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TEXAS WOMAN'S UNIVERSITY™

DEPARTMENT
OF HDFSC

DOCTOR OF PHILOSOPHY IN
MARRIAGE AND FAMILY THERAPY
STUDENT HANDBOOK

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

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Section I
General
Information

ABOUT THE HANDBOOK

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

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

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

MARRIAGE AND FAMILY THERAPY AT TWU

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

The Ph.D. in Marriage and Family Therapy, along with a clinical master's degree, fulfills all course requirements of the Texas State Board of Examiners of Marriage & Family Therapists necessary to take the AMFTRB National Examination in Marriage and Family Therapy. Over the years our graduates have demonstrated successful work in a variety of professional settings, including:

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

CORE FACULTY

Program Leadership

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

Core Faculty Definition

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

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

Program Director

anorton@twu.edu

(940) 898-2677

WH 104-B

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

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

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

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

lbrock@twu.edu

(940) 898-2713

WH 308-E

Ph.D. in Family Therapy from Texas Woman's University (1999)

M.S. in Home & Family Life from Texas Woman's University (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
WH 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

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

rlucerojones@twu.edu
(940) 898-2687
WH 102-E

Ph.D. in Couple, Marriage, and Family Therapy from Texas Tech University (2019)
M.S. in Marriage and Family Therapy from Texas Tech University (2012)

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

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

Ajones116@twu.edu
(940) 898-2682
WH 102-B

Ph.D. in Couple, Marriage, and Family Therapy from Texas Tech University (2010)
M.S. in Family Consumer and Human Development from Utah State University (2016)

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

COAMFTE OUTCOME-BASED EDUCATION FRAMEWORK

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

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

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

MISSION STATEMENTS

Texas Woman's University Mission Statement

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

Department of Human Development, Family Studies, and Counseling Mission Statement

The mission of the Department of Human Development, Family Studies, and Counseling is to prepare educators and leaders who respect differences, celebrate diversity, and promote social justice, and to foster the education of educators, family scientists, and leaders who make significant and valued contributions to the quality of living, learning, and leadership in communities, schools and related human development contexts.

Program Mission Statement for Doctorate in Marriage and Family Therapy

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

PROGRAM GOALS & STUDENT LEARNING OUTCOMES

Program Goal #1: Knowledge Competencies

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

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

Program Goal #2: Practice Competencies

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

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

Program Goal #3: Ethics Competencies

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

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

Program Goal #4: Diversity Competencies

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

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

Program Goal #5: Research Competencies

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

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

Advanced Practical Experience.

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

NONDISCRIMINATION POLICY

Texas Woman's University Nondiscrimination Statement

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

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

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

Marriage and Family Therapy Program Anti-discrimination Statement

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

PROGRAM DIVERSITY

In accordance with the program's mission statement, the Nondiscrimination Policies above, and the emphasis on diversity in the field of Marriage and Family Therapy, the Marriage & 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 Marriage and Family Therapy program uses the following definition of diversity:

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

Diversity among Students

The TWU Marriage and Family Therapy program represents a diverse group of students, with diverse educational experiences, serving multicultural communities. Our program is unique in that we allow for part-time study. In other words, students who attend the MS Marriage and Family Therapy program are admitted twice a year, do not follow the curriculum in a cohort model, and take a courseload that fits their personal life and circumstances, and professional goals. Our goal is to 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 Marriage and Family Therapy MS program can be found here:

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

Retention of diverse students: In addition, the Department and University broadly serve a uniquely diverse population, such that the university's emphasis is on educating women, and especially first-generation college students, students from lower socioeconomic backgrounds, and students interested in serving their community through health care and education. This emphasis is reflected in the university's mission statement (found here: <http://www.twu.edu/about-twu/purpose-mission-vision-values-principles/>), and in the many services we offer students to encourage engagement and retention. Examples of such services

include (each hyperlinked):

- [TWU Write Site](#)
- [Center for Research Design and Analysis](#)
- [Career Connections](#)
- [Dedicated subject area librarian](#)
- [TWU Counseling and Psychological Services](#)
- [Pioneer Center for Student Excellence](#)

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

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

DISABILITY ACCOMMODATIONS

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

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

STUDENT RECRUITMENT

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

The following university-specific information is highlighted as elements that attract a diverse student body:

- TWU is the most affordable public university in Dallas-Fort Worth, and the 7th most affordable public institution in Texas (THECB, 2016)
- TWU is ranked 2nd in Texas and 45th in the nation for maximizing students' earning potential (*The Economist*, 2016)
- TWU is the largest university in the U.S. primarily for women (TWU student body is 88% female; [TWU Fact Sheet](#), 2016)
- TWU is a top 10 institution in the nation for diversity (TWU student body is 55% minority students; U.S. News & World Report, [2016 Best Colleges issue](#))
- TWU is a Hispanic-Serving Institution (U.S. Department of Education)
- TWU is nationally recognized as a Military Friendly institution (<http://militaryfriendly.com/schools/>)
- TWU is among the safest campuses in the nation
- TWU is the 5th-fastest growing public doctoral university in the U.S. (55% growth from 2003-2013; The Chronicle of Higher Education, 2014)

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

ACCREDITATION

The Southern Association of Colleges and Schools Commission on Colleges

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

Data Collection for Current Students and Alumni

For the purposes of program evaluation, improvement, and accreditation, data are collected from current students throughout the program, and alumni following graduation. Data include the following: GPAs at admission, time to graduation, Internship competencies, student evaluations of courses and faculty, student performance in doctoral coursework and Comprehensive Exams, the program's climate of safety and respect, student evaluations of the program at completion, licensure exam pass rates, and employment rates. The program collects data from current students annually using the Annual PhD Student Survey, and collects data from graduating students using the Exit Survey. Lastly, the program surveys TWU administrators about their perceptions of the Marriage and Family Therapy program, its students, and its faculty. Additional data may be collected depending on program needs.

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

formally via course or faculty evaluations and our Exit Survey, or informally via advising and information shared with the Program Director) is directly used by the Marriage and Family Therapy faculty to review and revise our Educational Outcomes, policies and procedures, and student achievement. Student governance and input enables the Marriage and Family Therapy program to meet its stated Educational Outcomes as we use student feedback to evaluate and adjust course offerings and content, program policies, and internship sites, as examples.

