly..
Ethical Decision Making Model Described	Appropriately describes a model for addressing ethical decisions in therapy.	Some evidence of an ethical decision-making model present.	Poorly demonstrates model for making ethical decisions, some errors present.	Ethics decision-making model missing or applied incorrectly.
Use and Selection of Assessments	Appropriately demonstrates competency in the use and selection of empirically-based, clinical assessments in therapy. Illustrates how change is monitored by integrating assessments in session.	Demonstration of assessment measures that are used, however consistent and competent use of these assessments is not illustrated.	Inadequate demonstration of integrating assessment into clinical work and monitoring client outcomes.	No description of assessment use or selection.
Research-Informed Treatment	Effective demonstration of using peer-reviewed research to inform the best practices. Clear demonstration of how future research will continue to be integrated.	Some evidence of research integration within the student's approach to therapy is presented.	Poorly demonstrates the identification and application of research.	The integration of research into treatment is missing or incorrect.
Peer-Reviewed Sources	Effectively integrates MFT therapy literature and cites primary or peer-reviewed sources.	Supported by primary or peer-reviewed sources.	Little to no support from primary or peer-reviewed literature.	Missing or inappropriate citations.
Rhetoric	Well written with a	Minor grammar	Some coherent	Poorly

	coherent, clear structure. APA format is accurate.	errors and structural issues. APA format is mostly accurate.	structure, major grammar errors, some APA format, lacking clarity at times.	conceptualized, written, and structured. Poor APA format.
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CAPSTONE PAPER SEMESTER 3 RUBRIC

	Outstanding (4)	Acceptable (3)	Inadequate (2)	Unacceptable (1)
Self-of-the Therapist	Appropriately aware of personal and professional experiences that impact therapy. A clear demonstration of how past and future self-of-the-therapist issues have been/will be addressed.	Some awareness of personal and professional experiences that impact therapy.	Little awareness of personal and professional experiences that impact therapy.	No awareness of personal and professional experiences that impact therapy.
Plan for Developing Identity as an MFT	Effectively demonstrates an anticipatory knowledge of the job field, their next steps as a professional, and continued education.	Some evidence of practical and professional knowledge of the field.	Inadequate demonstration of practical or professional knowledge.	Fails to demonstrate any knowledge of the field.
Leadership and Community Service	Appropriately demonstrates past and future plans to be a leader within their profession or community by advancing the field.	Some evidence of leadership and community engagement, but no clear plan for the future.	Poorly demonstrates any past or future plan for leadership and community service.	No demonstration of leadership or community service applications.
Future Goals and Plans	Clearly identifies a plan for continued development as a therapist and professional. Specific career goals are identified.	Some evidence a plan for future development.	Unclear vision for the future.	No discussion of future goals or plans.
Peer-Reviewed Sources	Effectively integrates MFT therapy literature and cites primary or peer-reviewed sources.	Supported by primary or peer-reviewed sources.	Little to no support from primary or peer-reviewed literature.	Missing or inappropriate citations.

Rhetoric	Well written with a coherent, clear structure. APA format is accurate.	Minor grammar errors and structural issues. APA format is mostly accurate.	Some coherent structure, major grammar errors, some APA format, lacking clarity at times.	Poorly conceptualized, written, and structured. Poor APA format.
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Section VII Graduation

CERTIFICATE OF COMPLETION

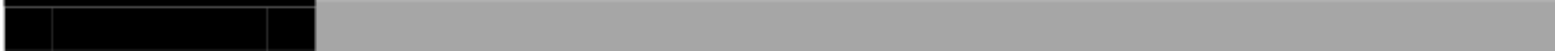
The Graduate School requires that a [Certificate of Completion](#) be submitted for each student in the semester they are graduating. This form needs to be signed by the student's advisor and the department chair, prior to being submitted to the Graduate School. Your advisor can assist you with securing these signatures; it is recommended you complete this form as thoroughly as possible prior to requesting signatures (e.g., with your name, student ID number, etc.). Deadlines for filing this form with the graduate school are available at the link above within the PDF "Graduation Deadlines."

APPLYING FOR GRADUATION

The application for graduation may be obtained from the [Graduate School](#). A completed, properly signed application must be filed in the Graduate School by the date indicated on the academic calendar of the semester of graduation. You may apply for graduation up to one year prior to graduating. Deadlines for the last day to file are available at the forms link listed above. All fees must be paid by the deadline. See the Graduate Catalog for further information.

Rollover Application for Graduation

Students who apply for graduation with the intention to successfully complete their 300 clinical hours *but who do not do so* need to submit a [rollover application](#) for graduation in a future semester. Deadlines for the last day to file a rollover application are also available at the Graduate School link above, within the PDF “Graduation Deadlines.”



