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TEXAS WOMAN'S UNIVERSITY™

DEPARTMENT
OF HDFSC


DOCTOR OF PHILOSOPHY IN
MARRIAGE AND FAMILY THERAPY
STUDENT HANDBOOK

Approved by the Marriage & Family Therapy Faculty on 11/16/2015

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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 your education here at TWU. The Doctor of Philosophy in 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, AND 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 (HDFSC) at Texas Woman's University. In addition to Marriage and Family Therapy, the Department of HDFSC includes Counseling & Development, Child Development/Child Life, and Family Studies as graduate-level programs. Each program within the Department of HDFSC offers a variety of faculty disciplines and perspectives to our students. In addition to its academic study opportunities, the Department of HDFSC 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 marriage and family therapy theories among each family therapy student.

The Ph.D. in Marriage and Family Therapy, along with a clinical master's degree, fulfills all course requirements of the Texas State Board of Examiners of Marriage & Family Therapists necessary to take the AMFTRB National Examination in Marriage and Family Therapy. 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 Director 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 Director is responsible for the MFT program 12 months per year. The Program Director 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 Director 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-Supervisor, AAMFT Approved Supervisor

Program Director

anorton@twu.edu

(940) 898-2677

WH 104-B

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

M.S. in Family Studies and Human Services, with a specialization in Marriage and Family Therapy, from 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-Associate, AAMFT Approved Supervisor Candidate **Assistant Clinical 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

COAMFTE OUTCOME-BASED EDUCATION FRAMEWORK

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 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. Measurement includes assessment of students' academic and professional competencies by the faculty and others, appropriate to the mission, goals, and outcomes.

MISSION STATEMENTS

Texas Woman's 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 of Human Development, Family Studies, and Counseling 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 for Doctorate in Marriage and Family Therapy

The Doctor of Philosophy in Marriage & Family Therapy program is committed to providing accessible and inclusive training of couple and family therapy scholars from varying backgrounds and experiences. Through active and collaborative mentorship, students engage in individualized opportunities that prepare them to be systemic leaders who serve their diverse communities as advanced clinicians, researchers, supervisors, educators, and leaders.

PROGRAM GOALS & STUDENT LEARNING OUTCOMES

Program Goal #1: Knowledge Competencies

The MFT PhD program will prepare students who demonstrate knowledge as advanced systemic clinicians, researchers, supervisors, educators, and leaders.

- **Student Learning Outcome #1:** Students will be able to critically integrate knowledge of the MFT profession in the two selected areas of Advanced Practical Experience.
 - **Target:** 90% of students will achieve a score of 3 (i.e., Acceptable) or higher on the MFT Knowledge Competencies section for each of the 2 selected areas in Advanced Practical Experience.

Program Goal #2: Practice Competencies

The MFT PhD program will prepare students who practice as advanced systemic clinicians, researchers, supervisors, educators, and leaders.

- **Student Learning Outcome #2:** Students will be able to effectively demonstrate systemic/relational practice in the two selected areas of Advanced Practical Experience.
 - **Target:** 90% of students will achieve a score of 3 (i.e., Acceptable) or higher on the Systemic/Relational Practice Competencies section for each of the 2 selected areas of Advanced Practical Experience.

Program Goal #3: Ethics Competencies

The MFT PhD program will prepare advanced systemic clinicians, researchers, supervisors, educators, and leaders who adhere to the highest professional ethical standards.

- **Student Learning Outcome #3:** Students will be able to appropriately demonstrate commitment to professional ethics in the two selected areas of Advanced Experience.
 - **Target:** 90% of students will achieve a score of 3 (i.e., Acceptable) or higher on the Ethical Competencies section for each of the 2 selected areas of Advanced Practical Experience.

Program Goal #4: Diversity Competencies

The MFT PhD program will prepare advanced systemic clinicians, researchers, supervisors, educators, and leaders who responsibly serve diverse, marginalized, and underserved communities.

- **Student Learning Outcome #4:** Students will be able to responsibly serve diverse, marginalized, and underserved communities in the two selected areas of Advanced Practical Experience.
 - **Target:** 90% of students will achieve a score of 3 (i.e., Acceptable) or higher on the Diversity Competencies section for each of the 2 selected areas of Advanced Practical Experience.

Program Goal #5: Research Competencies

The MFT PhD program will prepare advanced systemic clinicians, researchers, supervisors, educators, and leaders who develop and apply research and scholarship to further the knowledge and practice of the MFT profession.

- **Student Learning Outcome #5:** Students will be able to effectively integrate contemporary research tools, literature, and knowledge in the two selected areas of

Advanced Practical Experience.

- **Target:** 90% of students will achieve a score of 3 (i.e., Acceptable) or higher on the Research Competencies section for each of the 2 selected areas of Advanced Practical Experience.
- **Student Learning Outcome #6:** Students will be able to effectively design original research that advances the field of MFT.
 - **Target:** 90% of students will achieve an average score of 2.5 or higher on the first attempt of Qualifying Exams.

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, Texas Woman's University
Denton, TX 76209

Marriage and Family Therapy Program Anti-discrimination Statement

In accordance with the Marriage and Family Therapy PhD 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, and 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 offer flexible options for both full- and part-time study. In other words, students who attend the PhD Marriage and Family Therapy program are able to work on their independent-level licensure while completing their PhD. 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 doctorate degree. This diversity in our student body provides for rich learning experiences in the classroom, and a broad array of advanced 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

DISABILITY ACCOMMODATIONS

In accordance with University policies and state and federal regulations, the Marriage and Family Therapy program is committed to full academic access for all qualified students, including those with disabilities. The site for Disability Support Services (DSS) 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 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 program 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.

STUDENT RECRUITMENT

The Marriage and Family Therapy program utilizes a comprehensive strategy for recruitment that aligns with the University's mission to educate and serve a diverse community of students prepared for leadership and service. TWU emphasizes graduating students who are committed to the betterment of communities across Texas and a global society. The Marriage and Family Therapy program believes that a diverse student body contributes to a profound learning experience and more accurately reflect, and therefore equip, our students to serve diverse clients in multicultural communities.

Comprehensive recruitment strategy. The program's comprehensive strategy to student recruitment utilizes local and regional marketing, student and alumni events, virtual open houses, faculty speaking engagements, and area and discipline-specific conferences. Recent examples include advertising at annual conferences of the Texas Association of Marriage and Family Therapy, the National Council on Family Relations, and the American Association of Marriage and Family Therapy, faculty participation in the Department's Seminar Day for students and alumni, and program participation in the university's Graduate and Professional School Fair. We intentionally advertise that students are able to complete the program as part-time students and are able to apply (and be admitted, should they meet admissions criteria) twice annually. We do not require a cohort model; our flexible approach to doctoral study is part of how we recruit and retain a diverse group of students.

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 (SACSCOC). SACSCOC 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 PhD 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)), coa@aamft.org. As part of COAMFTE accreditation, and in accordance with our educational goals and mission statements (above), we have specified 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 include the following: GPAs at admission, time to graduation, student evaluations of courses and faculty, student performance in doctoral coursework and Comprehensive Exams, evaluations of the MFT faculty and program director, the program's climate of safety and respect, student evaluations of doctoral supervisor mentors, evaluations of faculty supervisor mentors of doctoral supervisors in training, the program's resources, student evaluations of the program at completion, and employment rates. The program collects data from current students annually using a variety of surveys. Lastly, the program surveys TWU administrators about their perceptions of the Marriage and Family Therapy program, its students, and its faculty. 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 Program Director) is directly used by the Marriage and Family Therapy faculty to review and revise our Educational Outcomes, policies and procedures, and student achievement. 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.

