

Spring, 2015



# TEXAS WOMAN'S UNIVERSITY™

DEPARTMENT  
OF FAMILY  
SCIENCES

MASTER OF SCIENCE IN FAMILY THERAPY  
STUDENT HANDBOOK

Updated: February 23, 2019

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Section I  
General  
Information

## **ABOUT THE HANDBOOK**

This handbook is designed to assist you, the student, with everything you need to know in order to be successful in education here at TWU. The Master of Science 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 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 FAMILY SCIENCES DEPARTMENT  
AT TEXAS WOMAN'S UNIVERSITY**

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

## **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 family therapy theories among each family therapy student.

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

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

## CURRENT FACULTY

### Core Faculty

**Aaron Norton, Ph.D., LMFT-Associate, AAMFT Approved Supervisor**

**Program Coordinator**

anorton@twu.edu

(940) 898-2677

HDB 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

**Linda J. Brock, Ph.D., LMFT-Supervisor, LPC, CFLE**

lbrock@twu.edu

(940) 898-2713

HDB 308-E

Ph.D. in Family Therapy from TWU (1999)

M.S. in Home & Family Life from TWU (1991)

Research interests: family of origin and transgenerational issues; sexuality, gender, and sexual orientation; family diversity; sexuality and aging; loss, trauma, and resilience in families.

**Linda Ladd, Ph.D., PsyD, Licensed Psychologist**

lladd@twu.edu

(940)-898-2694

HDB 308-D

PsyD in Clinical Psychology from Pacific University (2002)

Ph.D. in Human Development and Family Studies from Oregon State University (1989)

M.S. in Psychology from Portland State University (1984)

Research interests: parenting skills; attention deficit hyperactivity disorder; mental health issues in families; character education

## **FAMILY THERAPY EDUCATIONAL OUTCOMES**

The 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 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.

## **MISSION STATEMENTS**

### **University Mission Statement**

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

### **Department Mission Statement**

Our mission is to provide quality, academic education in the scientific study of family, thereby stimulating students' intellectual curiosity; developing their research and leadership skills; and their personal and civic responsibilities; and promoting diversity and respect for multiple family forms.

### **Program Mission Statement**

The mission of the MS in Family Therapy program is to prepare family therapists who will take an active role in their community to enhance quality of life for individuals and families in a global society. Based on a systems approach to interactions between individuals, families, and larger systems, students are empowered to conduct effective family therapy and are introduced to the role, process, and implications of research.

## **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. [TWU’s nondiscrimination 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 the University.”

### **TWU Nondiscrimination Policy – Student Handbook**

The following policy is stated within the University’s [Student Handbook](#): “It is the policy of TWU to provide all students and applicants an equal access to all programs and facilities without regard to sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by Federal or Texas State law. Furthermore, the University will not discriminate against any individual with respect to the application of University policies and/or regulations, or the criteria for the successful completion of any course or program based on the statuses outlined above.”

### **Family Sciences Diversity Statement**

The concept of diversity implies a total commitment to an open context that promotes equality, social tolerance, and the right to express different points of view. The Family Sciences Department practices and celebrates diversity and creates a culture characterized by a climate of inclusion rather than exclusion, where people are involved in working together for a common good. Diversity refers to the inclusion of all persons regardless of their differences. These differences include but are not limited to ethnicity, race, culture, gender, age, socio-economic status, religion, sexual orientation, and physical disability. The Family Sciences Department does not condone discrimination in any form and complies with Texas Woman’s University Non-Discrimination Policy. The faculty actively seeks enrichment through the strength, power, and wisdom of diversity.

### **Family Therapy Program Anti-discrimination Statement**

In accordance with the Family Therapy PhD program’s mission to train “students from diverse backgrounds in a multiculturally-informed and multi-systemic perspective,” the TWU Family Therapy program is firmly committed to the University and Departmental nondiscrimination policies, above, 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 the emphasis on diversity in the field of Marriage and Family Therapy, the Family Therapy program strives for a diverse student body and faculty including instructors and supervisors, as well as policies and procedures that actively support this diversity.

### Definition of Diversity

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

The composition and student achievement data specific to the Family Therapy MS program can be found here:

- [Family Therapy program website](#) – Composition and Student Achievement Data for the MS Program

**Retention of diverse students:** In addition, the Department and University broadly serves 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 Services
- Dedicated subject area librarian
- TWU Counseling Center
- 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 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 Family Therapy program's Student Liaison

## ACCREDITATION

### **The Southern Association of Colleges and Schools Commission on Colleges**

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

### **Commission on Accreditation for Marriage and Family Therapy Education**

The Master's in Family Therapy program at Texas Woman's University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education ([COAMFTE](http://COAMFTE.org)), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838-9808, [coa@aamft.org](mailto:coa@aamft.org). As part of COAMFTE accreditation, and in accordance with our educational goals and mission statements (above), we have specified numerous Student Learning Outcomes, Faculty Outcomes, and Program Outcomes. These outcomes should be familiar to you, and are available on the COAMFTE Educational Outcomes Template in the Appendices below. At any time, students are invited to provide feedback regarding these Educational Outcomes. Students may provide this feedback directly to the Program Coordinator, 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, Internship competencies, student evaluations of courses, faculty, Internship, and Internship sites, student evaluations of the program at completion, licensure exam pass rates, and employment rates. The program also collects data from graduating students using the Exit Survey; this survey is administered following the M.S. Final Examination using iPads in the exam room. Lastly, the program surveys area employers of Family Therapy graduates about their perception of how well our program equips students to work in the field. Additional data may be collected depending on program needs.

**Purpose of data collection and student feedback.** The 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 Family Therapy faculty via the SAMFT Student Liaison, information given directly by students (e.g., formally via course or faculty evaluations and our Exit Survey, or informally via advising and information shared with the Coordinator) is directly used by the Family Therapy faculty to review and revise our Educational Outcomes, policies and procedures, and student achievement.

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

Student governance and input enables the Family Therapy program to meet its stated Educational Outcomes (provided on the COAMFTE Educational Outcomes Template in the Appendices below) as we use student feedback to evaluate and adjust course offerings and content, program policies, and internship sites, as examples.

## **PROGRAM PORTABILITY POLICY**

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

To obtain information about different state licensure requirements, students should search the Association of Marital and Family Regulatory Boards at <http://www.amftrb.org>. This website also contains information about the AMFTRB National Exam, as does the website of the Texas State Board of Examiners for Marriage and Family Therapists. It is the policy of the program to review Texas LMFT requirements during New Student Orientation, offered during the Spring and Fall semesters, during FS 6233 Issues and Ethics in Professional Development, and during FS 5363 Prepracticum. During each of these licensure presentations, we discuss how students can utilize the AMFTRB website to inquire about licensure requirements in states other than Texas. In addition, faculty advisors will meet with any student who would like assistance in understanding how to contact the licensure board in a jurisdiction outside of Texas to determine if the TWU Family Therapy program meets the requirements for that state.

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

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



Section II  
Admission and  
Program  
Requirements

## ADMISSION REQUIREMENTS

The admissions procedure begins with making application to the Graduate School of TWU. The student must have completed a bachelor's degree with at least a 3.25 GPA on the last 60 hours of course work in that bachelor's degree. Once Graduate Admissions has approved the application and forwarded it to the Department of Family Sciences and the student's Letter of Intent (instructions [here](#)) has been received by email by the deadline, the student is invited to the Applicant Interview Day. This day includes providing a writing sample and meeting with the Family Therapy faculty for an interview. In addition, applicants will have an opportunity to visit with current students and tour the campus. Acceptance into the program may be unconditional (meaning the applicant is guaranteed a position in the program) or provisional (meaning the applicant's position is dependent upon a specific condition, such as finishing their Bachelor's degree, earning specific grades, a TOEFL score, etc.) for the next long semester following this Applicant Interview Day. Visit <https://twu.edu/admissions/graduate/> for more information on the admission process.

