Marriage and Family Therapy Graduate Program Handbook

Clinnically Focused Research
Research Informed Clinical Practice

Fall 2023
Marriage and Family Threapy Programs (MS and PhD)
Brigahm Young University

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Frequently Asked Questions

Chapter 1: Introduction

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision. A BYU education should be:

- Spiritually Strengthening
- Intellectually Enlarging
- Character Building
- Leading to Lifelong Learning and Service

In harmony with Brigham Young University's sponsoring organization, The Church of Jesus Christ of Latter-day Saints, and the mission and aims of Brigham Young University, the Marriage and Family Therapy (MFT) programs focus on the "balanced development" of all associated with MFT training to be a healing influence in a world struggling to create safe and meaningful relationships. This development is carried out in an environment of compassion, inclusion, and diversity. Both programs educate MFTs in a relational perspective on the practice and science of healing to improve the health and well-being of individuals, couples, and families. Finally, we strive to be an international leader in process research that informs how change occurs and extend our healing influence beyond our programs.

The Master's and Doctoral programs at BYU were first accredited in 1967 by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE, which is AAMFT's accreditation body). The programs have been continually accredited since that time, most recently in 2023.

The mission of the Master's program is to educate marriage and family therapists to advance a relational perspective on the practice and science of improving the health and well-being of individuals, couples, families, and society. In the program, students will be instructed and challenged to develop competency in the areas of theory, clinical practice, and research. To aid development of these competencies, the program is committed to providing opportunities in clinical, academic, and research arenas. This is done in an environment that is committed to respect and support of multiculturalism and diversity

The mission of the doctoral program is to educate marriage and family therapy scholars to advance a relational perspective on the science and practice of improving the health and well-being of individuals, couples, families, and society. In the program, students will be instructed and challenged to develop competency in the areas of theory development, teaching/supervision, and research. To aid development of these comptencies, the program is committed to providing opportunities in clinical, academic, and research arenas. This is done in an environment that is committed to respect and support of multiculturalism and diversity.

Welcome to the MFT program. We hope that your time here will indeed be spiritually strengthening, intellectually enlarging, character building, and leading to lifelong learning and service. We would like to introduce you to your mentors and others who will assist you in your experience here at BYU and in your MFT program.

Faculty

Shayne R. Anderson, Ph.D.
University of Georgia, 2007, Associate Professor
Research Interests: Impact of model-independent factors on therapy process and outcome; high-conflict co-parenting, and measurement issues in MFT.

Alyssa Banford-Witting Ph.D.
Texas Tech University, 2011, Associate Professor
Research Interests: Trauma and culture; mass trauma in communities and families; natrual disaster and war; MFT process research on trauma treatment

Lauren A Barnes Ph.D.
Brigham Young University 2013,
Assistant Professor and Director of Clinical Training
Research Interests: Systemic influences on body image and eating disorders, marital division of labor

Roy A Bean Ph.D.
Brigham Young University 1997,
Associate Professor and Program Director
Research Interests: Parent-adolescent relationships in ethically diverse families; culturally competent therapy for Hispanic/Latinos.

Angela B Bradford, Ph.D.
Auburn University 2012, Assistant Professor
Research Interests: Predictors and mechanisms (i.e., mediators and moderators) of change in primary and secondary couple interventions.

Quintin Hunt, Ph.D.
University of Minnesota 2018, Associate Professor
Research Interests: Youth and families at risk of suicide (priamry sexual and gender minorities and suicide bereaved), family therapy process and intervention research.

Jeffrey Jackson, Ph.D.
Brigham Young University 2009, Associate Professor
Research Interests: Clinical intervention effectiveness research, protective and risk factors of couple relationship quality and stability, ambiguous loss, and disability

Lee N Johnson, Ph.D.
Kansas State University 1998, Professor
Research Interests: The effects of physical activity, improved sleep, and reduced stress on emotional regulation and marriage and family therapy outcomes; the therapy alliance; MFT process and outcome research

Jason B Whiting, Ph.D.
Michigan State University 2001, Professor
Research Interests: Couple conflict- including abuse, control, and deception; mindfulness, wellness, theory, and qualtitative theory.

All individuals listed above are core faculty members within the Marriage and Family Therapy program. They are full-time BYU professorial and professional track employees who, along with the program director, share responsibility for the creation, evaluation, revision, and maintenance of the program's outcome-based education framework, curriculum, policies, and procedures. Our core faculty members are also AAMFT approved supervisors, who instruct sections of MFT 655R/755R in addition to didactic courses. When additional AAMFT approved supervisors are needed, adjunct instructors are hired as clinical supervisors. Please see "Policy for Determining Sufficient Number of Faculty" (pg. 73) for more information.

* What are the faculty research interests?

Directory of People and Places

* In addition to faculty, are there other people I should know?

School of Family Life (SFL) Director:
Alan Hawkins, Ph.D.
2086-B JFSB
801-422-7088
alan_hawkins@byu.edu

SFL Office Manager:
Jan Christensen
2086-E JFSB
801-422-9094
jan_christensen@byu.edu

SFL Graduate Program Manager:
Terri Robertson
2086-F JFSB
801-422-2060
terri_robertson@byu.edu

BYU Comprehensive Clinic Director:
Dean E. Barley, Ph.D.
237 TLRB
801-422-7818
dean_barley@byu.edu

BYU Comprehensive Clinic Assistant Director:
David Fawcett, Ph.D.
162 TNRB
801-422-7749
david_fawcett@byu.edu

BYU Comprehensive Clinic Secretaries:
241 TLRB
801-422-3989
clinic-pt-sec@byu.edu

FHSS Research Support Center:
116 SWKT
801-422-5114
fhssresearch@gmail.com

MFT Program Director:
Roy Bean, Ph.D.
257 TLRB
801-422-2349
roy_bean@byu.edu

MFT Clinical Director:
Lauren Barnes, Ph.D.
274 TLRB
801-422-3889
lauren_barnes@byu.edu

MFT Secretaries:
234 TLRB
801-422-5680
mftptsec@byu.edu

MFT Accreditation Coordinator:
Brittni Vance
brittni_vance@byu.edu

MFT Ph.D. Student Association Rep:
Emma Allen
emmaea@byu.edu

MFT MS Student Association Rep:
Maihcen Ware
maihcen@byu.edu

FHSS Writing Lab:
1049 JFSB
801-422-4454
fhss-writinglab@byu.edu

Family Life and Sociology Librarian:
Quinn Galbraith
801-422-4482
quinn_galbraith@byu.edu

Important People

Advisory Chair

When students are admitted to the program, they are assigned an advisory chair for their graduate committee. This MFT faculty member is the student's major advisor and thesis, dissertation, or clinical project mentor. Students will begin conversing with their advisor shortly after admittance to the program. It is most helpful to students if meetings between a student and his/her advisory chair occur regularly, possibly even weekly. Meeting regularly facilitates consistent review of the student's progress in the program. It is expected that students will take the lead about scheduling meetings with their advisor. We recommend the student contacts their advisor within the first week of Fall Semester to set up a recurring meeting schedule.

The advisory chair will advise the student about course work and consult with the student in designing and carrying out his/her thesis, dissertation, or clinical project including length of the paper. Topics worthy of regular review with an advisory chair include:

- Class schedules and academic progress
- Progress towards completion of clinical and supervision hours
- Progress towards completion of thesis, dissertation, or clinical project and doctoral portfolio
- Progress on timeline towards completion of degree
- Additional topics of pertinence to the student or advisory chair

Students should keep their advisory chair informed about their professional goals and unique needs that are or are not being met in the program, and professional activities. Students have the primary responsibility for developing their Program of Study and for designing the thesis, dissertation, or clinical project. A student's advisory chair (along with other faculty) is a significant resource in finding opportunities for professional involvement. Professional involvement includes: presenting papers at professional meetings, acquiring student officer positions in professional associations, and having a variety of teaching, research, and intervention experiences.

The advisory chair can assist students in finding their first professional position upon graduation. This involves writing letters of recommendation, being alert for the type of positions for which the student would be suited, and making personal contacts where appropriate.

Directors and Staff

Program Director (Roy Bean, PhD) The program director provides curriculum oversight, ensures adherence to COAMFTE guidelines, coordinates scholarships and research/teaching assistantship (RA/TA) contracts, and manages the day-to-day operations of the MFT program (e.g., faculty and student concerns).

Director of Clinical Training (Lauren A. Barnes, PhD) Also known as the clinical director, works to recruit new students, oversees admission to the program and assists current students in their clinical training by assigning, networking and increasing potential clinical opportunities. The Director of Clinical Training is the liaison to the BYU Comprehensive Clinic and directs the case management system by screening and assigning appropriate clients to the students in the program. The MFT Office The MFT office staffed by part-time secretaries is located in room 234 TLRB. Part-time secretaries are available to answer questions students might have or direct them to the appropriate person. They are the department secretaries and not your personal secretaries. While they can answer questions for you, they are not to run errands or copies for you. They cannot print off anything but forms and items on approved letterhead. It is vital that students immediately inform the secretaries about changes to their mailing address, email address or telephone number.

Graduate Program Manager (Terri Robertson) The School of Family Life (SFL) Graduate Program Manager is Terri Robertson, and her main office is 2086F JFSB. She is responsible for tracking student records (including the Program of Study and PhD portfolio requirements), scheduling thesis and dissertation defenses, approving travel expenses, and approving final electronic thesis and dissertation (ETD) documents. She is the contact person for hiring and corrections to Y-time for all graduate student positions. She has regular office hours in both the Taylor (TLRB) and JFSB. Email is the best way to contact her: terri_robertson@byu.edu.

Accreditation Coordinator (Brittni Vance) The accreditation coordinator is responsible for collecting data for and ensuring adherence to COAMFTE guidelines, updating this handbook, and organizing special events. Email is the best way to contact her: (brittni_vance@byu.edu).

Student Association

* Who are the student representatives and what do they do?

Each year, the MS students elect students to be a part of the MFT Student Association. The PhD students also elect a President. Student representatives are invited to attend weekly faculty meetings where the first agenda item is generally student feedback. In order to solicit your feedback, your student representatives will hold regular meetings (usually bi-monthly) in order to exchange information, provide feedback, or problem-solve student student-related issues. The program expects you to attend these meetings because, as part of your socialization into a professional role, we expect you to learn how to be influential and make your voices heard in this and other systems. These meetings are a chance for you to express concerns as well as highlight strengths during your experience in the program, the clinic, supervision, and other areas. Your representatives then bring the main points regarding these concerns to faculty meeting without divulging anyone's identity. From time-to-time, the faculty ask the student representatives to seek your input on issues the faculty may be considering. The representatives of the MFT Student Associations are available to hear your feedback at times other than the scheduled meetings through email or personal contact. Student Presidents for 2020-2021 are:

PhD Student Association Representative:
Emma Allen

MS Student Association Representative:
Maihcen Ware

Information Necessary to Get Started

* How do I get started?

Getting started at a new school or in a new program can be challenging. We would like to help make the transition to BYU and your MFT program as easy as possible. Here are some answers to commonly asked questions about getting started.

FAQs About Getting Started at BYU

How do I know what I need to do to get started? You should have received a welcome letter proing information about which classes to register for, getting a background check, explaining the expectations for professional conduct, providing the summer reading list, pointing you towards the informing you of upcoming orientation, explaining financial aid, and introducing the people you should be familiar with. If you did not receive this email, you can find a copy of the letter in the appendix of this manual.

In addition to his handbook, the grad studies website can help first-year BYU students get started. You can use this website as a checklist to find the things you need to do and to find the location of things you need.

When and where can I get my BYU ID card? You will need a BYU ID card to access most services on campus. You can get your ID card as early as one day after registering for classes. You can get this in person at the BYU ID Center, 1057 Wilkinson Student Center. You will need to bring another form of photo ID such as a driver's license or passport. For your BYU ID card, they will take a photo and you must meet BYU dress and grooming standards.

Your spouse and certain dependents can also get an ID card. Qualifying dependents are unmarried children who rely on you for support and are under the age of 30. Check online at idcenter.byu.edu for additional information and ID Center hours.

What services are available with a BYU ID card? Spouses and dependents can use their ID card to pay for items on campus at a discount using "Cougar Cash," check out library materials, use the athletic facilities (fees may apply), and ride UTA for free on all Salt Lake and Utah County public transportation vehicles.

Students have additional benefits using their ID card. Students who use will Cougar Cash will also get a tax exemptions. Your card is used for printing/copying, gaining access to certain restricted areas, accessing the testing center, and as your main source of identification while on campus. As such, you should always carry your card with you.

Where is the MFT program located? The Marriage and Family Therapy Graduate Program is primarily located in the John Taylor Building just east of the main portion of campus and on east side of 900 East. This is generally abbreviated as TLRB.

Where can I park? All parking near the Taylor Building is by permit only. There are spots for faculty, students, and graduate students. None of these parking spots are free. There are a limited number of visitor parking spots that are free to the public but students may not park in these spots at any time. There is free parking on the main BYU campus block, but none of these free lots are particularly close to the Taylor Building.

Before coming to campus, you must register your car whether you choose to pay for parking or not. (See the next question for information on registering your car.) Students who have paid for parking may park in the red "G" parking or Yellow "Y" parking spots near the Taylor Building or across 900 East by the Law Building. To see a full map of campus parking navigate to map.byu.edu/ and click on the "Parking" tab at the top of the map.

How do I register my car? You can register your car online by logging in to my.byu.edu (Campus Links->Miscellaneous->Parking Registration). You will need the make, model, and license plate number for your car. Paid parking permits cost $60 each Fall and Winter Semesters. Spring and Summer Terms are free.

How do I sign up for health insurance or waive the health insurance requirement? You can sign up for health insurance by logging in to my.byu.edu (Campus Links->School->Student/ Private Health Plans). If you have private insurance you can also waive the requirement on this page.

How do I access health services? The Student Health Center is located at 1750 North Wymount Terrace Drive (just a few blocks north of the Taylor Building along 900 East). The clinic can meet most of your general medical and pharmaceutical needs. You can schedule an appointment and find out more clinic information online at health.byu.edu. Urgent care can be obtained simply by walking in to the urgent care clinic at the same location. Emergency care is available by calling 801-422-2222 on campus or 911 on or off campus.

Will my credits transfer? Always check the Graduate Catalog for the most recent policies. Currently, completed courses and credits taken at other accredited universities in the United States and Canada may, with program approval, count toward a graduate degree at BYU if the conditions below are met. Credit from foreign universities can be considered for transfer only if certified by special examination.

- Any course to be transferred must be clearly graduate level
- The grade for any such course must be B or better (pass/fail courses are not transferable)
- All home study, correspondence, and extension courses are not transferable
- Transfer credit in combination with non-de-

gree and senior credit cannot total more than 10 hours
- Credits cannot have applied to another degree.

> Be aware that doctoral students who do not have a MS degree in Marriage and Family Therapy will not be able to obtain their LMFT license in the state of Utah until they have obtained an MFT degree and completed the required coursework. Therefore, a person with an MSW or other mental health degree will likely need to complete the entire PhD program before obtaining an AMFT license and then work for two years before obtaining the full licensure as an LFMT. For clarification on the guidelines required to obtain an LMFT in Utah, please see R156-60b-302a: Qualifications for Licensure—Education Requirements.

What services are available for multicultural students? The Multicultural Student Services Center is located in 1320 of the Wilkinson Student Center, online at multicultural.byu.edu, by email at mss@byu.edu, or by phone at 801-422-3065. They provide services to help with financial aid, advisement, connection, and outreach programs.

Where can I go to get access or services in regards to my disability? The University Accessibility Center is located in the Wilkinson Student Center in room 2170, online at uac.byu.edu, by email at uacfrontdesk@byu.edu, or by phone at 801-422-2767. Many services are provided by the center for students with concerns ranging from ADHD and other learning disabilities, emotional disabilities such as depression, anxiety, etc, and physical disabilities such as chronic illness, mobility, vision, hearing, etc. Some of these services include: academic accommodations, evaluations, alternative textbook formatting, assistive technology, distraction reducing exam rooms, scholarships, and outreach programs. They are open Monday through Friday, 8 a.m. until 5 p.m. (closed for devotionals).

Where do I find more information and the BYU Graduate Studies Catalog? The BYU Graduate Studies Catalog is published yearly and describes the university policies and procedures for graduate study. The Graduate Studies Catalog is the first and most important source of information about policies and procedures for earning your degree and is available online at gradstudies.byu.edu. You will use this website extensively throughout the program and you may want to become familiar with it. The majority of the forms which you will need during your tenure in the program are available on the Graduate Studies website (Current Students-> Advisement Forms).

Academic Resources

* Where can I find library and writing resources on campus?

Library Resources. There is one centralized library on BYU campus, the Herald B. Lee Library (HBLL). It is centrally located on the main campus and the entrance is easily identified as a glass pyramid. Many of the resources you will be interested in are located two stories down and to the right in the Social Sciences section.

The library is also accessible online: lib.byu.edu. If you are off campus, you will need to sign in with your user name and your password in order to access library resources. The librarian assigned to MFT is Quinn Galbraith (801-422-4482 or quinn_galbraith@byu.edu). You can make an appointment with him from this page, which is also the main landing page for all things related to Family Sciences.

You can order articles online for immediate access.

The HBLL library has several software training courses available to students. Stop by in person or online to learn more.

Ideally, during your Fall MFT 600 course, the librarian will provide additional training on library resources. If this did not happen in your course, be sure to contact the librarian for training on library resources here.

There is a small "library" of MFT books and materials available in the Materials Center in the Taylor Building.

Student Support Services. In addition to the library, students can receive support in various ways.

The Computing Lab in the Comprehensive Clinic: For students enrolled in the MFT program, the computing lab in the Taylor Building is available. All software in this lab is Windows-based and includes: Microsoft Office (Word, Excel, Power Point, Publisher, Access) Media Player, Adobe, Mozilla Firefox, Internet Explorer, AMS Stata and SPSS. There is a charge for printing using your BYU signature card. The university, FHSS college, and the School of Family Life have a variety of other computer facilities that can assist students, including several Mac labs.

Statistical Consultation: Statistical consultation is available for research assistants and students working on thesis, dissertations, or research. The FHSS research support center is located at SWKT 116 (fhssrsc.byu.edu). Walk-ins are welcome, but you can also schedule an appointment by calling 801-422-5114 or emailing fhss-research@byu.edu. For additional support, contact the Assistant Director (Chongming Yang, 801-422-5694 or chongming_yang@byu.edu). There are also open labs in the area if you need access to a computer with statistical software.

Writing Consultation: The FHSS Writing Lab is available to help students with a variety of writing aspects such as, organization, development, thesis construction, structure, transition statements, grammar, focus, tone, and documentation style (APA format). The lab is located in 1175 JFSB where you can meet on-on-one with a peer advisor. To prepare, a student should take, (1) a copy of the assignment, (2) a hard copy of your draft, whatever stage it may be in, and (3) a list of questions and concern you have about your paper. You can walk-in or schedule an appointment. For more information including hours the lab is open, go to the FHSS writing lab website (fhsswriting.byu.edu), call 801-422-4454, or email fhss-writinglab@byu.edu.

FAQs About Getting Started in the MFT Program

How will the MFT program communicate with me? Students are expected to regularly check their email and mailbox (located in the MFT office, 234 TLRB) for messages, mail, and other information. Checking regularly is important to facilitate communication between advisors, faculty and students. Students are required to immediately update the MFT secretaries if there is a change of email address.

Is there an orientation meeting? A one hour orientation is held the first week of your first semester in the program. The primary purpose of the meeting is to provide information concerning the MFT program and relevant policies and procedures. The date, time, and location of this meeting will be provided within a week or two of the meeting.

How do I register for classes? The university registrar's office is a source of information regarding registration, class timetable, tuition and fees, honor code, exam schedule, etc. You can access them here: registrar.byu.edu. To register for your classes, log into my.byu.edu and following Campus Links->School->Register for Classes.

What classes should I register for? MS students should refer to the welcome letter they received from Dr. Barnes and/or the chapter on the MS program in this handbook to find out which classes to register for each semester.
PhD students should refer to the PhD chapter of this handbook.

For practicum assignments, contact Dr. Lauren Barnes. Always clear your proposed schedule with your advisor.

How do I buy books? Professors generally update their book list each semester. Once this list is posted, you can access it at booklist.byu.edu. If you purchase your books using your student account, your account will be charged and you have a grace period of 30-45 days before you have to pay.

How do I get access to the clinic's client management system? To start observing sessions, you should talk to the Clinic Director, Dean Barley to get set up with an account. Once you have an account, click here for training videos. This will be discussed at length in your first practicum class and does not need to be completed beforehand.

How do I print? When you need to print something off, you can use the copy machine in room 169. You may print off whatever you need using this machine. It will bill your account. Therefore, you will need your student ID card in order to print and you will need to put money on your card beforehand. You can do this while logged in to my.byu.edu under "Cougar Cash" This will allow you to print from any computer on campus, as long as you are logged in under your net-ID. You can load more funds to your Cougar Cash account from your computer or the BYU app if you have it on your phone. Please note that adding funds can take up to 15 minutes. Do not ask the secretaries to print off anything except forms or items on official letterhead.