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 your list of Blackboard courses. (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 [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 Department of Human Development, Family Studies, and Counseling 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 SAMFT Student Liaison link, at any point during the year.



Section II:
Department &
Program
Policies and
Procedures

HUMAN DEVELOPMENT, FAMILY STUDIES, AND COUNSELING PROFESSIONAL BEHAVIOR POLICY

All students in the MFT PhD 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.

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. Completing a degree plan;
2. Changing a filed degree plan;
3. Advisement on an annual basis;
4. 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 of Advisor Request" form located here: <https://twu.edu/human-development-family-studies-counseling/forms-and-policies/>
4. Allow three weeks for processing; then check with the HDFSC department to make sure the change is on file.

GRADE REQUIREMENTS FOR PH.D. CURRICULUM

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. Doctoral 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 a student has a grievance, whether or not it specifically involves a Grade Appeal, the student follows the procedure specified [TWU Student Handbook](#) and outlined by the office of Academic Affairs, found here: <https://twu.edu/academic-affairs/>.

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 at <https://twu.edu/academic-affairs/academic-complaints-appeals/>

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. Each student must have a working email account linked to Blackboard 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 Blackboard, 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 servicesdesk@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.

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.

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.

ADMISSION REQUIREMENTS

Requirements

All applicants for the PhD in Marriage and Family Therapy must meet the following requirements:

- Completion of a clinical Master's degree (i.e., in marriage and family therapy, counseling, psychology, or social work)
 - Verification is required through submission of transcripts to the graduate school and completion of MS and Post-MS Verification Forms submitted at Interview Day.
- Minimum 3.5 GPA on most recent Master's degree
- Completed Letter of Intent with attached curriculum vitae
- Attendance and participation in Marriage and Family Therapy Applicant Interview Day

Attainment of these minimum requirements does not guarantee admission to the program.

Admission decisions are based on assessments of all aspects of applicants' academic and clinical background, submitted materials, and participation in Applicant Interview Day. Financial aid and scholarship applications are a separate process from the admission process.

Procedure

The doctoral program in Marriage and Family Therapy admits applicants biannually for Fall and Spring enrollment. All application materials must be received by pre-specified deadlines found on the [marriage and family therapy webpage](#). Further information regarding deadlines for completion of the Graduate School application and submission of additional materials to the Department is found on the [Graduate School's website](#), as well as on the Marriage and Family Therapy program's [website](#).

1. Apply online to the Graduate School at TWU via [ApplyTexas.org](#).
2. Submit all necessary transcripts from prior education by the deadlines listed above. It is the applicant's responsibility to ensure their requests for transcripts from other universities be completed well in advance of the deadline in order for them to be received by TWU by these deadlines.
3. Email a Letter of Intent with a curriculum vitae attached to the Department of Human Development, Family Studies, and Counseling, prior to the deadlines listed above.
4. Respond to program's invitation for Marriage and Family Therapy Applicant Interview Day.
5. Participate in Marriage and Family Therapy Applicant Interview Day. During this process, applicants meet with Marriage and Family Therapy faculty for an interview, visit with current students, complete a writing sample, and tour the Department.
6. Marriage and Family Therapy faculty assess each individual applicant's fit with the program, the program faculty, and the Department, and submit admissions recommendations to the Department Chair, which are forwarded to the Graduate School.
7. Applicants will receive word regarding their admission solely from the Graduate School. Acceptance into the program may be unconditional (meaning the applicant is granted

full admission to the program) or conditional (meaning the applicant's acceptance is dependent upon a specific condition, such as finishing a master's degree, earning specific grades, completing clinical experience or prerequisites, a TOEFL score, etc.). Admission offers are made for the next long semester following this Marriage and Family Therapy Interview Day.

Average Time to Graduation

The average time to complete the Ph.D. in Marriage and Family Therapy degree is 5 years for students with a Master's in Marriage and Family Therapy and 6.5 years for students with a Master's degree in a discipline other than Marriage and Family Therapy.



Section III Degree Plans

ACADEMIC ADVISORS, DOCTORAL COMMITTEE, AND DEGREE PLANS OF STUDY

A major advisor, one of the marriage and family therapy faculty members, will be assigned to you when you are accepted for admission into the program. The advisor helps you to plan coursework every semester and answers questions you may have. If at any point you wish to change advisors, another faculty member may be asked to serve and a [Change of Advisor Form](#) should be completed and submitted to the HDFSC office.

Your doctoral degree plan committee is composed of the MFT core faculty. Before completion of 18 semester hours of coursework, the major advisor helps you prepare the doctoral degree plan, a form setting forth the coursework for the degree. Your advisor will arrange the completed degree plan to be signed and submitted to the Human Development, Family Studies, and Counseling office. Additional information regarding advisors and degree planning can be found in Section IV.

FILING A DEGREE PLAN

Students will first meet with their major advisor to complete their degree plan before the completion of 18 semester hours. Students transferring a course or courses in lieu of other courses must meet with their advisor to discuss this option. Degree plans must be accurate, must contain a minimum of 90 hours (including a minimum of 4 semesters of Internship, at 4 credits each, and 30 credit hours of Research Tool courses or competencies), and must be signed by the advisor and four other faculty members (two of which must be marriage and family therapy faculty), as well as the Chair of the department. It is the *student's responsibility* to see that the degree plan is signed, completed, and on file. If the degree plan is not submitted, the student will not be allowed to enroll in Prepracticum or Internship.

Students are to complete the degree plan according to the final guidelines:

- a. On all degree plans, the major listed is Marriage and Family Therapy and the degree is Ph.D. (Doctor of Philosophy).
- b. The student's advisor is the Major Professor.
- c. Unless otherwise specified, the degree plan will contain no more than 94 credits for the Ph.D. requirement. Additional coursework beyond the minimum course requirements **is not** to be listed on the degree plan.
- d. The date and grade columns should be blank, unless the student is completing the degree plan *after* successfully completing the course (in that case, those courses should be listed first with the semester and year as the date of completion).
- e. All requirements toward a doctoral degree, aside from a completed master's degree, must be completed within a period of eight consecutive calendar years from the date doctoral semester hour credit is first earned.
- f. Graduate School Policies on [Credit by Transfer](#):
 1. There is no automatic transfer of graduate credit, but the student's advisory committee has the prerogative to recommend to the Dean of the Graduate School the acceptance of transferable semester credit hours.
 2. Only graduate coursework completed at regionally accredited institutions may be considered for transfer. A student may apply for consideration of transfer of semester credit hours after satisfactorily completing a minimum of nine semester credit hours of graduate credit at Texas Woman's University and upon filing the degree program. The rule governing the time limit for doctoral work also applies to transferable credits (10 years).
 3. Only graduate courses in which a grade of 'B' or better has been earned are acceptable for transfer. No credit toward a graduate degree may be obtained by correspondence and no credit toward a graduate degree may be obtained by extension work from another institution.