## **PIONEER PORTAL**

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

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

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

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

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

## ACADEMIC ADVISORS AND DEGREE PLANS OF STUDY

A major advisor, one of the family therapy faculty members, will be assigned to the student when she or he is accepted for admission into the program. The advisor helps the student plan coursework every semester and answers questions the student may have. If at any point the student wishes to change advisors, another faculty member may be asked to serve and a Change of Advisor Form should be completed and submitted to the Family Sciences office. The student's committee, composed of the major advisor/committee chair and 2 other professors (at least one of whom must be family therapy faculty) is selected by the student in consultation with the major advisor. *Before completion of 12 semester hours of coursework*, the student works with the major advisor to prepare the degree plan, a form setting forth the coursework for the degree. Each student's degree plan will reflect the choice of either a thesis or non-thesis option; example degree plans are found in Appendix A. All committee members must approve and sign the degree plan, which is submitted to the Family Sciences office. Additional information regarding advisors and degree planning can be found in Section IV.

## ***NEW- M.S. IN FAMILY THERAPY CURRICULUM*** **(EFFECTIVE FALL 2018)**

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

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

### **Thesis or Non-thesis Option**

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

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

### **Family Therapy Core**

FS 5003 Lifespan Human Development

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

FS 5123 Theories of the Family

FS 5353 Clinical Diagnosis and Treatment Planning for Counselors

\*FS 5563 Foundations of Family Therapy

FS 5553 Principles of Couple Therapy

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

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

\*FS 5883 Family of Origin

FS 5903 Applications of Diversity and Social Context in Family Therapy

### **Professional Competencies**

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

\*FS 5903 Clinical Practicum with Diverse and Underserved Communities

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

(Students must complete applications and be approved during the semester preceding enrollment for each semester of Internship.)

**Research (6 hours)**

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

**Non-Thesis Option (6 hours)**

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

Possible choices include *but are not limited* to:

FS 5873 Health, Illness, and Families  
FS 5183 Grief & Bereavement  
FS 5223 Child Growth and Development in Early Childhood FS 5243 Adolescents in the Family  
FS 5443 Multicultural Counseling  
FS 5603 Aging in Families and Society FS 5143 Addiction Counseling  
FS 5613 Child Guidance  
FS 5323 Psychological Appraisal of the Individual  
FS 5373 Group Counseling Procedures

**Thesis Option (6 hours)**

Students conduct original research under the direction of their major advisor.  
FS 5983/FS 5993 Thesis

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

Students should see the Graduate Catalog for full course descriptions. The Catalog is online, and available at [catalog.twu.edu](http://catalog.twu.edu).

## **MASTER'S CURRICULUM**

### **(FOR STUDENTS ADMITTED PRIOR TO FALL 2018)**

The program requires 57 semester hours of coursework, and takes an average of 3 years to complete (based on data from graduating students in 2004-2013). Clinical coursework includes at least 3 semesters of Internship in Family Therapy (totaling 300 hours of therapy, including a minimum of 150 hours of therapy with couples and families), a time commitment of at least 20 hours per week each semester. The student must apply in advance each semester for an internship section assignment. Students must select, interview with, and be accepted to work with clients at an approved community agency in the area, the Counseling and Family Therapy Clinic (CFTC) on campus, or other approved site for internship.

*\*As of August, 2017, the Texas state licensure requirements will include 60 credits in the Master's program. The degree plan for the Master's in Family Therapy is being revised to reflect this change, and the revised degree plan will appear in the next graduate catalog.*

#### **Thesis or Non-thesis Option**

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

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

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

#### **Family Therapy Core (30 hours)**

\*FS 5003 Lifespan Human Development

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

FS 5123 Theories of the Family

\*FS 5353 Clinical Diagnosis and Treatment Planning for Counselors

\*FS 5553 Principles of Couple Therapy

\*FS 5563 Family Therapy I

\*FS 5853 Family Systems

\*FS 5883 Family of Origin

\*FS 6233 Issues and Ethics in Professional Development (must be taken at TWU)

FS 6323 Health, Illness, and Families

**Professional Competencies (15 hours)**

\*FS 5363 Prepracticum<sup>a</sup>

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

(Students must complete applications and be approved during the semester preceding enrollment for Prepracticum and for each semester of Internship.)

**Research (6 hours)**

FS 5693 Research Methods in Family Sciences

FS 5193 Statistics for Research in Family Sciences

**Non-Thesis Option (6 hours)**

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

Possible choices include *but are not limited to*:

FS 5183 Grief & Bereavement

FS 5223 Child Growth and Development in Early Childhood

FS 5243 Adolescents in the Family

FS 5443 Multicultural Counseling

FS 5603 Aging in Families and Society

FS 5143 Addiction Counseling

FS 5613 Child Guidance

FS 5323 Psychological Appraisal of the Individual

FS 5373 Group Counseling Procedures (Students must complete an application for this course and be approved during the semester preceding enrollment.)

**Thesis Option (6 hours)**

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

FS 5983/FS 5993 Thesis

\*Indicates courses which must be completed before beginning Internship

<sup>a</sup>Prerequisite courses required for Prepracticum are listed on the Application for Prepracticum form, found in the Appendices.

Students should see the Graduate Catalog for full course descriptions. The Catalog is online, and available at [catalog.twu.edu](http://catalog.twu.edu).

## CURRICULUM AND EDUCATIONAL OUTCOMES

As described in Section 1, above, and in our the Educational Outcomes template in the Appendices below, the Master's program in Family Therapy entails multiple Student Learning Outcomes, Faculty Outcomes, and Program Outcomes. To be clear, each course in our Curriculum, described above, has individual course objectives. These course objectives, or what students should be able to do following the successful completion of each course, all build into our Student Learning Outcomes and Program Outcomes, which are supported by the quality teaching, supervision, research, and professional service outlined in our Faculty Outcomes.

### **Student Learning Outcomes**

All of our content courses (our Family Therapy Core and Research courses, described above) support Student Learning Outcomes 1-10 (see the Educational Outcomes template in the Appendices, below), as your ability to understand and apply theory, systems concepts, family therapy models, ethical practice, research findings, and human development, and issues of diagnosis and treatment all inform your work as clinicians. In addition, these Outcomes are supported by learning you will do in your Professional Competencies courses (Prepracticum and Internship). At the end of each semester of Internship, faculty and site supervisors evaluate your clinical competencies (reflective of the [AAMFT Core Competencies](#)) and your success in these areas is how we measure students' success in Student Learning Outcomes 1-10.

Student Learning Outcome 11 is reflective of your cumulative learning across the curriculum, and reflects your successful completion of the Master's Family Therapy Final Exam (described elsewhere in this handbook).

### **Program Outcomes**

Our five program outcomes reflect our Admissions policies and procedures (described elsewhere in this handbook), as well as our goal to move students through the curriculum in a timely manner (Program Outcome 3) in a way that prepares them for adequate knowledge of the field and clinical applications in order to successfully complete the licensure exam (Program Outcome 4) and secure employment (Program Outcome 5).

### **Faculty Outcomes**

Our focus in the Master's program in Family Therapy is on student achievement (individually, and as a group in the context of our program). Therefore, we focus on Faculty Outcomes that support this achievement. Specifically, we focus on quality teaching in the curriculum (Faculty Outcome 1), quality supervision in Internship classes (Faculty Outcome 2), the production of quality research so that we contribute to the future development of the field and family therapy curricula in a meaningful way (Faculty Outcome 3), and professional identity so that we model that for our students (Faculty Outcome 4).

## STUDENT RESEARCH

### Thesis

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

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

Thesis data based on human subjects must come from participants who have given informed consent to participate in a research study. All research carried out by Texas Woman's University faculty and/or students must have been approved by the Texas Woman's University Institutional Review Board. All personnel listed on the IRB application for review must have completed NIH human subjects and CITI training through the online training module available through the [TWU Office of Research and Sponsored Programs website](#).