PROFESSIONAL AND UNIVERSITY MEMBERSHIPS

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

American Association for Marriage and Family Therapy (AAMFT)

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

National Council on Family Relations (NCFR)

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

International Family Therapy Association (IFTA)

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

Texas Association for Marriage and Family Therapy (TAMFT)

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

Regional Associations

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

TWU Student Association for Marriage and Family Therapy (SAMFT)

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

The purpose of SAMFT is to

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

Voting membership in this organization is open to any full or part-time graduate student at Texas Woman's University who has been accepted in the Marriage and Family Therapy Program. Non-voting membership is open to any full or part-time graduate or undergraduate student at Texas Woman's University who has the desire to work toward the purposes of this association. Alumni, faculty, professionals, and interested members of the community are welcome to join the organization as non-voting members. Marriage and Family Therapy faculty and the Chair of the Department of Human Development, Family Studies, and Counseling at Texas Woman's University shall be considered non-voting members and are exempt from paying dues, but are encouraged to make donations.

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

The dues of all members shall be regulated as deemed feasible by the Executive Committee. Membership shall be open throughout the school year with the understanding that the school year extends from fall semester through the following summer semester. Membership drives will be conducted each fall semester.

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



Section II:
Department &
Program
Policies and
Procedures

HUMAN DEVELOPMENT, FAMILY STUDIES, AND COUNSELING PROFESSIONAL BEHAVIOR POLICY

The Department of Human Development, Family Studies, and Counseling 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 Human Development, Family Studies, and Counseling (HDFSC) program or enrollment in a HDFSC course, students will be given access to the HDFSC Professional Behavior Policy established and approved by the faculty of the Department of HDFSC. An explanation of these behaviors will also be included on the Department of HDFSC website and a link to this policy will be placed in all Department of HDFSC 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 director, 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 director 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 Human Development, Family Studies, and Counseling 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 Human Development, Family Studies, and Counseling (HDFSC) reserves the right to require the withdrawal from any HDFSC 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 Human Development, Family Studies, and Counseling (HDFSC) 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 (<http://catalog.twu.edu/undergraduate/services-available-students/student-handbook/>). Any student enrolled in a HDFSC program should be familiar with these policies and adhere to them. If a student enrolled in a HDFSC program is referred for a Code of Conduct issue, they must participate in the disciplinary process fully in order to successfully complete a HDFSC 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.

ACADEMIC INTEGRITY

TWU Academic Integrity Statement

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

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

ADVISOR ASSIGNMENT

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

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

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

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

1. Contact the prospective advisor to ascertain his/her availability and agreement to the proposed change.
2. Obtain consent to the change from the current advisor. Thank the current advisor for their assistance.
3. Submit a completed "Change of Advisor" form. Forms may be obtained on the "Marriage and Family Therapy PhD Students" blackboard page.
4. Allow three weeks for processing; then check with the Graduate School to make sure the change is on file.

GRADE REQUIREMENTS FOR PH.D. CURRICULUM

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

Grading Specific to the Marriage and Family Therapy Program

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

Grievances and Grade Appeals

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

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

More information on the Grade Appeals process is available at <https://twu.edu/academic-affairs/academic-complaints-appeals/>

TECHNOLOGY

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

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

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

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

PIONEER PORTAL

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

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

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

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

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

SOCIAL MEDIA POLICY

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

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

ADMISSION REQUIREMENTS

Requirements

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

- Completion of a clinical Master's degree (i.e., in marriage and family therapy, counseling, psychology, or social work) which included clinical practice (i.e., a practicum or internship of a minimum of 12 credit hours across 12 months and 500 [200 relational] direct client contact hours) prior to enrollment
 - Verification is required through submission of transcripts to the graduate school and completion of MS and Post-MS Verification Forms submitted at Interview Day.
- Minimum 3.5 GPA on most recent Master's degree
- Completed Letter of Intent with attached curriculum vitae
- Attendance and participation in Marriage and Family Therapy Applicant Interview Day

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

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

Procedure

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

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

7. Applicants will receive word regarding their admission solely from the Graduate School. Acceptance into the program may be unconditional (meaning the applicant is granted full admission to the program) or provisional (meaning the applicant's acceptance is dependent upon a specific condition, such as finishing a master's degree, earning specific grades, completing clinical experience or prerequisites, a TOEFL score, etc.). Admission offers are made for the next long semester following this Marriage and Family Therapy Interview Day.

Average Time to Graduation

The average time to complete the Ph.D. in Marriage and Family Therapy degree is 4 years for students with a Master's in Marriage and Family Therapy and 6.5 years for students with a Master's degree in a discipline other than Marriage and Family Therapy



Section III Degree Plans

ACADEMIC ADVISORS, DOCTORAL COMMITTEE, AND DEGREE PLANS OF STUDY

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

Your doctoral committee, composed of the major advisor and 4 other professors (at least 2 of whom must be from the marriage and family therapy faculty) is selected by you in consultation with the major advisor. Before completion of 18 semester hours of coursework, the major advisor helps you prepare the doctoral degree plan, a form setting forth the coursework for the degree (example degree plans are found in Appendix A). You then arrange the formal degree plan meeting with the five faculty members on the degree plan committee to officially approve the plan, which must be signed and submitted to the Human Development, Family Studies, and Counseling office. Additional information regarding advisors and degree planning can be found in Section IV.

FILING A DEGREE PLAN

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

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

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

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

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

DEGREE PLAN CHANGES

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

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

DOCTORAL CURRICULUM (NEW- EFFECTIVE FALL 2017)

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

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

PREREQUISITES

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

HDFS 5003 Lifespan Human Development

HDFS 5023 Family Sexuality

MFT 5873 Collaborative Healthcare in Marriage & Family Therapy

HDFS 5193 Statistics for Research in Family Sciences

MFT 5813 Woman & Minority Issues in Sex & Family Therapy

HDFS 5693 Research Methods in Family Sciences

COUN 5353 Clinical Diagnosis and Treatment Planning for Counselors

MFT 5553 Systemic Couple & Sex Therapy

MFT 5563 Foundations of Family Therapy Theory

MFT 5853 Family Systems

MFT 5883 Family of Origin

MFT 5863 Issues & Ethics in Professional Development

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

MFT 6243 Advanced Applications of Family Therapy to Contemporary Challenges

MFT 6563 Advanced Family Therapy Theory

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

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

MFT 6253 Supervision in Family Therapy

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

HDFS 6343 Effective College Teaching Methods

HDFS 6433 Grants Writing in Family Sciences

ADVANCED RESEARCH (27 hours)

HDFS 6003 Advanced Study of the Lifespan

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

ELECTIVES (3 hours)

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

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

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

ADVANCED EXPERIENCE (6 hours)

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

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

DISSERTATION (6 hours)

HDFS 6983 Dissertation
HDFS 6993 Dissertation

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

**DOCTORAL CURRICULUM
(FOR STUDENT ADMITTED SPRING 2017 ONLY)**

DOCTOR of PHILOSOPHY in FAMILY THERAPY (90 semester hours)

The PhD in Family Therapy requires 69 semester hours of courses. The doctoral degree plan must contain at least 90 graduate hours beyond the baccalaureate degree. At least 30 of the 90 hours must be research courses, including the university requirement of 12 semester hours of Research Tool courses or competencies, as approved by the majority of the student's doctoral committee.