Section VIII

Beyond Graduation: Requirements for Licensure and Certification

LICENSURE REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY

Students are advised to consult with the Texas State Board of Examiners of Marriage and Family Therapists and their requirements for licensure as an MFT prior to degree completion. Licensure in Texas requires submitting multiple forms to the board, application fees, and proof of the completion of your degree at TWU and the national licensing exam available through the Association of Marital and Family Therapy Regulatory Boards (AMFTRB). Information about the licensure application process, along with the application portal, are located at <https://bhec.texas.gov/texas-state-board-of-examiners-of-marriage-and-family-therapists/index.html>. During the initial application process (which students can complete in their last semester of classes), students will include the following items:

- Jurisprudence Exam
- A self-query report from NPDB
- College transcripts (or prior to graduation a letter from TWU showing you are currently enrolled, when you are expected to complete the course of study and the coursework you will need to complete in order to graduate as planned)
- Payment of application fees
- Evidence you have completed a supervised clinical practicum (Practicum Documentation Form)

After completing the initial application, students will receive a code to register for the national licensing exam. More information on the examination is available on the Association of Marital and Family Therapy Regulatory Boards' website at: <http://www.amftrb.org/>. After receiving a passing score, students will submit a Supervisory Agreement Form. Before students can practice as Licensed Marriage and Family Therapist – Associates, they must receive a copy of their license and confirm that their supervisory agreement has been posted online.

As a Licensed Marriage and Family Therapist Associate (LMFT-Associate), you are authorized by your license to use the title and engage in the practice of Marriage and Family Therapy only under the supervision of a board-approved supervisor with a board-approved Supervisory Agreement Form. The initial LMFT-Associate license is issued for 24 months and may be renewed biennially for a period of 72 months (6 years).

In order to attain licensure as a Licensed Marriage and Family Therapist, a LMFT-Associate must complete a minimum of 2 years of supervised work experience providing marriage and family therapy services. This work experience must include at least 3,000 hours of board-approved, supervised marriage and family therapy practice experience. Of the 3,000 hours, at least 1,500 hours must be in direct clinical services. Of the 1,500 hours in direct clinical services, 500 hours must be provided to couples or families. The remaining 1,500 hours may come from either direct clinical services or related experiences. Of the 3,000 hours, up to 400 hours may be transferred from a COAMFTE accredited master's program.

In order to attain full licensure as a Licensed Marriage and Family Therapist, a LMFT-Associate

must also complete 200 hours of board-approved supervision. Of the 200 hours, 100 hours must be individual supervision. Up to 100 of the 200 hours of the required supervision hours may be credited from supervision accrued during a supervised clinical practicum in a Marriage and Family Therapy program. At least 50 hours of the post-graduate supervision must be individual supervision. At the end of the supervised clinical experience, the MFT Licensed Supervised Experience Verification Form must be submitted to the board.

Additional information regarding the licensure process in the state of Texas is available at the state board's website, available here:

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-marriage-and-family-therapists/index.html>.



Appendices

AFFILIATED CLINICAL TRAINING SITES

Site	Contact Name	Website	Description	Client & Meeting Hours
Denton Independent School District	Rebekah De Peo-Christner Coordinator, SEL rdepeochristner@dentonisd.org 940-369-0595	www.dentonisd.org	The Denton ISD Family Center provides free counseling to students and their families. The Family Center operates Monday through Thursday during evening hours at Fred Moore High School and Braswell High School. Services provided include: individual, family, couple, and group counseling. To enhance a counseling interns experience students are also given the opportunity to provide counseling support on school sites should that be something of interest.	Counseling interns set their own weekly schedule at the Family Center. The Denton ISD Family Center is opened from 4 p.m. to 8 p.m. Monday through Thursday. Counseling interns decided which days and counseling slots they would like to offer. This allows counseling interns the flexibility to create their own schedule and encourages a work/life balance based on their needs
Courage to Change (Juvenile Detention) *March 30, 2027	Emily Smith Emily.Smith@dentoncounty.gov 210 S. Woodrow Ln. Denton, TX 76205 940-349-2481	https://www.dentoncounty.gov/564/Juvenile-Post-Adjudication	The Denton County Courage to Change Program is six to twelve month residential placement facility for adjudicated juveniles. The program provides education, community services, housing, and after-care. The trauma informed services for residents and their families include individual, family, group,	Client Contact: M-F 4-8pm; Sat & Sun 8am-8pm Meeting: Tuesday 10am-12pm

			substance abuse, and music therapy, as well as parenting classes, skills training, and pet-assisted therapy.	
Children's Advocacy Center for North Texas *March 24, 2027	Ashley Summerfield, MMFT, LPC asummerfield@cacnorthtexas.org htexas.org 1854 Cain Drive Lewisville, TX 469-645-1280	https://cacnorthtexas.org/ Internship applications: https://www.jotform.com/221664850890159	Denton County Children's Advocacy Center serves abused children with the goal of helping child victims heal from abuse by encouraging communication between agencies, and empowering victims and their families and the community. Services provided include individual and group therapy for children and non-offending family members, as well as play therapy for young children.	Client Contact: M-Th 4-9pm Meeting: Monday 5-6pm
Irving Family Advocacy Center *March 8, 2027	Wendy Henderson whenderson@cityofirving.org www.cityofirving.org Irving Police Department 600 Pioneer Dr. Irving, TX 75061 972-721-6535	http://www.cityofirving.org/2623/Family-Advocacy-Center	Irving Family Advocacy Center provides individual, family, play, couples, and group counseling services to victims of crimes, domestic violence, and high-risk juveniles. Group counseling and education classes are offered for parenting, overcoming domestic violence, trauma, and child abuse. Many referred clients are first time or repeat offending juveniles.	Client Contact: M-Th 8am-8pm F 8am-5pm Meeting: Wednesday 1pm and mandatory Friday trainings from 9am-12pm
Journeys Counseling Ministry	Sara Underbrink sunderbrink@journeyscounseling.com www.journeyscounseling.com 214-444-3128	https://journeyscounseling.com/	Journeys Counseling provides professional psychotherapy, vibrant living coaching, and spiritual direction to the	To be determined with the applicant and site supervisor