### Steps for writing a thesis:

- 1) Meet with advisor/committee chair to discuss ideas for thesis.
- 2) Ask 2 committee members to serve. At least one of these members must be a Family Therapy faculty member. You will consult with the committee as you conduct your project. This committee can be the same as the one used to create your degree plan.
- 3) Complete both the NIH and CITI trainings. These trainings can be found on the TWU Graduate School website. Certificates of completion for both you and your advisor must be attached to your [Institutional Review Board](#) (IRB) application before beginning your study.

- 4) Reserve room for your proposal with Family Sciences office staff.
- 5) Turn in completed proposal, the first three chapters of the thesis, to the committee 10 days before proposal date for them to read, along with Meeting Notification form. At the proposal meeting, bring your Prospectus Cover Sheet (available [here](#)) for committee members who wish to sign the form after the meeting.
- 6) After committee has approved the proposal (either during the proposal meeting or after requested changes have been made), the IRB application, along with the certificate of completion for the NIH training will be submitted. This application will need to be signed by your committee chair, as well as the department chair. The department chair generally needs 3 working days to read the application. If the department chair requests that changes be made to the application, your committee chair will check it again after you make the needed changes, and the department chair will then need time to approve the revised application. The department will forward the application to IRB after the department chair approves and signs it.
- 7) If IRB requests changes be made to the application, make those changes and turn in to IRB again.
- 8) Upon receiving approval from IRB, turn in prospectus with prospectus cover sheet signed by your advisor and committee members, and await approval from the Graduate School. Formatting for the prospectus should follow the guidelines available in the TWU Guide, linked above; the document should be no longer than 10 pages.
- 9) Upon receiving approval from the Graduate School, you may begin your study and start collecting data.
- 10) If any modifications must be made to the study, these can be approved by submitting a modification through Sharepoint. You cannot implement the modifications until you have received approval from IRB.
- 11) Schedule a thesis consultation through the Graduate School to check on formatting requirements. Further information about this can be found on the Graduate School website.
- 12) Reserve room for defense with staff in the Department main office. Turn in final copy of thesis to committee 10 days before defense date for them to read, along with the Meeting Notification form.
- 13) Complete a thesis defense announcement; the template is available on the "Family Therapy MS Student" blackboard organization page. Post announcements.
- 14) Meet with committee to defend your thesis. Prepare a presentation on your work and solicit feedback from your committee. Students may pass with no qualifications, be passed with some changes requested, or fail their defense. If a student passes their defense, their committee members will sign the signature page embedded in the thesis. Copies of this signature page should be printed on professional bond paper. Students who fail their defense will consult with their committee as to how to proceed.

15) Must have final copy of thesis turned into the Graduate School (along with completed signature page, signed Certificate of Final Examination, Fee Sheet and payment, and Release Form) by the November deadline for the fall semester, July deadline for the summer semester, and April deadline for the spring semester (exact dates vary each year). If the student chooses to upload their thesis electronically, one hard copy with signed signature page must be turned in to the Graduate School. The Graduate School will then send a scanned and stamped copy of the signature page, along with a link, where the student can upload their electronic copy of their thesis. Students should consult with the Graduate School for any other thesis paperwork requirements, and the forms that must be turned in can be found on the Graduate School website.

### **RCR Requirements for Graduate Students and Graduate Faculty**

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

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

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

## PROFESSIONAL AND UNIVERSITY MEMBERSHIPS

All 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 Blackboard. (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 <http://www.ifta-familytherapy.org/index.html>.

## **Texas Association for Marriage and Family Therapy (TAMFT)**

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

## **Regional Associations**

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

## **TWU Student Association for Marriage and Family Therapy (SAMFT)**

The SAMFT at TWU holds several student-faculty meetings, of which 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 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. Family Therapy faculty and the Chair of the Family Sciences Department at Texas Woman's University shall be considered non-voting members and are exempt from paying dues, but are encouraged to make donations.

A member of the 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 Family Therapy student body, SAMFT members, and Family Therapy faculty. The purpose is to enhance communication within the Family Therapy Program. The Vice President shares confidential, anonymous feedback from Family Therapy students with the Family Therapy faculty twice a semester, as part of the Family Therapy faculty's biweekly component meetings. Students can submit feedback to the Student Liaison directly, or by submitting feedback using this [Psychdata survey](#), at any point during the year. The role of the Student Liaison aids the Family Therapy faculty in reviewing and revising the Educational Outcomes, policies, and procedures, in order to ensure student, alumni, and faculty achievement. Student governance through the provision of feedback to the Student Liaison is a critical and important process to the success of the Family Therapy program in meeting our Student Learning Outcomes, Program Outcomes, and Faculty Outcomes.



Section III  
General  
Policies and  
Procedures

## **DISABILITY ACCOMMODATIONS**

In accordance with University policies and state and federal regulations, the Family Therapy Component is committed to full academic access for all qualified students, including those with disabilities. The website for Disability Support Services 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 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 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 Family Therapy Component is not prepared to waive the specific competency requirements themselves. To do so would endanger the resulting degrees issued to all graduates in this department and the quality of services to the public served by our graduates.

## **FAMILY SCIENCES PROFESSIONAL BEHAVIOR POLICY**

The Family Sciences department focuses on preparing professionals who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and behaviors expected of a professional working with children and families in a variety of settings. Using the Core Values put forward by the American Association of Family and Consumer Sciences, the department seeks to prepare students to “believe in the family as a fundamental unit of society, embrace diversity and value all people, support life-long learning and diverse scholarship, and exemplify integrity and ethical behavior.”

Professional behaviors are a vital component of professional preparation. Prospective child and family professionals at Texas Woman’s University are expected to develop and practice these attitudes, values, and beliefs throughout their preparation for jobs working with children and families. The Code of Ethics developed by the American Association of Family and Consumer Sciences describes the professional competencies necessary for effective work with children and families. These professional competencies include, “Integrity, Professional Competence, Respect for Diversity, Confidentiality, and Avoidance of Conflicts of Interest.”

Upon acceptance into a Family Sciences program or enrollment in a Family Sciences course, students will be given access to the Family Sciences Professional Behavior Policy established and approved by the faculty of the Department of Family Sciences. An explanation of these behaviors will also be included on the Department of Family Sciences website and a link to this policy will be placed in all Family Sciences course syllabi. Students will also be required to abide by the Code of Ethics for their particular discipline, including any codes of ethics espoused by their accrediting body or guiding professional organization (e.g., ACA, AAMFT, NCFR, NAEYC, SRCD, etc.).

### **Professional Behaviors for Working with Children and Families and Other Professionals**

1. Exhibits sound and professional judgment by following established university policies when interacting with peers, children, students, parents, clients, or members of the community.
2. Maintains confidentiality of student /client records, correspondence, and conversations.
3. Uses emotional and social self-control and self-determination in personal interactions.
4. Demonstrates professional appearance and uses appropriate hygiene.
5. Maintains and uses a professional relationship with peers, colleagues, professors, site supervisors, clients, and students.
6. Demonstrates respectful attitudes toward the profession, students, parents, clients, colleagues, other educators, and support personnel.
7. Demonstrates ethical behavior as defined by the student’s profession (counseling, marriage and family therapy, child development, family studies) and by the Code of Conduct at Texas Woman’s University, Approved 11-22-13.

8. Exhibits a code of conduct that includes honesty, cooperation and integrity related to any course requirements and interactions with TWU professors, peers, and personnel ([TWU Student Code of Conduct](#)).
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, students, clients, faculty, parents, and administration.
10. Demonstrates the ability to work in a professional and respectful manner with diverse individuals.
11. Exhibits competence and professionalism in oral, written, and electronic communications.