PREREQUISITES (21 hours)

The following prerequisite courses, or reasonable equivalents, will be completed in the student's Master's degree program; if not, they must be taken during the Family Therapy doctoral degree program. In addition, students must have completed an Internship experience in their Master's degree program (minimum of 12 credit hours across 12 months & 300 (150 relational) direct client contact hours).

- FS 5003 Lifespan Human Development
- FS 5023 Family Sexuality (face-to-face class format only)
- FS 5123 Theories of the Family
- FS 5193 Statistics for Research in Family Sciences
- FS 5443 Multicultural Counseling
- FS 5693 Research Methods in Family Sciences
- FS 5353 Diagnosis and Treatment Planning for Counselors

SYSTEMIC CLINICAL THEORY & APPLICATIONS TO CONTEMPORARY CHALLENGES (27 hours)

- FS 5553 Principles of Couple Therapy
- FS 5563 Family Therapy I
- FS 5853 Family Systems
- FS 5883 Family of Origin
- FS 6233 Issues & Ethics in Professional Development
- FS 6243 Advanced Applications of Family Therapy to Contemporary Challenges
- FS 6323 Health, Illness, & Families
- FS 6563 Advanced Family Therapy Theory
- FS 6863 Family Financial Counseling

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

- FS 6253 Supervision in Family Therapy
(Application required, *minimum* of 100 relational client contact hours, and instructor approval)
- FS 6343 Effective College Teaching Methods
- FS 6433 Grants Writing in Family Sciences

ADVANCED RESEARCH (21 hours)

FS 6003 Advanced Study of the Lifespan

FS 6193 Advanced Statistics for Family Sciences

FS 6403 Theory Building in Family Sciences

FS 6443 Research & Issues in Family Sciences

FS 6693 Advanced Quantitative Research Methods in Family Sciences

FS 6793 Advanced Qualitative Research Methods in Family Sciences

FS 6893 Applied Multivariate Statistics for Family Sciences

ADVANCED EXPERIENCE (6 hours)

FS 6913 Advanced Practical Experience in Family Therapy (2 semesters; See [Advanced Practical Experience](#) section below for requirements)

Choose two of the following areas: Supervision, Advanced Research, Teaching, Advanced Clinical Theory & Practice, Grant-Writing

DISSERTATION (6 hours)

FS 6983 Dissertation

FS 6993 Dissertation

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

**PREVIOUS DOCTORAL CURRICULUM
(FOR STUDENTS ADMITTED PRIOR TO SPRING 2017)**

DOCTOR of PHILOSOPHY in FAMILY THERAPY

(90 semester credit hours, including relevant master's coursework)

The Ph.D. 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.

PREREQUISITE (24 hours)

The following prerequisite courses, or reasonable equivalents, will be completed in the student's Master's degree program; if not, they must be taken during the Family Therapy doctoral degree program.

- *FS 5003 Lifespan Human Development
- FS 5123 Theories of the Family
- FS 5193 Statistics for Research in Family Sciences
- FS 5693 Research Methods in Family Sciences
- *FS 5353 Diagnosis and Treatment Planning for Counselors
- *FS 5543 Prepracticum (Students must complete an application and be approved during the semester preceding enrollment for Prepracticum.)
- FS 5023 Family Sexuality (face-to-face class format only)
- FS 6323 Health, Illness, and Families

FAMILY THERAPY CORE (24 hours)

- *FS 5553 Principles of Couple Therapy
 - *FS FS 5563 Foundations of Family Therapy
 - *FS 5853 Family Systems
 - *FS 5883 Family of Origin
 - *FS 5863 Issues & Ethics in Professional Development ~
 - FS 6243 Advanced Applications of Family Therapy to Contemporary Challenges (Formerly: Theories & Strategies for Intervention in Family Therapy)~
 - FS 6563 Advanced Family Therapy Theory (Formerly: Family Therapy II)~
 - FS 6863 Family Financial Counseling~
- (~ indicates courses which must be taken at TWU unless an exception is made by the majority of the student's doctoral committee.)

PROFESSIONAL COMPETENCIES (19 hours)

- FS 5544 Internship in Family Therapy (4 semesters minimum) ~
- (Students must complete applications and be approved during the semester preceding enrollment for *each* semester of Internship. *indicates courses which must be completed before beginning Internship)
- FS 6253 Supervision in Family Therapy (Requires an application, *minimum* of 100 relational client contact hours, and instructor approval)

RESEARCH CORE (15 hours)

FS 6693 Advanced Quantitative Research Methods in Family Sciences
FS 6793 Advanced Qualitative Research Methods in Family Sciences
FS 6893 Applied Multivariate Statistics for Family Sciences (Formerly: FS 6873)
FS 6983/FS 6993 Dissertation

DOCTORAL CORE (12 hours)

FS 6003 Advanced Study of the Lifespan
FS 6403 Theory Building in Family Sciences
FS 6413 Current Research and Issues in Family Sciences
FS 6423 Readings in Family Sciences

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

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



Section IV
Advanced
Practical
Experience

ADVANCED PRACTICAL EXPERIENCE IN MARRIAGE AND FAMILY THERAPY POLICIES AND PROCEDURES

Advanced Experience Description

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

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

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

Required Outcomes

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

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

Prerequisites

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

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

Faculty Advisor Role & Responsibilities

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

The Advanced Practical Experience Plan

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

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

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

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

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

<https://www.psychdata.com/s.asp?SID=193838>

Changes to an Approved Advanced Practical Experience Plan

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

Application Process & Deadlines

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

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

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

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

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

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

Grading

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

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

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

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

CONTENT AREA SPECIFIC INFORMATION

ADVANCED RESEARCH

Additional Specific Prerequisites: None

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

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

Advanced Experience Plan Information

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

Advanced Research Grading Rubric

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

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

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

GRANT-WRITING

Additional Specific Prerequisites: HDFS 6433 Grants Writing in Family Sciences

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

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

Advanced Experience Plan Information

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

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

Grant-Writing Grading Rubric

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

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

MFT SYSTEMIC SUPERVISION

Additional Specific Prerequisites: MFT 6253 Supervision in Family Therapy

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

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

Advanced Experience Plan Information

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

Supervision Grading Rubric

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

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

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

ADVANCED CLINICAL THEORY & PRACTICE

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

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

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

Advanced Experience Plan Information

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

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

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

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

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

TEACHING

Additional Specific Prerequisites: HDFS 6343 Effective College Teaching Methods

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

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

Advanced Experience Plan Information

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

Teaching Grading Rubric

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

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

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

LEADERSHIP & POLICY

Additional Specific Prerequisites: None

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

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

Advanced Experience Plan Information

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

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

Leadership & Policy Grading Rubric

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

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



Section V
Qualifying
Exams

QUALIFYING EXAMS POLICIES AND PROCEDURES

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

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

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

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

Section VI
Dissertation
Guidelines
and Policies

**DEPARTMENT OF HUMAN DEVELOPMENT, FAMILY
STUDIES, AND COUNSELING
POLICIES AND GUIDELINES FOR DISSERTATION**

The policies and guidelines presented here are to help students understand how to prepare, plan, and complete the dissertation proposal and defense. The student's major professor (hereafter referred to as "chair") may have additional requirements, ideas, or advice about how to best proceed with authorizing the student's dissertation proposal. Each student should work with his or her advisor closely in planning each step of the dissertation process.