4. At least fifty percent of the work counted toward a doctoral degree program must be composed of courses having residence status at Texas Woman's University.

The degree plan is to be followed accurately. Take the time to make an accurate and complete degree plan. If you have questions about this process, please see your advisor.

DEGREE PLAN CHANGES

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

1. Confer with your advisor to approve changes.
2. Confer with your degree plan committee to agree with and approve changes.
3. **Prior** to enrolling in any courses that will be added to the degree plan, obtain a “Change in Degree Plan” form from the Graduate School website, and submit it to your advisor.
4. Allow three weeks for processing, then contact the Graduate School to be sure the change is on file.
5. For degree-seeking students, application for graduation will be approved only if all courses, as listed on the filed degree plan or filed degree plan changes, have been completed.

MARRIAGE & FAMILY THERAPY DOCTORAL CURRICULUM EFFECTIVE FALL 2023

54 semester credit hours beyond the Master's Degree

PREREQUISITES

The following prerequisite courses, or reasonable equivalents, will be completed in the student's Master's degree program; if not, they must be taken during the Marriage & Family Therapy doctoral degree program. These courses align with the Commission on Accreditation for Marriage and Family Therapy Education foundation curriculum and practice component.

- Foundations of Relational/Systemic Practice, Theories, & Models (6 credit hours)
- Clinical Treatment with Couples and Families (3 credit hours)
- MFT professional identity, law, ethics, and social responsibility (3 credit hours)
- Biopsychosocial health & development across the lifespan (3 credits hours)
- Systemic/relational assessment & mental health diagnosis and treatment (3 credit hours)
- Diverse, Multicultural and/or Underserved Communities (3 credit hours)
- Master's level Statistics (3 credit hours)
- Master's level Research Methods (3 credit hours)
- Clinical Internship (minimum of 12 credit hours across 12 months & 300 (100 relational) direct client contact hours)

SYSTEMIC CLINICAL THEORY & APPLICATIONS TO CONTEMPORARY CHALLENGES (9 hours)

MFT 6243 Advanced Applications of Family Therapy to Contemporary Challenges

MFT 6563 Advanced Family Therapy Theory

MFT 6903 Special Topics in Family Therapy (rotating topics)

FOUNDATIONS OF TEACHING, SUPERVISION, & LEADERSHIP (9 hours)

MFT 6253 Supervision in Family Therapy

HDFS 6343 Effective College Teaching Methods

HDFS 6433 Grants Writing in Family Sciences

ADVANCED RESEARCH (21 hours)

HDFS 6193 Advanced Statistics for Family Sciences

HDFS 6203 Frameworks and Ethics for Qualitative Research in Family Sciences

HDFS 6403 Theory Building in Family Sciences

OR HDFS 6443 Research & Issues in Family Sciences

HDFS 6693 Advanced Quantitative Research Methods in Family Sciences

HDFS 6793 Advanced Qualitative Research Methods in Family Sciences

HDFS 6893 Applied Multivariate Statistics for Family Sciences

HDFS 6873 Dyadic and Longitudinal Analyses with Structural Equation Modeling

SPECIALTY AREA/CAREER GOALS ELECTIVES (3 hours)

Students select 3 hours in electives from the courses listed below:

MFT 6351 Supervision Practicum in Marriage and Family Therapy
HDFS 6863 Family Financial Counseling
HDFS 6303 Academic Life & Scholarship
PSY 6423 Psychopathology and Exceptionalities in Childhood and Adolescence
PSY 6253 Autism Spectrum Disorder
PSY 6673 Therapeutic and Crisis Interventions for Children and Adolescents
PSY 6143 Neurodevelopmental and Genetic Disorders in Children
PSY 6383 Cross Cultural Psychology
HS 6353 Social Epidemiology
HS 6443 Foundations of Health Science
HS 6563 Health Advocacy and Leadership
HS 6453 Strategies in Health Education and Delivery
HS 6433 History of Health and Medicine
HS 5103 Principles and Methods of Teaching Health Professionals
HS 6423 Global Health
HS 6403 Environmental Health
READ 6533 Foundation of Reading: Physiological and Psychological Dimensions
READ 6563 Nature of Literacy in the Adolescent Years
SOC 6103 Seminar on Sociological Theory
SOC 6503 Seminar on Social Organization and Disorganization

ADVANCED EXPERIENCE (6 hours)

MFT 6813 Advanced Practical Experience in Marriage and Family Therapy (2 semesters)
Choose two of the following areas: Supervision, Advanced Research, Teaching,
Advanced Clinical Theory & Practice, Grant-Writing

DISSERTATION (6 hours)

HDFS 6983 Dissertation
HDFS 6993 Dissertation

DOCTORAL CURRICULUM (EFFECTIVE FALL 2017)

DOCTOR of PHILOSOPHY in MARRIAGE and FAMILY THERAPY **(90 semester hours)**

The PhD in Marriage and Family Therapy requires 60 semester hours of courses beyond the master's degree. The doctoral degree plan must contain at least 90 graduate hours beyond the baccalaureate degree. At least 30 of the 90 hours must be research courses, including the university requirement of 12 semester hours of Research Tool courses or competencies, as approved by the majority of the student's doctoral committee.

PREREQUISITES

The following prerequisite courses, or reasonable equivalents, will be completed in the student's Master's degree program; if not, they must be taken during the Marriage and Family Therapy doctoral degree program. In addition, students must have completed an Internship experience in their Master's degree program (minimum of 12 credit hours across 12 months & 500 (200 relational) direct client contact hours).

HDFS 5003 Lifespan Human Development

HDFS 5023 Family Sexuality

MFT 5873 Collaborative Healthcare in Marriage & Family Therapy

HDFS 5193 Statistics for Research in Family Sciences

MFT 5813 Woman & Minority Issues in Sex & Family Therapy

HDFS 5693 Research Methods in Family Sciences

COUN 5353 Clinical Diagnosis and Treatment Planning for Counselors

MFT 5553 Systemic Couple & Sex Therapy

MFT 5563 Foundations of Family Therapy Theory

MFT 5853 Family Systems

MFT 5883 Family of Origin

MFT 5863 Issues & Ethics in Professional Development

SYSTEMIC CLINICAL THEORY & APPLICATIONS TO CONTEMPORARY CHALLENGES (9 hours)

MFT 6243 Advanced Applications of Family Therapy to Contemporary Challenges

MFT 6563 Advanced Family Therapy Theory

MFT 6903 Special Topics (Rotating topic – must be approved by advisor)

FOUNDATIONS OF TEACHING, SUPERVISION, & LEADERSHIP (9 hours)

MFT 6253 Supervision in Family Therapy

(Application required, *minimum* of 100 relational client contact hours, and instructor approval)

HDFS 6343 Effective College Teaching Methods

HDFS 6433 Grants Writing in Family Sciences

ADVANCED RESEARCH (27 hours)

HDFS 6003 Advanced Study of the Lifespan

HDFS 6193 Advanced Statistics for Family Sciences
HDFS 6203 Frameworks and Ethics for Qualitative Research in Family Sciences
HDFS 6403 Theory Building in Family Sciences
HDFS 6443 Research & Issues in Family Sciences
HDFS 6693 Advanced Quantitative Research Methods in Family Sciences
HDFS 6793 Advanced Qualitative Research Methods in Family Sciences
HDFS 6893 Applied Multivariate Statistics for Family Sciences
HDFS 6873 Dyadic and Longitudinal Analyses with Structural Equation Modeling