### **Procedures for Assessing Professional Behavior**

A student's professional behavior in TWU classes, meetings or interactions related to those classes, during any field experience, while engaging in practica or internships and/or in other settings associated with professional preparation should be guided by this policy. The following procedures will be followed for instances in which a student's professional behavior is in violation of this policy:

1. The Professional Behaviors Concern Form will be completed by the person with whom the student had an unprofessional encounter and forwarded to the department chair. This form may also be filled out by the faculty or staff member designated as the liaison to a professional site supervisor if the concern is expressed by a supervisor in the field.
2. A letter will be sent by the department chair to the student (overnight with return receipt on delivery) advising the student of the policy violation and requesting a meeting to discuss the area(s) of concern. A copy of this letter, the date of the meeting, the specific behavioral concerns, and potential outcomes will be documented and placed in the student's file.
  - a. Possible outcomes of this meeting include, but are not limited to: The student remaining in the program with conditions Immediate dismissal from the program Referral to the Student Code of Conduct board, and/or Referral to the Behavior Assessment Team
3. During this meeting, the following steps will be followed:
  - a. The meeting will include the student and a committee consisting of the student's advisor, the department chair or program coordinator, a department member appointed to the Department Code of Conduct Committee, and the instructor. This meeting must occur within 10 business days of the student's receipt of the letter requesting a meeting\*. At this time, the committee will review the behavioral concerns with the student.
  - b. In the meeting, the student will have the opportunity to explain her/his position and provide additional relevant information. The department chair or program coordinator will determine whether additional faculty, staff or school personnel are required to support or refute the observed behavior.

- c. The result of this meeting may be a recommendation that the student be allowed to continue her/his program, development of a remediation plan, or a determination to remove the student from the Family Sciences program in which
- d. He or she is enrolled (and possibly refer the student to the university Code of Conduct board and/or the Behavioral Assessment Team, depending on the severity of the behavior). The department chair will make the final decision with input from the committee and ensure the decision is delivered to the student within 10 business days of the meeting. Documentation of the meeting's content, including any written agreements or action plans, will be placed in the student's file. The student will receive a copy.
- e. The student has a right to appeal the committee's decision and within 10 business days notification of the committee decision, must submit the appeal in writing to the Dean of the College of Professional Education. In accordance with the grade appeal process designated by COPE, the Dean will review the request and all related documents in the student's file, will meet with the student, instructor and department chair as needed to review the appeal and will render a decision in writing.
- f. If a satisfactory resolution still is not reached, graduate students may appeal to the Dean of the Graduate School, and undergraduates may appeal to the Vice President of Academic Affairs. Students in violation of the student behavior policy may be referred to the Office of Student Life Behavioral Assessment Team (BAT) and/or the Office of Student Life Code of Conduct committee for further action.

\* If 10 days passes and the student or instructor is unwilling to attend this meeting, then the meeting will commence without their input and a decision will be made by the committee without that person present.

### **Dismissal**

The Department of Family Sciences reserves the right to require the withdrawal from any Family Sciences program of any student whose behavior is deemed to threaten the welfare of any individual or whose behavior is deemed unsafe in any manner.

### **Student Code of Conduct Issues**

In addition to the importance of professional behaviors specific to working with children and families, students in the Department of Family Sciences are required to abide by all university policies and procedures, including the Student Code of Conduct. Information on this, and all university policies to which students must adhere, are available in the [TWU Student Handbook](#). Any student enrolled in a Family Sciences program should be familiar with these policies and adhere to them. If a student enrolled in a Family Sciences program is referred for a Code of Conduct issue, they must participate in the disciplinary process fully in order to successfully complete a Family Sciences program. Any

student with a pending or unresolved Code of Conduct or Academic Dishonesty incident will not be able to graduate, sit for comprehensive exams or defend a thesis/professional paper/ portfolio/final examination for program/dissertation until the disciplinary process has been completed.

Students should consult the Family Therapy MS Student blackboard organization page for any changes to this departmental behavior policy.

## ACADEMIC INTEGRITY

### **TWU Academic Integrity Statement**

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



Section IV  
Program  
Policies and  
Procedures

## ADVISOR ASSIGNMENT

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

1. 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 in Advisor" form (available on to the "Family Therapy MS Students" blackboard organizations page).
4. Allow three weeks for processing; then check with the Graduate School to make sure the change is on file.

## DEGREE PLAN CHANGES

Changes in Courses:

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

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

## **GRADE REQUIREMENTS FOR MASTER'S DEGREE**

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

### **Grading Specific to the Family Therapy Program**

As stated above, all 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 Family Therapy faculty, is to use this process to help us review students who are struggling. Therefore, it is critical that students work with their advisor to address any concerns related to course grades.

### **Grievances and Grade Appeals**

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

The 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

<http://www.twu.edu/policy/PolicyDocs/Policy%201.18%20Academic%20Administrative%20Complaints%20and%20Appeals.pdf>

## **THERAPIST EVALUATION**

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

### **Student Learning Outcomes**

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

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

## CONCERNS FOR THERAPIST COMPETENCY

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

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

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

Impairment may be due to:

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

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

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

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

order to ensure the ethical treatment of others is a proscription of the [AAMFT \(2015\) Code of Ethics](#).

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

### **Procedures for Reviewing Student Competency**

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

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

The Family Therapy faculty members follow the process outlined below in order to identify students with competency concerns as quickly as possible, and to identify potential next steps to

improve their development or dismiss them from the Family Therapy program. This process aligns with [TWU's Academic/Administrative Complaints and Appeals process](#), which requires that graduate student academic program issues go through first the faculty member or an advisory committee, then the Department Chair, the College Dean, and finally the Dean of the Graduate School.

1. Students with competency concerns are identified by mid-semester evaluations or as soon as possible. When an Internship instructor believes a student is not making adequate progress (or, when an instructor in another course feels similarly), the instructor will confer with the student, and if necessary their site supervisor, and discuss the nature of their concerns. The concerns will be presented to the Family Therapy faculty at the next regular component meeting as an information item. All student Interns are reviewed at the mid-semester component meeting, regardless of whether concerns are present.
2. Family Therapy faculty will discuss the instructor's recommendations regarding either (a) specified remedial procedures or (b) withdrawal or removal from the program. Faculty will agree regarding next steps, which the instructor will discuss with the student.
3. If the student decides to follow the counsel of the instructor regarding (a) specified remedial procedures or (b) withdrawal from the program, the remainder of these procedures will not be implemented. If the student believes the evaluation is inequitable and is unwilling to follow the specifications of the plan, the instructor will inform the student to contact the component coordinator immediately to follow through with an appeal to the evaluation process. The student must contact the program coordinator by email within **ten (10) class days** following the conference with the instructor or the student forfeits the right to an appeal and the instructor's evaluation and decision will stand.
4. In cases of appeal, the program coordinator will respond by email to the student within **ten (10) class days**, and seek a resolution with the instructor and the student, as well as the Department Chair if necessary. If no resolution is reached, the coordinator will call a meeting of all Family Therapy faculty, normally within three (3) class days of receipt of the student's appeal. One faculty member, designated by the program coordinator who will serve as the chair of the meeting. Should the coordinator be the instructor in question, the chair of the Family Sciences Department will appoint the meeting chair.
5. The committee will require a written statement from the instructor and the student; then will hold an oral hearing where the views of the instructor and the student will be heard.
6. The committee will determine the student's progress and recommend one of the following approaches: in the program with conditions, in the program with remedial work, or dismissed from the program. The committee will make specific written recommendations related to their findings within **ten (10) days** of the oral hearing. This written decision will be conveyed to the instructor, the student, the program

coordinator, and the Department Chair.