How do I access locked rooms? For locked rooms, you need to get a professor to request access on your behalf. They should inform you when access has been granted. If they have not, you can check with that professor or the clinic secretaries in room 241. Once you have been granted access, you will simply hold your ID card to the card reader. The first time you try to access a room, the card reader will turn red and deny you access. Just wait for a few minutes and try again. You will then gain access to that room and you will not need to wait when accessing that room in the future.

* Where can I go for personal counseling?

How do I find a BYU Counseling & Psychological Services therapist? It is crucial that you start this step as early as possible since their is high demand for CAPS services. To start the processes go to capsintake.byu.edu/ and fill out the intake paperwork, which takes 15-20 minutes. At the end of the intake process, you will be prompted to call and make an appointment.

When you call, specify that you are a MFT student in training, which means a CAPS student in training would not be a good fit for you. There are over 50 clinicians, half of which are faculty or full-time staff.

If you have a strong preference for a clinician of a particular demographic or who has a certain area of interest, you may view all the clinician profiles on their website at caps.byu.edu/ (select the "Faculty and Staff" link). Your preferences will be honored when you schedule an appointment. Please note that the front desk does not make clinician recommendations.

The CAPS program can triage clients in serious need (such as those at risk for suicide) during clinic hours Monday through Friday 10 a.m. to 3 p.m. After hours, please contact BYU Police who can get a hold of the clinician on call. As a student, you also have access to the CAPS biofeedback and stress management lab. You can schedule an appointment or walk-in during business hours.

What if I want to go to someone off-campus for counseling? If you wish to go to a counselor who is not associated with BYU, then you can talk to the MFT Director of Clinical Training about referrals that he/she might have for someone in the community.

When will I participate in a commencement ceremony? A master's student starting coursework in September 2020 can expect to complete all coursework by August 2022. BYU has a single annual commencement ceremony that takes place each April. Therefore, your commencement ceremony will occur prior to completing your coursework. However, if you are not on track to complete your coursework on time, you will not participate in the commencement ceremony in 2022 and will participate in a later ceremony.

PhD students and those master's students completing their coursework after their expected graduation date, will participate in the commencement ceremony associated with the academic year in which their coursework is completed. For example, students completing coursework anytime from September 2022 to August 2023 will participate in the April 2023 commencement ceremony.

Where do I find more information online about the MFT Program? The MFT Program website (mft.byu.edu) provides current information about a variety of program topics and provides links to other important sites. There is also a calendar on the home page that may be useful.

Important Spaces for MFT Students

MFT Interns' Office (233 TLRB)

The Marriage and Family Therapy Interns' Office (also called the students' office), is designed for students to carry out their professional work, including reviewing case information, discussing confidential matters, waiting for clients to arrive for appointments, etc.

The room is secured with an card reader. Access can be obtained through the clinic secretary's office. An unsecured cubby within the room is provided for personal belongings such as books, etc. This is not a good place to store valuables. Student-therapists can wait in this office for the receptionist to call once their clients arrive.

The office phone should not be used for placing personal phone calls since the phone must be available for the receptionist or others to call in.

MFT Secretary's Office (234 TLRB)

Student Message Boxes: These message boxes are provided for students in the MFT office. These need to be checked and emptied daily since messages are placed in the boxes whenever a client calls or when colleagues need to contact each other. *Please remember that these boxes are for messages and are not to be used as storage for text books, etc.

Faculty Message Boxes: The MFT office also has a message box for each professor. If you need to leave something for a professor, put it directly in their box instead of handing it to the secretary.

Office Computers: The computers in this office are for secretarial use only.

Telephone Calls: The telephone in this office is for secretary use only. You will be assigned a long distance code to contact clients who do not live locally. The College monitors all long-distance calls so make sure that your use of the long-distance code is for clients only.

Change of Address: Whenever there is an address, email, or phone change, the MFT secretary should be informed. This keeps our directory current and the therapists accessible.

Supplies: If you need supplies from the MFT office, ask the secretary. Do not just help yourself Forms: Most forms are available online. Ask the secretary for any other forms you may need.

Client Letters: Client letters are to be created by interns in the TLRB computer room. When you are ready to print out the letter, bring a digital copy to the MFT office or email it to mftptsec@byu.edu and the part-time secretaries will print it on official clinic letterhead, as well as provide a plain envelope (for confidentiality) and stamp for you. Remember to put a copy of the letter in the client file.

Bulletin Board: Check the bulletin board located in the hall outside the MFT office and by the southwest stairwell for conference notices, recent publications and other current information.

Jobs and Internships: Jobs and internship opportunities are emailed out to all students, posted on the mft.byu.edu website, and bulletin board.

Student Break Room (253 TLRB)

This room has a TV, a refrigerator, beverage and snack machine, and a microwave. This room is available to all students, faculty, and staff. Please clean up after yourself. This room is also in a main hallway and conversations in this room are overheard by clients. In is imperative that conversations about cases (even when identifying details are not shared) are never held in this room. A client should never overhear you discussing a case.

Clinic Secretaries (241 TLRB)

There are MFT secretaries and clinic secretaries. You will use both but for different reasons. How you will use the clinic secretaries will be covered extensively in the chapter on the clinic.

For now, it is enough to know that certain supplies (such as tissues) can be obtained from them. They also grant door access and room scheduling. Do not be offended if you are referred back to the MFT secretaries (or visa versa) for a while. Both are happy to help.

Graduate Studies and Financial Aid

* What financial assistance is availiable?

Now that you are familiar with the people, spaces, and functions of the university and the MFT program, let's answer some of your pressing questions regarding financial aid.

The BYU Marriage and Family Therapy (MS and PhD) programs involve demanding full-time professional training as students complete courses; provide hundreds of hours of supervised individual, couple, and family therapy; and finish a research project, write a thesis, or write a dissertation. Although these responsibilities, opportunities, and experiences often take precedence in graduate student's lives, successful students balance their busy graduate student life with appropriate personal and family time. During their time of full-time study, it is strongly recommended that MFT students not be employed beyond the explained university financial support.

As students meet regularly with their advisory chair, they are encouraged to discuss individual financial and other personal circumstances which may impede progress with their graduate studies. Together, possible solutions to individual situations may be determined. The advisory chair may also consult with the MFT Program Coordinator and/or the MFT faculty as warranted.

Depending on availability of scholarships and other program level funding, the MFT Program is generally able to provide all Master's students with a 25% tuition cost scholarship/fellowship. As a result, all students are generally required to work as a research assistantship (RA) for 10 hours each week with their faculty advisor during their two years of study. Research hours are paid time and are completed according to the Y-Time system.

Depending on availability of scholarships and other program level funding, the MFT Program is generally able to provide all doctoral students with a 100% tuition scholarship/fellowship for the first two years (scholarships after the first two years are awarded if funds are available). As a result, all doctoral students are generally provided with a 20 hour per week contract position as research assistants (RA) during the two years of study prior to their internship year.

For both MS and PhD student, RA the hours agreed upon with their advisor are required. Not completing RA hours not only limits the funds available to students, it may result in a lower ranking in the student evaluations which could in turn affect the student's status in the program.

Income during the doctoral internship year may be received from a variety of sources (SFL undergraduate teaching, off-site clinical work, research assistantship support from the program or SFL). It is a good idea to begin planning for the internship year during the 1st or 2nd year in the program.

This level of financial support has been provided over the years so students can devote their attention full-time to their graduate studies and clinical work to progress toward the completion of their graduate degree in a timely manner.

In the same way that out-of-state tuition is higher, non-LDS tuition costs are higher (about twice the amount of LDS students). The same tuition dollar amount is always covered by the MFT program for LDS and non-LDS students alike, but wherever possible the program seeks to provide equal percentages of tuition support to both groups (e.g., if we pay 75% of tuition for LDS students, we strive to cover the same percentage for non-LDS students).

These scholarships come from the endowment and will appear under a name different than the MFT program.

Important note: University guidelines stipulate that students must be registered for at least two graduate credit hours during each semester or one credit in each term they are working in order to hold an assistantship. If a student drops below the required number of credits, it results in the termination of their contract (for appeals, contact the HR department byu.edu/hr).

Research and Teaching Assistantships (RA): Research assistantships (RA) are experiences where students are hired to work on research projects directed by the faculty. Teaching assistantships (TA) are part-time employment teaching undergraduate courses with supervision. Assistantships can be quarter-time (MS students, 10 hours per week) or half-time positions (PhD students, 20 hours per week).

Other Financial Support: Additional options for financial support are available within the College of Family, Home, and Social Sciences, School of Family Life and through the BYU Graduate Studies office. For more information, consult the FHSS website or the BYU Graduate Studies website.

Some of the available grants include:
HIDRA: The High Impact Doctoral Research Assistantship (HIDRA) award program is designed for faculty to recruit non-BYU originating PhD graduate students, and is therefore restricted to applicants whose undergraduate and master's education was obtained at other institutions. The applicant must agree to be supervised by a faculty member who has an active research program. Faculty members are encouraged to use the HIDRA program to recruit high-quality applicants.

To be considered, the faculty member and the applicant must submit a joint proposal to Graduate Studies.

The faculty members' portion of the proposal must include:

- A current curriculum vitae
- A description of the proposed research and the role of the graduate student
- An explanation of how the proposed research addresses the long-term goals of the graduate program
- The expected results of the research
- Letters of recommendation from the dean and department chair that evaluate the qualifications of the faculty member, the significance of the proposed work, and the level of the department/ college support

The applicant's portion of the proposal must include:

- A current curriculum vitae
- GPA, GRE, and other scores relevant to the discipline
- A description of the proposed research
- Three letters of recommendation from qualified academic sources

A total of five HIDRA awards will be granted each year, with no more than two coming from the same college.

The awards will be for $30,000 per academic year for a maximum of three years. Students and faculty will be required to submit annual written reports of progress in order for the awards to be continued. Students who receive the HIDRA award must adhere to Brigham Young University's Honor Code while a student at BYU. Deadline is January 15th.

Please check the BYU Grad Studies website for the most up-to-date information about this award.
Graduate Mentoring Assistantships: The assistantship is a faculty-originated funding mechanism which gives graduate students an opportunity to mentor undergraduate students.

The goal of the GMA program is to enable students (both undergraduate and graduate) to participate in a scholarly project that is of extraordinary and potentially life-changing experiential significance that would not be possible without funding from Graduate Studies.

Funding is limited to a maximum of $15,000, depending on the resource needs of the proposed project, and must be restricted to direct support of the proposed project. The applicant must include an itemized budget.

Proposals are initiated by faculty and submitted to the dean of their respective colleges. The dean will evaluate the proposals and submit their rank-ordered proposals to Graduate Studies no later than January 15th. Each college will establish its own deadlines for receiving proposals from the faculty. The MFT program requests that you submit your proposal for review no later than the last day of Fall Semester.

The criteria for this award are as follows:

- Students must be engaged in scholarship that goes beyond what is considered normal or routine for a high quality graduate experience in this discipline
- Students must be required to demonstrate a high degree of maturity, initiative, and independence
- In addition to a clear, coherent, but concise description of the scholarly content of the proposed project, the applicant must explain how it will enable the students to significantly deepen their understanding of the principles and truths of their discipline
- The applicant must provide a convincing argu ment that the proposed project will not be financially possible without funding from Graduate Studies. If it is to be performed in conjunction with other scholarly projects, the distinctive features of this project must be clearly identified

Please check the BYU Grad Studies website for the most up-to-date information about this award.

Research Presentation Awards (RPA): This award is specific to Graduate Student Society (GSS), and is not directly affiliated with BYU Graduate Studies. Graduate students presenting original research at conferences or performing or displaying creative work are eligible to receive a Research Presentation Award (RPA) averaging $400. RPAs are intended to enable graduate students to travel to important conferences or events within their discipline in order to present their scholarly and creative work.

Please check the BYU Grad Studies website for the most up-to-date information about this award.

Segal AmeriCorps Education Award Current MFT Students are eligible to get an education award for providing service through AmeriCorps, a Federal program that uses Pell Grant money to provide education awards.

Working in a non-profit, not for profit, or government institution (such as the BYU Comprehensive Clinic, BYU Women's Services, IHC, DCFS, Wasatch Mental Health etc.) can count as service. The money that is awarded can be credited toward tuition or student loans or continuing education credits. The grant is distributed upon completion of the terms of service.

AmeriCorps Member Eligibility Requirements include:

- US Citizenship of permanent residency
- High school diploma or GED
- 17 years of age or older
- Completed FBI fingerprint background check (completed to enter the BYU MFT program)
- Completed required paperwork including monthly time logs
- Completed required 300 minimum service hours within a one year time frame
- Recruit volunteer to serve for 2 hrs at agency
- Participate in MSWSA service project

The requirement for 300 service hours within a year can include time prepping for a client, case notes, and time in the therapy room, and up to 60 hours of class time. See Appendix R for information about documenting service hours.

The grant amounts vary each year. For 2019, the award for 300 hours is $1290 per year. The amount for 450 hours is $1612. The amount for 675 hours is $2321. Larger grants for increased service hours exist and can be found on the AmeriCorps website.

The grant requirements are to:

- Be enrolled in the AmeriCorps system
- Complete monthly time logs with a couple reflection questions
- Complete a service project (it could even be one hour of sorting through clothes hosted by a service group on campus

Students have the opportunity to enroll at the beginning of each Fall Semester and, sometimes, at the beginning of Winter Semester. There are a limited number of openings. Priority will be given to students who are in good standing with the program, their advisor, and are timely with paperwork. Other limitations may apply (such as the number of times a student may receive funds). Those who are interested need to attend an enrollment meeting, which is hosted by Dr. Lauren Barnes and Charlene Clark. Contact Dr. Barnes for more information about the enrollment meeting. Also see the AmeriCorps website for more information on the grant.

Behavioral Expectations

As part of BYU, there are certain behavioral expectations for students, faculty, and staff.

BYU Honor Code

Brigham Young University exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Members of the faculty, administration, staff, and student body at BYU are selected and retained from among those who voluntarily live the principles of the gospel of Jesus Christ. Observance of such is a specific condition of employment and admission. Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance. All who represent BYU are to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. By accepting appointment on the faculty, continuing in employment, or continuing class enrollment, individuals evidence their commitment to observe the Honor Code standards approved by the Board of Trustees "at all times and...in all places." (Mosiah 18:9).

The complete honor code policy is here.

MFT Dress and Grooming Standards

* Is there a dress code?

It is expected that MFT students will abide by the BYU dress and grooming standards in every setting throughout the program. Additional requirements exist for therapy sessions and are outlined as follows.

For women: A reasonable length skirt or pants of a non-jeans material combined with a professional top (such as a dress shirt, blouse, polo, etc) is considered acceptable. An informal dress with appropriate skirt length is also acceptable.

For men: A combination of collared shirt (such as a dress or polo shirt) and professional pants of a non-jean material (such as khakis or blue, green, brown, or black trousers). Shoes should be business-casual in style. A blazer or business jacket can optionally be added.

For either gender: Unacceptable clothing includes: rumpled or ripped clothing, miniskirts, T-shirts, jeans, flip-flops, underwear as outerwear, inappropriately revealing attire such as bare midriffs, or very tight fitting clothing.

Ecclesiastical Endorsements

Students must renew their ecclesiastical endorsement each year by March 15th. Full instructions can be found on the honor code website.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Although not in violation of the Honor Code, students are also cautioned against inadvertent plagiarism. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Students with Disablilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonable accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete the program successfully, please contact the University Accessibility Center (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the University, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office, 801-422-5895 or 801-367-5689 (24 hours); or the Honor Code Office at 801-422-2847.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of sexual misconduct prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at titleix.byu.edu/report or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Non-Discrimination Statement

The Marriage and Family Therapy PhD and MS programs ("the MFT graduate programs") prohibit discrimination on the basis of race, age, gender, ethnicity, sexual orientation, gender identity, relationship status, socioeconomic status, disability, health status, religion and spiritual beliefs, and/or national origin with regard to recruitment, admission, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff. The MFT graduate programs provide equal opportunity regardless of status in these categories. Notwithstanding the above, consistent with the MFT graduate programs' religious affiliation and purpose, the university and the MFT graduate programs regulate conduct that is inconsistent with the religious values and beliefs of The Church of Jesus Christ of Latter-day Saints. All members of the university community are required to comply with the Brigham Young University Honor Code. The MFT graduate programs, as is permitted by the accreditation standards of the Commission on Accreditation for Marriage and Family Therapy Education, also prefer faithful members of The Church of Jesus Christ of Latter-day Saints in admissions and employment.

If anyone has a concern relating to our non-discrimination statement, that person can reach out to BYU's Equal Opportunity Office. If the Equal Opportunity Office is unable to address a specific situation, that person can reach out to the Program Director. If further help is needed the concern can be taken to the Director of the School of Family Life, or to the Dean of the College of Family, Home and Social Sciences. All issues will be addressed with courtesy, discretion, and professionalism.

Further, the program's non-discrimination statement is consistent with the BYU Comprehensive Clinic's non-discrimination statement. Located in the Clinic's brochure, it reads as follows: "Services are provided to otherwise qualified individuals without our screening criteria without regard to religious beliefs, gender, sexual orientation, age, race, culture, ethnicity, national origin, socioeconomic status, gender identity, relationship status, or physical and mental abilities."

Admissions Policies

The Admissions Process. All MFT faculty comprise the Admissions Committee for the MS and PhD programs. Students are admitted beginning

Fall Semester only. Applications must be complete by December 1st of the year preceding Fall Semester admission. All faculty review admissions files and meet together to discuss and approve those students who will be invited for face-to-face interviews. All of the MFT faculty meet with those invited to interview in a day long process involving group and individual interviews. Following the completion of interviews, the faculty meet and discuss each candidate in terms of matching the goals of the candidate to what the program can offer and match to potential committee chairs. Decisions about who will be admitted must receive the approval of every MFT faculty member. At which point, advisory chairs are assigned. (A change of advisors can be made after the student enters the program.) The program also adheres to all BYU Graduate Studies Admissions Policies which can be found at length on the Grad Studies website Ecclesiastical endorsements. All applicants should start the process early to obtain an endorsement. All applicants need an endorsement interview with a bishop and a stake president (or local religious leader and BYU Chaplain) before your application can be fully considered. Start this process at endorse.byu.edu.

Matriculated graduate students will need to obtain a continuing endorsement every Winter Semester before he/she can register for the following Fall Semester. You must have an active endorsement in order to be cleared for graduation.

Ethical Considerations. In accordance with principle 4.6 of the AAMFT code of ethics, as marriage and family therapists, supervisors, and faculty, we "make every effort to avoid conditions and multiple relationships with [students and] supervisees that could impair professional judgment or increase the risk of exploitation. Examples of such relationships include, but are not limited to, business or close personal relationships with supervisees or the supervisee's immediate family." As a result, applicants with "close personal relationships" with faculty or staff in the School of Family Life at BYU will not be considered for admission."

Grade Requirements. All MFT Graduate students must maintain a 3.0 Grade Point Average (GPA) for courses on their Program of Study. Any clinical course with a grade which falls below a B– must be repeated and may put your program standing in jeopardy. (See Coursework Expectations later in this chapter for more information.) No D credit may apply toward the graduate degree.
MFT Program Student Recruitment. The policy of the MFT program is to actively recruit students of any undergraduate major, but especially those in the social and behavior sciences for admission to the MFT MS program. The PhD program actively recruits students who have received master's degrees in MFT from COAMFTE accredited MFT MS programs in the U.S. and Canada.

Students will master's degrees in other mental health disciplines (Counseling, Psychology, Social Work, etc.) are recruited to the program with the understanding that they will be required to complete courses required in the BYU MFT master's program and the required clinical and supervision hours before they begin their doctoral coursework. This usually adds 1–1.5 years of coursework and clinical work to a student's graduation timeline. Students of all nationalities, races, ethnicities are welcome to apply to the program and are equally considered without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability. However, all students, faculty, and employees are required to abide by BYU's Honor Code, which can be found on the BYU website.

The Clinical Director and Program Director hold various recruitment meetings throughout the year on BYU's campus in addition to periodic visits to other university campuses.

Non-Discrimination Statement (BYU, MS, and PhD Programs). See page 21.

Diversity Statement (BYU, MS, PhD Programs). We esteem all individuals and families as valuable and worthy of understanding and respect. Although it can be difficult to acknowledge and affirm the experiences of those who are different than oneself, it is our belief that all are enriched by this process. As we work to understand each other across the diversities of cultural, gender, sexual orientation, ethnic, racial, and other socio-demographic groupings, we become better individuals and more capable as agents of therapeutic change.

Along with the more traditional markers of diversity, we are also mindful of other factors that contribute to a better educational environment. These other factors may include, but are not limited to, international experiences, differential experiences of privilege and oppression, varying types of spiritual and religious faith, exposure to life challenges, and ability to consider the perspectives of others. Pragmatically, we realize that initial conversations between people (who are different from one another) are sometimes filled with conflict, disagreement and bias. However, given this relative inevitability, we work to foster an environment where continued dialogue is possible and encouraged in order to increase the possibility for life lessons to be shared.