ELECTIVES (3 hours)

Students must select a minimum of 3 hours in electives, from the following:

MFT 6351 Supervision Practicum in Marriage and Family Therapy
HDFS 6863 Family Financial Counseling
HDFS 6303 Academic Life & Scholarship
PSY 6423 Psychopathology and Exceptionalities in Childhood and Adolescence
PSY 6253 Autism Spectrum Disorder
PSY 6673 Therapeutic and Crisis Interventions for Children and Adolescents
PSY 6143 Neurodevelopmental and Genetic Disorders in Children
PSY 6383 Multicultural Psychology
HS 6353 Social Epidemiology
HS 6443 Foundations of Health Science
HS 6563 Health Advocacy and Leadership
HS 6453 Strategies in Health Education Delivery
HS 6433 History of Health and Medicine
HS 5103 Principles and Methods of Teaching Health Professionals
HS 6423 Global Health
HS 6403 Environmental Health
READ 6533 Foundation of Reading: Physiological and Psychological Dimensions
READ 6563 Nature of Literacy in the Adolescent Years
SOC 6523 Social Psychology Theory

**Students should consult with their major advisor and the Doctoral Student Handbook when selecting electives. All electives must be approved by the student's doctoral degree plan committee prior to enrolling in the courses.*

ADVANCED EXPERIENCE (6 hours)


MFT 6813 Advanced Practical Experience in Family Therapy (2 semesters)
Choose two of the following areas: Supervision, Advanced Research, Teaching,
Advanced Clinical Theory & Practice, Grant-Writing

**See Advanced Practical Experience section in Doctoral Student Handbook for application and course requirements*

DISSERTATION (6 hours)

HDFS 6983 Dissertation
HDFS 6993 Dissertation

Students are expected to complete their formal degree plan during a meeting with their major advisor and doctoral committee before completing 15 hours of courses.



Section IV
Advanced
Practical
Experience

ADVANCED PRACTICAL EXPERIENCE IN MARRIAGE AND FAMILY THERAPY POLICIES AND PROCEDURES

Advanced Experience Description

The Advanced Practical Experience is a 9-month experiential doctoral internship that represents application of advanced training and contribution to the field of marriage and family therapy. The purpose of Advanced Practical Experience is for doctoral students to advance the profession in roles such as researchers, educators, clinical supervisors, policy makers, administrators, clinical innovators, and/or theoreticians. The Marriage & Family Therapy program offers Areas of experience consistent with the program's mission, goals, and outcomes and COAMFTE accreditation requirements, including:

- MFT Systemic Supervision
- Teaching
- Advanced Clinical Theory & Practice
- Grant-Writing
- Advanced Research
- Leadership & Policy

In the Advanced Practical Experience students select two of the six Areas listed above and pursue experiences in each of the two areas across two consecutive semesters of MFT 6813 Advanced Practical Experience. Each experience has specific and unique outcome expectations, requirements, and may have specific course prerequisites beyond general course requirements. Students may conduct their experiences on or off campus and may have approved mentors beyond the TWU MFT faculty. The Advanced Practical Experience must also demonstrate professional activities with diverse, marginalized, and/or underserved communities, such as therapy, research, systemic supervision, teaching, projects, service, etc.

Required Outcomes

In the Advanced Practical Experience, students must successfully complete one tangible writing outcome and one tangible experiential outcome for each selected Area (see *Content Area Specific Information* section below). Each tangible outcome must be:

1. Approved by the MFT faculty
2. Developmentally appropriate for the student's professional development
3. Aligned with the student's career goals
4. Aligned with the required Area specific objective (outlined below)
5. Consistent with the program's mission, goals, and outcomes
6. Increase the student's awareness, knowledge, and/or skills to responsibly serve diverse, marginalized, and underserved communities

Prerequisites

In order to be successful in Advanced Practical Experience, students must have taken adequate doctoral level coursework. This includes a minimum of four doctoral-level courses, with a foundation in research methods and theory, before beginning the Advanced Practical Experience component. Therefore, students must complete the following prerequisites prior to enrolling in Advanced Practical Experience:

- The COAMFTE Foundational Curriculum and Foundational Experience (i.e., all Master's-level prerequisites from the doctor of philosophy in MFT degree plan)
- HDFS 6693 Advanced Quantitative Research Methods
- HDFS 6203 Frameworks and Ethics for Qualitative Research in Family Sciences
- HDFS 6403 Theory Building in Family Sciences
- HDFS 6443 Research & Issues in Family Sciences
- Any additional Area specific prerequisites (outlined below)

Faculty Advisor Role & Responsibilities

Faculty advisors must demonstrate appropriate and adequate mentoring of students enrolled in the Advanced Practical Experience component and collaborate with any additional outside mentors. During Advanced Practical Experience faculty and students should meet a minimum of once per week for mentorship and advising. Faculty are responsible for evaluating students' progress in each of the two identified Areas according to the rubrics outlined below at the conclusion of each semester of Advanced Practical Experience.

The Advanced Practical Experience Plan

Students work collaboratively with their academic advisor to develop the Advanced Practical Experience Plan. Planning should begin *as early as possible* so that the timing, experiences, and content of the Advanced Practical Experience best serve the students' professional goals. A paper copy of the Advanced Practical Experience Application and Plan is available on the program Canvas Collaborative Space.

The Advanced Practical Experience Plan outlines the two selected Areas, the tangible written and experiential outcomes for each Area, and students' specific professional development goals related to each of the two chosen Areas. In other words, students will outline their professional goals, and specify tangible outcomes within each Advanced Practical Experience Area that assist the student in achieving these individualized professional goals.

Each Area has specific identified written and experiential objectives. These objectives define required written and experiential learning outcomes associated with each Advanced Practical Experience Area. Each tangible written and experiential outcome must be consistent with the Area's required objectives and developed in consultation with the student's academic advisor.

All Advanced Practical Experience Plans must also identify and explain how the advanced internship will provide experience and practice with diverse, marginalized, and/or underserved communities. Students are encouraged to be creative, develop opportunities for Advanced Practical Experience outside of the university where appropriate, and develop relationships with experts in their selected Areas to increase their professional development and social network.

The final, advisor approved Advanced Practical Experience Application and Plan need to be entered into Qualtrics, using the following link:

https://twu.qualtrics.com/jfe/form/SV_d1i56huwTO1wvK6

Changes to an Approved Advanced Practical Experience Plan

Any changes to an approved Advanced Practical Experience Plan must be submitted in writing to the student's academic advisor and approved by the MFT Faculty. Changes to Advanced Practical Experience may only be made for extenuating circumstances that prevent the student from gaining continued experience in an Advanced Practical Experience Area, such as loss of employment related to a selected Area. When such an extenuating circumstance occurs, students are required to inform their advisor and develop a revised Practical Experience Plan as soon as reasonably possible.

Application Process & Deadlines

The Advanced Practical Experience Plan must be finalized the semester prior to beginning the Advanced Practical Experience, following the deadlines provided below.