7. The student will have **ten (10) days** to appeal said decision to the Department Chair, by email. The Department Chair will respond, by email, within **ten (10) days**. If the student remains dissatisfied with the Department Chair's decision, the student may submit the appeal to the Dean of the College of Professional Education. The request must be made via email, within ten days of receiving the Chair's decision.
8. The Dean reviews the appeal request and the materials provided by the student, the faculty member, and the committee. The Dean may also meet with the student, Family Sciences Department Chair, program coordinator, and faculty member as needed. After reviewing all of the materials, the Dean will make a decision in writing (via email) within ten days.
9. If the student remains dissatisfied with the appeal outcome after the Dean's decision, the student may appeal to the Dean of the Graduate School, via email within **ten (10) days**. See the Graduate School handbook for information regarding an appeal to the Dean of the Graduate School. Also see the TWU Academic/Administrative Complains and Appeals Process (linked above).
10. All records in the case will become a part of the student's permanent departmental file.

## TECHNOLOGY

**Minimum technology requirements.** All TWU students must have consistent access to a computer and University email. TWU provides free email accounts to all students and has computer labs in the library and in the MegaLab. 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 Family Therapy program specifically should be addressed immediately, and all questions should be directed to the TWU Technology Service Desk. These helpful professionals can be reached at 940-898-3971 or [servicedesk@twu.edu](mailto:servicedesk@twu.edu). More information about TWU technology and assistance can be found at the [TWU Technology website](#).

All students are subject to the [University's Technology Regulations and Procedures](#). In addition, 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.** Family Therapy faculty will stay current on appropriate uses of technology and will encourage students to develop competent and secure practices. Family Therapy faculty regularly complete training specific to classroom technology use and learning management systems, and are able to access additional training via the Technology Service Desk at any time.

## **SOCIAL MEDIA POLICY**

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

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



Section V  
Clinical  
Instruction

## **STATEMENT OF LIABILITY AWARENESS**

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

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

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

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

## **BACKGROUND CHECK**

A criminal background check will be conducted by the TWU Department of Public Safety on all students in Prepracticum and Internship classes. Specifically, background checks will occur for all students in Prepracticum, and the 1<sup>st</sup> and 4<sup>th</sup> semesters of Internship; all students will complete a minimum of two background checks while in the Master's program. Please expect to complete the necessary paperwork in these classes, even if you have done so in another Family Sciences class. A copy of your driver's license will be required for this process.

## **SKILLS REQUIRED FOR SUCCESSFUL COMPLETION OF THE PROGRAM**

The Family Therapy program of study cumulates in two clinical courses: FS 5543 (or FS 5363 before 2018) Prepracticum (family therapy section) and a minimum of three semesters of FS 5544 Internship in Family Therapy. For students starting the program Fall 2018 or later, the program of study will include an additional clinical course FS 5903 Practicum 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 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. Please also see Therapist Evaluation in Section IV, above.

## APPLICATIONS FOR CLINICAL COURSES

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

### Prepracticum

Students must complete the application and:

- Provide an unofficial copy of their Portal transcript.
- The documents should be submitted with the Prepracticum application on the Family Therapy MS Students Blackboard organization page under the "Course Applications" tab from the left menu bar.
- The deadlines for FS 5543 or 5363 (Before 2018) Prepracticum applications are in the semester prior to when the course is offered.
  - Application for the Spring semester is due October 15.
  - Application for the Fall semester is due June 15.

### Internship in Family Therapy

Students must complete the application and provide

- an unofficial Portal transcript,
- Off-Campus Internship Site Information Form,
- Off-Campus Internship Site Agreement Form, and
- their off-campus site supervisor's resume or curriculum vitae

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

The deadlines for FS 5544/6544 Internship in Family Therapy are in the semester *prior* to when the course is offered.

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

Internship sites (and site supervisors) must be *approved* by the program coordinator and the Family Therapy faculty. This process is to ensure that a student has chosen a site that will support their systemic philosophy, as well as provide them with ample opportunity for relational hours. Therefore, submission of these forms and an application for Internship is not a guarantee that a student will be approved to practice at this site. It is to the student's advantage to review

sites they are considering early on with their advisor, and to submit their paperwork as soon as possible in order for faculty to review their placement.

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

## **INTERNSHIP SITES**

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

### **The TWU Counseling and Family Therapy Clinic**

The TWU Counseling and Family Therapy Clinic (CFTC), housed within the Department of Family Sciences in Woodcock Hall (WH)<sup>(060)</sup>, provides low cost counseling for adults through family, couple, groups, and individual services. The clinic offers play therapy for children ages 3–10 and creative arts therapy for adolescents and adults. The Clinic staff consists of graduate students from two disciplines, Family Therapy and Counseling and Development, who are being trained to deliver therapy to assist clients in resolving a variety of issues.

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

## REQUIREMENTS FOR INTERNSHIP

### Preparing to begin the Family Therapy Internship Experience:

- The Internship experience is at least a year-long commitment. Your Internship class will meet 3-4 hours per week, Thursdays morning or afternoon (typically starting at 8AM and 1PM). You will also meet outside class with your Internship professor/supervisor, on a schedule to be determined, for individual supervision (which varies by your semester of Internship). MS students take a minimum of 3 semesters.
- It is expected that all semesters of Internship will be taken consecutively. Any student needing to take a one semester leave from this commitment will need to submit an email or letter to the Family Therapy faculty explaining the reason for the delay. Faculty will notify the student whether the leave has been approved prior to the start of the next semester. The email/letter requesting leave from Internship will be placed in the student's permanent file.
- Plan to be available to conduct therapy at your site(s) on the following schedule (approximate dates): Fall: August 16 -- December 18, Spring: January 7 -- May 15, Summer: May 16 -- August 15.
- Students are required to complete 500 hours of direct face-to-face therapy across the semesters of their Internship experience, a minimum of 200 of which must be with couples and families (300 direct and 150 relational for students admitted prior to Fall 2018). The remaining hours may be with individuals or groups. You may earn up to 100 alternative hours (25 hours maximum for cohorts prior to Fall 2018) that may be applied to your total 500 hours (300 for cohorts before Fall 2018). Internship will take approximately 20 hours per week of your time, so it is recommended that you plan your schedule accordingly. Additional details of the course requirements, including alternative hours, will be included in the syllabus for your Internship class.
- You will need to apply for and be accepted to intern at an approved off-campus agency site where you will conduct therapy or at the TWU Counseling and Family Therapy Clinic located in the Family Sciences Center in WH 114. The process of contacting and interviewing with the off-campus sites or CFTC is your responsibility. If you wish to see clients in the CFTC, contact the supervisor/director about the requirements. The off-campus site (or sites) you choose to apply with must allow you to conduct family and couples therapy. You are advised to begin the search for approved off-campus sites at least a semester in advance. The off-campus site must meet the requirements as outlined below. Securing an off-campus site where you can practice requires getting approval from Internship faculty in advance for the chosen site. Most sites require you to interview and may have additional requirements.

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

**Off-Campus Internship Site Requirements:**

- The site must be approved and have an official, executed affiliation agreement with Texas Woman’s University (steps for approving off-campus sites are outlined below)
- The site should allow you to have access to a sufficient number of clients for individual, couple, and family therapy. You will need to accumulate a total of 500 direct hours of therapy, 200 of which must be with couples and families, across your total Internship experience (300 direct and 150 relational before Fall 2018).

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

## **POLICIES AND PROCEDURES FOR ACCEPTING NEW CLINICAL TRAINING SITES**

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

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

# Family Therapy Clinical Mental Health Site Application

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

Date:    /    /

## CLINICAL SITE DATA

<b>Agency</b>	<b>URL/Web Address</b>
_____	_____
<b>Name of Respondent</b>	<b>Position Title</b>
_____	_____
<b>Address</b>	
Street/Number	City                      State                      Zip Code
<b>Contact</b>	
(    )-    -	
Work Phone	E-mail Address

### Approximate percentage of clients in the following categories:

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

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

Does your agency provide?