ABOUT THE DISSERTATION

The dissertation should reflect the highest standards of research and scholarship and should make a meaningful contribution to knowledge in the student's field of study. Consequently, the dissertation must conform to the most rigorous standards of content, style, and format. Throughout the dissertation writing process, the student will work under the supervision of his or her committee chair, who will help divide the dissertation tasks into manageable steps, and to plan a realistic timeline, requiring a *minimum* of two semesters. Additional information can be found on the [Graduate Catalog webpage](#).

Each Ph.D. and Ed.D. candidate must write a dissertation based upon an investigation that makes an original contribution to the literature and research of the student's discipline. The Dean of the Graduate School appoints the dissertation director upon recommendation of the component leader and/or dean of the college of the doctoral major. In final form, the dissertation must be approved by the student's committee, specified administrators of the appropriate college or school, and the Dean of the Graduate School.

Doctoral students must have candidacy approval prior to being enrolled in dissertation. Prospectus approval is required by the Research Committee; the component leader; dean of the college (if required); and the Dean of the Graduate School, prior to the student beginning research for a dissertation (even if IRB approval is not required). The prospectus must be filed no later than the semester prior to the graduating semester. An approval notification will be sent to the student and copied to the research committee chair and the component leader. Then and only then may the study be implemented. Failure to submit a prospectus and receive approval will result in rejection of the dissertation.

THE DISSERTATION COMMITTEE

The dissertation committee consists of at least three graduate faculty, the chair and two committee members. The chair must be a full graduate faculty member and committee members may be either associate or full graduate faculty members. (Students may find a list of graduate faculty on the [graduate school website](#).) At least two of the three members must be within the student's major. The purpose of the Dissertation Committee is threefold:

1. To guide the student during the major study,
2. To evaluate the student's total progress and achievement, and
3. To maintain high standards of scholarship.

Selection of the Dissertation Committee

A graduate student's responsibility includes recommending the membership of the committee. Before first registration for thesis, professional paper, or dissertation, the student should identify in writing to the head of the appropriate department, school, or college those persons whom the student wishes to have as chair and members of the committee. The head of the component recommends in writing the appointment of the committee and its chair to the Dean of the Graduate School. If those recommendations are different from the student's request, a written statement to that effect accompanies the recommendations to the Dean of the Graduate School.

It is highly recommended that students consult with their chair about who to choose to serve on the doctoral dissertation committee. To feel supported and successful in the dissertation process, ideal committee members would have overlapping expertise with the proposed dissertation (e.g., content, methodology, theory). When reaching out to faculty, students should schedule a face to face meeting with a faculty member to request serving on his or her dissertation committee. Once a dissertation committee is selected, the student must submit the Dissertation Committee Form.

Roles of the Dissertation Committee

The **dissertation chair** will serve as the major professor supervising the dissertation process. The chair has primary responsibility for the quality and rigor of the dissertation and to advise the student throughout the process. The dissertation chair may have further requirements or policies beyond those contained herein.

The **dissertation committee members** are primarily responsible for assessing the quality and rigor of the dissertation at the dissertation proposal and defense. Committee members provide specialized guidance and contribute in the approval of the student's proposal and completed dissertation. It is common for dissertation committee members to request further edits or analyses after the dissertation proposal and defense. Students may seek consultation from committee members as directed by the chair and as established by the committee. Each committee member serves as a full member of the dissertation committee. Successful defense of the proposal and dissertation requires approval from each committee member.

Changes to Dissertation Committee

At times it may be necessary to change committee members, including the chair, such as when a committee member retires, relocates to another university, or leaves for medical or other reasons. In these circumstances, students may consult with their dissertation committee and the department chair to select a new committee member. Students must complete the "Change of Committee" form and submit it for approval to the department chair.

STUDENT RESPONSIBILITIES

The student is the author of the dissertation. Under the supervision of the chair, it is the student's responsibility to craft and execute all phases of the research project, including writing, data collection, and analyses. More specifically, the student has the following responsibilities:

- Take personal initiative to move the dissertation project forward in a timely manner towards completion.
- Schedule meetings with the chair, and as directed with the committee members, for mentorship and advising.

- Be intimately familiar with the materials found in the student handbooks and graduate catalog.
- Be aware of and accountable for all deadlines set by the chair, committee, department, graduate school, and university.
- Follow all research ethical codes, policies, and guidelines of the federal government, Texas Woman’s University, the Department of Human Development, Family Studies, and Counseling (HDFSC), and the student’s major field of study.
- Complete his or her own, original work. Students should be familiar with policies on academic dishonesty, plagiarism, falsifying records, and cheating. Plagiarism occurs when a student obtains someone else’s work and presents those ideas, words, or results as her or his own work. Misconduct in these areas can result in dismissal from the university.
- Discuss and notify the chair of any extenuating circumstances that may delay timely completion or progress.
- Recognize that the dissertation is an iterative process between the student, chair, and committee that requires many reviews and revisions. As such, it is important to be responsive to feedback and to respect that faculty will often require up to 10 business days to review and respond to manuscript drafts.

GRADING INFORMATION

Students should enroll in HDFSC 6983 during the dissertation proposal process and HDFSC 6993 after successfully completing the dissertation proposal. Students will receive a grade of “PR” (in progress) in HDFSC 6983 until the student has successfully completed the dissertation proposal and “PR” in HDFSC 6993 until the student has successfully completed the dissertation defense, upon which a grade of “CR” (credit received) will be given.

FINANCIAL AID INFORMATION

If the student is accepting Federal Financial Aid, the student must complete additional paperwork beyond the second semester of continual enrollment in either HDFSC 6983 or HDFSC 6993. When repeating either HDFSC 6983 or HDFSC 6993 the third or more times, the student must submit verification to the Financial Aid Office that the student is making progress towards completion. The verification form is available under [forms on the graduate school homepage](#), and must be signed by the student’s academic advisor and the department chair.