Students must submit their Advanced Practical Experience Plan to their advisor by the following deadlines:

- Spring Semester: October 15
- Summer Semester: March 15
- Fall Semester: June 15

Students then work with their advisor to revise and edit the Advanced Practical Experience Plan. Students must then submit their final Advanced Practical Experience Plan, with their advisor's approval, to the Program Director by the deadlines listed below. The program director will then submit the Advanced Practical Experience Plan to the MFT faculty for approval.

- Spring Semester: November 15
- Summer Semester: April 15
- Fall Semester: July 15

As Advanced Practical Experience requires careful advanced planning, students who fail to meet the deadlines outlined above will not be permitted to begin the Advanced Practical Experience.

Grading

Each student will be provided a letter grade upon the completion of each section of MFT 6813 (i.e., at the end of each semester). These letter grades will reflect the rubrics affiliated with the selected Areas. Each rubric was developed from and is based on the five **COAMFTE Developmental Competencies** that organize program students learning outcomes and expectations of a graduate from a COAMFTE-Accredited program:

- **Knowledge** of the MFT profession
- **Practice of relational/systemic therapy** as a qualified behavioral/mental health provider
- **Commitment to ethical practice** through ethical codes of the MFT profession and pertinent regulatory bodies
- Awareness, knowledge and skill to **responsibly serve diverse communities**
- **Development and application of research** to further the knowledge and practice of the MFT profession.

Faculty will therefore provide a grade for each Area and use the combined (average) score for both Areas for the final overall semester grade. Faculty may derive additional student- or assignment-

specific rubrics, as necessary, for the specific tangible outcomes tailored to meet individual student needs. These individual outcome rubrics should reflect the measurable objectives for the Area as well as the rubrics presented below.

CONTENT AREA SPECIFIC INFORMATION

ADVANCED RESEARCH

Additional Specific Prerequisites: None

Description: The Advanced Research Area facilitates the development of competencies in advanced research consistent with the MFT program’s goals, mission, and outcomes. Research activities appropriate for this Area should include:

- Demonstrating proficiency in quantitative methods and analysis techniques, qualitative methods and analysis techniques, or mixed methods and analysis techniques appropriate to carrying out relational research.
- Understanding and demonstrating sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, socio-economic status, etc. play a role in the student’s selected research topic(s) and conduct of research activities.
- Preparing and disseminating research through a variety of activities (e.g., program evaluation, professional publications and presentations).

Advanced Experience Plan Information

Required Written Objectives	Written Outcome Examples	Required Experiential Objective	Experiential Outcomes Examples
<p>Proficiently integrate knowledge of research methods in research specific to area of interest.</p> <p>Sensitively incorporate considerations of diversity in the chosen research topic and conduct of research.</p>	<p>Completion of a data analysis plan/research proposal</p> <p>Author two publishable manuscripts</p> <p>Author and submit one IRB application</p>	<p>Effectively contribute to family therapy literature and field through publication, presentation, or research project with clear and specific links to marriage and family therapy.</p>	<p>Submit manuscript for publication in academic journal</p> <p>Present research at regional, state, national, or international conference</p> <p>Collaborate with faculty mentor on active research team</p> <p>Gather original data related to IRB submission</p> <p>Serve as research assistant for a doctoral candidate’s dissertation project</p>

Advanced Research Grading Rubric

MFT faculty will use the rubric provided below to evaluate the student’s work. This evaluation will be used to determine the final grade in each semester of Advanced Practical Experience.

	Unacceptable (1)	Inadequate (2)	Acceptable (3)	Outstanding (4)
MFT Knowledge Competencies	Research activities demonstrate significant gaps and errors of MFT professional knowledge	Research activities demonstrate gaps in knowledge of MFT profession; lacks integration of MFT profession	Research activities demonstrate adequate knowledge in MFT profession	Research activities demonstrate excellent knowledge and integration of MFT profession

Relational/ Systemic Practice Competencies	No systemic/relational lens present in research activities	Research activities demonstrate gaps in systemic/relational awareness	Demonstrate awareness of systemic/relational integration into research	Demonstrates excellent systemic/relational integration into research
Ethics Competencies	Research activities demonstrate unethical behavior or practices	Research activities demonstrate gaps in knowledge of MFT ethics	Research activities demonstrate increasing knowledge in MFT ethics	Research activities demonstrate excellent knowledge and integration of MFT ethics
Diversity Competencies	Research activities demonstrate little to no understanding, sensitivity, and/or awareness of how issues of diversity play a role in the student's selected research topic(s) and conduct of research activities	Significant gaps in understanding, sensitivity, and awareness of how issues of diversity play a role in the student's selected research topic(s) and conduct of research activities	Demonstrating growing knowledge of how issues of diversity play a role in the student's selected research topic(s) and conduct of research activities	Understanding and demonstrating sensitivity to and awareness of how issues of diversity play a role in the student's selected research topic(s) and conduct of research activities
Research Competencies	Research activities demonstrate serious flaws or has major confounds.	Uses outdated methods, techniques, or approaches, with some minor errors.	Uses existing methods, techniques, or approaches in correct ways.	Demonstrates knowledge and integration of state-of-the-art tools, techniques, or approaches; Applies or develops new methods, approaches, or techniques.

GRANT-WRITING

Additional Specific Prerequisites: HDFS 6433 Grants Writing in Family Sciences

Description: The Grant-Writing Area facilitates the development of competencies in grant writing consistent with the MFT program's goals, mission, and outcomes. Grant-writing activities appropriate for this Area should include:

- Demonstrating proficiency in developing, preparing, and writing internal, agency, state, and/or federal grants to carry out relational research.
- Understanding and demonstrating sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, socio-economic status, etc. play a role in the student's selected research topic(s) and conduct of grant-writing activities.
- Collaborating with alternate grant writers in the review, preparation, writing, and revision of grants.

Advanced Experience Plan Information

Required Written Objectives	Written Outcome Examples	Required Experiential Objective	Experiential Outcomes Examples
Expertly compose a written grant application of submission quality.	Author a draft R36 submission	Skillfully collaborate with alternate grant writers in the review and revision of	Engage in agency-based internship with grant-writing group focused on writing practice grants

Co-author a grant specific to an organization's needs (e.g., practice grants, funding to conduct effectiveness research, program development, etc.)	one's own and/or others' grants.	Collaborate with faculty or university personnel to assist with grant-writing
Co-author a grant specific to a faculty member's focus		Participate in a formalized and ongoing grant review process of peers' grants, utilizing NIH criteria regarding specific aims, significance, and innovation

Grant-Writing Grading Rubric

MFT faculty will use the rubric provided below to evaluate the student's work. This evaluation will be used to determine the final grade in each semester of Advanced Practical Experience.