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

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

- Yes                       No                       Maybe

**Please explain:** \_\_\_\_\_

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

- Yes                       No                       Maybe

**Please explain:** \_\_\_\_\_

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

- Yes                       No

**If "Yes", please describe:** \_\_\_\_\_

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

- Yes                       No

**If "Yes", please describe:** \_\_\_\_\_

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

- 1 semester               2 semesters               3 semesters

- Required                       Preferred

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

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

- Yes                       No

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

- Yes                       No

## SITE SUPERVISOR DATA

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

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

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

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

Yes                       No                       Maybe

*Please explain:* \_\_\_\_\_

Would supervision have a *primarily* systemic approach?

Yes                       No                       Maybe

*Please explain:* \_\_\_\_\_

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

Yes                       No

*If "Yes", please describe:* \_\_\_\_\_

**Supervisor # 1 (Primary Supervisor):**

Name \_\_\_\_\_

(First)

(Middle)

(Last)

Agency \_\_\_\_\_

Position \_\_\_\_\_

Title \_\_\_\_\_

Highest \_\_\_\_\_

Degree \_\_\_\_\_

Degree Held \_\_\_\_\_

Major \_\_\_\_\_

No. of years experience in the counseling field \_\_\_\_\_

License(s) \_\_\_\_\_

License # \_\_\_\_\_

Date Issued \_\_\_\_\_

Expiration Date \_\_\_\_\_

Certificate(s) \_\_\_\_\_ Cert # \_\_\_\_\_ Date Issued \_\_\_\_\_ Expiration Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

**Supervisor # 2 (Optional):**

Name \_\_\_\_\_  
(First) \_\_\_\_\_ (Middle) \_\_\_\_\_ (Last) \_\_\_\_\_

Agency \_\_\_\_\_ Title \_\_\_\_\_

Highest Degree Held \_\_\_\_\_ Degree Major \_\_\_\_\_

No. of years experience in the counseling field \_\_\_\_\_

License(s) \_\_\_\_\_ License # \_\_\_\_\_ Date Issued \_\_\_\_\_ Expiration Date \_\_\_\_\_

Certificate(s) \_\_\_\_\_ Cert # \_\_\_\_\_ Date Issued \_\_\_\_\_ Expiration Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Attach an extra sheet for additional supervisor names and information.

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

**SUBMISSION INSTRUCTIONS**

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

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

## **GUIDELINES FOR CLIENT CONTACT AND SUPERVISION HOURS**

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

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

Of the 500 total client contact hours students must earn, 200 must be relational (300 contact and 150 relational for students admitted prior to Fall 2018). According to the COAMFTE (2017) Accreditation Standards, Version 12, relational hours are defined as contact hours in which a therapist conducts "therapeutic services with two or more individuals, in the same physical location, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself"(p. 53).

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

## **EXPECTATIONS FOR CLINICAL INTERNSHIP SITE**

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

### **Site Supervision**

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

### **Video Capabilities--Permission and Releases**

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

### **Client Contact Hours**

The internship student will average 10-15 direct client contact hours per week throughout three semesters (12 weeks in summer semester, 15 weeks in the spring and fall semesters); however, total hours needed per semester will be determined by the professor of record. The student is required to complete 500 hours of face-to-face therapy sessions, 200 of which must be with couples and families (300 contact and 150 relational before Fall 2018), across the total semesters of his/her Internship experience. The Client Contact Log used for documenting client contact hours may be found in the Appendices. All completed and approved client contact logs will be placed in students' permanent files in the Department office following the end of each semester.

### **Access to All Staff Functions**

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

### **Type of Site**

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

## STANDARD ELEMENTS FOR FS 5544 INTERNSHIP

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

### Course Goals

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

### Course Requirements

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

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

- *Direct face-to-face therapy of approximately 150 hours for the semester.* Direct therapy includes your live therapy sessions and live co-therapy sessions clients (as well as teaming hours, see teaming policy below). Completing new client intakes is not ordinarily therapy, but faculty supervisors will consider this on a case-by-case basis depending on what a site requires for intakes. Telephone calls are not considered face-to-face. Mediation is not considered therapy. Behind the mirror hours are not considered therapy (unless they fall strictly within the description of teaming, see teaming policy below). Because TWU is a public institution, religious counseling per se is not considered appropriate, although client spirituality is addressed in sessions when clients desire this. Group therapy will be considered; however, individual, couple, and family hours must also be completed. Students who do not have enough client hours at the end of 3 [or 4] semesters will need to take an additional semester or semesters of Internship class. *Total direct face-to-face hours required for completion of all Internship semesters is 500 hours, of which 200 must be with couples and families.*
- Students should videotape all therapy sessions, following client approval of this process (clients who do not approve will not be videotaped, and will be processed according to students' clinical site requirements). Because these video recordings will be transported to Internship class and individual supervision with students' faculty supervisors, a video recording transportation form will also be signed by all family therapy students' clients. All off-campus site supervisors complete an internship site agreement form, in which the use of a video recording transportation form is listed as a requirement for all family therapy students.
- According to the Texas Administrative Code (2017), of the 200 hours of supervision required for full licensure, no more than 100 hours may be transferred from the graduate program if the student's "hours were part of the applicant's academic practicum or internship accumulated after the commencement of the applicant's planned graduate program" (p. 36).
- *Individual supervision of your cases at your site(s) with your site supervisor(s) of at least one hour per week (minimum of 10 hours for the semester).* If a student has two sites, they must have two different site supervisors, as well as their faculty supervisor. The only exception is for students who are interns at the Counseling and Family Therapy Clinic at TWU and have only 1 or 2 clients. Supervision in this case will be provided by the student's Internship faculty supervisor. In other words, students who have only 1-2 clients at CFTC, and do not intend to accrue additional clients, do not need to meet with the CFTC site supervisor/clinic director for supervision.

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

### **Standard Assignment**

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

### **Standard Policies and Procedures**

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

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

Should you feel you have an exceptional situation in your therapy that requires immediate consultation, contact first, your site supervisor; second, your faculty supervisor; or another family therapy faculty member at the following numbers: Dr. Norton at 898- 2677, Dr. Ladd at 898-2694, and Dr. Brock at 898-2713 the Counseling and Development clinical faculty at their campus extensions.

### **Alternative Hours Policy**

Students in internship may earn client contact hours by obtaining alternative hours. An alternative hour is defined by COAMFTE (2017) as “a clinical activity involving a therapist and person(s) receiving the alternative service in the same physical space and a therapeutic meeting that is more than clerical in nature and focus” (see Accreditation Standards, Version 12, p. 52). Such clinical activities should be evaluated in supervision to determine whether such activities qualify as alternative hours. More specifically, alternative hours include interactive experiences with individuals or a group that respond to the therapeutic needs of those receiving the service. Examples of alternative hours include clinical activities such as leading a workshop or psychoeducational group, participating in a reflecting team for a live case, etc.

A reflecting team must meet the following criteria:

1. Students observe a fellow family therapy intern or LMFT conduct therapy with a client and
  - a. Operate as a treatment team member
  - b. Observations **preferably** begin at the intake session (All teaming hours that begin mid-treatment must be approved by the observing student’s supervisor) and continue, through every session, until termination
  - c. Observations must be live and do not include video recorded sessions
  - d. Students earning alternative hours should confer with the treating therapist prior to sessions (e.g., about the therapist’s plan for the session, about the team member’s thoughts about treatment or questions they have, about team supervision needs the

- observed therapist may have, etc.). Students earning alternative hours must take notes throughout the observed session that they will provide the treating therapist at the conclusion of the observed session
- e. Students earning alternative hours must consult with the treating therapist following the observed session (prior to the observed client's next session) in order to provide feedback and assist the treating therapist in conceptualizing their therapeutic work
  - f. Clients observed may be individual, couple, or family clients
2. Students earning alternative hours should not share/discuss the content of the treating therapist's sessions in internship/group supervision. Students may review their teaming process in individual supervision, if supervisory needs occur.
  3. Students earning alternative hours should make their internship instructor aware they are doing so, prior to beginning the accrual of hours in this format.
  4. Students who use reflection teams to earn alternative hours at an off-site placement should first approve this process with their site supervisor.