In addition, we maintain that a culturally diverse training environment is a culturally and professionally rich learning environment in the following ways:

- Diverse faculty, student body, and client populations help encourage careful and critical thinking. This facilitates the educational experience for all and helps our clients (current and future) receive more customized treatments.
- Each individual and family has something to learn and something to teach. When we understand and respect the ideas of others, there is an increased possibility for cooperative efforts in accomplishing individual and shared goals.
- Students educated in a culturally-diverse environment are better able to function with adaptability, professionalism, and creativity when serving others in their respective roles as therapists, educators, supervisors, advocates, and so forth.
- Students and faculty who have discussed, read about, and interacted with others around topics such as power, privilege, and oppression, are more likely to be sensitive, self-aware, other-aware, and effective when working with clients from all backgrounds."

It is our belief that quality training cannot occur if students are deprived of the opportunity to foster relationships with others that differ from their own, particularly with regard to culture, race and gender. Furthermore, respect and understanding for diversity has been identified as one of our key educational outcomes in each area: student, faculty, and program objectives.

Student Retention. Once a student is admitted to the MFT MS or PhD Program, every effort is made by the faculty to help the student successfully complete the requirements to receive the degree. However, students must be able to demonstrate that they are making satisfactory progress toward achievement of the student learning outcomes. As required by Graduate Studies policy, the MFT program reviews student performance twice each year. If a student's performance is reviewed by the faculty as marginal or unsatisfactory, a written plan that outlines specific steps a student must take to remedy their performance is sent in a letter to the student. The faculty will use the plan set forward in that letter to carefully examine whether the student has complied with the steps at the next student review. Two unsatisfactory ratings at any point in a student's program will result in the student being dismissed from the program.

Client Safety. If a supervisor is concerned that a student's clinical performance possibly places clients at risk for harm, the supervisor will immediately bring the issue to the attention of the program faculty who will decide as a faculty what direction to take. Client welfare is the main determining factor in these situations and the program faculty will exercise due diligence in responding to the situation. A written letter outlining a course of action will be sent to the student from the faculty. It is likely that a student will be asked to not continue seeing clients and will not be allowed to register for the practicum course until the program faculty agrees that the student has complied with steps outlined in the letter to ensure client safety.

Chapter 2: Master's Degree Overview

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

Master's Program Mission and Details

The MFT Master's Degree Program at BYU was first accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE, which is AAMFT's accrediting body) in 1967 and has been continuously accredited since that time (re-accredited most recently in 2016). In harmony with Brigham Young University's sponsoring organization—The Church of Jesus Christ of Latter-day Saints—and the University's mission and aims, the Marriage and Family Therapy (MFT) Master's program seeks to promote the ongoing, balanced development of all God's children by training therapists prepared to systemically improve the health and wellbeing of people and relationships across the world.

The curriculum is based on the licensure requirements of Utah (and most states) and is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. The master's degree is the basic credential for independent practice in marriage and family therapy.

MS Program Goals: As a program, we aim for the following goals:

- Train clinicians who are competent and ethical in using marriage and family therapy theories and interventions
- Graduate competent consumers of marriage and family therapy research methods and findings
- Foster an environment of compassion, inclusion, and diversity, where graduates are culturally competent in working with clients from diverse backgrounds.

Student Learning Outcomes: To see whether or not the program is reaching it's goals, we measure student learning outcomes as students leave the program or after they have already left. Each program goal is supported by several student learning outcomes (SLOs). These SLOs and their specific measurements can be examined in the following tables.

Each SLO will have a target and a benchmark. The target is a stretch goal and not one that the program will meet in every case. The benchmark is the lowest level of behavior that the program will accept as compliant with achieving our goals. The following charts show each SLO, how and when it is measured and reviewed, and each accompanying targets and benchmark. Future accreditation depends upon the program's ability to achieve its stated goals.

Program Goal 1: Train clinicians who are competent and ethical in using MFT theories and interventions.					
Student Outcomes	Measurement	Timing	Target	Benchmark	Review
SLO1: Graduates will be academically and clinically prepared for MFT licensure in Utah	State and/or national exam via the alumni survey	Within 1 year of graduation	95% of graduates who respond to the alumni survey will report passing the state and/or national exam within 1 year of graduation	80% of graduates who respond to the alumni survey will report passing the state or national exam within 1 year of graduation	August Faculty Retreat Meeting
SLO2: Graduating students will be competent in MFT theory	Theoretical competence evaluation	MFT 653 Winter, second year	95% of graduating students will earn an overall score of 3 (good) or higher on the theoretical competence evaluation in MFT 653 in their final Winter semester	80% of graduating students will earn an overall score of 3 (good) or higher on the theoretical competence evaluation in MFT 653 in their final Winter semester	August Faculty Retreat Meeting
SLO3: Graduating students will be competent in clinical practice	Clinical Competence Evaluation	MFT 655R, Winter, second year	95% of graduating students will earn an average score of 5 (meets expectations) or higher on their clinical competence evaluation in their final winter semester of practicum	80% of graduating students will earn an average score of 5 (meets expectations) or higher on their clinical competence evaluation in their final winter semester of practicum	August Faculty Retreat Meeting
SLO4: Graduating students will understand and demonstrate ethical behavior	Clinical Competence Evaluation	MFT 655R, Winter, second year	95% of graduating students will earn an average score of 5 (meets expectations) or higher on the ethics questions in the clinical competence evaluation during their final winter semester of practicum	80% of graduating students will earn an average score of 5 (meets expectations) or higher on the ethics questions in the clinical competence evaluation during their final winter semester of practicum	August Faculty Retreat Meeting

Master's Program Related Assessments/Reviews	
Item for Review	Review Schedule (Data Review, Discussion and Decision Making)
Review of Curriculum and teaching/learning practices	August Faculty Retreat Meeting
Review of Ethnic diversity-focused readings/course activities	August Faculty Retreat Meeting
Review of Program Resources (Physical and Fiscal)	August Faculty Retreat Meeting
Review of employer satisfaction and job placement data	August Faculty Retreat Meeting
Review of other student feedback	August Faculty Retreat Meeting

Program Goal 2: Graduate competent consumers of MFT research methods and findings					
Student Outcomes	Measurement	Timing	Target	Benchmark	Review
SLO5: Graduating students will be competent in MFT research skills	Research competence evaluation	Final defense meeting	95% of graduating students will earn an average overall score of 2 (good) or higher on the research competence evaluation in their final defense meeting.	80% of graduating students will earn an average overall score of 1 (acceptable) or higher on the research competence evaluation in their final defense meeting.	August Faculty Retreat Meeting
SLO6: Graduating students will report competence in their ability to read and synthesize MFT research	Exit survey	Upon graduation	95% of graduating students will rate their ability to read and synthesize MFT research at a 4 (adequate) or higher in the exit survey given upon graduation	80% of graduating students will rate their ability to read and synthesize MFT research at a 4 (adequate) or higher in the exit survey given upon graduation	August Faculty Retreat Meeting
SLO7: Graduating students will report competence in their ability	Exit survey	Upon graduation	95% of graduating students will rate their ability to analyze and interpret data at a 4 (adequate) or higher in the exit survey given upon graduation	80% of graduating students will rate their ability to analyze and interpret data at a 4 (adequate) or higher in the exit survey given upon graduation	August Faculty Retreat Meeting

Program Goal 3: Foster an environment of compassion, inclusion, and diversity, where graduates are culturally competent in working with clients from diverse backgrounds					
Student Outcomes	Measurement	Timing	Target	Benchmark	Review
SLO8: Graduating students will have gained a better understanding and respect for cultural diversity	Cultural competence evaluation	MFT 654, Fall, second year	95% of graduating students will earn an average overall score of 5 (good) or higher on the cultural competence evaluation in MFT 654 during their final winter semester.	80% of graduating students will earn an average overall score of 5 (good) or higher on the cultural competence evaluation in MFT 654 during their final winter semester	August Faculty Retreat Meeting
SLO9: Graduates will report competence in dealing with diversity issues	Exit survey	Upon graduation	95% of graduates will rate their ability to understand cultural diversity at a 4 (adequate) or higher in the exit survey	80% of graduates will rate thier ability to understand cultural diversity at a 4 (adequate) or higher in the exit survey	August Faculty Retreat Meeting
SLO10: Graduating students will understand diversity in a clinical setting	Clinical competence evaluation	MFT 655R, Winter, Second year	95% of graduating students will earn an average score of 5 (meets expectations) or higher on the diversity ratings in the clinical competency evaluation during their final practicum.	80% of graduating students will earn an average score of 2 (meets expectations) or higher on the diversity ratings in the clinical competency evaluation during their final practicum	August Faculty Retreat Meeting

Program Overview

The MFT MS program is a year-round program that lasts two years. Students begin the program in Fall Semester (usually mid-August) and are expected to complete the program 24 months later.

The program consists of 62 credit hours. In addition to a full course load, students will write a thesis or complete a research project, conduct at least 500 therapy contact hours, and work as a research assistant to their Advisory Chair. Due to the rigorous nature of the program, students are discouraged from maintaining full-time employment outside of the program.

Students will meet regularly with their Advisory Chair to discuss the upcoming class schedule, assistantship hours, clinical case loads, and other opportunities which may be available.

Major courses and clinical practica are conducted in the Comprehensive Clinic Building (TLRB) which houses graduate programs in clinical psychology, language disorders, audiology, and social work. Additional practicum experience is available as students near graduation in various inpatient and outpatient medical and mental health facilities in the community.

Students will meet with clients year-round in the clinic for the entire two years where they earn at least 500 therapy contact hours with individuals, couples, and families with at least half of these hours being with relational.

Ten full-time faculty have primary instructional responsibility for the MFT graduate program with support from the School of Family Life faculty.

Academic and Course Work Information

To assist students in meeting curriculum requirements and to facilitate progress in the program, students must complete a Program of Study and timeline. To do so, they will benefit from reviewing the task lists and timelines in this chapter. Students can track their own progress to graduation. On MyBYU, do a "Quick URL" search for gradprog. Once in gradprog, students will enter committee members, program of study, upload proposal, upload final thesis/dissertation draft, submit ETD. They can also view other requirements (clinical hours, doctoral portfolio).

It is recommended that each student reviews each section of this chapter with his/her Advisory Chair. In these meetings, the student or Advisory Chair should discuss any questions or concerns in regards to the student's plans and progress.

It should be noted that course curriculum and the associated teaching/learning practices used in courses are regularly evaluated and updated as needed. This review/discussion process occurs in the context of regular MFT faculty retreats (spring and fall) and is an opportunity for the faculty to review coursework for relevance to educational outcomes and student/professional needs. As outlined in the section titled Student Roles in Program Governance, students contribute to this process through formal course/instructor evaluations and other feedback shared through student representatives and in feedback meetings with the program director and/or clinical director. As a function of this regular review process, there may be some changes to program coursework (required/elective).

Prior to Starting the Program

Prior to coming to the MFT program in the fall, please review the welcome letter sent to you by the clinical training director. Each item on the list must be completed prior to starting coursework.

Thesis vs. Project Track

During your first semester in the program, you will choose to complete either the research track or the clinical track. Your choice should be made in close consultation with your advisor, considering your individual professional goals. Those selecting the thesis/research track will complete a thesis before graduating, including 6 hours of MFT 699R, Master's Thesis. Those selecting the project/clinical track will complete a clinical presentation before graduating, including 6 hours of MFT 698R, Master's Project. All other coursework is the same for both tracks, although each track has a different timeline. See Appendix S for more information. You will declare your track as part of your Program of Study which is due the end of January during your first year in the program. You have the option to change your track up to the end of your first Winter Semester. In order to change your track, you will need to send an email to the Graduate Program Manager with your faculty chair cc'd.

Graduation Requirements

The requirements of the program are a minimum of 62 credit hours. The requirements for graduation are as follows:

Minimum required content courses (36 hours):

MFT 600	MFT 605	MFT 630	MFT 645
MFT 649	MFT 650	MFT 651	MFT 652
MFT 653	MFT 654	MFT 656	MFT 663

Practicum (20 hours): MFT 625R, 3 credit hours the first semester and MFT 655R, 3 credit hours each subsequent semester and term. Practicum will help you complete your clinical hours requirement of 500 hours of direct face-to-face client experience with 251 of those hours being relational and 100 hours of direct face-to-face supervision

Thesis or Clinical Project (6 hours): MFT 698R (project) or MFT 699R (thesis). This will culminate in an oral defense of your thesis or a presentation of your clinical project.

Elective (3 hours) Expected*: MFT 695R, Summer Series (first or second year). You are expected to participate in the Summer Series during the Spring/ Summer Term of your 1st or 2nd year.

The Summer Series is excellent preparation for employment and your future. If you take it the first year, you may choose to take it again the second year.

Graduation Requirements

* As a master's student, are there time constrains on completing my degree?

Graduation: It is expected that you will complete your degree in 24 months along with your cohort. All master's degrees must be completed within five years of starting the program.

Program Flow

First Year: Fall Semester
Coursework Requirements: 12 credits
MFT 600 Research Methods in MFT (3)
MFT 605 Advanced Statistics in Family Studies (3)
MFT 630 Theoretical Found. Family Systems (3)
MFT 625R Beginning Practicum (3)
Required Tasks:
Begin seeing clients
Begin research assistantship
With Chair, make preliminary decision whether to pursue research or clinical track
Develop Program of Study

First Year: Winter Semester
Coursework Requirements: 12 credits
MFT 655R Intermediate practicum (3)
MFT 650 Theoretical Foundations of MFT (3)
MFT 651 Psychopathology & Assessment MFT (3)
MFT 652 Marital & Individual Psychotherapy (3)
Required Tasks:
Submit Program of Study (due end of January)
Continue seeing clients
Continue research assistantship
Discuss thesis topic or project with chair
Final track decision (research or clinical) no later than April of first year; submit modified Program of Study if necessary

First Year: Spring Term
Coursework Requirements: 7.5 credits (clinical track) or 8.5 credits (research track)
FT 655R Intermediate practicum (3)
MFT 656 Ethical & Professional Issues (3)
MFT 695R Alumni Summer Seminar (1.5)
MFT 699R Master's Thesis (1) Research track only
Required Tasks:
Continue seeing clients
Continue research assistantship
Prepare thesis proposal if on the thesis track

First Year: Summer Term
Coursework Requirements: 4.5 credits (clinical track) or 5.5 credits (research track)
MFT 655R Intermediate practicum (3)
MFT 695R Alumni Summer Seminar (1.5)
MFT 699R Master's Thesis (1) Research track only
Required Tasks:
Continue seeing clients
Continue research assistantship
Prepare thesis proposal if on the research track

Important Note Concerning Completion:
It is expected that all students on the thesis track will schedule the defense of her/his thesis proposal by the end of Fall Semester of their second year. Check with your advisor for a specific date since each advisor will have their own. If this is not scheduled on time, you will lose your assistantship support for Winter of your second year. You will also receive a *less-than-satisfactory* rating for Fall. If your proposal is not scheduled by the end of Winter Semester, you will receive a second *less-than-satisfactory* rating for Winter and will be asked to leave the program.

Second Year: Fall Semester

Coursework Requirements: 9 credits (clinical track) or 10 credits (research track)

MFT 655R Practicum in MFT (3)

MFT 645 Analysis & Treat. Human Sexual Dev. (3)

MFT 654 Issues of Gender & Ethnicity (3)

MFT 699R Master's Thesis (1)

or MFT 698R Master's Project (2)

Required Tasks:

Continue seeing clients Continue research assistantship

Clinical track students—Complete intensive clinical readings (general)

Clinical track students—With chair, finalize clinical topic for winter and select corresponding readings

Research track students—Complete thesis proposal. (Must be scheduled two weeks in advance)

Research track students—Complete requested revisions to proposal

Second Year: Winter Semester

Coursework Requirements: 11 credits (clinical track) or 10 credits (research track)

MFT 655R Intermediate practicum (3)

MFT 649 Addictions & Violence (3)

MFT 653 Family and Multi-generational Therapy (3)

MFT 699R Master's Thesis (1)

or MFT 698R Master's Project (2)

Required Tasks:

Continue seeing clients Continue research assistantship

Apply for and walk (optional) in graduation ceremony

Clinical track students—Complete intensive clinical readings (topic-specific)

Clinical track students—Begin to prepare clinical presentation

Research track students—Complete thesis

Research track students—Schedule defense

Second Year: Spring Term

Coursework Requirements: 8 credits (clinical track) or 7 credits (research track)

MFT 655R Intermediate practicum (3)

MFT 663 Individual & Family over the Life Course (3)

MFT 695R Alumni Summer Seminar (1.5) elective MFT 699R Master's Thesis (1)

or MFT 698R Master's Project (2)

Required Tasks:

Continue seeing clients Continue research assistantship

Clinical track students—Clinical presentations

Research track students—Final thesis defense and qualifications

Second Year: Summer Term

Coursework Requirements: 3 credits (clinical track) or 4 credits (research track)

MFT 655R Intermediate practicum (3)

MFT 695R Alumni Summer Seminar (1.5) elective MFT 699R Master's Thesis (1)

Required Tasks:

Continue seeing clients at the clinic

(complete clinical hours by first week of August)

Continue research assistantship

Research track students—Final thesis submission by Grad School Deadline (Mid-July)

Graduate

Graduation!

Forming Your Graduate Committee

* As a master's student, how do I form my graduate committee?

The MFT program and all graduate programs at BYU use a committee system to carry out graduate education. There is a separate graduate committee for each student, and the role of the committee is to advise, guide and mentor each student and to provide feedback throughout the student's program. The committee also evaluates the thesis, dissertation, or clinical project.

MS students completing the clinical track will have a three member committee consisting of the student's advisor and two faculty members selected by the MFT faculty who will serve as the clinical presentation committee for that cohort. Students will be informed which two faculty members will serve before the Program of Study is due.

MS students completing the research track will also have a three member committee. Aside from the advisory chair, who is automatically the chair of a student's committee, students are responsible for asking other faculty to serve on their committee. All of the members of the committee must be graduate faculty at BYU. Selected commitee members names will need to be engered into gradprog and submitted for faculty approvals.

There are a variety of reasons that faculty may, on occasion, not be able to accommodate requests to serve on your committee. They may have a full load of committee assignments, be anticipating a leave, or be planning to emphasize other aspects of their professional career. One important factor students should consider in setting up their committee is working with faculty who have compatible scholarly interests.

Guidelines for selecting members of a thesis or dissertation committee include:

- Choose people with whom your advisory chair is comfortable working
- Choose people with whom you think you will be comfortable working
- Look for those who will give you the best advice related to your research and writing
- Select a balanced committee in terms of experience, newness, gender, editorial type, etc

Students occasionally wish to change the advisory chair of their graduate committee. This can be done if they obtain agreement with a new faculty member to serve as advisory chair and the consent of the MFT program director. When students are thinking about changing the advisory chair of their graduate committee, they may want to consider the following:

- Can a different person help you get through your program in an expedient manner? Does he/she get things done in a timely manner? Does he/she, have the time or willing to take the time with you that you need and not have too many advisees already (no more than 3-4 students he/she is chairing and few other students planning to finish the same semester as you)?
- Can this person help you in your post-degree pursuit of a job or further education? Does he/she have good professional connections, write good reference letters and see her/his job as helping post degree and not just during the degree program?
- Is this person doing research you can participate in? Can you do a thesis using some of his/her data? Is the faculty member willing to help you with your own research idea even if this is not his/her area of expertise or interest?

Students may also change committee members by securing the consent of the faculty they would like to have on their committee. Although these changes are generally not a problem for faculty members, decisions about the changes should be done in consultation with your advisor. When making the change, the student should inform committee members who are being taken off of their committee. Some of the reasons it may become desirable to change an advisory chair or members are:

- If students become interested in a new area of scholarship or a research project, and would find it desirable to work with different faculty members
- When students find that their current advisory chair or members are not meeting their need

- When students wish to make a substantial change in anticipated professional goals
- When a faculty member's leave or other duties would interfere with continuing to serving on the committee

As a master's student, the general rule should be that you attach yourself to your advisor's research and write a thesis from his/her research data. Only in the rarest of cases should you attempt to do your own independent research because of the extended time it takes to collect your own data. If you are planning an academic career in a research university, the dissertation should be the first of many papers you will try to get published in the content area of your dissertation. In fact, what you do for your dissertation may be your main area of interest for the early years of your professional career. So choose it carefully and choose something you may be interested in staying with for at least 3-5 years. Some doctoral students take extended time to collect their own data. Your decision should be discussed with your advisory chair before planning your dissertation project.

Clinical Experience and Practicum Information

Most clinical practicum is conducted in the Comprehensive Clinic Building (TLRB). Specific information outlining the policies and procedures of the Comprehensive Clinic as well as clinical practica are reviewed in the chapter on the clinic. In the MFT 655R Beginning Practicum course (first semester), students learn the basic therapy attitudes and skills required by the program before beginning clinical work with clients in a practicum setting.
Specifically, students will learn how to:

- Gather information to assess and determine the clients' complaints and goals
- Use that information to formulate treatment plans
- Carry out the planned treatment
- Evaluate treatment delivery and treatment impact
- Terminate treatment

Student readiness to see clinical cases is determined by meeting the following requirements:

- Observe 25 hours of couple and family therapy and submit log of observation to supervisor
- Pass case conceptualization paper of an ongoing case they have observed
- In beginning practicum, pass the exam on ethical principals
- Pass exam on comprehensive clinic procedures in beginning practicum
- Successfully demonstrate role played skills to supervisor

The evaluation criteria for the aforementioned requirements and the Log of Observation Hours Form (check the appendix) are included. Most students achieve readiness to see clinical cases by the middle of the first semester and are involved in direct clinical work with individuals, couples, and families.