	Unacceptable (1)	Inadequate (2)	Acceptable (3)	Outstanding (4)
MFT Knowledge Competencies	Grant-writing activities demonstrate significant gaps and errors of MFT professional knowledge	Grant-writing activities demonstrate gaps in knowledge of MFT profession; lacks integration of MFT profession	Grant-writing activities demonstrate increasing knowledge in MFT profession	Grant-writing activities demonstrate excellent knowledge and integration of MFT profession
Relational/Systemic Practice Competencies	No systemic/relational lens present in grant-writing activities	Grant-writing activities demonstrate gaps in awareness of systemic/relational practice	Demonstrate awareness of integration of systemic/relational practice into grant-writing	Demonstrates excellent integration of systemic/relational practice into grant-writing
Ethics Competencies	Grant-writing activities demonstrate unethical behavior or practices	Grant-writing activities demonstrate gaps in knowledge of MFT ethics	Grant-writing activities demonstrate increasing knowledge in MFT ethics	Grant-writing activities demonstrate excellent knowledge and integration of MFT ethics
Diversity Competencies	Grant-writing activities demonstrate little to no understanding, sensitivity, and/or awareness of how issues of diversity play a role in the student's selected research topic(s) and conduct of grant-writing activities	Significant gaps in understanding, sensitivity, and awareness of how issues of diversity play a role in the student's selected research topic(s) and conduct of grant-writing activities	Demonstrating growing knowledge of how issues of diversity play a role in the student's selected research topic(s) and conduct of grant-writing activities	Understanding and demonstrating sensitivity to and awareness of how issues of diversity play a role in the student's selected research topic(s) and conduct of grant-writing activities
Research Competencies	Grant-writing activities demonstrate fatally flaws or has major confounds.	Uses outdated methods, techniques, or approaches, with some minor errors.	Uses existing methods, techniques, or approaches in correct ways.	Demonstrates knowledge and integration of state-of-the-art tools, techniques, or approaches; Applies or develops new methods, approaches, or techniques.

MFT SYSTEMIC SUPERVISION

Additional Specific Prerequisites: MFT 6253 Supervision in Family Therapy

Description: The MFT Systemic Supervision Area facilitates the development of competencies in systemic supervision consistent with the MFT program's goals, mission, and outcomes. Supervision activities appropriate for this Area should include:

- Developing proficiency, knowledge, and skills in MFT systemic supervision towards LMFT-Supervisor licensure or AAMFT Approved Supervisor designation.
- Understanding and demonstrating sensitivity to and awareness of how issues of diversity, power, and privilege in terms of culture, gender, sexual orientation, age, socio-economic status, etc. play a role in therapy and in the supervision of MFT trainees/therapists.

Advanced Experience Plan Information

Required Written Objectives	Written Outcome Examples	Required Experiential Objective	Experiential Outcomes Examples
Effectively articulate and revise a philosophy of supervision, in accordance with AAMFT Approved Supervisor guidelines.	Author/revise Philosophy of Supervision, edit for use in academic job applications	Effectively implement supervisory interventions within a range of supervisory modalities, structuring supervision and integrating knowledge of current supervision in family therapy literature.	Supervised supervision experience with Master's level supervisees
OR	Author publishable manuscript specific to practice of systemic, family therapy supervision	Sensitively facilitate supervision with awareness of power and privilege in contextual variables and a focus on multicultural content.	Provide supervision at CFTC, in collaboration with CFTC Clinic Director
Author and revise a publishable manuscript or other written document specific to the practice of supervision in family therapy in a niche area.	Author professional development plan specific to achieving AAMFT Approved Supervisor status and/or LMFT-Supervisor licensure in Texas		Serve as a teaching assistant or instructor for MFT 5544 Internship in Family Therapy, with direct responsibilities for co-supervision or supervision

Supervision Grading Rubric

MFT faculty will use the rubric provided below to evaluate the student's work. This evaluation will be used to determine the final grade in each semester of Advanced Practical Experience.

	Unacceptable (1)	Inadequate (2)	Acceptable (3)	Outstanding (4)
MFT Knowledge Competencies	Supervision activities do not demonstrate an understanding of MFT profession, including clinical and supervision models	Can discuss concepts or issues in MFT profession and models of therapy and supervision, but does not integrate it in supervision	Demonstrate adequate grasp of MFT profession, including clinical and supervision models	Supervision activities demonstrate excellent knowledge and integration of MFT profession, including clinical and supervision models
Relational/Systemic Practice Competencies	Supervision activities do not demonstrate an understanding of relationship/systemic	Can discuss concepts or issues in systemic/relational therapy and	Demonstrate adequate grasp of systemic/relational therapy and	Demonstrates excellent practice of systemic/relational therapy and

	therapy and supervision skills	supervision, but does not integrate it in supervision	supervision skills as a qualified MFT supervisor	supervision skills as a qualified MFT supervisor
Ethics Competencies	Supervision activities demonstrate unethical behavior or practices	Supervision activities demonstrate gaps in knowledge of MFT ethics	Supervision activities demonstrate adequate knowledge and integration of MFT ethics	Supervision activities demonstrate excellent knowledge and integration of MFT ethics
Diversity Competencies	Supervision activities demonstrate little to no understanding, sensitivity, and awareness of issues of diversity, power, and privilege	Supervision activities demonstrate knowledge of issues of diversity, power, and privilege, but fails to integrate into supervision	Supervision activities demonstrate adequate understanding, sensitivity, and awareness of issues of diversity, power, and privilege	Supervision activities demonstrate excellent understanding, sensitivity, and awareness of issues of diversity, power, and privilege
Research Competencies	Demonstrates little or incorrect knowledge and integration of MFT literature and research findings into supervision and therapy processes	Demonstrates inadequate knowledge and integration of MFT literature and research findings into supervision and therapy processes	Demonstrates adequate knowledge and integration of MFT literature and research findings into supervision and therapy processes	Demonstrates excellent knowledge and integration of MFT literature and research findings into supervision and therapy processes

ADVANCED CLINICAL THEORY & PRACTICE

Additional Specific Prerequisites: MFT 6563 Advanced Family Therapy Theory OR MFT 6243 Advanced Applications of Family Therapy to Contemporary Challenges

Description: The Advanced Clinical Theory & Practice Area facilitates the development of competencies in clinical theory and practice beyond the foundational curriculum and experience that are consistent with the MFT program's goals, mission, and outcomes. Advanced Clinical Theory and Practice activities appropriate for this Area should include:

- Developing advanced understanding and application of multiple family and couple models and empirically-supported interventions, skills in working with diverse populations across the lifespan through direct clinical work, or a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.
- Understanding and demonstrating sensitivity to and awareness of how issues of diversity, power, and privilege in terms of culture, gender, sexual orientation, age, socio-economic status, etc. play a role in therapy.

Advanced Experience Plan Information

Required Written Objectives	Written Outcome Examples	Required Experiential Objective	Experiential Outcomes Examples
Skillfully formulate advanced written piece reflecting the theoretical complexity of change in relationships.	Author professional development plan specific to accruing advanced clinical training or certification	Effectively adapt practice of MFT for application in novel clinical setting. OR	Accrue clinical experience in a setting novel to the student (e.g., in agency, providing home-based therapy, integrated care, etc.)