Section VI  
Final Degree  
Requirements

## MASTER'S FINAL EXAMINATION

The Final Exam graduation requirement applies to all students who are accepted into the M.S. program. The M.S. Final Examination may be taken during the semester of graduation or during the semester immediately before expected graduation.

Students who have turned in their application for the exam during the 1<sup>st</sup> week of the semester or before, will be allowed to sit for the Family Therapy M.S. Final Examination at mid-semester (March, July, or October).

**Application deadline:** First week of classes in the semester during which the student is applying take the exam. Submit form on the Family Therapy MS Students organization through Blackboard. The application can be found under the Course Applications tab. The exact date/time and location for the exam will be emailed to the student during the second week of the semester. The student will be notified of her/his score by FT faculty as soon as possible after the exam has been scored.

The sections of the Final Exam are mapped directly to the program's Student Learning Outcomes approved by the university. The exam consists of 125 multiple choice questions. Specifically, 100 items are related to [five domains of the National Marital and Family Therapy Exam](#) (Part I Multiple Choice; i.e., the National Exam includes six domains; our M.S. Final Exam does not cover Domain 5, managing crisis situations), and 25 items are related to principles and theories of human development, including human sexuality, gender development, psychopathology, individual development, and family development and processes (Part II Multiple Choice). In addition, the exam includes three essay questions related to the above topics.

Students must achieve a minimum score of 70% overall on the multiple choice items, as well as 70% on the essay items in order to be successful on the exam. Students who fail either portion must retake that portion of the exam. More specifically, students who do not score a 70% on either portion on their first try will have a second attempt to complete that portion of the exam (i.e., multiple choice items or essay questions). Students who do not achieve a 70% on their second attempt will meet with the Family Therapy faculty to discuss the creation of a remediation plan. A remediation plan may include additional coursework, time spent in Internship, or reading/writing assignments. The faculty may also decide that dismissal from the program is appropriate, as the Final Exam is reflective of students' overall Family Therapy

competencies. Additional details regarding remediation are found in Section IV of this handbook.

A final consideration: the Master's Final Examination is an evolving document and several changes are planned for future semesters. Students are strongly advised to meet in advance with their advisors for more information about preparation for taking the exam.

### **National Exam for Licensure in Lieu of M.S. Final Examination**

Students who have successfully passed the AMFTRB National Examination (needed for licensure in the state of Texas) are exempt from the Master's Final Examination requirement. Proof of successful completion of the National Exam is required, and should be submitted to the student's advisor.

**Please note:** the results of the National Exam take 4 to 6 weeks to receive; therefore, students should plan to submit paperwork to the state in order to register for the national exam during their second-to-last semester of the program (per state guidelines, students can be in their last semester of the program and take the National Exam). In other words, students should prepare to complete the National Exam during the first month/testing window of their final semester of the program; otherwise, results will not be received in time to forgo the M.S. Final Examination and/or notify the Graduate School that the student has met graduation requirements.

In addition, the state of Texas requires a letter from the program coordinator to state that a student will be in their final semester, with a prospective graduation date. Therefore, students who plan to take the National Exam need to be prepared with an accurate count of their client contact hours by the end of their second-to-last semester in Internship and request a letter from the coordinator well in advance of their submitting paperwork to the state. Further information regarding applying for licensure (and the National Exam) is available via the [Texas Department of State Health Services TSBEMFT website](#). Further information regarding the content of the National Exam is available via the [AMFTRB website](#).



# Section VII Graduation

## CERTIFICATE OF FINAL EXAMINATION

The Graduate School requires that a Certificate of Final Examination be submitted for each student in the semester they are graduating. There are two versions of this form, one for students completing a thesis, and one for students completing the non-thesis degree plan. Both forms are available at: <http://www.twu.edu/gradschool/forms.asp> This form needs to be signed by the student's advisor and their two committee members, as well as the department chair, prior to being submitted to the Graduate School. Your advisor can assist you with securing these signatures; it is recommended you complete this form as thoroughly as possible prior to requesting signatures (e.g., with your name, student ID number, etc.). Deadlines for filing this form with the graduate school are available at the link above within the PDF "Graduation Deadlines." This form can *only* be signed and submitted when a student has successfully passed the Master's Final Examination *and* will complete their 500 clinical hours by the end of the semester (300 for students before Fall 2018). If a student has successfully done one and not the other, they will be advised to re-enroll the following semester in order to complete either their hours or the Final Exam.

## APPLYING FOR GRADUATION

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

### **Rollover Application for Graduation**

Students who apply for graduation with the intention to successfully complete the Master's Final Examination and their 500 clinical hours *but who do not do so* need to submit a [rollover application](#) for graduation in a future semester. Deadlines for the last day to file a rollover application are also available at the Graduate School link above, within the PDF "Graduation Deadlines."



Section VIII  
Beyond  
Graduation:  
Requirements  
for Licensure  
and  
Certification

## LICENSURE REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY

Students are advised to consult with the Texas State Board of Examiners of Marriage and Family Therapists and their requirements for licensure as an MFT prior to degree completion. Licensure in Texas requires submitting multiple forms to the board, along with 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). More information on the examination is available on the Association of Marital and Family Therapy Regulatory Boards' website at: <http://www.amftrb.org/>. In addition, students must pass the online Jurisprudence Exam, submit college transcripts (or 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), evidence you have completed a supervised clinical practicum, and, following graduation, a Supervisory Agreement Form (Form III). Form III is required for the issuance of an Associate license and must be approved by the board in order to practice as a LMFT Associate in Texas. You may want to submit this form after successfully passing the national licensing exam.

As a Licensed Marriage and Family Therapist Associate (LMFT Associate), you are authorized by your license to use the title and engage in the practice of Marriage and Family Therapy only under the supervision of a board-approved supervisor with a board-approved Supervisory Agreement Form (Form III). There must be a separate Supervisory Agreement Form for each practicing location, and the Supervisory Agreement Form must be submitted to the board within 60 days of commencing supervised experience and supervision. The initial LMFT Associate license is issued for 24 months and may be renewed biennially for a period of 72 months (6 years).

In order to attain full licensure as a Licensed Marriage and Family Therapist, a LMFT Associate must complete a minimum of 2 years of full time supervised work experience providing marriage and family therapy services. This work experience must include at least 3,000 hours of board-approved, supervised marriage and family therapy practice experience. Of the 3,000 hours, at least 1,500 hours must be in direct clinical services. Of the 1,500 hours in direct clinical services, 750 hours must be provided to couples or families. The remaining 1,500 hours may come from either direct clinical services or related experiences. Of the 3,000 hours, up to 500 hours may be transferred from a COAMFTE accredited doctoral program (Please see Form VI).

In order to attain full licensure as a Licensed Marriage and Family Therapist, a LMFT Associate must also complete 200 hours of supervision. Of the 200 hours, 100 hours must be individual

supervision. Up to 100 of the 200 hours of the required supervision hours may be credited from supervision accrued during a supervised clinical practicum in a Marriage and Family Therapy program (Please see Form VI). At least 50 hours of the post-graduate supervision must be individual supervision. At the end of the supervised clinical experience, the MFT Licensed Supervised Experience Verification Form (Form V) must be submitted to the board for each practicing location.

Additional information regarding the licensure process in the state of Texas is available at the state board's website, available here: <http://www.dshs.texas.gov/mft/>.