Direct client contact is defined as face-to-face (therapist and client) therapeutic intervention. Students usually see clients for approximately 15 hours per week. Students will continue to see clients at the clinic for the balance of the student's academic program until a minimum of 500 hours (at least 251 must be relational) of direct client contact is accrued. Examples of all necessary reporting forms are located in the appendix of this handbook.

An accounting of the number of therapy hours which have been provided is also due at the end of each semester. Students should keep track of the minutes of each therapy session over the course of a semester or term. At the end of the semester or term, they should total the minutes and divide by 50 (a 50 minute hour) to calculate the number of hours they have spent doing therapy. This number must then be reported to the student's supervisor on the appropriate form and then submitted to the MFT part-time secretary to be recorded. Student should consult with their supervisor and/or advisory chair for instruction on how to complete this form correctly.

In order to graduate, you need at least 500 hours of direct face-to-face therapy hours (50 minute hours). A minimum of 251 hours of the 500 total hours must be relational hours (families, couples, etc). Up to 100 of the 500 hours can be alternative hours, which include team, psycho education, group, and so forth. Your 25 beginning practicum observational hours count towards the 100 alternative hours. You will also need 100 hours of direct, face-to-face supervision for graduation.

At the conclusion of each semester, students and their practicum supervisors evaluate the student's progress with reference to the student Clinical Competence Evaluation Form. Students also evaluate the effectiveness of the supervision provided by the supervisor. Evaluation forms are place in the student's file at the end of each practicum experience so they can assess the quality of their supervision experiences. In order to protect student confidentiality, all student feedback is compiled, typed up by the part-time secretaries, and only shared with the supervisor in aggregate form.

Master's Degree Clinical Timeline

The information presented below is given as a general guideline for completing the required clinical hours for graduation. Individual circumstance will vary. It is crucial to keep in constant communication with your advisory chair about your progress in the program.

First Year: Clinical Timeline

	Fall	Winter	Spring/Summer
Clinical Hours	Discuss with practicum instructor how to log hours as well as expected number to accrue this semester. The first half of this semester will be spent observing other therapists and then students gradually build a caseload. Projected number of hours completed: 35 (25 of which are observations required for beginning practicum)	Most students are seeing clients for 10 hours per week. It may be appropriate for students to request additional cases on their case load when they are meeting with clients less than every week. Review with advisory chair your progress. Projected number of hours completed this semester is 115 for a cumulative total of 150.	Most students are seeing clients for about *7-9 hours per week. Because Spring/Summer has a lighter academic load, many students see more clients during this time. Review with advisory chair your progress. Projected number of hours completed for the two terms is 100 for a cumulative total of 250.
Tasks	• Work on Program of Study and be ready to submit it after the break (no later than the end of January) • Log of clinical hours will be due at the end of the semester • Register for classes for Winter (consult with advisory chair). Check with MFT secretary for practicum assignments from this point on for each term and semester	• Submit Program of Study by the end of January • Submit modifications to the Program of Study by the end of April. • Log of clinical hours will be due at the end of the semester • Register for classes for spring & summer (consult with advisory chair) • Review progress-to-date with advisory chair	• Log of clinical hours will be due at the end of the semester • Register for classes for Fall (consult with advisory chair) • Review progress to date with advisory chair • Check with advisory chair about time line for thesis proposal.

* Hours within Spring/Summer are not always consistent with numerous cancellations. So, do not rely on consistency or earning a higher number of hours during Spring/Summer even with a higher case load.

Second Year: Clinical Timeline			
	Fall	Winter	Spring/Summer
Clinical Hours	Most students are seeing clients for 7-9 hours per week. Review with advisory chair your progress. Projected number of hours completed this semester is 100 for a cumulative total of 350.	Most students are seeing clients for about 7-9 hours per week. Review with advisory chair your progress. Projected number of hours completed this semester is 100 for a cumulative total of 450. See Chapter 3 for instructions on transferring and terminating cases IF you need to do this upon completion of clinical hour requirements.	Students must enroll in both Spring and Summer practicum. Spring: Diminish case load to about 3-4 per week. Summer: Diminish to 0 cases by the first week of August by appropriately finishing cases and terminating them. Cumulative total: 500 clinical hours with 251 relational hours.
Tasks	• Log of clinical hours will be due at the end of the semester • Register for classes for Winter (consult with advisory chair) • Review progress to date with advisory chair • Check the current graduate school calendar for deadline dates related to thesis completion and graduation dates	• Log of clinical hours will be due at the end of the semester. • If needed- Register for classes for Spring/Summer (consult with advisory chair). • Review progress to date with advisory chair • Review deadlines for graduation	• Log of clinical hours will be due at the end of the semester • Review progress to date with advisory chair • Review graduation timeline

Program of Study

The Program of Study is a carefully considered plan that each student makes about how to fulfill degree requirements. The forms include the list of courses necessary for graduation as dictated by program requirements and the student's own professional development goals. Master's students will follow a standard listing of courses as there is very little variability in program requirements. Students should consult with their advisory chair for suggestion on the development of their Program of Study.

It is required that students submit a completed Program of Study in gradprog by the end of January during their first year in the program. This cannot, of course, be completed until the student learns enough about the faculty to decide whom to ask to serve on their committee. The initial Program of Study is not a final, binding contract, and it is quite easy to modify as circumstances change. In consultation with a student's advisory chair, each student should organize their committee no later than the end of January in the first year in the program.

Please note that course curriculum and the associated teaching/learning practices used in courses are regularly evaluated and updated (as needed). As a function of this regular review process, you may be informed of changes to program coursework.

Instructions to Complete the PoS

* As a master's student, when is my Program of Study due?

The Program of Study is due before the end of January in your first year in the program. It is your responsibility to complete the Program of Study with the assistance of your advisor.

The following information is provided for instances in which a student needs more space for additional electives or if a student has taken previous classes which have been approved by his/her advisory chair for credit towards the master degree.

Using the abbreviations below, identify the requirement type (in the Req. type column) that each course fills:

- PRQ for prerequisite courses
- MAJ for major courses
- MIN for minor courses (but only if you have declared a minor)
- ELC for elective courses
- THS for thesis courses
- PRJ for project course

Using the abbreviations below (in the Pre-program type column), identify those pre-program courses you plan to count as part of your master degree (the total of transfer [TRN], senior [SEN], and non-degree [NDG] credit cannot exceed 10 hours).

- TRN for any transfer courses from other schools that will apply to the BYU master degree
- SEN for any courses you took before you received your bachelor's degree and which you-wish to count as part of your master degree. Check with your undergraduate advisement center to be certain there is not double application credit.
- NDG for any courses you took after you ceive your bachelor's degree but before you were admitted to your master's program

The Program of Study will be imputted into gradprog there is a prefilled template, students will need to double check the template with the required courses and make any necessary changes. Once fully submittted in gradprog, committee members will approve courses.

If you have received approval to declare a minor, one of the committee members must be from the minor department.

When the Program of Study is approved and recorded, you will receive a verifying progress report.

Chapter 3: Doctoral Overview

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

Doctoral Program Mission & Details

The Marriage and Family Therapy PhD Program at Brigham Young University was first accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE, which is AAMFT's accrediting body) in 1967 and has been continuously accredited since that time (re-accredited most recently in 2016).

In harmony with Brigham Young University's sponsoring organization—The Church of Jesus Christ of Latter-day Saints—and the university's mission and aims, the Marriage and Family Therapy (MFT) doctoral program seeks to promote the ongoing, balanced development of all God's children by training leaders in systemically improving the health and well-being of people and relationships across the world.

The curriculum is based on the licensure requirements of Utah (and most states) and is accredited by the Commission on Accreditation for Marriage and Family therapy Education. The doctoral degree is an advanced degree in MFT studies.

PhD Program Goals: As a program, we hope to acheive the following goals:

- Be an international leader in conducting and publishing research, with an emphasis on process research that informs how change in relational therapy occurs
- Focus education on the integration of theory, science, and the practice of systemic and relational healing
- Develop professionals with effective teaching skills
- Foster an environment of compassion, inclusion, and diversity

Student Learning Outcomes: To see whether or not the program is reaching its goals, we measure student learning outcomes as students leave the program or after they have already left. Each program goal is supported by several student learning outcomes (SLOs). These SLOs and their specific measurements can be examined in the following tables.

Each SLO will have a target and a benchmark. The target is a stretch goal and not one that the program will meet in every case. The benchmark is the lowest level of behavior that the program will accept as compliant with achieving our goals. The following charts show each SLO, how and when it is measured and reviewed, and each accompanying targets and benchmark. Future accreditation depends upon the program's ability to achieve its stated goals.

Program Goal 1: Be an international leader in conducting and publishing research, with an emphasis on process research that informs how change in relational therapy occurs

Student Outcomes	Measurement	Timing	Target	Benchmark	Review
SLO1: Graduating students will be competent in research skills	Research competence evaluation	Dissertation defense meeting	95% of graduating students will receive an overall score of 2 (good) or higher on the research competence evaluation at their dissertation defense	80% of graduating students will recdeive an overall score of 2 (good) or higher on the research competence evaluation at their dissertation defense	May Faculty Retreat Meeting
SLO2: Graduating students will have submitted for publication at least 2 papers as a primary author	Submitted student portfolio	Dissertation defense meeting	95% of graduating students will be listed as the 1st or 2nd author on 2 or more articles submitted for publication	80% of graduating students will be listed as the 1st or 2nd author on 2 or more articles submitted for publication	May Faculty Retreat Meeting
SLO3: Graduating students will report competence in their ability to design and carry out research related methodology	Exit survey	Upon graduation	95% of graduating students will rank themselves at a 4 (adequate) or higher in terms of feeling prepared to design and carry out MFT related research methodology in the exit survey	80% of graduating students will rank themselves at a 4 (adequate) or higher in terms of feeling prepared to design and carry out MFT related research methodology in the exit survey	May Faculty Retreat Meeting

Program Goal 2: Focus education on the integration of theory, science, and the practice of systemic and relational healing

Student Outcomes	Measurement	Timing	Target	Benchmark	Review
SLO4: Graduating students will be clinically prepared	Clinical competence evaluation	MFT 755R Winter final year	95% of graduating students will receive an overall score of 5 (meets expectations) or higher on their clinical competence evaluation in the final winter semester of practicum	80% of graduating students will receive an overall score of 5 (meets expectations) or higher on their clinical competence evaluation in the final winter semester of practicum	May Faculty Retreat Meeting
SLO5: Graduating students will be ethically prepared	Clinical competence evaluation	MFT 755R Winter final year	95% of graduating students will receive an overall score of 5 (meets expectations) or higher on the legal issues, ethics, and standards measurement within the clinical competence evaluation in the final winter semester of practicum	80% of graduating students will receive an overall score of 5 (meets expectations) or higher on the legal issues, ethics, and standards measurement within the clinical competence evaluation in the final winter semester of practicum	May Faculty Retreat Meeting
SLO6: Graduating students will be prepared to be lincensed in the state of Utah	State or national test	Alumni survey	95% of graduated students who choose to take the Utah State or National MFT exam will pass within 1 year of graduating.	80% of graduated students who choose to take the Utah State or National MFT exam will pass within 1 year of graduating.	May Faculty Retreat Meeting

Program Goal 3: Develop professionals with effective teaching skills					
Student Outcomes	Measurement	Timing	Target	Benchmark	Review
SLO7: Student teachers will recive positive evaluations from their students	Student teacher evaluations	Final semester	95% of graduating students who taught will receive a 4 (good) or higher rating on the overall course evaluation score in their final semester of teaching	80% of graduating students who taught will receive a 4 (good) or higher rating on the overall course evaluation score in their final semester of teaching	May Faculty Retreat Meeting
SLO8: Graduating students will report being prepared to design effective teaching strategies	Exit survey	Upon graduation	95% of graduating students will rate themselves at a 5 (strong) or higher in regard to their preceived ability to design effective teaching strategies in the exit survey	80% of graduating students will rate themselves at a 5 (strong) or higher in regard to their preceived ability to design effective teaching strategies in the exit survey	May Faculty Retreat Meeting

Program Goal 4: Foster and Environment of Compassion, Inclusion, & Diversity					
Student Outcomes	Measurement	Timing	Target	Benchmark	Review
SLO9: Graduated students will report feeling prepared to relate to clients with regards to gender diversity	Exit survey	Upon graduation	95% of graduating students will rank themselves at a 5 (strong) or higher in regard to their preceived ability to relate to gender diversity among their clients	80% of graduating students will rank themselves at a 5 (strong) or higher in regard to their preceived ability to relate to gender diversity among their clients	May Faculty Retreat Meeting
SLO10: Graduated students will report feeling prepared to relate to clients with regards to cultural diversity	Exit survey	Upon graduation	95% of graduating students will rank themselves at a 5 (strong) or higher in regard to their preceived ability to relate to cultural diversity among their clients	80% of graduating students will rank themselves at a 5 (strong) or higher in regard to their preceived ability to relate to cultural diversity among their clients	May Faculty Retreat Meeting

Master's Program-Related Assessments/Reviews	
Item for Review	Review Schedule (Data Review, Discussion and Decision-making)
Review of Curriculum and teaching/learning practices	May Faculty Retreat Meeting
Review of Ethnic diversity-focused readings/course activities	May Faculty Retreat Meeting
Review of Program Resources (Physical and Fiscal)	May Faculty Retreat Meeting
Review of employer satisfaction and job placement data	May Faculty Retreat Meeting
Review of other student feedback	May Faculty Retreat Meeting

Program Overview

The information presented here regarding the doctoral program requirements is based on the assumption that the student's Master's degree was obtained from a COAMFTE accredited MS program.

Brigham Young University offers the Doctor of Philosophy (PhD) with a major in Marriage and Family Therapy. Administratively this degree is housed in the School of Family Life. The doctoral degree program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy.

The program consists of a minimum of 69 credit hours. In addition to a full course load, students will write and defend their dissertation, conduct at least 500 therapy contact hours and 100 supervision hours, work as a research and/or teaching assistant to their Advisory Chair, and complete the doctoral portfolio.

Students are encouraged to meet regularly with their advisory chair to review progress in academic and clinical requirements. Students are notified via university email when it is time to register for classes for the upcoming semester. This is an excellent time to discuss with a student's advisory chair the upcoming class schedule, clinical caseloads, and other opportunities which may be available.

Major courses and clinical practice are conducted in the Comprehensive Clinic within the Taylor Building (TLRB) which also houses the entire marriage and family therapy program, the graduate programs in clinical psychology, speech and language disorders, audiology, and social work. Interdisiciplinary collaboration is encouraged.

As students progess in the program, they will continue their professional development by conducting clinical hours through inter- and externships in various inpatient and outpatient medical and mental health facilities in the community. Students can track their own progress to graduation. On MyBYU, do a Quick URL search for gradprog. Once in gradprog, students will enter committee members, program of study, upload proposal, upload final thesis/dissertation draft, submit ETD. They can also view other requirements (clinical hours, doctoral portfolio).

Ten full-time faculty have primary instructional responsibility for the graduate program with support from the MFHD faculty.

To assists students in meeting curriculum requirements and to facilitate progress in the program, the following are presented on subsequent pages:

- Graduation requirements
- Instructions on forming the graduate committee
- Information on clinical and practica hours
- Portfolio requirements
- A timeline suggesting when important tasks and events should be considered and/or completed
- Professional developement information
- Info on completing the Program of Study

Prior to Starting the Program

There are three ways to join the PhD program:

- Students with a baccalaureate degree must first complete the BYU MS program curriculum (thesis included), which takes two years. After completing the MS degree, they may apply to the PhD program. Completion of the master's degree (at BYU or elsewhere) is not a guarantee of acceptance to the BYU PhD program. Upon admission to the doctoral program, the student completes the PhD program requirements, which take an additional four years.
- Students who have a clinical but non-MFT master degree (e.g., MSW) should apply to the PhD program. A course of study to prepare the student for licensure will be conducted on an individual needs basis with each student, their advisor, and the program director.
- Students who already have an MFT master's degree from an accredited MFT program may apply for the PhD program and could complete the program in approximately four years.

Before Starting the Program

It is recommended that each student read and understand the information presented in this handbook and particularly within this chapter. Review these pages with your advisory chair and use that opportunity to discuss any questions you or your advisory chair may have with regards to the your plans and progress.

Graduation Requirements

Credit Hours (69): minimum 45 course work hours beyond completion of the master's degree coursework and clinical experience.

- CORE MFT Classes (27 credits). (see below for some specific course information.)
- Professional Development Internship (3 credits). Register for one credit hour of MFT 760R over three separate semesters.
- Supervision of Supervisor (3 credits). After taking MFT 750 (Supervision, 3 credits), register for one credit hour of MFT 760R over each of the three semesters/terms.
- Elective Course (6 credits). Consult with your Chair.
- Dissertation (18 credits). These credit hours are generally spread out. (See the course seq.)
- Clinical requirement (18 credits of Intermediate/Advance Practicum). A minimum of 500 hours of direct client contact (after completing the MS-level required 500 hours) and 100 hours of supervision (individual/group
- Examinations: All doctoral students are required to successfully defend their dissertation orally, complete the Doctoral Portfolio, presentations, and publications in clinical practice, teaching/supervision, and research which serve as a comprehensive examination.
- Doctoral Portfolio : See requirements below

Post-Master's Doctoral Course Sequencing

The following list of coursework assumes that an incoming doctoral student has already completed the COAMFTE accredited Master's level coursework. If a student comes from a non-accredited MFT master's program, social work, counseling, psychology, or some other non-accredited program, s/he will likely have to make up both coursework and clinical hours. The number of courses and hours will be approved by the program director and the student's potential advisor before admission to the program using the form found in the Appendix of this handbook.

First Year: Fall	
Courses	**Name of Course**
MFT 700 or MFT 793	Advanced Research Methodology in MFT or Research Seminar in MFT
MFT 655R or MFT 755R	Intermediate Practicum in MFT Advanced Practicum in MFT
MFHD 605	Structural Equation Modeling (SEM), students without a strong statistical background should consider taking MFT 605 and/or MFHD 600 prior to MFHD 605

First Year: Winter	
Courses	**Name of Course**
MFT 695R or Elective	Advanced MFT Topics or PhD elective
MFT 750 or MFT 753	Supervision in MFT or Advanced Clinical Specialization
MFT 655R or MFT 755R	Intermediate Practicum in MFT Advanced Practicum in MFT
MFHD 706 or MFHD 695R	Advanced Statistical Methods/ Multi-level Modeling (taught every winter) Longitudinal Analysis (taught alternating years)

Important note about practicum: PhD students are required to take 18 credits of clinical practicum (MFT 655R/755R) while in the program. Students are required to accrue at least 200 hours at the BYU Comprehensive Clinic before they can work or intern off-site. Practicum enrollment is comprised of both group and individual supervision. Students must be enrolled in MFT 755R if they are seeing any clients at the Comprehensive Clinic. Students must be enrolled in MFT 770R if they are seeing any clients off-site. This sometimes means students will be enrolled in both MFT 755R and 770R.

First Year: Spring	
Courses	**Name of Course**
MFT 799R	Doctoral Dissertation
MFT 755R	Advanced Practicum in MFT
MFT 760R	Supervision of Supervision

First Year: Summer	
Courses	**Name of Course**
MFT 799R	Doctoral Dissertation
MFT 755R	Advanced Practicum in MFT
MFT 760R	Supervision of Supervision

Second Year: Fall	
Courses	**Name of Course**
MFT 793R or MFT 700	Research Seminar in MFT or Research Methodology in MFT
MFT 755R	Advanced Practicum in MFT*
MFT 760R	Supervision of Supervision (if you already took MFT 750)
	PhD Elective (as needed)

Important note about clinical hours: During the PhD program, students are expected to complete 500 total face-to-face clinical hours (with at least 251 of those hours being relational) and at least 100 additional hours of clinical supervision. All graduating PhD students are expected to have a total of 1,000 face-to face clinical hours (including MS hours) under the direction of an approved Supervisor. After completing the 18 credit hours of practicum, students are required to take practicum only if they continue to see clients in the clinic or if they are working off-site and using a BYU faculty member as a supervisor. Individual circumstances that merit exceptions (e.g., already licensed, MS degree from non-accredited program or MS degree from program that required fewer than 500 hours) will be discussed with the chair and approved by the faculty.

Second Year: Winter

Courses	Name of Course
Elective or MFT 695R	PhD elective or Advanced MFT Topics
MFT 753 or MFT 750	Advanced Clinical Specialization or Supervision in MFT
MFT 755R	Advanced Practicum in MFT
MFT 799R	Doctoral Dissertation

Professional Development Internship: Internship requirements are presented in the handbook. These requirements can be completed in conjunction with the Comprehensive Portfolio requirements. Students should make internship plans with their dissertation chair before the beginning of their 3rd year to ensure that they have the support and opportunities to pursue any personal goals regarding clinical or academic specialization.