STUDENT RESOURCE INFORMATION

The following resources are available to all students during the dissertation process:

- The [Write Site](#) is TWU’s comprehensive writing center. Students may make appointments for individual writing assistance, attend workshops and seminars related to writing, and access the Online Writing Lab (OWL).
- The [Pioneer Center for Student Excellence](#) holds Dissertation Boot Camps every May and December from 9:00AM to 5:00PM Monday through Thursday (4 full days) the week after finals. The Dissertation Boot Camps are designed for students actively writing any part of the dissertation. During these events students can expect to have dedicated time and space for writing, scheduled programming with resource personnel, workshops, and individual consultations with tutors and coaches.
- The [Center for Research Design and Analysis](#) (CRDA) assists students with proposal development, data collection, pre-analysis, analysis, results and discussion, and presentation

of findings. The CRDA is staffed by statisticians, graduate research assistants, and analysts. They require at least the first meeting be held with the chair present, and may require the chair at subsequent meetings.

- The Senior Graduate Services Analyst in the graduate school is available to assist students with formatting the dissertation document.
- The Graduate Reader has a Blackboard page available to students that outlines common grammatical, spelling, citation, and other writing errors. Students may access this Blackboard page by logging into their Blackboard account, clicking on “Organizations,” and then searching “[Dissertation Support and Resources](#).”
- Students who are Texas residents and enrolled in their **final** semester of dissertation may apply for a reduced tuition rate through the graduate school. Students must complete the [Request for Reduced Tuition- Code 3](#) document and submit it to the graduate school prior to enrollment in the final semester.

GIFTS AND REMUNERATION

While students may feel a need to thank their dissertation chair and committees members, students are discouraged from giving gifts. Faculty must follow the highest ethical codes of their field of study and those required by law and university policy. Faculty may not receive gifts from students that could potentially affect the faculty-student relationship or give the perception of undue influence. Therefore, if the student chooses to give a gift to his or her chair or committee member(s) the following policies must be followed:

- No gifts may be given prior to graduation.
- The value of the gift may not be more than \$50.
- The chair or committee member may decline or return the gift if the faculty member determines that it has substantial personal value to the student.

THE DISSERTATION PROPOSAL

PREREQUISITES FOR DISSERTATION PROPOSAL

Prior to enrolling in HDFS 6983 Dissertation Proposal, the student must first complete all other coursework on the student's degree plan. Prior to scheduling the dissertation proposal, the student must successfully complete and pass the comprehensive examination, and be admitted to candidacy by the Graduate School.

ABOUT THE DISSERTATION PROPOSAL

The dissertation proposal details the nature of the student's research and the methods the student will employ. It also makes a case for the importance of the dissertation topic. The suggested dissertation proposal typically consists of the first four chapters of the dissertation, where chapter 1 is the introduction, chapter 2 outlines the conceptual framework and provides a review of the literature, chapter 3 is the method section, and chapter 4 is the analysis plans. The focus of the dissertation proposal is most often on the conceptual framework, methodology (e.g., research questions, hypotheses, sampling, data collection procedures, measures or interview guidelines), and analysis plans. The student will work closely with his or her chair to prepare the dissertation proposal.

COMMUNICATING WITH THE DISSERTATION COMMITTEE

The student should meet and consult with committee members throughout the preparation of the proposal for feedback and comments. This is an opportunity to utilize committee member expertise to enhance the quality and rigor of the dissertation proposal. Regular communication with committee members can help build confidence in preparing students for successful defense.

PREPARING FOR THE DISSERTATION PROPOSAL

Preparing for the dissertation proposal can feel overwhelming. The following has been found to help students prepare for the dissertation proposal:

- Identify areas of interest early in your studies and use coursework and assignments to explore interest areas, deepen understanding, and identify gaps in current literature.
- Attend dissertation proposals of other students.
- Begin very early to coordinate and schedule the date and time for the proposal. Faculty and chairs can often have very busy schedules. The earlier this is done, the easier scheduling can be accomplished.
- Make sure that the document has been reviewed for format and grammar that adheres to both graduate school and APA standards.
- Maximize the opportunity to identify committee member concerns by meeting with committee members throughout the preparation process.
- Meet with the dissertation chair to identify and prepare for questions or issues that might be raised by committee members during the defense.
- Organize the presentation in a manner that clearly and succinctly explains the proposed research study, the methodology being proposed, the analysis plan, and how it fits with other scholarship within the student's field of study.

SCHEDULING THE DISSERTATION PROPOSAL

When the chair approves the dissertation proposal, the student will schedule a dissertation proposal. It is the student's responsibility to find a date and time that all committee members can attend. The dissertation proposal requires the presence of all three committee members. When setting a date for the dissertation proposal, the following policies must be followed:

- All dissertation committee members must have **at least 10 working days** to review the final proposal approved by the chair. Therefore, the dissertation proposal cannot be set less than 10 working days prior to the final dissertation proposal being sent out to committee members. Some committee members require a hard copy and others an electronic copy of the final proposal. It is the student's responsibility to give the final proposal in the form (electronic or paper) preferred by the committee member.
- No dissertation proposal may be scheduled during finals week, university or student holidays, or between regular semesters.
- Dissertation proposals can only be scheduled during Summer semesters if all dissertation committee members have a university appointment during the regular Summer semester.

Once a dissertation proposal meeting date is selected, the student will work with the chair to reserve a room with any audio-visual equipment required for the dissertation proposal. The student is responsible to send a reminder email to all committee members 24 hours prior to the meeting time.

THE DISSERTATION PROPOSAL PRESENTATION AND DEFENSE MEETING

Students are encouraged to dress professionally for this event. Business attire is appropriate. Jeans, open shirts, sport shoes, shorts, etc. are not appropriate. The student is also responsible to test all audio-visual equipment prior to the meeting. The student should arrive at least 15 minutes prior to the scheduled time to test all equipment. The public is welcome to attend the dissertation proposal, including friends, family, and colleagues. As a reminder, the dissertation proposal is a professional presentation and oral examination of the student's dissertation document. All those in attendance are expected to maintain professional academic decorum.

The dissertation proposal typically lasts about 2 hours and involves the following:

1. **Proposal Presentation** (15-30 minutes; open to public)
 - Using presentation software (e.g., PowerPoint, Prezi, Sway), the student will provide an overview of the dissertation proposal. The purpose of the presentation is to demonstrate that the student can clearly and succinctly represent the proposal to other professionals. The presentation should provide a succinct, yet thorough, overview of the relevant literature, theoretical underpinnings, proposed methodology, and analysis plan. It should also demonstrate how the proposed study fits with other scholarship within the student's field of study.
 - Following the proposal demonstration, the chair will invite those in attendance to ask questions to the student.
2. **Public Defense** (5-15 minutes; open to the public)
 - The chair will ask the audience for any questions or comments related to the presentation and dissertation document. At the conclusion of this section, the chair will ask that attendees leave the room.
3. **Proposal Defense** (45-60 minutes; open to current students, faculty, and administrators)
 - The proposal defense is an opportunity for students to defend their science. This is achieved through committee members asking questions pertaining to current

literature on the topic, methodological decisions, and implications of the work for the field.