# Appendices

### AFFILIATED CLINICAL TRAINING SITES

Site	Contact Name	Website	Description	Client & Meeting Hours
<p style="text-align: center;"><b>Cumberland Presbyterian Children's Home</b></p> <p>*October 3, 2021</p>	<p>Robert Mood  <a href="mailto:rmood@cpch.org">rmood@cpch.org</a>                      1304 Bernard Street                      Denton, TX 76202                      940-382-5112 Ext. 272</p>	<p><a href="https://www.cpch.org/">https://www.cpch.org/</a></p>	<p>The Cumberland Presbyterian Children's Home is a faith based shelter that provides youth emergency shelter, as well as child, and single family residential care and services. The services focus on preserving families through individual, family, group, couples play therapy, and parent training.</p>	<p>Client Contact:                      MTW 8:30am-8pm;                      ThF 8:30am-5:30pm</p> <p>Meeting: Friday(2nd &amp; 4th) 2pm</p>
<p style="text-align: center;"><b>Courage to Change (Juvenile Detention)</b></p> <p>*October 19, 2021</p>	<p>Mindi Malcom  <a href="mailto:mindi.malcom@dentoncounty.com">mindi.malcom@dentoncounty.com</a>                      210 S. Woodrow Ln. Denton, TX 76205                      940-349-2481</p>	<p><a href="https://dentoncounty.com/Departments/Probation/Juvenile-Probation/Juvenile-Post-Adjudication.aspx">https://dentoncounty.com/Departments/Probation/Juvenile-Probation/Juvenile-Post-Adjudication.aspx</a></p>	<p>The Denton County Courage to Change Program is six to twelve month residential placement facility for adjudicated juveniles. The program provides education, community services, housing, and after-care. The trauma informed services for residents and their families include individual, family, group, substance abuse, and music therapy, as well as parenting classes, skills training, and pet-assisted therapy.</p>	<p>Client Contact: M-F 4-8pm; Sat &amp; Sun 8am-8pm</p> <p>Meeting: Tuesday 10am-12pm</p>
<p style="text-align: center;"><b>Denton County Children's Advocacy Center</b></p> <p>*July 11, 2021</p>	<p>Angi Gibson  <a href="mailto:angi@cacdc.org">angi@cacdc.org</a>                      1854 Cain Drive                      Lewisville, TX                      972-538-9616</p>	<p><a href="http://cacdc.org/get-involved/internships/">http://cacdc.org/get-involved/internships/</a></p>	<p>Denton County Children's Advocacy Center serves abused children with the goal of helping child victims heal from abuse by encouraging communication between agencies, and empowering victims and their families and the community. Services provided include individual and group therapy for children and non-offending family members, as well as play therapy for young children.</p>	<p>Client Contact:                      M-Th 4-9pm</p> <p>Meeting: Monday 5-6pm</p>

<p><b>Irving Family Advocacy Center</b></p> <p>*September 20, 2021</p>	<p>Melissa Taylor  <a href="mailto:mdtaylor@cityofirving.org">mailto:mdtaylor@cityofirving.org</a>  Irving Police Department  600 Pioneer Dr.  Irving, TX 75061  972-721-6535</p>	<p><a href="http://www.cityofirving.org/2623/Family-Advocacy-Center">http://www.cityofirving.org/2623/Family-Advocacy-Center</a></p>	<p>Irving Family Advocacy Center provides individual, family, play, couples, and group counseling services to victims of crimes, domestic violence, and high-risk juveniles. Group counseling and education classes are offered for parenting, overcoming domestic violence, trauma, and child abuse. Many referred clients are first time or repeat offending juveniles.</p>	<p>Client Contact:  Meeting: Friday</p>
<p><b>Promise House</b></p> <p>*September 20, 2021</p>	<p>Keri Stitt  <a href="mailto:Keri.Stitt@PromiseHouse.org">Keri.Stitt@PromiseHouse.org</a>  224 W. Page Ave. Dallas,  TX 75208  214-941-8579 ext. 249</p>	<p><a href="http://www.promisehouse.org">www.promisehouse.org</a></p>	<p>The Promise House offers services to runaway and homeless youth ages 8-24. They offer individual, family, and group therapy regarding family conflict, behavioral/mental problems, and truancy. They also provide parenting classes, and maintain an emergency youth shelter.</p>	
<p><b>Collin County Children's Advocacy Center</b></p> <p>*Application in progress</p>	<p>Michelle Rachui, MS, LPC  <a href="mailto:mrachui@caccollincounty.org">mrachui@caccollincounty.org</a>  2205 Los Rios Blvd.  Plano, TX 75074  972-633-6771</p>	<p><a href="http://www.caccollincounty.org">http://www.caccollincounty.org</a></p>	<p>Collin County provides services for children affected by abuse and neglect. Supervised interns use trauma-informed interventions to provide child victims and their non-offending family members the chance to heal from abuse through individual, group and family sessions utilizing activities, play, art and music, and traditional therapeutic approaches.</p>	<p>Client Contact:  M-F, 8am-9pm;  F 8am-5pm    Meeting: Monday 4-6pm</p>
<p><b>TWU Counseling and Family Therapy Clinic</b></p>	<p>Whitney Mathison  <a href="mailto:wmathison@twu.edu">wmathison@twu.edu</a>  Texas Woman's University  HDB 114  940-898-2600</p>	<p><a href="http://www.twu.edu/family-sciences/counseling-family-therapy-clinic.asp">http://www.twu.edu/family-sciences/counseling-family-therapy-clinic.asp</a></p>	<p>The TWU Counseling and Family Therapy Clinic provides low-cost counseling for adults through family, couple, groups, and individual services. They also offer play therapy for children ages 3-10 and creative arts therapy for adolescents and adults.</p>	<p>Client Contact:  Monday 12-8pm  Tue. – Fri. 9am to 8pm  Saturday 9am to 3pm    Meeting: None</p>

<p><b>United Through H.O.P.E</b></p> <p>*October 3, 2021</p>	<p>Laurie Harrier <a href="mailto:info@unitedthroughhope.org">info@unitedthroughhope.org</a>  503 Bolivar St.  Denton, TX 76201  866-857-7751</p>	<p><a href="http://www.unitedthroughhope.org">www.unitedthroughhope.org</a></p>	<p>United Through Hope works with at risk children ages 3-18 struggling with social difficulties caused by the affects of bullying, isolation, or social, emotional, behavioral, or learning challenges. The goal of the program is to build self-esteem, community, necessary skills, and to strengthen families through the use of family, individual, play, filial, and child relationtional therapy.</p>	<p>Client Contact:  M-F 4-10pm, some daytime, Saturday group, teen groups on Friday or Saturday nights; Sunday is an option too</p> <p>Meeting: none</p>
<p><b>**UT Southwestern Family Studies Center</b></p> <p>*December 1, 2019</p>	<p>Connie Cornwell  <a href="mailto:connie.cornwell@utsouthwestern.edu">connie.cornwell@utsouthwestern.edu</a>  5323 Harry Hines Blvd.  Dallas, TX 75390  214-648-6949</p>	<p><a href="https://utswmed.org/locations/bass/family-studies-center/">https://utswmed.org/locations/bass/family-studies-center/</a></p>	<p>UT Southwestern specializes in couples, family, and medical family therapy. They largely work with families dealing with chronic illness, disabilities, and relational issues.</p>	<p>Client Contact:  M-W only, typically evenings</p> <p>Meeting:</p>
<p><b>**UT Southwestern</b></p> <p>*December 1, 2019</p>	<p>Sarah Woods  <a href="mailto:Sarah.Woods@UTSouthwestern.edu">Sarah.Woods@UTSouthwestern.edu</a>  5323 Harry Hines Blvd.  Dallas, TX 75390</p>			<p>Client Contact: M-F  8am-5pm</p>
<p><b>Counseling Institute of Texas</b></p> <p>*June 11, 2021</p>	<p>Susan Henum  office.cit@verizon.net  3200 Southern Drive, Suite  100 Garland, Texas 75043  972-271-4300</p>	<p><a href="https://citexas.org">https://citexas.org</a></p>	<p>Counseling Institute of Texas (CIT) is a non-profit family counseling Center serving the Dallas Area for over 30 years. They provide a variety of services for you and your family.</p>	

\*Affiliation status and renewal date

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

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

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