Third Year: Fall

Courses	Name of Course
MFT 799R	Doctoral Dissertation
MFT 770R	Professional Development Internship**
MFT 760R	Supervision of Supervision (if needed)

Potential problems with full-time status: In their third and fourth years of the program students, typically enroll in few credits in order to devote time to their dissertation and internship requirements. Taking fewer credits may mean the student's official status is half-time or less. This status designation often affects student loans and interest can begin to accumulate. Students can fill out a petition to request full-time status even though they are taking fewer than full-time credit hours if their school workload is equivalent to full-time. See ADV Form 2a on the BYU Graduate Studies website for requirements to obtain full-time status (https://gradstudies.byu.edu).

Third Year: Winter

Courses	Name of Course
MFT 799R	Doctoral Dissertation
MFT 770R	Professional Development Internship**

Each Subsequent Sem/Term

Courses	Name of Course
MFT 799R	Doctoral Dissertation
MFT 770R	Professional Development Internship**

Coursework Requirements for all Doctoral Students (minimum 69 credits)

Core MFT Classes	27 credits
MFHD 605 Structural Equation Modeling	3
MFHD 706R MLM/Adv. Stats (or approved substitute, i.e. MFHD 695R Long. Analysis)	3
MFT 695R Advanced MFT Topics (to be renumbered)	3
MFT 700 Research Methodology in MFT	3
MFT 750 Supervision in MFT	3
MFT 753 Advanced Clinical Specialization	3
MFT 760R Supervision Practicum in MFT (take 1 credit for 3 semesters)	3
MFT 770R Clinical Internship (Professional Development) take 1 credit for 3 semesters	3
MFT 793 Outcome & Process Research	3

Practicum	18 credits
MFT 655R/755R Advanced Practicum in MFT	
3 credits each semester for 6 semesters/terms for a total fo 18 credits (exceptions to be approved by faculty)	

Dissertation	18 credits
MFT 799R Doctoral Dissertation (generally registered for throughout the course of the student's program)	

PhD Electives	6 credits
Electives are selected and approved by one's advisor (e.g., Experimental Design, Fundamentals of Teaching, Bio/Psycho/Social Approaches in MFT).	

Important Notes:.

- All students must have a graduate level regression class or equivalent prior to beginning the PhD program or an equivalent MS level class will be required in the first semester prior to any other PhD methods classes.
- Incoming students may be required to take a statistics boot camp the summer before they began classes in the fall for the first semester.
- Students can select electives from other departments but should note that non-SFL courses may require instructor approval and/or completion of other enrollment prerequisites.
- All selection of coursework is subject to committee approval

Forming your Graduate Committee

* As a doctoral student, how will I form my graduate committee?

The MFT program and all graduate programs at BYU use a committee system to carry out graduate education. Each student has a unique graduate committee. The role of the committee is to advise, guide and mentor each student and to provide feedback throughout the student's program. The committee also evaluates the dissertation.

A PhD committee consists of four members and is chaired by the student's advisory chair. Students are responsible for securing the three other faculty members to complete their committee. All members of the committee must be graduate faculty at BYU. You should prioritize faculty who have compatible scholarly interests. If you have a minor outside of Marriage and Family Therapy, a member of the graduate faculty in that department should be on your committee.

Guidelines for selecting members of a thesis or dissertation committee include:

- Choose people with whom your advisory chair is comfortable working
- Choose people with whom you think you will be comfortable working.
- Look for those who will give you the best advice related to your research and writing.
- Select a balanced committee in terms of experience, newness, gender, editorial type, etc.

There are a variety of reasons that faculty may, on occasion, not be able to accommodate your request to serve on the committee. They may have a full load of committee assignments, be anticipating a leave, or be planning to emphasize other aspects of their professional career.

Students occasionally wish to change the advisory chair of their graduate committee. This can be done if the student obtains agreement with a new faculty member to serve as advisory chair and the consent of the MFT program chair. When students are thinking about changing the advisory chair of their graduate committee, they may want to consider the following:

- Can a different person help you get through your program in an expedient manner? Does he/she get things done in a timely manner? Does he/she, have the time or is he/she willing to take the time with you that you need and not have too many advisees already (no more than 3-4 students), and few other students planning to finish the same semester as you?
- Can this person help you in your post-degree pursuit of a job or further education? Does he/she have good professional connections, write good reference letters, see her/his job as helping after and not just during the degree program?
- Is this person doing research you can participate in? Can you do a thesis using some of his or her data? Is the faculty member willing to help you with your own research idea even if this is not his/her area of expertise or interest?

Students may also change committee members by securing the consent of the faculty they would like to have on their committee. Some of the reasons it may become desirable to change an advisory chair or members are:

- If students become interested in a new area of scholarship or a research project, and would find it desirable to work with different faculty members
- When students find that their current advisory chair or members are not meeting their needs
- When students wish to make a substantial change in anticipated professional goals
- When a faculty member's leave or other duties would interfere with serving on the committee

Although these changes are generally not a problem for faculty members, decisions about the changes should be done in consultation with your advisor. When making the change, the student should inform committee members who are being taken off of their committee.

As a PhD student, it is expected that you will attach yourself to your advisor's research and write a thesis from his/her research data. It is rare that a student would attempt to do independent research. The amount of time required to conduct your own research makes this prohibitively time intensive.

If you are planning to an academic career in a research university, your dissertation should be the first of many papers you will prepare for publication in this content area. In fact, the area of study chosen for your dissertation may be your main area of study for the early years of your professional career. Choose your subject matter carefully and choose something you may be interested in staying with for at least 3-5 years.

Your research area decision should be discussed with your advisory chair before planning your dissertation project.

Doctoral Portfolio Guidelines

* What is the doctoral portfolio?

As faculty in the Marriage and Family Therapy program, we believe that a doctor of philosophy degree (PhD) requires the student to demonstrate scholarly competence, engage in self-directed inquiry, and demonstrate the ability to conduct and report research. We therefore require a comprehensive examination where students are able to demonstrate their ability to integrate and synthesize ideas learned from program coursework.

A set of procedures and standards have been set up to evaluate student proficiency in the areas of theory development, teaching/supervision, and research. Scholarship can be demonstrated through accomplishments in publishing and presenting research, teaching, and outreach. Additionally, Marriage and Family Therapy is a clinical degree which implies that doctoral candidates are outstanding clinicians with both clinical skills and expertise in the art and science of marriage and family therapy.

As a method of determining that students have demonstrated competence (and hopefully, excellence) in their chosen discipline, it has been determined that a portfolio of specific papers, presentations and other accomplishments will be required for students. This portfolio serves as the program's Practical Experience Component as well as partial fulfillment for the doctoral degree in Marriage and Family Therapy and will constitute the comprehensive examination. A complete copy of the portfolio will be retained in the MFT office for review.

Expected accomplishments and documentation requirements are outlined below. This portfolio will be available for students to send to potential employers or other interested individuals as requested. The evaluations and grades connected to these materials will not be available in the portfolio but will be included in the students' permanent file and be used in the review process. Timely progress in meeting these benchmarks will be part of the evaluation process for Fall and Winter Semester student reviews.

A PDF version of this document can be obtained from the MFT secretaries.

If choosing option #2 for teaching and outreach, the 753 class will only provide one option for teaching in the community, students must find their own second option and clear it with major professor.

The MFT doctoral portfolio checklist (next page) must be signed and submitted to the MFT office. Any exceptions to this policy require the consent of both the MFT faculty and the student's supervisory committee.

Doctoral Portfolio Checklist

(Revised 9/2014)

The following papers and presentations must be completed and submitted to MFT Graduate Program Manager prior to applying for an internship.

□ Publications: (2 articles must be published or accepted for publication)

Article (1) accepted/published in a peer-reviewed journal with student as first or second author. Include APA citation (below) and complete documentation: letters of submission, reviews, and acceptance, etc.

____

____

Article (2) accepted/published in a peer-reviewed journal with student as first or second author. Include APA citation (below) and complete documentation: letters of submission, reviews, and acceptance, etc.

____

____

□ Presentations: (professional level presentation/poster):

Presentation (1) at a meeting for a national or international professional organization. Student is first or second contributor on the presentation/poster. Include APA citation (below) and complete documentation

____

____

Presentation (2) at a meeting for a national or international professional organization. Student is first or second contributor on the presentation/poster. Include APA citation (below) and complete documentation.

____

____

□ Teaching and Outreach: (Students much complete either requirement #1 or #2)

#1) Full responsibility for one university class with supporting documentation. Include below course number, title and year/term.

____

____

#2) Full responsibility for two clinical/work/outreach presentation (1) in a community/state service agency/ organization. Include APA citation (below) with supporting documentation.

A)______________________________

____

B)______________________________

____

□ Final Dissertation Prospectus Approved by Committee, Defended, and Final Copy Submitted to MFT office. Include APA citation below.

____

____

□ Professional Development Internship (MFT 770R) Proposal Completed and Approved.

____

____

Signature of Student:______________________________ Date:____________

Signature of Advisory Chair:______________________________ Date:____________

Clinical Experience and Practicum Information

An accounting of the number of therapy hours which have been provided is due at the end of each semester. Students should keep track of the minutes of each therapy session over the course of a semester or term. At the end of the semester or term, they should total the minutes and divide by 50 (a 50 minute hour) to calculate the number of hours they have spent doing therapy. This number must then be reported to the student's supervisor on the appropriate form and then submitted to the MFT part-time secretary to be recorded. Students should consult with their supervisor and/or advisory chair for instruction on how to complete this form.

To order to graduate, students need to complete 500 hours of direct face-to-face therapy hours (50 minute hours) and 100 hours of clinical supervision. At least 200 hours (of the 500 total) must be completed at the BYU Comprehensive clinic, under practicum supervision. A minimum of 251 hours of the 500 must be relational hours (families, couples, etc). Up to 100 of the 500 hours can be alternative hours, which include team, psycho education, group etc.

At the conclusion of each semester, students and their practicum supervisors evaluate the student's progress with reference to the student Clinical Competence Evaluation Form. Students also evaluate the effectiveness of the supervision provided by the supervisor. Evaluation forms are placed in the student's file at the end of each practicum experience so they can assess the quality of their supervision experiences. In order to protect student confidentiality, all student feedback is compiled, typed up by the part-time secretaries, and only shared with the supervisor in aggregate form. Examples of these forms are located the Appendix.

Professional Development Internship Requirements

The Professional Development Internship should offer doctoral students the opportunity to pursue a range of activities which will facilitate the accomplishment of individually determined goals for professional development. The Professional Development Internship will be integrated over the course of the doctoral program and will require successful completion of specific learning outcomes and experiences reflected in a Professional Development Plan completed by each doctoral student. While internship experiences may occur primarily during the third year of the program, activities related to the internship may begin earlier. In other words, internship activities may run concurrently while the student is completing the course work requirements.

The Doctoral Portfolio identifies specific required student outcomes including presentations, teaching, and research. The Professional Development Internship Plan will set forth additional individually determined goals each doctoral student identifies as important to their professional development.

The student and her/his advisory chair should meet and review the student's interests and needs to be accomplished through the professional development internship. Goals set by each student and approved by their chair determine the type of experiences for the internship. Most doctoral students will work in settings where they will be required to be competent in a number of areas. For the Professional Development Internship, doctoral students will be required to demonstrate their competence in at least three areas (see below for recommended areas).

Internship Support/Grants: Current undergraduate and graduate students who are declared majors in a program in the College of Family, Home, and Social Sciences may apply for an internship grant. The grants are funded through The Marjorie Pay Hinckley Endowed Chair in Social Work and the Social Sciences and The Mary Lou Fulton Chair in the College of Family, Home and Social Sciences. Individual grants up to $1,600 are available each academic semester (Fall, Winter, and Spring/Summer). These are competitive awards based on financial need, the quality of the internship, and the degree to which the internship helps support the applicant's academic and career goals. Applicants must be in good academic and Honor Code standing with the university at the time of application to be considered for a grant. Students who already have been funded for a semester from the Fulton or Hinckley chairs may apply for a grant in subsequent semesters. However, the evaluation process will take into account any previous awards and second awards will likely be reduced, if awarded at all. Please visit fhssinternshipgrants.byu.edu for more information. Application deadlines as follows:

Fall Semester: July 15 by Midnight
Winter Semester: November 15 by Midnight
Spring/Summer Semester: March 15 by Midnight

Professional Development Internship Guidelines: The student and advisor will complete the Professional Development Internship Plan and Liability Agreement. The proposal must be approved by the student's advisor, signed by the clinical director and filed with the MFT graduate program manager. The plan must identify:

- Three targeted areas of professional competency
- The activities intended to achieve competencies
- How outcomes for the specified competencies will be measured?

Who will supervise and evaluate the work? Students will enroll in the MFT 770R (Professional Development Internship for 1 credit for a total of 3 credits. The grade for MFT 770R will be a T grade until all requirements in the plan are completed when the grade will change to a letter grade.

There must be an agreement signed between the Clinical Director and any site where the internship activities will occur. Regular feedback from the supervisor(s) at the internship to the Clinical Director is required, as is feedback from the student regarding the internship experiences. Interviews and/or supervision will take place in personal visits, by telephone or over the Internet (e.g., SKYPE or another system) as needed.

Students will post evidence of successful completion of Professional Development Internship Plan in their PhD portfolio file in the MFT Graduate Office. It is the student's responsibility to obtain the supervisor/mentor's evaluation each semester and to meet with their advisory chair to review progress

Expected Professional Development Internship Outcomes: MFT PhD students will demonstrate competence in at least three of the following:

- *Research and Scholarly Activity:* Application of qualitative or quantitative research and writing skills to produce publications beyond the requirement for the portfolio.
- *Program Development and Evaluation:* Apply principles from program development course in a supervised work setting. The program needs to be fully prepared for implementation and evaluation. Then conduct planned evaluation of the program.
- *MFT Licensure:* Complete all requirements to become a professionally licensed marriage and family therapist.
- *Specialized Clinical Expertise:* Develop expertise in working with a particular clinical population or with a particular treatment approach under an AAMFT approved supervisor or equivalent.
- *Teaching:* Take major responsibility for teaching undergraduate or graduate students in courses related to the field of Marriage and Family Therapy. Document teaching responsibilities, student and supervisor's evaluation of teaching excellence
- *Administration:* Assume oversight of a clinical program or service component in a supervised work setting. Student must document successful completion of job description through a supervisor's evaluation and in their own written report.
- *MFT Supervision:* Supervise trainees and receive supervision mentoring to become an AAMFT approved supervisor. Completion of requirements to become an AAMFT supervisor is one way of documenting the outcome.
- *Grant Writing:* Take major responsibility for writing a service delivery grant in a supervised work setting. Student must post the final application.
- *Other:* details to be worked out and approved-with one's advisor.

Professional Development Internship Plan and Evaluation Form

Name:____ Date:__________

Competencies (Select 3)	Activities	Outcome(s)	Supervisor/Advisor

Advisory Chair Approval:____ Date:__________

Clinical Director Approval:_______________________________________ Date:__________

Clinical Site Approval (if needed):__________________________________ Date:__________
Name, Position, and Signature of Site Official

Program of Study

It should be noted that course curriculum and the associated teaching and learning practices used in courses are regularly evaluated and updated as needed and may happen without prior notice to each student.

The program updates occur throughout the year during weekly faculty meetings. There are semiannual faculty meetings where program governance is exclusively reviewed: Spring and Fall. Program updates are made as a result of feedback from all communities of interest including students. Feedback from students is obtained from weekly student input at faculty meetings through the student representatives, formal and informal comments obtained through surveys, course and instructor evaluations, feedback sessions, meetings with the program and/or clinical director, and more. To understand the students' role in program feedback, review the section of this handbook titled "Student Roles in Program Governance."

As a result of this regular review process, there are periodic changes to program coursework (required/elective). The most updated information can be obtained from the program director.

The Program of Study is a carefully considered plan that each student makes about how to fulfill degree requirements. The forms include the list of courses necessary for graduation as dictated by program requirements and the student's own professional development goals. Doctoral students will want to determine the research classes and electives that most closely align with their interests and goals. Students should consult with their advisory chair for suggestion on the development of their Program of Study.

It is important for students to complete a Program of Study in gradprog within the first year of the program. This cannot, of course, be completed until the student learns enough about the faculty to decide whom to ask to serve on their committee, so students do not need to rush to get this done. At the same time, the initial Program of Study is not a final, binding contract, and it is quite easy to modify as circumstances change.

In consultation with a student's advisory chair, each student should organize their committee no later than the end of the first year in the program. It should be noted that course curriculum and the associated teaching/learning practices used in courses are regularly evaluated and updated (as needed). This review/discussion process occurs in the context of regular MFT faculty retreats (Spring and Fall) and is an opportunity for the faculty to review coursework for relevance to educational outcomes and student/professional needs. As outlined above (student roles in program governance), students contribute to this process through formal course/instructor evaluations and other feedback shared through student representatives and in cohort meetings with the program director and/or clinical director. As a function of this regular review process, there may be some changes to program coursework (required/elective).

Instructions for Completing the PoS

* As a doctoral student, when is my Program of Study due?

It is your responsibility to complete your Program of Study with your advisor. This must be done before the end of January of your first year in the program.

To begin, go to the Program of Study tab in gradprog. Complete the requested information and review the classes listed. Blank lines are provided to enter research class choices and elective classes. A minor must be approved by both the major and the minor departments.

The following information is provided for instances in which a student needs more space for additional electives or if a student has taken previous classes which have been approved by his/her advisory chair for credit towards the master degree. Using the following abbreviations, identify the requirement type (in the "Reqt Type" column) that each course fills:

- PRQ for prerequisite courses
- MIN for minor courses (but only if you have

declared a minor)
- MAJ for major courses
- ELC for elective courses
- THS for thesis courses
- PRJ for project course

Using the abbreviations below (in the Pre-program type column), identify those pre-program courses you plan to count as part of your master degree (the total of transfer [TRN], senior [SEN], and non-degree [NDG] credit cannot exceed 10 hours).
- TRN for any transfer courses from other schools that will apply to the BYU master degree
- SEN for any courses you took before you received your bachelor's degree and which you wish to count as part of your master degree. Check with your undergraduate advisement center to be certain there is not double application credit.
- NDG for any courses you took after you receive your bachelor's degree but before you were admitted to your master's program

Obtain signatures of the faculty who will serve as your advisory committee. If you have received approval to declare a minor, one of the committee members must be from the minor department. After completing the Program of Study and when the Program of Study is approved, you will receive a verifying progress report.

Marriage and Family Therapy Doctoral Degree Timeline: First Year

The information presented below is given as a general guideline. Individual circumstance will vary.
The important part is to keep in constant communication with your advisory chair about your progress in the program.