- Students are expected to present with advanced knowledge in their area of the dissertation (literature, methodology, implications) and be prepared to defend this area and to support research decisions using scholarly resources. Students should be prepared to justify decisions, synthesize information, and explain the research content, methodology, and analysis.
- Students should be able to independently respond to the questions posed by committee members in a professional, academic manner. At times committee members may give differing or even opposing suggestions and critiques. It is students' responsibility to consider these suggestions and justify or explain their decisions to incorporate or not incorporate feedback from committee members.

4. **Dissertation Committee Evaluation** (15-30 minutes; closed to public)

- The dissertation committee dismisses the student from the room to discuss the merits of the dissertation proposal and the student's responses to concerns raised by the dissertation committee. The committee will decide whether the student's dissertation proposal is: (a) Accepted, (b) **Revise with Minor Revisions**, or (c) **Revise and Re-Defend**.
 - **Accepted** signifies no revisions or edits are required. The student may proceed to finalize the dissertation proposal (outlined below).
 - **Revise with Minor Revisions** signifies that the requested edits are minor in nature. There may be a small or large number of minor revisions requested. The changes will be reviewed by the chair and may also be required to be reviewed by committee members. Once the chair has approved the requested revisions, the student may proceed to finalize the dissertation proposal (outlined below).
 - **Revise and Re-Defend** signifies that there are substantial revisions that must be completed. The changes must be reviewed by the chair and the dissertation committee member(s) who requested the changes. The student must then re-defend his or her dissertation proposal in a subsequent dissertation proposal meeting.

5. **Dissertation Committee Decision** (10-20 minutes; closed to public)

- The chair will invite the student back into the room to inform the student of the dissertation committee's decision and to clarify any revisions that are expected.

COMPLETING THE DISSERTATION PROPOSAL

The dissertation proposal meeting is just one part of the dissertation proposal process. Data collection cannot begin until the following tasks are completed and the dissertation proposal process is complete. The student will not be permitted to graduate without completion of these tasks.

1. **Dissertation Proposal Edits**

Working with the dissertation chair, the student must respond to edits or changes requested by committee members at the dissertation proposal meeting. All edits and changes must be approved by the committee members.

2. **Human Subjects Training**

Once the dissertation committee has approved all edits to the dissertation proposal, both the chair and the student must complete two online trainings, [Responsible Conduct in Research](#) (RCR) and the IRB's required [Human Subjects](#) training.

3. **Institutional Review Board**

The student is responsible for following the guidelines to obtain approval from the [Institutional Review Board](#) (IRB) of the university. Students must determine the level of review necessary for the dissertation study (exempt, expedited, or full) and complete the appropriate application form on the IRB's [website](#). Once completed, the IRB application must be approved by the dissertation chair and the department chair prior to submission to the IRB. The student's and dissertation chair's NIH training certificates must be submitted with the IRB application.

If at any time the student, in consultation with the chair, decides to make any modification to the study (e.g., changes to data collection sites, consent forms, questionnaires, or interviews), the student must submit a [Modification of an Approved Study](#) to the IRB and receive approval from the IRB *before* any changes are implemented.

4. **Department Chair Approval**

The prospectus must be approved by the department chair before it is submitted to the graduate school. The department chair requires at least 10 work days to review the prospectus, and may require further edits before approving the prospectus. Any edits requested by the department chair must be approved by the dissertation chair before resubmitting the document to the department chair.

5. **Graduate School Approval**

The final step of the dissertation proposal is to receive approval from the graduate school.

*Data collection cannot begin until the graduate school approves the dissertation proposal.

In order to receive approval, the student must submit the following to the graduate school:

- Prospectus Cover Sheet (see [graduate school forms](#) for a copy)
- Prospectus (A **10- page maximum** condensed version of the dissertation proposal)
- Copy of the IRB Approval Letter
- RCR Training Certificate (student and chair)
- External Agency Approval Letter (if applicable)

**Failure to receive approval from the graduate school prior to data collection may result in the student's graduation being delayed, including rejection of the completed dissertation requiring recollection of all data.*

Once graduate school approval is received, students may begin enrolling in HDFS 6993 Dissertation and begin data collection, analysis, and writing the final chapters of the dissertation document. Students must be enrolled in HDFS 6993 while collecting data and working on the dissertation document. If they are not enrolled in HDFS 6993, the student may not receive guidance from the chair.

THE DISSERTATION DEFENSE

PREPARING THE DISSERTATION DOCUMENT

The dissertation document should reflect the highest standards of research and scholarship. In preparing the dissertation document, students will follow the directions from the “Formatting Navigator” and “Guide to Thesis and Dissertation Preparation” found on the [graduate school forms website](#). All headers, tables, figures, and writing style should be consistent with APA standards and those consistent with the student’s major field of study.

Most commonly, the dissertation document is divided into 5 chapters that correspond to the major sections of an empirical article, namely: introduction, literature review and conceptual framework, method, results, and discussion. However, not all dissertation studies may fit that organization structure. The student should work closely with the chair to organize the dissertation chapters. The dissertation should also have a table of contents and appendices for tables, figures, and the study’s documents (e.g., consent forms, questionnaires, etc.). The length of the dissertation will depend on the direction of the chair, the nature of the study, and the experience of the student.

COMMUNICATING WITH THE DISSERTATION COMMITTEE

The student should meet and consult with committee members throughout the completion of the dissertation for assistance with struggles and obstacles in data collection, analysis, and reporting. This is an opportunity to utilize committee member expertise to enhance the quality and rigor of the dissertation document. Regular communication with committee members can help build confidence in preparing students for successful defense.

PREPARING FOR THE DISSERTATION DEFENSE

Preparing for the dissertation proposal can feel overwhelming. The following has been found to help students prepare for the dissertation proposal:

- Attend dissertation defenses of other students.
- Begin very early to coordinate and schedule the date and time for the proposal. Faculty and chairs can often have very busy schedules. The earlier this is done, the easier scheduling can be accomplished.
- Make sure that the document has been reviewed for format and grammar that adheres to both graduate school and APA standards.
- Maximize the opportunity to identify committee member concerns by meeting with committee members throughout the preparation process.
- Meet with the dissertation chair to identify and prepare for questions or issues that might be raised by committee members during the defense.
- Organize the presentation in a manner that clearly and succinctly explains the completed research study, including: the theoretical underpinnings, the methodology that was implemented, any changes made after the dissertation proposal, analysis results, and how the findings fit with other scholarship within the student’s field of study.