<p>Author NCFR Innovation Grant that is of submission quality</p> <p>Author and submit a proposal for a conference workshop specific to advanced clinical practice</p> <p>Author a publishable manuscript focused on advanced relational and systemic theory or applications to contemporary challenges for submission to an academic journal</p> <p>Author case study describing novel application of MFT theory/ technique for submission to an academic journal</p>	<p>Thoughtfully select and sufficiently progress in training/certification in an evidence-based therapeutic approach.</p>	<p>Assist community mental health organization with program development, specific to needs of clinical population served</p> <p>Pursue/complete certification in AASECT, EMDR, RPT, membership in ICEEFT</p> <p>Train in and provide evidence-based group therapy (e.g., DBT, Hold Me Tight, Incredible Years, etc.)</p>
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Advanced Clinical Theory & Practice Grading Rubric

MFT faculty will use the rubric provided below to evaluate the student's work. This evaluation will be used to determine the final grade in each semester of Advanced Practical Experience.

	Unacceptable (1)	Inadequate (2)	Acceptable (3)	Outstanding (4)
MFT Knowledge Competencies	Theory & Practice activities do not demonstrate an understanding of MFT profession, models, or theories	Can discuss concepts or issues in MFT profession, models, and theories, but does not integrate it in supervision	Demonstrate adequate grasp of MFT profession, including clinical models and theories	Theory & Practice activities demonstrate excellent knowledge and integration of MFT profession, including clinical models and theories
Relational/Systemic Practice Competencies	Theory & Practice activities do not demonstrate an understanding of relationship/systemic therapy	Can discuss concepts or issues in systemic/relational therapy, but does not integrate it in Theory & Practice activities	Theory & Practice activities demonstrate adequate grasp of systemic/relational therapy	Theory & Practice activities demonstrates excellent competency of systemic/relational therapy
Ethics Competencies	Theory & Practice activities demonstrate unethical behavior or practices	Theory & Practice activities demonstrate gaps in knowledge of MFT ethics	Theory & Practice activities demonstrate adequate knowledge and integration of MFT ethics	Theory & Practice activities demonstrate excellent knowledge and integration of MFT ethics
Diversity Competencies	Theory & Practice activities demonstrate little to no understanding, sensitivity, and awareness of issues of	Theory & Practice activities demonstrate knowledge of issues of diversity, power, and privilege, but	Theory & Practice activities demonstrate adequate understanding, sensitivity, and awareness of issues	Theory & Practice activities demonstrate excellent understanding, sensitivity, and awareness of issues

	diversity, power, and privilege	fails to integrate into Area activities	of diversity, power, and privilege	of diversity, power, and privilege
Research Competencies	Demonstrates little or incorrect knowledge and integration of MFT literature and research findings into Theory & Practice activities	Demonstrates inadequate knowledge and integration of MFT literature and research findings into Theory & Practice activities	Demonstrates adequate knowledge and integration of MFT literature and research findings into Theory & Practice activities	Demonstrates excellent knowledge and integration of MFT literature and research findings into Theory & Practice activities

TEACHING

Additional Specific Prerequisites: HDFS 6343 Effective College Teaching Methods

Description: The Teaching Area facilitates the development of competencies in higher education teaching and instruction. Teaching activities appropriate for this Area should include:

- Developing proficiency, knowledge, and skills in higher education learning.
- Understanding and demonstrating sensitivity to and awareness of how issues of diversity, power, and privilege in terms of culture, gender, sexual orientation, age, socio-economic status, etc. play a role in the learning process and educational experiences of students.
- Connecting teaching activities to identity, role, and knowledge with professional identity as an MFT.

Advanced Experience Plan Information

Required Written Objectives	Written Outcome Examples	Required Experiential Objective	Experiential Outcomes Examples
Effectively compose materials specific to teaching, such as a teaching philosophy and course-specific needs.	Author or revise Philosophy of Teaching, for use in academic job applications.	Creatively engage peers and students in active discussions regarding course relevant literature and application.	Shadow faculty advisor and an additional instructor to observe their teaching methods.
Sensitively incorporate considerations of diversity in teaching material.	Develop course syllabus, affiliated course objectives, evaluations, and associated rubrics for courses.	Sensitively incorporate considerations of diversity in engagement with students.	Serve as a teaching assistant for an ongoing undergraduate or graduate course, at TWU or elsewhere.

Teaching Grading Rubric

MFT faculty will use the rubric provided below to evaluate the student's work. This evaluation will be used to determine the final grade in each semester of Advanced Practical Experience.

	Unacceptable (1)	Inadequate (2)	Acceptable (3)	Outstanding (4)
MFT Knowledge Competencies	Teaching activities do not demonstrate an understanding of MFT profession	Can discuss concepts or issues in MFT profession, but does not integrate it in teaching activities	Teaching activities demonstrate adequate grasp of MFT profession	Teaching activities demonstrate excellent knowledge and integration of MFT profession
Relational/Systemic	Teaching activities do not demonstrate an understanding of	Can discuss systemic/relational concepts or issues,	Teaching activities demonstrate adequate grasp of	Teaching activities demonstrate excellent systemic/relational

Practice Competencies	relationship/systemic competencies in role of teaching	but does not integrate it in Teaching activities	systemic/relational competencies in role of teaching	practice competencies in role of teaching
Ethics Competencies	Teaching activities demonstrate unethical behavior or practices	Teaching activities demonstrate gaps in knowledge of ethics	Teaching activities demonstrate adequate knowledge and integration of ethics	Teaching activities demonstrate excellent knowledge and integration of ethics
Diversity Competencies	Teaching activities demonstrate little to no understanding, sensitivity, and awareness of issues of diversity, power, and privilege	Teaching activities demonstrate knowledge of issues of diversity, power, and privilege, but fails to integrate into supervision	Teaching activities demonstrate adequate understanding, sensitivity, and awareness of issues of diversity, power, and privilege	Teaching activities demonstrate excellent understanding, sensitivity, and awareness of issues of diversity, power, and privilege
Research Competencies	Demonstrates little or incorrect knowledge and integration of literature and research findings into Teaching activities	Demonstrates inadequate knowledge and integration of literature and research findings into Teaching activities	Demonstrates adequate knowledge and integration of literature and research findings into Teaching activities	Demonstrates excellent knowledge and integration of literature and research findings into Teaching activities

LEADERSHIP & POLICY

Additional Specific Prerequisites: None

Description: The Leadership & Policy Area facilitates the development of competencies as leaders and/or administrators in the MFT profession. Leadership & Policy activities appropriate for this Area should include:

- Developing proficiency, knowledge, and skills in professional, organizational, or academic leadership.
- Developing proficiency, knowledge, and skills in policy making.
- Understanding and demonstrating sensitivity to and awareness of how issues of diversity, power, and privilege in terms of culture, gender, sexual orientation, age, socio-economic status, etc. play a role in leadership and policy.

Advanced Experience Plan Information


Required Written Objectives	Written Outcome Examples	Required Experiential Objective	Experiential Outcomes Examples
Effectively compose materials specific to leadership or policy, such as a philosophy of leadership or relevant policy materials.	Author or revise Philosophy of Leadership, for use in employment applications and interviews.	Participate in leadership or service experiences in a professional, community, or academic based organization or conference.	Accrue leadership experience through service in a professional organization (e.g., officer in TWU, SAMFT, TAMFT, AAMFT)
OR	Author professional development plan specific to accruing advanced training in leadership or policy.	OR	Accrue policy experience through service in a professional organization committee (e.g., COAMFTE ERC or ARC committee, TAMFT)
Author and revise a publishable manuscript specific to leadership in MFT.		Thoughtfully select and sufficiently progress in training/certification in leadership.	