	Fall	Winter	Spring/Summer
Classes	See Course Sequence Document above	See Course Sequence Document above	See Course Sequence Document above
Clinical Hours	Discuss with practicum instructor how to log hours as well as expected number to accrue this semester. A total of 200 hours is required while in the program.	Discuss with practicum instructor expected number to accrue this semester. A total of 200 hours is required while in the program.	Discuss with practicum instructor expected number to accrue this semester. A total of 200 hours is required while in the program.
Dissertation	Discuss with your advisory chair possible dissertation topics. Begin a review of literature on topic selected.	Decide on a dissertation topic. Have topic and problem statement approved by advisory chair and all committee members. Begin your review of literature	Discuss with practicum instructor expected number to accrue this semester. A total of 200 hours is required while in the program
Comprehensive Exam	Because course sequencing in some classes alternate from year to year, it is important for students to review the various components of the comprehensive exams and sequence completions of the component with the associated class. It is also important for students to discuss with their advisory chair projected completion dates of the various components. The completion dates for each component will be unique to each student.		
Tasks	• Submit Program of Study • Log of clinical hours will be due at the end of the semester • Register for classes for Winter (consult with advisory chair)	• Log of clinical hours will be due at the end of the semester • Register for classes for spring & summer (consult with advisory chair) • Review progress to date with advisory chair • Consult with advisory chair about a possible clinical specialty	• Log of clinical hours will be due at the end of the semester • Register for classes for Fall (consult with advisory chair) • Review progress to date with advisory chair

Marriage and Family Therapy Doctoral Degree Timeline: Second Year			
The information presented below is given as a general guideline. Individual circumstance will vary. The important part is to keep in constant communication with your advisory chair about your progress in the program.			
	Fall	Winter	Spring/Summer
Classes	See Course Sequence Document above	See Course Sequence Document above	See Course Sequence Document above
Clinical Hours	Discuss with practicum instructor how to log hours as well as expected number to accrue this semester. A total of 200 hours is required while in the program.	Discuss with practicum instructor expected number to accrue this semester. A total of 200 hours is required while in the program.	Discuss with practicum instructor expected number to accrue this semester. A total of 200 hours is required while in the program.
Dissertation	Have prospectus approved by committee members. Consult with advisory chair and graduate program manager about scheduling a prospectus meeting. Give committee members final copy of prospectus two weeks before meeting. Complete prospectus meeting. Make revisions and give a copy of approved prospectus to graduate program manager.	If you did not a prospectus meeting in the Fall, do so during Winter Semester. Students are encouraged to complete their dissertation before beginning their internship. However in most cases the dissertation is completed during the internship (3rd) year.	Normally, a defense should not be planned for Spring or Summer terms since most faculty will be unavailable. However, if you have not defended your thesis yet, consult with your advisory chair about a Spring/Summer defense.
Comprehensive Exam	Because course sequencing in some classes alternate from year to year, it is important for students to review the various components of the comprehensive exams and sequence completions of the component with the associated class. It is also important for students to discuss with their advisory chair projected completion dates of the various components. The completion dates for each component will be unique to each student.		
Tasks	• Log of clinical hours will be due at the end of the semester • Register for classes for Winter (consult with advisory chair) • Review progress to date with advisory chair	• Log of clinical hours will be due at the end of the semester. • Register for classes for Spring/ Summer (consult with advisory chair). • Review progress to date with advisory chair	• Log of clinical hours will be due at the end of the semester • Review progress to date with advisory chair

Marriage and Family Therapy Doctoral Degree Timeline: Third Year			
The information presented below is given as a general guideline. Individual circumstance will vary. The important part is to keep in constant communication with your advisory chair about your progress in the program.			
	Fall	Winter	Spring/Summer
Classes	Your coursework should be completed except: MFT 770R Clinical Internship MFT 799R Doctoral Dissertation University requirements are that a student must be enrolled for at least 2 credits in the semester you graduate.	Your coursework should be completed except: MFT 770R Clinical Internship MFT 799R Doctoral Dissertation University requirements are that a student must be enrolled for at least 2 credits in the semester you graduate.	Your coursework should be completed except: MFT 770R Clinical Internship MFT 799R Doctoral Dissertation University requirements are that a student must be enrolled for at least 2 credits in the semester you graduate.
Internship	Progress towards completing internship goals. Have periodic reviews with advisory chair to assess internship experience and to ascertain progress towards goals.		
Dissertation	Continue to work on dissertation. Check the current graduate school calendar for deadline dates related to your anticipated dissertation completion and anticipated graduation date. Complete dissertation and meet with advisory chair every 1-2 weeks to assess your progress. Advisory chair approves dissertation for defense, but it may also be important to receive approval from other committee members before scheduling your defense meeting. When approvals are received, contact the Graduate Program Manager to schedule your final oral defense. This defense date must be scheduled at least two weeks in advance. (Normally, a defense should not be planned for Spring or Summer terms since most faculty will be unavailable.) Supply copies of dissertation to each committee member two weeks before the defense date. Make final corrections to the dissertation and submit an electronic copy of dissertation to the library.		
Portfolio	Work on portfolio assignments and turn in portfolio prior to the conclusion of Winter Semester.	Portfolio should be turned in by the end of Winter Semester of your 3rd year.	
Tasks	• Review progress to date with advisory chair • Obtain a graduation timeline calendar from the graduate studies office.	• Review progress to date with advisory chair • Review graduation timeline calendar. Be aware of important dates.	• Review progress to date with advisory chair • Review graduation timeline calendar. Be aware of important dates.

Chapter 4: Comprehensive Clinic

Students conduct their supervised therapy experience (practicum) in the BYU Comprehensive Clinic. The clinic has policies and procedures which, when followed, ensure high quality therapy services to clients, and an optimal practicum experience for students. Important policies and procedures will be outlined here as well as in the Fall orientation meeting. Students should review this information and consult with their practicum supervisor concerning any questions or concerns.

Mission and Goals of the Clinic

We help change lives by providing clinical, administrative, technological, and physical support with competence and compassion.

The BYU Comprehensive Clinic supports research, training, and clinical services for the Marriage and Family Therapy Program, the Clinical Psychology Program, and the School of Social Work. The Clinic also provides some limited support services to the Communication Disorders Program and coordinates the use of the building with the Provo office of LDS Family Services that is currently housed in the John Taylor Building.

The Clinic provides the following services: public relations to secure referrals for potential Clinic clients and research participants; receptionist services to manage contact with the community and clients; intake workers who screen potential clients and recruit research participants; consultation with faculty and students on ethics, risk management, referral sources, and case management; auditing of case records to ensure compliance with program standards; training of students on the Clinic's client management programs; digital recording of client sessions; management of the Clinic materials room; collection of client fees; scheduling of common rooms; responses to requests for client data for faculty IRB approved research projects; improvement in the Clinic's physical ambiance and functioning; maintaining office machines; ordering common supplies, and coordinating major physical improvements to the building and the allocation of space among programs. The clinical mental health programs depend upon the Clinic to support clinical services and training for their student practicum classes, and the Clinic assists the mental health programs fulfill accreditation standards.

The Clinic Director, Dean E. Barley PhD is a Licensed Psychologist as well as a Licensed Clinical Social Worker. The Clinic Assistant Director, David Fawcett PhD is a Licensed Marriage and Family Therapist. The Clinic Steering team comprised of the leaders of the units served by the Clinic advise on and approve Clinic procedures.

The Comprehensive Clinic was conceptualized by individuals in LDS Social Services (now LDS Family Services) and members of the BYU Values Institute around 1976. The current John Taylor Building opened in January of 1980. On September 14, 1982, in the dedicatory prayer of the John Taylor Building (TLRB), Elder Gordon B. Hinckley stated:

> "…In the authority of the holy priesthood which we hold…we dedicate the John Taylor Building… that it may stand…as a place of learning as well as of teaching, as a place of service, as a place of helpfulness, and that all who are housed here may have in their hearts a great sense of service to those who come seeking assistance. We pray that thou wilt bless them with a love for humanity, for this building is presently used to house those departments of the university and of the Church which are designed to look after the needs of those who need help of many kinds. Dear Father, bless those who are there to serve that they may do so with kindness and with love and in the

Spirit of thy Son whose life was the very essence of love and service to others."

Elder Hinckley stated at the dedication of the TLRB: "The Brethren in whose behalf [I am speaking]…have great expectations concerning you… Yours is the opportunity to …study under a faculty of men and women of learning and of faith." As such, the Clinic Administration wishes to nurture interactions in which our spiritual heritage is utilized and honored. Hopefully this will result in increased spiritual serendipity in the Clinic community where we invite Divine assistance in accomplishing things that will have the most impact in our research, training, and services.

Please coordinate closely with the Clinic Administration and staff on learning how to use the Clinic Client Management System, digital recording system, and materials room services. When there are any difficulties with Clinic staff (receptionists, secretaries, intake workers, auditor, materials room and AV clerks) or with the digital or physical infrastructure, please alert Clinic Administration immediately. Please feel free to consult as needed on ethical concerns, Clinic procedures, crisis management, and community referrals. Feel free to offer feedback for the improvement of Clinic procedures.

Important Places in the Clinic

Materials Room (Room 154): Client files are stored here and can be checked out by student therapists. The Materials room houses class readings, assessment instruments, SPSS manuals, and assorted toys and supplies for child and family therapy. Recorded therapy sessions and headphones are also checked out here.

Audio/Visual: Therapy sessions are recorded and stored on IVS. Questions about recordings should be directed to the student workers in the Materials Center.

Student Computer Lab (Room 169): Computers are available on a first come/first serve basis for writing case notes, emailing and using the Internet, word processing, library database searches, etc. Printing is done through the BYU ID card system. This room has ID card access. Talk to the MFT or clinic secretaries to obtain access if needed.

Break Room (Room 253): This room has a TV, sink, refrigerator, vending machine, and microwave. This room is available to all students, faculty, and staff in the Taylor Building. Please clean up after yourself. This room is also in a main hallway and conversations in this room are overheard by clients. In is imperative that conversations about cases (even when identifying details are not shared) are never held in this room. A client should never over-hear you discussing a case.

MFT Secretary Office (Room 234): This room houses students' and professors' boxes for mail and messages. The MFT office will make photocopies for students when they pertain to clients and when faculty members specifically request that photocopies be paid for out of their accounts. All other photocopying expenses related to papers, class projects and presentations, theses, etc, are to be paid by the student with their own copy code (see clinic part-time secretaries for code). Students will be assigned a long distance code to be used for the client contact only. This is also where you turn in all semester forms and ask the bulk of your questions.

Clinic Part-Time Secretary's Office (Room 241): These secretaries provide assistance with the copier and fax machine found in room 243. Also they are ones to contact to obtain a code for the copy machine and to get signed up for CMS (Client Management System). These secretaries can help you gain access to rooms that use the ID card system. They also schedule therapy rooms for you.

Copy Machine: The copy machine is located in 243 TLRB. To make personal copies you need to use your personal copy code. You can get this code from the Clinic Secretary in room 241. This code is yours alone and should not be shared.

Intake Officer and Quality Assurance Officer

Carrels (Room 243): It will probably not be necessary to speak to the intake officer unless there are questions about his/her intake notes. The quality assurance officer is available for questions regarding adding clients to a case, reactivating cases, etc.

MFT Student/Intern/Work Room (Room 233) This area is for personal belongings. Student-therapists can wait here for the receptionist to call about their clients. Students are offered an unsecured cubby to store personal items, school books etc. This room has ID card access. Talk to the MFT or clinic secretaries to obtain access if needed.

Client Management System

Client Management System (CMS) is an easy to use, custom made, web-based application that manages all of the clinic's information. With this system you will be able to schedule therapy rooms, document client contact, session notes, treatment plans, and treatment summaries. Prior to seeing your first client, clinic staff will train you how to use CMS. This generally occurs in your first practicum course. Once you obtain a login from the clinic secretaries, you can access the CMS website.

Legal issues about release of information: Client information is kept confidential and is generally not released. Unless all members sign a form to release the file, the file is not required to be released. Files are only released under Court order. An attorney subpoena is not sufficient to require the release of files. All individuals over the age of 18 who are part of the case must sign a release prior to the release of the notes. For active cases, the primary therapist and supervisors handle release of information requests. For terminated cases, contact the Assistant Clinic Director (Dave Fawcett: 801-422-7749 or david_fawcett@byu.edu).

Expectations for Seeing Clients in the Clinic

The trainee must be currently enrolled as a student in an accredited program at BYU which is housed in the Comprehensive Clinic (i.e. audiology, clinical psychology, marriage and family therapy, or social work).

The trainee agrees to meet the requirements outlined by their programs including completing the appropriate records and forms (i.e. treatment plans, case notes, terminations, summaries, assessments) on all clients who are seen in the clinic. A record of this information is required to be entered into the Client Management System (CMS). In addition, it is expected that the trainee will have all case notes and records co-signed by the faculty supervisor, and coordinate all transfers of cases through their supervisor, the Director of Clinical Training, and the Clinic Director (if needed). The trainee agrees to return all hard copy client records at the end of each day to the Materials Room. Only cases assigned and seen under the supervision of an approved supervisor may be seen in the Comprehensive Clinic.

The clinic is run by the clinic director. The Clinic will endeavor to provide clients who are screened to meet the programs' acceptance criteria. The Clinic will also strive to audit client records to provide information to supervisors on whether students are keeping records in accordance with program standards. All trainees are expected to maintain the established confidentiality and other ethical guidelines outlined by their professional organizations and programs.

Clinic Case Management Policies

The Clinic is a privilege for the students who work in it. It is expected that student therapists will act professionally at all times in the Clinic and be mindful of client confidentiality and dignity.

Caseload Requirements

To graduate from the MFT program you will need to complete a specified number of clinical hours. Non-compliance with any of the general caseload expectations will result in a practicum grade deduction. See your practicum syllabus for details.

Master's Students: To graduate students must complete at least 500 face-to-face clinical hours. At least 251 of these hours must be relational. They must have received at least 100 supervision hours and 50% of these hours must be raw/live. First year Master's students will have at least 10 active cases at the clinic. Second year students will have at least 10 active cases (see off-site placement guidelines if this applies to you).

Doctoral Students: To graduate students must complete at least 1,000 face-to-face clinical hours. At least 500 of these hours must be relational. They must have received at least 100 supervision hours and 50% of these hours must be raw/live.

Minimum Caseload: All students—even those working off-site— are expected to maintain at least 5 active weekly cases within the clinic throughout their time in the program. Exceptions to this rule are rare and need to be approved by your advisor, practicum supervisor, and the clinical director.

Receiving Cases: Students are expected to accept the cases assigned to them by the clinic. Transferring Cases: Transferring a case should only be done only in rare circumstances. It is expected that students will not abandon their clients at the clinic in order to pick up more off-site clients. More information on transferring cases will follow.

Insurance: All students are expected to be members of AAMFT while in the program. The MFT program will pay membership and liability insurance directly for all MS Students, and all PhD students during their first 3 years. It is your responsibility as a student to provide the MFT secretaries with your membership number and email for this to occur.

As of October 2018, rates are as follows: $69 Student Member (includes liability insurance), $146 Pre-Clinical Fellow (LAMFT) and $100/year liability CPH Liability (Likely most PhD students), and $216 Clinical Fellow (LMFT) and $48-59/year CPH Liability.

Initial Case Managment

Contacting a New Referral. You will be notified via email when you have been assigned a new client. It is best practice to contact new clients as soon as possible, preferably within 24 hours of the case assignment. It is important to document all contact and attempted contacts in the "client contact" log of the client file.

When scheduling the first appointment, it is important to indicate on the scheduler that the individual, couple, or family are new clients in order for the receptionist to have the necessary paper work prepared for client review and signature. Any needed assessment protocols should be indicated at this time. Further information as to when and how to schedule both clinic paperwork and assessments will be reviewed in your beginning practicum class.

Initial Communication Permissions: The receptionists get permission from the client to receive texts and to leave voice messages at the initial phone call to set up the intake appointment. A script could include something like:

> "Voice messages and texting are insecure ways of communicating and could allow others to know that you are seeking mental health services. Would you like to give us permission to leave voice messages on your phone? Would you like to receive a text message on your phone to facilitate setting an appointment?" [if the client agrees, continue] "Such a text message would alert you that you are about to receive a phone call and would give you the options to choose to either receive the call at that time or to call into the Clinic to give us times when you would be available to receive a call. Do you have any questions about this?"

These instructions would be repeated at intake with encouraging the client to answer phone calls from the Clinic number 801-422-7759.

Initial Appointment: At the initial appointment, the student therapist will go over the paperwork with the client, limits to confidentiality, the expectations of the client, no-show policy, the client's preferences for contact from the clinic, and the process of paying for treatment.

Be sure to have the client read and sign the client contract found in Appendix J.

Initial Treatment Plan: Treatment plans are an important part of therapy both here in the Comprehensive Clinic and in almost all mental health settings. In the Comprehensive Clinic, treatment plans must be submitted within 24 hours of the third session. Treatment plans can be modified any time during treatment and should be if the new symptoms or patterns are discovered or if the goals or modality for therapy change. Please include all of the following categories in a treatment plan:

Presenting Problem: This is what the client system describes as the reason for coming to therapy. It may be different than the diagnosis.

Diagnosis: Using DSM-5, students should identify a diagnosis for all individuals involved in the case.

Individual Symptoms: This should be a list of symptoms of the identified patient and perhaps others if a couple or family. The symptoms should be consistent with the diagnosis but may go beyond DSM symptoms.

System Patterns: If the client is an individual, this part might include information about patterns of relationships in family, extended family, or even social support system. If the client is a couple or family, this should include brief descriptions of the patterns (interpersonal dynamics) you have identified during the first three sessions.

Goals for Therapy for Individual(s): This should include a list of what the client and the therapist hope to accomplish in therapy. These goals should guide treatment and their accomplishment will help both the client and therapist recognize progress and determine when therapy should be concluded.

Goals for Therapy for System: This should include a list of goals for changes in the client (couple for family) system

Therapy Modality: This should include the type of therapy approach/model the therapist intends to use as well as an estimated number of sessions the therapist thinks the case will need.

Ongoing Case Managment

Case Note Timeliness: It is prudent to write case notes as soon as possible after seeing a client, couple, or family and within 24 hours. Paper work is a necessary part of managing a case in a professional manner. All files are audited every two weeks. If a student receives an alert concerning a file, it is important to address the identified concern in as timely a manner as possible.

Collecting Payment: Payment is made to the secretary following each therapy appointment beginning with the first. Clients are expected to be up-to-date in their payments to the clinic. Student therapists are responsible for ensuring that clients are up-to-date in payments. This can be confirmed within the client management system.

If clients have an overdue balance, student therapists should discuss this with their client and set up an increased payment amount each appointment thereafter until their balance is up-to-date.

Correspondence With a Client by Mail: Students will type any letters or correspondence for clients and have the MFT part-time secretary print it on letterhead. The student and the supervisor should sign the letter. You must make a copy of the letter and add it to the client's file. It is crucial for ethical clinical practice that any client or other confidential letters must not have any identification from the clinic or BYU. The envelopes must be blank and addressed like this:

[Student therapist's name]
1190 North 900 East
Provo, UT 84604

The MFT secretary (in 234 TLRB) will supply a stamp for the letter since it cannot be metered. For client confidentiality, please do not use BYU return address envelopes of any kind.

Correspondence With a Client by Phone: Caller ID poses some challenges when contacting clients. If you make the call from the intern's office it will show up on the client's caller ID as "unknown" or "blocked." If you call from your personal phone, your own information will show up, which will give your clients access to your personal number. Calling from your own phone will also create potential confidentiality breaches by saving the client's phone number in your recently called list. The client will not have the Clinic's phone number appear in their recently called list in the event that they have a follow up question.

There is a solution to all of these situations. In order to have the Clinic's phone number appear in the caller ID, you must call 801-317-8835 before dialing the client's phone number.

You will then be prompted to enter the client's phone number to be forwarded to the client. Your personal number will be hidden from the Client. Caller ID will display the Clinic's number (801-422-7759). The Client's number will not be saved in your phone.

Communicating with a client via your personal cell phone will be addressed later in this chapter.

Text Notification Prior to a Client Call: If your client has given you permission to text them, you may choose to text them to let them that you will be calling in the next 30 minutes and to get their permission to call. This will improve the probability that the client will answer your call. To do this, text the client's number to 801-317-8835.

You will receive a reply text that says: *"[client's number] will be sent a message informing them that you would like to call them to set up an appointment."*

The client will receive a text: *"Hello, this is in regards to services you recently requested. You gave us permission to text you to schedule services. Please respond YES or NO whether you will be available in the next 30 minutes to receive a call."*

If the client responds "YES," you will receive a message: *"[client number] will be available to receive your call for the next 30 minutes."* You can then call the client using the procedure above.

If the client responds "NO," the client will receive the following text: *"Please call 801-422-7759 and leave a message about when would be a good time to call you to schedule services."* You will also receive a text saying, *"[client number] will NOT be available to receive your call for the next 30 minutes."*

If the client attempts to text back in free form to the Clinic number, they will receive the message: *"This is an unmanned phone number. Please call 801-422-7759 to leave a message. If this is an emergency, please call 911 or call the Crisis Line at 801-691-5433."*

Going out of Town/Service

Please notify your clinical supervisor (in addition to your graduate advisor) if and when you'll be out of town. This is especially important if you'll be out of cell service. It may be pertinent to find a backup therapist within your practicum. Discuss the situation with your practicum supervisor.

PRN Expectations

Student seeing clients at the Comprehensive Clinic are required to use the PRN for every case and for every session. The responsibility to make sure clients follow PRN procedures is ultimately the student's. Clinic staff are there to assist you and help, but it is your responsibly to make sure procedures are followed. The only exceptions to this policy are with approval of the clinical director, if the PRN system or clinic Internet is down, or if a client is in danger of harming themselves or someone else. Even when a client is late, they must complete the assessments.

The following are the PRN procedures:

Appointment Notification: Students must notify the clinical director, via the clinic messaging system, at least 24 hours before seeing a client so that information can be entered into PRN. Complete information must be sent. This includes: Case ID number, type of therapy (family, couple, individual), names (age/sex) of each client, date and time of upcoming session, and # of previous sessions.

Sessions not entered 24 hours in advance will be canceled. Repeated incidents of canceled sessions will result in the loss of one letter grade per incident.

Treatment Plans: Students must fill out the PRN therapist report (after each session), the PRN treatment plan (after 3 sessions), and treatment summaries on time. If the documentation is not completed within 24 hours of being due, it will affect your grade. Every 4th incident of not completing PRN reports on time will result in the loss of one letter grade.

Assessments: If a client does not take PRN assessments, students must notify the clinical director within 24 hours explaining why PRN was not completed so the clinical director can correct the error. Failure to follow the policy will result in the loss of one letter grade per incident.

Responding to Messages: Students will respond to messages from the clinical director regarding PRN within 24 hours. Failure to do so will result in the loss of one letter grade per incident.

Client Management: Students are responsible to remind clients to arrive early to complete PRN assessments for each session; this is not the responsibility of office staff. All clients must take PRN even if it cuts into session time. Remember that clinical-hours that count toward graduation are actual face-to-face time with clients. The time the client spends completing PRN assessments does not count towards clinical hours. If clients come late and use session time completing PRN, you cannot count the full hour as therapy time.

Counting Supervision and Client Contact Hours

The clinical practicum supervisor serves a variety of functions in students' clinical training. One of the supervisor's key roles is to verify clinical supervision hours and hours of clinical contact with clients. You will turn in a log of your hours each semester or term to the part-time secretary in 234 TLRB. Supervisors and students should discuss the policies and specific situations when determining which hours are countable. Commonly agreed-upon standards include:

Basic Standard: In Utah, in order to graduate and obtain LAMFT status, the following is one of the requirements: "a clinical practicum of not fewer than 600 hours, which includes not fewer than 100 hours of face-to-face supervision and not fewer than 500 direct contact hours of face-to-face supervised clinical practice of which not less than 250 hours shall be with couples or families who are physically present in the therapy room."