SCHEDULING THE DISSERTATION DEFENSE

Once the student’s chair has approved the dissertation document, the student will schedule the dissertation defense. It is the student’s responsibility to find a date and time that all committee

members can attend. The dissertation defense requires the presence of all three committee members. When setting a date for the dissertation defense, the following policies must be followed:

- All dissertation committee members must have **at least 10 working days** to review the final proposal approved by the chair. Therefore, the dissertation proposal cannot be set less than 10 working days prior to the final dissertation proposal being approved by the chair and sent out to committee members. Some committee members require a hard copy and others an electronic copy of the final proposal. It is the student's responsibility to give the final proposal in the form (electronic or paper) preferred by the committee member.
- No dissertation defense may be scheduled during finals week, university or student holidays, or between regular semesters.
- The dissertation defense can only be scheduled during Summer semesters if all dissertation committee members have a university appointment during the regular Summer semester.
- The student will contact the Department of Human Development, Family Studies, and Counseling (HDFSC) office to schedule a room with a capacity of at least 15 people.
- The student will contact the Department of HDFSC *at least 2 weeks* prior to the defense date to post public announcements of the dissertation defense.
- The student will send a reminder to all committee members one to two days prior to the meeting time.

Reminder of Graduation Deadlines

When scheduling the dissertation defense, students must be mindful of the [graduation deadlines](#). Oftentimes, in order to graduate in the same semester as the defense, a student must schedule the dissertation defense prior to mid-semester. The student should work very carefully with the chair in determining the most appropriate time for the dissertation defense. As is outlined below, the dissertation defense meeting is just one step of finalizing the dissertation document. Therefore, **the dissertation defense must be scheduled at least 5 weeks prior to the due date for the certificate of final examination**. It is the student's responsibility to be sure all forms and deadlines are met. If appropriate dissertation deadlines and approval forms are not met, graduation may be delayed.

THE DISSERTATION DEFENSE

Students are encouraged to dress professionally for this event. Business attire is appropriate. Jeans, open shirts, sport shoes, shorts, etc. are not appropriate. The student is also responsible to test all audio-visual equipment prior to the meeting. The student should arrive at least 15 minutes prior to the scheduled time to test all equipment and bring a copy of the [Certificate of Final Examination](#). The public is welcome to attend the dissertation defense, including friends, family, and colleagues. As a reminder, the dissertation defense is a professional presentation and oral examination of the student's dissertation document. All those in attendance are expected to maintain professional academic decorum. **Celebrations are to be delayed until after the Graduate School has accepted the document.**

The dissertation defense typically lasts about 2 hours and involves the following:

1. **Introductions** (5-10 minutes; open to public)
 - The chair will introduce the student and dissertation committee members to those in attendance.
2. **Dissertation Presentation** (20-30 minutes; open to public)

- Using presentation software (e.g., PowerPoint, Prezi, Sway), the student will provide an overview of the dissertation. The purpose of the presentation is to demonstrate that the student can clearly and succinctly represent the completed dissertation to other professionals. The presentation should provide an overview of the conceptual framework, methodology, analysis, implications, and how the findings fit with other scholarship within the student's field of study.
3. **Public Defense** (5-15 minutes; open to the public)
 - The chair will ask the audience for any questions or comments related to the presentation and dissertation document. At the conclusion of this section, the chair will ask that the audience leave the room.
 4. **Dissertation Defense** (45-60 minutes; open to current students, faculty, and administrators)
 - The dissertation defense is an opportunity for students to defend their science. This is achieved through committee members asking questions pertaining to any part of the dissertation, such as: current literature on the topic, methodological decisions, analyses, representations of findings, study limitations, and implications of the work for the field.
 - Students are expected to present with advanced knowledge in their area of the dissertation (literature, methodology, analysis, implications) and be prepared to defend this area and to support research decisions using scholarly resources. Students should be prepared to justify decisions, synthesize information, and explain any part of the dissertation document.
 - Students should be able to independently respond to the questions posed by committee members in a professional, academic manner. At times committee members may give differing or even opposing suggestions and critiques. It is students' responsibility to consider these suggestions and justify or explain their decisions to incorporate or not incorporate feedback from committee members.
 5. **Dissertation Committee Evaluation** (15-30 minutes; closed to public)
 - The dissertation committee dismisses the student from the room to discuss the dissertation document and student's responses to concerns and questions from the dissertation committee. At this time the dissertation committee will discuss the merits of the completed work, including the student's presentation, and decide whether the student's dissertation defense is: (a) **Accepted**, (b) **Revise with Minor Revisions**, or (c) **Revise and Re-Defend**.
 - **Accepted** signifies no revisions or edits are required. The Certificate of Final Examination and Signature Page may be signed at the time of the dissertation defense.
 - **Revise with Minor Revisions** signifies that the requested edits are minor in nature. There may be a small or large number of minor revisions requested. The changes will be reviewed by the chair and may also be required to be reviewed by committee members. The Certificate of Final Examination and Signature Page may be signed at the time of the dissertation defense.
 - **Revise and Re-Defend** signifies that there are substantial revisions that must be completed. The changes must be reviewed by the chair and the dissertation committee member(s) who requested the changes. The student must then re-defend his or her dissertation document in a subsequent dissertation defense. The Certificate of Final Examination and The Signature Page will be signed by all committee members after the student has received

Accepted or Revise with Minor Revisions at a subsequent dissertation defense.

6. **Dissertation Committee Decision** (10-20 minutes; closed to public)
 - The chair will invite the student back into the room to inform the student of the dissertation committee's decision and to clarify the revisions that are expected.

FINALIZING AND SUBMITTING THE DISSERTATION DOCUMENT

The dissertation defense meeting is just one part of completing the dissertation. After the student has satisfactorily passed the dissertation defense, the student must complete the tasks below. The student will not be permitted to graduate without completion of these tasks.

1. **Dissertation Proposal Edits**

Working with the dissertation chair, the student must respond to edits or changes requested by committee members at the dissertation defense meeting. All edits and changes must be approved by the committee members.

2. **Certificate of Final Examination**

Once the dissertation committee approves the dissertation as "Accepted," the student will prepare the [Certificate of Final Examination](#) and obtain signatures from all committee members and the Department of Human Development, Family Studies, and Counseling chair. The student will then forward the document to the graduate school.

3. **Signature Page**

After all revisions have been completed and approved by the dissertation committee, the student will prepare the [Signature Page](#) (located in the Formatting Navigator on the graduate school forms website) and obtain signatures from all committee members and the Department of Human Development, Family Studies, and Counseling chair. The student will then forward the document to the graduate school.