Author and submit a proposal for a conference workshop specific to leadership.	Membership Committee, etc.)
Author a publishable manuscript focused on leadership or administration for submission to an academic journal.	Assist community mental health organization with program or policy development
Develop and revise policy relevant to the field and practice of MFT.	Pursue/complete certification or training in leadership

Leadership & Policy Grading Rubric

MFT faculty will use the rubric provided below to evaluate the student's work. This evaluation will be used to determine the final grade in each semester of Advanced Practical Experience.

	Unacceptable (1)	Inadequate (2)	Acceptable (3)	Outstanding (4)
MFT Knowledge Competencies	Leadership and Policy activities do not demonstrate an understanding of MFT profession	Can discuss concepts or issues in MFT profession, but does not integrate it in Leadership and Policy activities	Leadership and Policy activities demonstrate adequate grasp of MFT profession	Leadership and Policy activities demonstrate excellent knowledge of MFT profession
Relational/Systemic Practice Competencies	Leadership and Policy activities do not demonstrate an understanding of relationship/systemic competencies	Can discuss systemic/relational concepts or issues, but does not integrate it in Leadership and Policy activities	Leadership and Policy activities demonstrate adequate grasp of systemic/relational competencies	Leadership and Policy activities demonstrate excellent practice of systemic/relational competencies
Ethics Competencies	Leadership and Policy activities demonstrate unethical behavior or practices	Teaching activities demonstrate gaps in knowledge of ethics	Leadership and Policy activities demonstrate adequate knowledge and integration of ethics	Leadership and Policy activities demonstrate excellent knowledge and integration of ethics
Diversity Competencies	Leadership and Policy activities demonstrate little to no understanding, sensitivity, and awareness of issues of diversity, power, and privilege	Leadership and Policy activities demonstrate knowledge of issues of diversity, power, and privilege, but fails to integrate into supervision	Leadership and Policy activities demonstrate adequate understanding, sensitivity, and awareness of issues of diversity, power, and privilege	Leadership and Policy activities demonstrate excellent understanding, sensitivity, and awareness of issues of diversity, power, and privilege
Research Competencies	Demonstrates little or incorrect knowledge and integration of literature and research findings into Leadership and Policy activities	Demonstrates inadequate knowledge and integration of literature and research findings into Leadership and Policy activities	Demonstrates adequate knowledge and integration of literature and research findings into Leadership and Policy activities	Demonstrates excellent knowledge and integration of literature and research findings into Leadership and Policy activities



Section V
Qualifying
Exams

QUALIFYING EXAMS POLICIES AND PROCEDURES

The purpose of qualifying exams is to demonstrate scholarly competence, self-directed inquiry, synthesis and integration of course content, and the ability to conduct and disseminate research in students' niche areas in order to demonstrate readiness to move to dissertation. Students should be able to demonstrate that they can understand the research process, apply theory, and effectively conceptualize and communicate complex ideas.

The Department of HDFSC administers a qualifying exam for each student prior to admission to candidacy. The student must complete the required research tools before being eligible to take the exam. Students must take the qualifying exam in their last or second-to-last semester of course work. In no case may a student be excused from the qualifying exam, and students may not register for dissertation hours (HDFS 6983 and HDFS 6993) until they have successfully passed the exam and have been admitted to candidacy. The qualifying exam may only be repeated once. Students who fail two attempts at the qualifying exam will be dismissed from the program.

The policies and procedures for the qualifying exams are located on the department forms and policies webpage, located here:

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

Section VI
Dissertation
Guidelines
and Policies

DISSERTATION POLICIES AND PROCEDURES

All students in the MFT PhD program are required to follow the Department of Human Development, Family Studies, and Counseling dissertation policies,

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

as well as the Graduate School dissertation policies and procedures for completed a dissertation, located here:

<https://twu.edu/gradschool/current-students/thesis-and-dissertation/>


APPLYING FOR GRADUATION

It is important that students complete all steps required of the Graduate School for graduation. Students can find that information located here: <https://twu.edu/gradschool/current-students/degree-completion/>.

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 dissertation defense *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 VI
Supervision,
Clinical
Internship, &
Licensure

SKILLS REQUIRED FOR SUCCESSFUL COMPLETION OF THE CLINICAL ASPECT OF PROGRAM

Students Admitted Spring 2017 and Later

Beginning Spring 2017, the Marriage and Family Therapy faculty will determine completion of the COAMFTE foundational practice component and competency in clinical work through the MS Hours Verification and Post-MS Hours Verification Forms. The COAMFTE V12.5 foundational practice component requires a minimum of 300 hours of direct clinical contact hours, of which at least 100 hours must be with couples or families. Any deficiency in either competency or the foundational practice component must be completed during the doctoral program. Students who need to complete further clinical training, may enroll in MFT 5911 or MFT 5544 to complete any deficits in the foundational practice component. .

Students Admitted Prior to Spring 2017

The Marriage and Family Therapy program of study culminates in a minimum of four 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) face-to-face client contact hours, (2) clinical competency, *and* (3) approval of Marriage and Family Therapy faculty (based in part on competency evaluations) to finish the clinical aspect of the program. If all three are not achieved, the student will receive a PR (which stands for "Progress," and is not punitive) and extend the internship experience for a minimum of one additional semester. The evaluation forms that are used in these courses are completed each semester of Internship. See the Marriage and Family Therapy Master's Student Handbook for information related to the following topics related to clinical courses:

- Therapist Evaluation
- Concerns for Therapist Competency
- Statement of Liability Awareness
- Background Checks
- Skills required for successful completion of the clinical aspect of the program
- Applications for clinical courses
- Affiliated Internship Sites
- Requirements for Internship
- Expectations of Clinical Internship Sites
- Standard Elements for MFT 5544 Internship in Marriage and Family Therapy
- Professional Liability Insurance

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 PhD program is that supervision between a 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.

VIRTUAL SUPERVISION MENTORSHIP COMPLIANCE POLICY

The policy of the TWU MFT PhD program is that supervision mentorship may be conducted virtually when the faculty supervisor mentor and supervisor in training have adequate training in virtual supervision. It is the responsibility of the faculty supervisor mentor to use a HIPAA-secure platform. It is the shared responsibility of the faculty supervisor mentor and doctoral student supervisor in training to be in a confidential space and on a secure network, ensuring that client confidentiality is not breached. Supervision mentorship should take place on either TWU's HIPAA compliant Google Meet, GoReact, or using an alternative platform (i.e., Doxy.me, Vsee).

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)

REGULATORY ALIGNMENT POLICY

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

Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Information regarding licensure requirements in other states can be found here: <https://amftrb.org/resources/state-licensure-comparison/>.

Along with a clinical Master's degree (e.g., MFT, Counseling, Social Work), the PhD in Marriage & Family Therapy at Texas Woman's University prepares graduates to take the AMFTRB national licensure exam and meet requirements for licensure in the state of Texas as a marriage and family therapist. You may learn more about MFT licensure requirements in the state of Texas here: <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-marriage-and-family-therapists/applying-for-a-license/index.html>.

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. Per TSBEMFT, letters verifying current enrollment and progress in the program must be completed by the TWU Marriage and Family Therapy program representative, which can either be the student's advisor or the MFT PhD Program Director.