Combo Hour: When you are seeing a client (for an hour) and it is supervised live, you count it as an hour of therapy and an hour of live supervision.

Group Individual Supervision: If you watch video of yourself in group practicum supervision.

Group Video Supervision: if you watch video of another practicum member in supervision

Following a case: If you follow a case consistently, it may be an observation hour or a team therapy hour. This depends on how active you are on the case. If you are only observing, it's just an observation hour. If you actively participate in treatment planning, give the therapist feedback about what he/she did that was/wasn't planned, give feedback about the client and case, and remain an active participant throughout treatment, you may count it as a team therapy hour. However, be sure to double-check this with your practicum supervisor at the beginning of each semester, as each supervisor may have somewhat different expectations.

Live/Raw Supervision: observation of your personal or your practicum therapy by your approved practicum supervisor via video or behind the one-way mirror when you are present.

Psycho-education: is considered a non-process meeting in which you deliver MFT content. If you want to know whether to count a presentation as psycho-education, you need to consult with your supervisor at the time of the presentation.

Reflection Team Hours: an alternative hour when you are following closely along with a case and rotate going into the therapy room with the other therapist. This usually occurs in Angela's supervision. You need pre-approval to count "team" hours.

Relational Hour: couples or families who are physically present in the therapy room

Supervision or Practicum Hour: are typically a full 60 minutes; 60 minutes = 1 hour

Therapy Hour: fifty minutes of face-to-face is equal to 1 hour of therapy; 60 minutes = 1.2 hours

Adding Clients to a Case

Student Therapist Screening: For those potential clients and who later need to be added to a case, student therapists can be trained to screen for the program acceptance criteria. Scripts and checklists exist to walk the therapist through the screening criteria: suicidality, drug use; violence; legal concerns; and severity and chronicity. This screening could be done by the therapist talking with the current client about the potential family member in a live session or by phone. The conclusion that the new client passes program acceptance criteria could be documented in a case note.

Possible Complications: About 10-15% of therapy intakes are screened out currently at the time of intake. The student therapist would have to be prepared for that possibility (be able to refuse treatment, and know where to refer). Prior to using the current acceptance criteria there were up to 3 emergencies per semester requiring evaluation for hospitalization of clients. This was difficult for students, supervisors, and clients. Under the current criteria, this has been reduced to about I such emergency per year. Supervisors and students can keep the need for crisis intervention low by accurate screening during intake. When in doubt, the student should refer the potential client out and/or refer them to go through the formal intake interview process.

Demographics: If the new family member/partner passes screening, an electronic demographic form could be completed by the student therapist, copied and pasted and sent to Dr. Barley within the client management system messages, and then deleted from the student's computer. The new client(s) can be added to the case immediately or the next day.

Informed Consent: Once the new client is entered into the client management system, s/he can sign the informed consent at the next scheduled session on an iPad. In unplanned circumstances (someone shows up before they're in the client management system), a paper copy is always acceptable.

Treatment Plans: Multiple treatment plans can currently be added in the client management system to a case. If desired, treatment plans on an individual, couple, and family can all be added into one case. This would require attention to clarifying in the document who is the client for each plan.

Treatment Summaries: If desired, for clarification, more than one treatment summary can be placed in each case within the system to differentiate treatment responses by the different entities: individuals, couples, and families. Treatment summaries, case notes, and assessments are the most frequently requested documents. Writing such documents with the knowledge of how they may be requested in the future would be helpful to the clients.

Requests or Subpoenas for Records: Individuals only have access to documents that are their own (individual) records or their children's or wards' records. To release a document with multiple adult participants mentioned, all participant signatures are needed (or a valid court order), or information must be redacted (which is time consuming and error prone). This can be sorted out for closed cases by the auditor at the time of the request for the release of information or subpoena, and by the supervisor and student therapist for active cases.

Case Transfer Guidelines

Transferring a case should only be done in rare circumstances. It is expected that a student therapist will not abandon his/her clinic clients in order to pursue off-site placements.

Guidelines for MFT students transferring client cases from one therapist to another include (these guidelines assume you already have the permission of your supervisors to transfer the case): Supervisor Permission: You must first and foremost obtain permission from your practicum supervisor to transfer a client.

Client Permission: If a transfer was not initiated by your client, you must also obtain permission from your client to do a transfer. Explain that you will do your best to select a new therapist who meets their needs, i.e. gender preference, age, experience level, knowledge of treatment for their particular problem, availability to complete their treatment before she/he graduates.

Timing: Give the client at least 2-4 sessions advance notice of your need to transfer them. This will give you and the new therapist at least 2 or more sessions to meet together with the client to do the hand-off.

Address Concerns: Discuss with the client the pros and cons of the referral to another therapist; help them make the best decision for themselves. Address their anxiety, disappointment, sadness, sense of loss, etc, that may occur when transfers are made. Evaluate their progress to date and goals not yet met that may be addressed in therapy with the next therapist.

Case Paperwork Transfer: Get permission from the client to let new therapist read all his/her case notes, Treatment Plan, and diagnosis based on your work with them. Reassure the client they will not have to re-tell their entire life story again to another therapist. The new therapist will join the case with much knowledge of the situation and treatment progress to date and unfinished therapeutic issues.

First Joint Session: You and the new therapist should meet with the client at least twice before the switch is made. You direct the first session, with the new therapist joining in where appropriate, asking clarification questions, joining with the client and engendering hope for improvement in their condition. For the new therapist, the initial goals are joining, instilling hope, engendering confidence in the client that you are an empathetic, genuine, warm individual with skills/supervision experiences that can help them.

Following Joint Sessions: The next 1-2 sessions should be directed by the new therapist, with the referring therapist providing ideas and comments as appropriate, helping the client clarify treatment progress with the new therapist, etc. The referring therapist should show support and confidence in the new therapist and reassure the client that he/she will receive good treatment from the new therapist. Reassure the client that the new therapist may consult with the referring therapist on their case to provide the best treatment.

The new therapist should come prepared to answer all questions the client may have about their personal and academic background, theoretical lens most used in therapy, level of experience and supervision experience, etc. Be prepared to explain to the client why you agreed to take over therapy and why you see yourself as a good fit for the client and their needs/problems.

In the same session, the referring therapist should also review the progress the client has made in therapy with them as well as outline the challenges/goals yet to accomplish with the new therapist. This should reflect a "strengths-based" approach to the client's continued therapy.

The new therapist may have to re-write a new treatment plan based on all that is learned in these hand-off sessions. This, of course, is co-developed with the client and they agree to the treatment plan, duration, their role, the therapist's role, etc.
System Transfer of the Case: In order to transfer a case in the client management system, these additional steps must be carried out:

- You must be updated on all of your case notes prior to requesting the transfer
- Create a message in the client management sys tem that includes your current supervisor, the new therapist, the new therapist's supervisor, and the clinic director
- In the message, state the following:
- The case number of the case being transferred
- Why the case is being transferred (e.g. request for new therapist, therapist graduating etc.)
- A request for the time when you'd like the transfer to occur

Extending Cases, 24+ Sessions

Client cases are generally resolved within 24 sessions. Justification for treatment beyond this needs to be discussed with your practicum supervisor (e.g. progress being made as evidenced by assessments).

Additional requirements include:

Supervisor Approval/Requirements: Your practicum supervisor must approve any extension and may have additional requirements that must be met but are not listed here.

Updated Treatment Plan: An new treatment plan must be completed within 24 hours of the 24th session.

Additional Treatment Plans: If therapy continues beyond 24 sessions, a new treatment plan is required after every 8th session (ie 32nd, 40th, 48th, etc).

Transferring an Extended Case: If a case has been seen for over 32 sessions and the student therapist needs to transfer the case, the student must send a message within the client management system stating the need to transfer the case and the need for ongoing treatment. This message must be sent to the current student therapist's supervisor, the new student therapist, the new student therapist's supervisor, and the clinical director.

Returning for treatment: After termination of a case, clients may return for treatment in the clinic after 6 months without treatment in the clinic. Offsite Therapist Recommendations: A list of potential therapists and other mental health clinics is available from the clinic director and/or the clinical director and also at cc.byu.edu.

Terminating a Case

Client case terminations should be completed in a timely manner so clients can move off the waitlist. On those occasions when clients do not follow through with appointments, therapist should make every effort to contact the client to either set up a new appointment or close the file if the client does not intend on returning.

At times, a client will end therapy by avoiding phone calls. If no contact has been made with a client for 3 weeks, the student therapist is expected to sign and mail the clinic termination letter. (See the section on mailing letters earlier in this chapter.) If there is no response from the client within a week, the case must be terminated.

Students should destroy unnecessary documents that have client names or other identifying information on them.

Off-site Student Therapist Placements

Occasionally, students have the opportunity to work off-site at a clinical placement. Students are not permitted to seek work off-site without prior approval from their graduate advisor and the clinical director. Each application to work off-site must first be presented to the graduate advisor and clinical director. They will present it at faculty meeting after being discussed and reviewed. They will report to the student the outcome of the discussion.

First Year Master's Students

Masters students are primarily employed at the Comprehensive Clinic throughout their time in the program. First year master's students do not qualify for an off-site placement. They must maintain a minimum of 10 active cases at the Comprehensive Clinic.

Second Year Master's Students

Masters students are primarily employed at the Comprehensive Clinic throughout their time in the program. Occasionally, MS students will seek off-site placements in order to get more specialized clinical training and oversight. It is expected that students pursuing an off-site placement will attempt to find a clinical practice that is in-line with their clinical project. They must meet all of the following requirements. Failure to abide by these guidelines may result in a marginal review from faculty and/or immediate termination from the off-site placement.

Time requirement: Students may begin working offsite towards the end of their 2nd Winter semester depending on approval.

Clinical hour requirement: Students must have completed 250 face-to-face clinical hours at BYU. Comprehensive clinic responsibilities: Students must maintain a minimum of at least five active weekly cases at the clinic, equaling 20+ client contact hours each month. Please note, you cannot transfer cases in order to accommodate an off-site placement.

Research assistantship responsibilities: Students must be up to date with their Research Assistantship (RA) work and continue consistently working for their major professor doing RA work as needed.

Length of an off-site placement: Students must have long-term commitment to an off-site placement (i.e. until the time they graduate).

Supervision requirement: Students must maintain a ratio of 1 supervision hour to every 5 therapy hours at their off-site placement from their off-site placement supervisor. Your off-site supervisor must be an AAMFT approved supervisor or candidate.

Doctoral Students

PhD students may begin working off-site after they have completed 200 clinical hours at the clinic and if they are still actively progressing towards graduation. Caseload requirements are determined in conjunction with your advisor and based on your internship contract.

Student/Supervisor Work/School Relationship

To protect against the ethical issue of multiple relationships, adjunct or other faculty supervisors may not recruit or discuss with students regarding current or potential placement off-site at their clinical sites. If a student is actively engaged working off-site for an adjunct supervisor at their clinical site, they cannot simultaneously be placed in a practicum section with that supervisor. It would be inappropriate for a faculty member to recruit students to work at their clinical site while the student is enrolled in their class receiving a grade.

It is the responsibility of the student to get approval from the clinical director, their graduate advisor, and the MFT faculty prior to beginning work off-site. It is also the responsibility of the student to inform the clinical director of multiple relationships and other conflicts that may arise.

Communicating with Clients

Receiving Client Phone Calls

Students are encouraged to give permission for the Clinic receptionists to forward phone calls from their clients to the student's phone. When a call comes in, the receptionist would first contact the student by phone to ask if they are able to receive a client call. If so, the client's call will be forwarded to the student. If not, the receptionist will take the message from the client and send it to the student is a CMS message. When a call is forwarded to a student, the student's phone number is blocked from the client. Receptionists are not to give student contact information to clients.

Texting, Email, & Social Messaging

Email, text messaging, or messaging on social media or networking sites may not be secure, and messages may not be read in a timely fashion. Also, these communications could compromise confidentiality, and such exchanges might need to become a part of the legal clinical record. Open two-way texting and emailing or other electronic communication may open the University, the Program, your supervisor, and yourself to increased liability.

The receptionists and intake workers explain the risks of email and texting to clients. The clients give permission to receive one-way messages from the Clinic relating to scheduling and the exchange of information (e.g. assessments, consent forms), and to receive voice messages. One-way email messaging for scheduling purposes or to exchange secure links is available through https://ccmati.byu.edu/Employee/Inventory

The Clinic Auditor can currently assist in the exchange of documents by using a secure Box folder. Please contact the Clinic Auditor through CMS to facilitate this process.

Students could send materials to Clients through Box using the procedure in Appendix Q. Confidential documents could be sent password protected.

Contacting Clients by Phone

The intake workers inform the clients that they may receive a text (if they have given permission) informing the client that their assigned therapist will call them within the next 30 minutes. The following procedures allow students to call clients from the student's phone with the number being blocked and also allows the students to let the client know that the student will be calling.

To CALL the client so that the Clinic's phone number (801) 422-7759 will show on the client's caller ID instead of "blocked" or "unknown," call 801-317-8835. You will be prompted to enter the client's phone number. You will then be forwarded to the client. Your personal number will be hidden from the Client. Caller ID will display the Clinic's number 801-422-7759. The Client's number will not be saved in your phone.

If you would like to TEXT the client to let them that you will be calling in the next 30 minutes and to get their permission to call, text the client's number to 801-317-8835 (this is to improve the probability that the client will answer your call) You will receive a text:

"[client's number] will be sent a message informing them that you would like to call them to set up an appointment.

The client will receive a text: "Hello, this is in regards to services you recently requested. You gave us permission to text you to schedule services. Please respond YES or NO whether you will be available in the next 30 minutes to receive a call." If the client responds "Yes," the student will receive a message: "[client number] will be available to receive your call for the next 30 minutes." You can then call the client using the procedure above.

If the client responds "No," the client will receive the following text: "Please call 801-422-7759 and leave a message about when would be a good time to call you to schedule services.

If the client responds "NO," the student will receive a text: "[client number] will NOT be available to receive your call for the next 30 minutes."

If the client attempts to text back in free form to the Clinic number, they will receive the message: "This is an unmanned phone number. Please call 801-422-7759 to leave a message. If this is an emergency, please call 911 or call the Crisis Line at (801) 691-5433."

Responding to Client Requests for Letters

Custody recommendations

Clients may request a letter giving an opinion concerning child custody. As a treating clinician the student has not performed an evaluation to support any opinion concerning child custody. The therapist is considered a "fact witness" in this situation, and it would be unethical to make any recommendations on custody lacking that formal evaluation. It may be best to review the case notes with the client and give him/her a copy of the record as the most accurate account of the therapist's observations.

Disability, Immigration, Client safety to drive, etc.

Clients may request therapists to write letters supporting their claim for disability, a statement documenting a disability that would impact the immigration process, or whether or not the client is safe to drive. Such letters would require formal evaluations which are not performed here at the Clinic. Social Security Disability Determination Services and the Division of Rehabilitation Services do not accept evaluations performed at the Clinic.

Documenting Treatment

Clients occasionally request letters documenting the diagnosis and participation in treatment. This could include letters to support accommodations for school, a time of deferral from school, or letters for lawyers, other service providers, caseworkers or probation officers. It may be appropriate, pending supervisor approval, for the student to write a brief letter documenting the client's diagnosis, beginning and ending dates of treatment, and the number of sessions attended. A copy of the treatment summary including the client's response to treatment may also be appropriate. A general rule is to include the least amount of information that is necessary to fulfill the request and to state only the facts supported by observations.

Releases of Information

It is vital to obtain a Release of Information before any letters are sent. The Release of Information form is available in paper form at the Reception Desk upstairs. It is possible to work with the Clinic Auditor to send and receive Release of Information forms electronically and securely through a Box folder and CCMati.

Emotional Support Animal

This is a more complicated issue, so please refer to the Emotional Support Animal section of Appendix Q.

Use of Personal Cell Phones When Contacting Clients

The use of your personal cell phones, Google Voice, and/or other contact methods outside the intern's office phone is at the discretion of each student in consultation with their practicum supervisor. It is important to be aware that unencrypted emails and texts can be relatively easily accessed by unauthorized people and hence can compromise the privacy and confidentiality of therapist-client communication. State law and professional/ethical standards vary regarding cell phone use as it relates to therapy. Students are responsible to make sure they communicate in a legal and ethical ways with clients. **No client info should be saved on students personal phone**. In general, as a program, we discourage cell phone use with clients. However, if you choose to use your personal cell phone, your voicemail message must include a statement regarding emergencies.

Example: "You have reached the voice mail of John Doe. If this is an emergency or crisis situation immediately hang up and dial 911, your local crisis line or go to the nearest emergency room."

In this message it is also advised that you state your boundaries regarding the hours you will answer and/or return calls.

Example: "Please remember calls received after 3 p.m. on Friday will not be returned until Monday morning."

Please ask each supervisor if they have any additional requirements regarding personal cell phone use. BYU MFT is not liable for any associated cost for using personal cell phone. Please do not use texts, email, voice mail, or faxes for emergencies. See the appendix for a client phone agreement.

Concerns with Texting Clients

It is best to limit communication strictly to scheduling matters when texting. Prior to engaging in text communication, there are several things to discuss with your client.

Informed Consent: Clients must be informed that there are risks to texting and give their consent. You will need to clarity on the appropriate use of texting (ie not for emergencies or clinical info).

Clients may easily give consent to use texting, not being aware that inadvertent revelation of their participation in therapy to others may have, repercussions in relationships, future job possibilities (government agencies, military, security clearance), and insurance. Also, once information is in cyber space, they lose control of the information.

Security: Clients should be informed of the discoverability of PHI including the fact that the client is receiving therapy services (appointment time, phone number) by unauthorized persons. Electronic information can be accidentally or purposefully be resent quickly anywhere. Also consider the consequences of loss, theft, and re-sale or recycle of the mobile device. One of the most common concerns raised to APAIT is: "My mobile device has been lost and it has client information on it."

Confidentiality: An other risk is that service providers may reveal things in the content of the message that the client doesn't want revealed. This can include the fact that someone is receiving mental health services. There is a need to prevent accidental release of information to others (wrong autofill email or phone number).

The fact that a text was sent needs to be logged in the contact log of the client. All other correspondence is part of the legal record, especially when deemed "clinically relevant." This would include texts that drift into clinical topics. Standard of Care and Boundary and Limit Setting for the Appropriate Use of the Technology: With access to open texting, some clients may text for emergency communication and may mention clinical issues in spite of instruction to do otherwise. Open texting can imply 24/7 availability of the therapist. You need to clarify with the client your availability, your response time to texts, and times when you will not respond to texts (after hours, during school breaks).

There are some clients for whom texting would be inappropriate (minors, intellectually disabled, emotionally immature, personality disordered, dependent).

Potential for Miscommunication: There is a need to clarify differences in communication between face-to-face and texting. For example, face-to-face interactions reduce miscommunication and misunderstanding due to lack of visual cues and immediate feedback.

Special Instructions for Family Therapy

Family Therapy is based on the belief that there are systemic factors which impact any therapy case. Family therapy is often seen as a unique perspective which allows observation of and intervention in the interactional dynamics which are occurring within a family unit. From this perspective, it is important that cases are managed by a primary therapist who is aware of all the dynamics and determines appropriate treatment goals, interventions, and monitors the outcome of therapy. It is assumed that families and couples will be seen together unless there is supervisor approved clinical rationale which suggests that other types of intervention would be more appropriate.

To help students coordinate and facilitate couple and family therapy, the following guidelines have been developed for use in the MFT program:

- One therapist will be assigned as the primary therapist for each case
- The case file for the family will include all notes written on any member of the family seen. If the case is concurrently assigned to a co-therapist for some part of the therapy, a copy of the individual (adolescent, spouse, or child) notes will be added to the family file by the primary therapist.
- The primary therapist, through consultation with the supervisor, will be responsible to coordinate treatment of all family members, review and update data in the file, and coordinate other therapy received by members of the family including groups (parenting, assertiveness training etc.)
- A decision made by a primary therapist to include a co-therapist must be approved by the supervisor of the primary therapist. When a
- co-therapist is involved in the case, the primary therapist is responsible to meet with the other therapist at least weekly to coordinate the treatment plan, review case notes, and add new case notes to the file. These notes can be added under a separate tab in the file titled Correspondence.
- The co-therapist can be added to the case (with access through CMS, as in groups, but has no responsibility for the audit. The audit responsibility rests with the primary therapist alone).
- It is the responsibility of the primary therapist to write a treatment plan that outlines each of the areas of treatment being received by each family member, rationale, and the goals of actions prescribed (including use of a co-therapist for individual therapy not conducted by the primary family therapist such as in some cases of play therapy or a separate therapist for each of two divorcing spouses).
- If one individual terminates therapy with the primary therapist (as in divorcing spouses) a termination is filed for that individual by the primary therapist and the therapist who is seeing that individual is no longer considered a co-therapist. The file becomes an individual case with no shared information. The same would be true for an adolescent client (who has reached the age of 18) and wishes to have an individual therapist.
- The primary therapist must write a referral for treatment to the new therapist for their file. This referral letter (note, memo) identifies the specific reasons for the referral and the goals

for treatment the primary therapist hopes will occur while the family member(s) is/are seeing the treatment therapist.
- The primary therapist is responsible to his/her supervisor for case management and supervision. The co-therapists may consult with their supervisor on the case and consult with the primary therapist and/or supervisor if changes in treatment are needed.
- Factors which may encourage working with parents and children, or parents and adolescents together include such things as:
- Child is uneasy being alone with the therapist (such as immature, shy, fearful). After trust is established the therapist may see them alone when necessary.
- Parents are able to handle their own anxiety and are able to focus on their child when appropriate.
- Attachment between the parent and child has been broken (illness, separation, divorce, death).
- Acting out is primary way the child gets attention.
- Multi-generational themes are present for child.
- Parent will not participate in any other kind of therapy.