4. **Department Chair Approval**

The completed dissertation document must be approved by the department chair before it is submitted to the graduate reader. The department chair requires at least 10 work days to review the document, and may require further edits before approving the dissertation document. Therefore, the student must submit the completed dissertation document to the department chair [in accordance with the academic calendar and in the format \(hard copy or electronic\) preferred by the department chair](#). Any edits requested by the department chair must be approved by the dissertation chair before resubmitting the document to the department chair.

5. **Graduate School Approval**

The graduate school requires that all dissertations are reviewed by professional editors for grammar, structure, and formatting. The graduate school readers may require substantial edits before the graduate school will accept the final dissertation. It is the student's responsibility to complete any requested edits in the timeframe required by the graduate school.

6. **Filing the Dissertation with the Graduate School**

The Graduate School requires electronic filing of the dissertation document. Directions for submitting the dissertation document to the graduate school are found on the [here](#).

7. **Graduation Checklist**

The graduate school has several final requirements that all doctoral students must complete before they will be permitted to graduate, many of which have deadlines. All students must submit the [Dissertation Fee Form](#), [Survey of Earned Doctorates](#), and 2 copies of their professional vita in addition to filing the dissertation with the department and graduate school. Students are encouraged review the [Graduation Checklist](#) for any additional graduation requirements not included in this document and review the [graduation deadlines](#).

FINALIZING AND SUBMITTING THE DISSERTATION DOCUMENT

Students are encouraged to publish their dissertation in a peer-reviewed journal after the graduate school has accepted the final dissertation document. Depending on the extent and length of the dissertation document, the student may even be able to divide the dissertation into more than one publishable paper. The student, as the chief author of the dissertation document, has the right for primary authorship on any publications. Students are encouraged to discuss publication credit with their chair and committee members as early as possible. Merely holding an academic position, such as chair or committee member, does not justify authorship credit. Authorship must accurately reflect the relative scientific or professional contributions of the individual to the manuscript.

APPLYING FOR GRADUATION

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

Rollover Application for Graduation

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



Section VI
Clinical
Internship &
Licensure

SKILLS REQUIRED FOR SUCCESSFUL COMPLETION OF THE CLINICAL ASPECT OF PROGRAM

Students Admitted Spring 2017 and Later

Beginning Spring 2017, the Marriage and Family Therapy faculty will determine completion of the COAMFTE foundational practice component and competency in clinical work through the MS Hours Verification and Post-MS Hours Verification Forms. The COAMFTE V12.5 foundational practice component requires a minimum of 300 hours of direct clinical contact hours, of which at least 50% must be with couples or families. Any deficiency in either competency or the foundational practice component must be completed during the doctoral program. Students who need to complete further clinical training, may enroll in MFT 5911 or MFT 5544 to complete any deficits in the foundational practice component. .

Students Admitted Prior to Spring 2017

The Marriage and Family Therapy program of study culminates in a minimum of four semesters of MFT 5544 Internship in Family Therapy. In these courses, the student's overall performance is assessed by site supervisors and faculty supervisors. The student must earn a grade of A or B to successfully complete the courses. Students must meet (1) face-to-face client contact hours, (2) clinical competency, *and* (3) approval of Marriage and Family Therapy faculty (based in part on competency evaluations) to finish the clinical aspect of the program. If all three are not achieved, the student will receive a PR (which stands for "Progress," and is not punitive) and extend the internship experience for a minimum of one additional semester. The evaluation forms that are used in these courses are completed each semester of Internship. See the Marriage and Family Therapy Master's Student Handbook for information related to the following topics related to clinical courses:

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

REQUESTING A WAIVER OF THE 4TH SEMESTER OF ADVANCED FAMILY THERAPY INTERNSHIP

Marriage and Family Therapy doctoral students (admitted prior to Spring 2017) who find that they will likely complete all the requirements for MFT 5544 Internship in Family Therapy (500 total client contact hours, 200 relational hours, 100 supervision hours, competencies, and state requirements) in fewer than the required number of semesters may wish to request a waiver of their final (4th) required semester. Students may not request a waiver of the 1st, 2nd, or 3rd semester of internship.

The student must submit to the Marriage and Family Therapy Program Director a written request stating that she/he expects to (a) complete the required hours by the end of the third semester, (b) score at the Expected level or above (overall) on the Family Therapy Competency Document (Semesters 3 and 4), (c) score at the Expected level or above (overall) on the Off-Site Internship Evaluation, and (d) complete all other Internship requirements (including 100 hours of supervision). The Marriage and Family Therapy Competency Document (Semesters 3 and 4) completed by the internship faculty supervisor and the Off-site Internship Evaluation completed by the off-site supervisor must be submitted along with the student's written request to the Marriage and Family Therapy Program Director.

The Marriage and Family Therapy Program Director will bring the request and supporting documents to the Family Therapy Component Meeting for consideration by the full faculty. The student's internship faculty supervisor will report to the Marriage and Family Therapy faculty the probability that the student will complete the required hours and all the other requirements and whether he/she recommends that the student's request for a waiver of the final (4th) semester of MFT 5544 be approved.

After discussion, a majority vote of the Marriage and Family Therapy faculty is needed to approve a waiver of the final semester of MFT 5544. If the majority finds that the student needs to complete the remaining (4th) semester of Internship in order to strengthen her/his therapy skills or to complete other requirements, they may vote to deny the request. The decision to approve or deny the request for a waiver of the final semester of MFT 5544 Internship in Family Therapy is a Marriage and Family Therapy faculty decision. The Marriage and Family Therapy Program Director will notify the student of the faculty's decision in writing.

LICENSURE REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY

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

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

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

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

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

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

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

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

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

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PROGRAM PORTABILITY POLICY

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

To obtain information about different state licensure requirements, students should search the Association of Marital and Family Regulatory Boards at <http://www.amftrb.org>. This website also contains information about the AMFTRB National Exam, as does the website of the Texas State Board of Examiners for Marriage and Family Therapists. It is the policy of the program to review Texas LMFT requirements during New Student Orientation, offered during the Spring and Fall semesters, during MFT 6233 Issues and Ethics in Professional Development, and during MFT 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 Marriage and Family Therapy program meets the requirements for that state.

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

Lastly, it is the policy of the program to ensure all necessary paperwork is completed and provided to the student in order for a student to achieve licensure in Texas or any other jurisdiction. Students or alumni may be required to submit evidence to the program to substantiate completed licensure requirements. Per TSBEMFT, letters verifying current enrollment and progress in the program must be completed by the TWU Marriage and Family Therapy program representative, which can either be the student's advisor or the MFT PhD Program Director.