	2222 W. Springcreek Pkwy, Suite 210 Plano, TX 75023		community. Our work is interdenominational, serving clients from many different backgrounds, including those who have little or no religious affiliation.	
Children's Advocacy Center of Collin County *March 11, 2027	Kelly Pullen, M.A., LPC-S Clinical Supervisor kpullen@caccollincounty.org 2205 Los Rios Blvd. Plano, TX 75074 972-633-6622	http://www.caccollincounty.org Information on clinical internships: https://www.caccollincounty.org/who-we-are/careers-internships/	Collin County provides services for children affected by abuse and neglect. Supervised interns use trauma-informed interventions to provide child victims and their non-offending family members the chance to heal from abuse through individual, group and family sessions utilizing activities, play, art and music, and traditional therapeutic approaches.	Client Contact: M-F, 8am-9pm; F 8am-5pm Meeting: Monday 4-6pm
TWU Counseling and Family Therapy Clinic	Kiarra Watts KWatts6@twu.edu Texas Woman's University HDB 114 940-898-2600	https://twu.edu/counseling-family-therapy-clinic/	The TWU Counseling and Family Therapy Clinic provides low-cost counseling for adults through family, couple, groups, and individual services. They also offer play therapy for children ages 3-10 and creative arts therapy for adolescents and adults.	Clinic Hours: Monday-Thursday: 11 a.m. - 8 p.m. Saturday: 9 a.m. - 1 p.m.
Counseling Institute of Texas *March 11, 2027	Susan Hennum shennum@citexas.org OR Nekandra Coulter n.coulter@citexas.org	https://citexas.org	Counseling Institute of Texas (CIT) is a non-profit family counseling Center serving the Dallas Area for over 35 years. They provide a variety of services for you and your family.	Client Contact: M-F 9 am-8 pm S 9 am-4 pm

	3200 Southern Drive, Suite 100 Garland, Texas 75043 972-271-4300			
**UT Southwestern Clinic & Family Studies Center *December 1, 2022	Connie Cornwell connie.cornwell@utsouthwestern.edu 5323 Harry Hines Blvd. Dallas, TX 75390 214-648-6949 Angela Hiefner Angela.Hiefner@UTSouthwestern.edu 5323 Harry Hines Blvd. Dallas, TX 75390 Maggie Smith Margaret.Smith@utsouthwestern.edu 5323 Harry Hines Blvd. Dallas, TX 75390	https://utswmed.org/locations/bass/family-studies-center/	UT Southwestern specializes in couples, family, and medical family therapy. They largely work with families dealing with chronic illness, disabilities, and relational issues. In this clinic, students will be splitting time between the Family Studies Center and one of the various clinics at UTSW. Dr. Adam Jones will be assigned as your internship instructor for the first two semesters of internship. To apply send a cover letter addressed to both Connie Cornwell and Angela Hiefner in one single email.	Client Contact: M-F 8am-5pm
Momentous Institute *May 28, 2022	Magela Robinson mrobinson@momentousinstitute.org 9705 Harry Hines Blvd. Dallas, TX 75220 214-915-4764	https://momentousinstitute.org/	Momentous Institute provides experiential therapy for children and their families. As an intern you will work in their Huddle Up program which offers group therapy to teens, group family therapy, and individual family therapy. This site provides around 10 hours of direct therapy per week.	Client Contact: T Th evenings (around 3-9pm) Meeting: Supervision takes place Thursday afternoons

Millenial Life Counseling	Anne Streett, LMFT anne@hellomlc.com	www.millenniallifecounseling.com		
Pilot Point ISD	Misty Schmidt, LMFT mschmidt@pilotpointisd.com 940-686-8740 x01008			Client Contact: M-F between the hours of 8am and 4pm-typically 2-4 days a week, hours worked around classes Supervision: Fridays in person (could change per semester)

*Affiliation status and renewal date

** All UT Southwestern sites require a signed **Supervisor Agreement Form**. All other internships will use **the Graduate Student Intern Acceptance Form**.

The sites listed below have been reviewed and **DO NOT** meet the internship requirements for our program.

- ADAPT Community Solutions
- AIDS Outreach Center
- Alliance for Children
- American Red Cross
- Boys & Girls Club
- Catholic Charities
- Gladney Center for Adoption
- The Art Station
- Family Place
- Center for Counseling & Family Relationships
- MHMR of Tarrant County