Factors which may discourage working with parents and children together or spouses together initially until some of the individual issues are resolved include such things as:
- Parent's emotional issues are too intense and they are not able to focus on their children enough to be accessible to them during therapy.
- The parents are not healthy enough to contain information or experiences that occur during treatment requiring the children to bear the burdens of therapy for their parents.
- Parents are not able to interact with children and are unwilling to learn.
- The parent's early childhood was very dysfunctional and they are not able to move beyond their pain to engage with their children in a therapeutic manner.
- The child or adolescent needs privacy and a separate space to deal with issues of abuse or trauma.
- Either parents or children are too reactive to be together even in play.
- One or both partners report violence in the relationship which requires interviewing each spouse separately before proceeding with conjoint treatment.

In the above cases, concurrent individual therapy may be appropriate for parents and children when approved by the supervisor; however, it is important that the family unit meet together for some experiences that encourage bonding among members. It is important that all parents who have children in play therapy receive individual or couple or parental therapy concurrently with the child's individual therapy.

Prior to the conclusion of treatment, family members need to work together in family therapy including all possible members of the family. This is critical when issues of shame, attachment, security, belonging, and connection exist. The treatment may include filial therapy and/or family therapy.

Minors and Sexting

The university's position is that this is a reportable behavior. The applicable statute broadly states that if we know that "a child is, or has been, the subject of abuse or neglect," then we have an obligation to report. Utah Code Ann. § 62A-4a-403(1). The law does not condition reporting on who causes the abuse or neglect, only that the child has been subject to it.

As you may know, "abuse" includes "sexual exploitation," which in turn includes taking or possessing pornographic photos of a child. See Utah Code Ann. §§ 62A-4a-101(1); 80-1-102(1)(a); 80-1-102(71).

Some examples include:

1. A minor discloses taking pornographic pictures of self or another minor and sends them to: a minor; or an adult
2. An adult takes pornographic pictures of a minor and doesn't send them or does send them.

Chapter 5: Policies and Procedures

This chapter contains important policies and procedures that affect all students, faculty, and staff in the program. Students may be most interested in the polices regarding academic performance. Please take time to review all the information in this chapter.

Program Governance

Governance of the MFT Master's and Doctoral Programs is influenced by university-level policies and input from students, faculty, supervisors, graduates, and other communities of interest. The primary means of communication among MFT faculty is during weekly faculty meetings. While informal exchanges occur frequently through email and personal discussions, face-to-face faculty meetings are where program-level decisions are discussed and finalized.

When decisions or policy revisions are made that impact students, this will be communicated to students via email, our newsletter and/or in person meetings. As needed, program-level changes are communicated to, and approved by, administrators at the departmental, college and graduate studies levels. Formal policy changes are also published in the MFT Program Handbook (reviewed and updated annually). Given the importance that each contributor has to program governance, the roles of faculty, current students, and other communities of interest are detailed below. This helps articulate our respective roles in the combined mission of the MFT programs.

Role of MFT Faculty in Program Governance

The role of the MFT faculty in governance of both the MS and PhD programs occurs as follows:

Participation in Regular Faculty Meetings. MFT faculty meetings are held weekly during Fall and Winter Semesters and as needed during Spring and Summer Terms. Full-time faculty are expected to attend these meetings, while adjunct faculty and supervisors are invited to attend. Topics of discussion in meetings include curriculum, supervision, clinic procedures, program policies, and student progress. Elected student representatives from the MS and PhD program are also invited to these meetings when there is a need, otherwise they are not required to attend weekly. When changes in curriculum, policy, educational outcomes, or other MFT program matters are being considered, they are first discussed and then voted upon with each faculty member having a vote, and majority vote determining the decision.

Participation in MFT Faculty Retreats. Faculty retreat meetings occur each year, usually in May and August. During the meeting, faculty review the program's educational outcomes and discuss data related to the outcomes, as well as feedback from communities of interest (students, graduates, supervisors, and faculty). When there is evidence of a problem or obstacle, potential changes are first discussed and then voted upon with each faculty member have a vote, and majority vote determining the decision.

Participation in Admissions Decisions. All MFT faculty comprise the Admissions Committee for the MS and PhD programs. Students are admitted to Fall Semester only, and applications must be complete by December 1st of the year preceding Fall admission. All faculty members review the admissions files and meet together to discuss and choose those students who will be invited for face-to-face interviews. All MFT faculty members meet with the potential candidates, in a day-long process involving group and individual interviews. Following the completion of interviews, the faculty meet and discuss each candidate to ensure that the candidate's goals align with the program goals and match the candidates to potential committee chairs.

Decisions about who will be admitted must receive approval of every MFT faculty member. Advisory chairs are assigned at this time, although changes can be made after the student enters the program. The program also adheres to all BYU Graduate Studies Admissions Policies which can be found on the Grad Studies website.

Participation in Bi-Annual Student Evaluations. Student performance in academic, clinical and research endeavors are continually monitored by faculty. The review process—and timing of each part of the review process—is communicated to students in their initial orientation to the program and in advisor-student meetings. Please note that satisfactory progress is required by the Department of Education to continue receiving financial aid. Formal assessments are charted herein and are also presented in relevant course syllabi. In addition, the program's less-formal but continual assessments and their schedule are presented here:

- Regular feedback from supervisors regarding clinical skills and competencies.
- *Timing:* Students should expect regular feedback in each supervision session with more formal, evaluative feedback at the end of each semester/term.
- Regular reports from the BYU Comprehensive Clinic auditor regarding case notes and other case file records, audited for completion and timeliness.
- *Timing:* Every two weeks.
- Review of academic progress over the course of the semester.
- *Timing:* Periodically throughout the semester/term as student assignments are submitted and graded.
- End of semester grades for each required course. These grades reflect satisfactory progress in completing coursework and making progress in terms of student learning outcomes.
- *Timing:* End-of-semester evaluations.
- Satisfactory progress on completing required clinical hours.
- *Timing:* Bi-annual formal evaluations in January and May.
- Regular completion of tasks assigned as a research assistant.
- *Timing:* At least monthly, as individual faculty advisors review the assignment and completion of RA-related tasks.
- Satisfactory progress on thesis/dissertation.
- *Timing:* Monthly reviews of progress with faculty advisors and in bi-annual formal evaluations in January and May.

Other Evaluative Roles of Faculty. In an indirect way, faculty participate in program governance through their evaluation of course projects and assignment of course grades. Since all of the MFT faculty are also supervisors, they too evaluate students' clinical performance every semester they teach practicum. Faculty serve on thesis, dissertation, and clinical project committees and vote on the outcome of proposal review meetings, clinical presentations, and final defenses. When they are assigned, they serve as evaluators for doctoral case presentations and portfolios.

Role of Program Director in Program Governance

The Program Director's role in program governance includes a variety of responsibilities, all connected to the responsibility to maintain and enhance program quality. However, his/her job description is as follows:

- Represent the MFT program to the School of Family Life (as part of the SFL executive committee) and, as needed, to the College of Family, Home, and Social Sciences
- Coordinate COAMFTE accreditation compliance and interactions with the commission
- Supervise/advise students, faculty, and staff regarding their program governance duties
- Facilitate accomplishment of educational outcomes, along with the regular review of data and specific faculty, program and student outcomes
- Create and maintain a training environment that is conducive to clinical training and sensitive to diversity
- Manage the programs' budgets and coordinating funding for student wages, tuition support, faculty purchases, travel support, recruitment related expenditures, etc

- Coordinate program decisions about students admissions, funding support, formal evaluations, and remediation plans
- Oversee curriculum decisions and course development
- Interact with the Comprehensive Clinic directorship to review and advocate for MFT resources/facilities and to facilitate services for clients (a primary community of interest)
- Coordinate course schedules with the university, Comprehensive Clinic, and MFT program entities
- Communicate program-related changes to students, recent graduates, and other communities of interest (if applicable) using regular emails/newsletters. Solicitations for feedback (about program functioning) may also be communicated using this means.

The Program Director is also a member of the faculty, and when faculty vote to make any changes to the program, the Program Director will then take appropriate steps to implement the improvements. Faculty are always consulted and asked to vote regarding any changes to the curriculum, educational outcomes, student evaluations, and program policies. The Program Director does not make decisions without collaborating with the faculty and asking for a vote where the director has an equal vote with all other faculty. While the program faculty have authority to vote and propose changes in curriculum, such changes must move through a process that includes approval from the Director of the School of Family Life, from the Dean of the College of Family, Home, and Social Sciences, and from the University Curriculum Council. Any changes in course numbering, degree requirements, or program name changes can be proposed by the faculty but ultimately must receive University Curriculum Council approval.

Evaluation of Program Director: The program director is selected by nomination from the MFT program faculty and serve under the direction of the School of Family Life director. The program director is evaluated yearly by the SFL director, based on his/her performance as a faculty member (areas evaluated include scholarship, teaching, and citizenship) and as an administrator. The program director's performance is also evaluated using a yearly survey of MFT students/faculty and feedback provided to the SFL director.

If a program director is found to perform in an unsatisfactory fashion (as determined by faculty, students or the SFL director), the program director will be released from this assignment or a remediation plan will be developed by the program director and the SFL director. Individual circumstances and the nature of the unsatisfactory performance will determine which option is selected. If the remediation option is selected, the program director and SFL director will meet at least monthly during a three-month probationary period to track overall progress and facilitate changes in the performance areas deemed to be unsatisfactory. If the remediation plan is successfully enacted, the program director will continue to serve until the end of the allotted three-year timespan unless further problems are discovered. If the remediation plan is not successfully completed, the program director will be released and another faculty member will be selected to serve as program director.

Role of Students in Program Governance

* As a student, what is my role in the MFT program?

You, the MFT students, are an important community of interest for the MFT Master's and Doctoral Programs at BYU.

The program expects you to take the opportunity to express your voice regarding the curriculum and program policies and procedures. You are being socialized into a professional role, and part of our role as a marriage and family therapist is to find ways for our feedback to influence the systems that surround us. In the course of your professional development, we expect you to take advantage of the following opportunities to provide feedback.

Monday Faculty Meetings. The MFT faculty meets each Monday 11 a.m. to 12 p.m. in 227 TLRB. These meetings are the vehicle for regular contact and interaction regarding program administration, revision, and evaluation. All faculty are required to attend. Student representatives, the accreditation coordinator, MFT secretaries and the graduate program manager may be invited to attend when there is a need. When confidential matters are discussed and non-faculty individuals are in attendance, the meeting moves into an executive session and non-faculty attendees are dismissed from the meeting.

End of Semester/Term Student Evaluation of Courses. At the end of every semester/term, the online Student Ratings system allows students to confidentially rate their BYU learning experience. Students are encouraged to provide feedback about their courses and instructors (including practica). Approximately two weeks after grades are submitted, reports of rating results are provided to BYU faculty and administrators. The student ratings are very important in helping instructors improve their teaching and in helping the University evaluate courses and faculty. As mentioned earlier in this handbook, one of the main outcomes or goals that the faculty are trying to meet is "demonstrating effective teaching abilities." In this endeavor, your ratings of courses and instructors is extremely important in supporting the program's self-assessment (part of accreditation) while maintaining and increasing teaching quality.

Your evaluations are also important within the university system. As stated by our University President, Kevin Worthen:

"We need your input. Student evaluations of BYU faculty and courses are extremely important.

- *Faculty are expected to review them to improve their courses and teaching methods.*
- *Department chairs are expected to review them annually with faculty to assess teaching effectiveness.*
- *University committees consider them carefully as part of faculty reviews to determine who is retained and promoted.*

Without your responsible input, we cannot effectively assess and improve teaching performance and student learning. Please be honest, fair, and constructive as you complete your evaluations. Your evaluations really do matter"

-President Kevin J. Worthen, message to students, 2015

End of Semester/Term Supervisee Evaluation of Supervisors. In addition to rating your practica through the university online ratings system, you will receive a form in your MFT mail box asking you to evaluate your experiences with your supervisor. Your ratings are anonymous so you shouldn't put your name on these forms. However, you must complete the form and return it to the MFT secretaries. After the semester is over, your responses are aggregated and provided to supervisors. The aggregated ratings are discussed in regular faculty retreats in efforts to improve clinical supervision.

Meetings with Your Elected Student Representatives. Each year the MS students elect a student representative, and the PhD students elect a student representative. These two students are invited to attend faculty meetings when there is a need. Typically, when the student representatives are in attendance, the first item on the agenda of these meetings is feedback from students. In order to solicit your feedback, your student representatives will hold regular meetings (usually monthly) in order to exchange information, provide feedback, and/or problem-solve student related issues. The program expects you to attend these meetings. These meetings are a chance for you to express concerns as well as highlight strengths of your experiences in the program, the clinic, supervision, and any other issues. Your representatives then bring the main points regarding these concerns to faculty meeting without divulging anyone's identity. From time-to-time, the faculty ask the student representatives to seek your input on issues the faculty may be considering. Of course, student representatives are available to hear your feedback at times through email or personal contact.

Semester Cohort Meetings with Program and Clinical Directors. You are expected to attend a group meeting at least once a school year with the Program Director and Clinical Director. This is an opportunity to share suggestions for improvement and collaboratively problem solve around concerns. The themes of your feedback in this meeting is reported to the faculty and supervisors without any identifying information about who gave the feedback.

Exit Survey Near Graduation. At the end of the program, you will receive an exit survey from the accreditation coordinator asking about specific knowledge and skill you have gained. The survey will ask you to rate where you perceived yourself at the beginning of the program and where you see yourself as you are nearing graduation. The information is aggregated and used to inform our deliberations about how well we are meeting our educational outcomes and how we can improve.

Additionally, the exit survey will ask you to evaluate of university-level support resources (e.g., library, financial aid, counseling services, accessibility services). As noted above, this information is aggregated and used to help inform program faculty and administrators (and upper administrators) about your experience as a graduate student and as a MFT student (MS program or PhD program).

The exit survey data are reviewed and discussed in the faculty retreats which occur each August and May. Filling out this survey is highly encoraged and incentivized.Any feedback resulting in change to the program will be communicated via our montly news lettter and posts on our social media platforms.

Communication with Your Committee Chair, Supervisors, Committee Members, and Faculty. We also invite you to share any suggestions with your chair, committee members, your supervisors, and faculty as you journey through the program with faculty or staff. This feedback, if sensitive in nature, can be shared by that individual without any identifying the source.

Responsibilities Related to Communication of Information. Email is the primary form of communication that faculty and staff use in relaying information to you. Emails are sent to the students' BYU issued email address (netid@byu.edu). You will receive regular emails, usually weekly, from the program as well as a monthly newsletter which communicates information relevant to available scholarships, presentations of interest, and student and faculty news. You are responsible for knowing the information in these communications.

Handbook: You are responsible for knowing the information in this handbook. You will be held to the expectations that are communicated in its content.

Committee Chair: Your Committee Chair is an important link between you and the program. Your chair will be the source of communication from the program and a source of your communication with the program.

Role of Other Communities of Interest in Program Governance

As noted above, in addition to the MFT program faculty and students, other communities of interest for the MFT programs include program graduates and their employers. Both communities will be contacted and surveyed regularly (at least once every other year) by the clinical director or accreditation manager using an online survey. Available data will be reviewed and discussed in the MFT faculty retreat in May. Any feedback resulting in change to the program will be communicated via our montly news lettter and posts on our social media platforms. Among the data to be collected, reviewed and discussed are graduation rates, pass rates for licensing exam, job placement rates, employer satisfaction (see Appendix K for the employer survey), and alumni satisfaction (see Appendix L for the alumni survey).

Policy for Determining Sufficient Number of Faculty

Determining whether the PhD and MS programs have enough faculty to meet their Educational Outcomes is based on several factors including faculty-to-student ratios, supervisor-to-student ratios, faculty-to-committees ratios, covering courses in a timely manner, need for specific content expertise, and gender balance.

The program generally has approximately 35 matriculated MS and PhD students and approximately 10 full-time core faculty at a given time. The program has adopted a faculty-to-student ratio of 1-to-6, as well as a supervisor-to-student supervision ratio of 1-to-6 for both the MS and PhD programs. This ensures that students receive one-on-one and group supervision in amounts that exceed the 100 hours the program requires. When supervisors beyond the full-time faculty are needed, the Program Director negotiates with the Director of the School of Family Life for funding for adjunct supervisors. An additional reason for hiring adjunct supervisors is to increase gender balance among supervisors.

Another relevant factor is having sufficient faculty to teach courses in a timely manner and in the published sequence and in the university class schedule. When there is a need to cover an MFT course, the Program Director requests funding from the Director of the School of Family Life to hire an adjunct faculty member to teach the course. If this happens regularly with multiple didactic courses, the Program Director negotiates with the Director of the School of Family Life to secure a line for a new hire. If the Director of the School of Family Life agrees that the program needs additional faculty, then the Director would take the request to the Dean of the College of Family, Home, and Social Sciences.

The faculty review how well the program is doing in achieving the educational outcomes each year. If the percentages of students achieving each outcome are below the benchmark, the faculty would consider all possible reasons for the poor performance including the faculty factors mentioned above. When review of educational outcomes shows that the program is meeting its benchmarks, the faculty would not consider whether additional faculty is needed.

These factors are taken into consideration every semester as course assignments are made, at admissions, and as each faculty member agrees to chair or become a member of a dissertation/thesis committee.

Temporary Teletherapy Policies

As a result of the COVID-19 pandemic, the BYU MFT program was required to adapt and allow for teletherapy options. Policies were created and trainings were given to all students to enable them to continue working and progressing in their program. These policies and trainings are available upon request. Please consult with your supervisor and the clinic director for the most current guidelines on teletherapy practices in the clinic.

Student Acknowledgement Form

As a part of each student's admission into the program, they are required to sign the Student Acknowledgement Form before entering the program. The form, idicates that they have read and understand how the BYU MFT program prepares students for licensure. The Student Acknowledgement Form will be sent to incoming students in the form of a Qualtrics Suvey. A copy of the form can can be found in the appendix.

Student Technology Policy

Throughout the MFT program, students will need access to a computing device (desktop/laptop) and the internet to complete both course work and clinical work. Students are expected to either use their own computer or use computer labs or limited rental computers available at BYU. The BYU IT's website (https://oit.byu.edu/) has many helpful resources for students including software downloads, campus Wi-Fi set up, and other technical support.

Academic Performance

Graduate Studies Academic Policies

Minimum Credit Hours. BYU Graduate students are required to register for a minimum number of credit hours. More details can be found on the Grad Studies website.

Grade Requirements. Graduate students whose graduate Program of Study Grade Point Average (GPA) falls below 3.0 (prerequisite and skill courses are exempt) will not be allowed to graduate and may be dismissed from their graduate program. Students whose grades frequently fall in the C range or below should consult with their committee about the advisability of continuing their graduate studies. No D credit may apply toward a graduate degree.

Additional Policies. Additional BYU Graduate Studies Policies can be found online.

Coursework Expectations

Progress Reports for Students Graduate students may access their progress report through AIM on my.byu.edu. This report compares the student's Program of Study with the courses taken and summarizes the student's progress in the program: completed classes, current registration, classes still needed, and grade point average. In addition, the progress report alerts a student to possible problems with academic status, GPA, prerequisites needed, minimum registration requirements, time limits, and courses. Because the Office of Graduate Studies frequently updates and reports crucial information to the student's progress report, it is important for students to check their progress report regularly.

Time Limits for Completion of Degree The university has set time limits for the completion of graduate degrees and the MFT program encourages students to complete their degree in a timely manner (see website).

Master's students are expected to complete all courses and clinical hours in two years. In unusual circumstances, additional time may be allowed. However, in all cases, students must complete graduation requirements with in five to be awarded the degree.

Important Note: MS students must successfully schedule their thesis proposal meeting by the end of Fall Semester of their second year. If this is not scheduled, you will lose your assistantship support beginning the following Winter Semester. You will also receive a less-than-satisfactory rating for Fall. If your proposal is not scheduled by the end of Winter Semester, you will receive a second less-than-satisfactory rating for Winter and will be asked to leave the program.

* As a doctoral student, what are the time constraints to complete my degree?

Doctoral students are expected to complete all courses within three years and to complete clinical hours and dissertation research during the final (fourth) internship year. Financial assistance from the MFT program is offered only during the first two years; however, there may be funds available to support RA/TA work during the 3rd , and possibly 4th years. All students must complete the graduation requirements within eight years to be awarded the degree.

More information about time limits can be found in the policies and procedures posted on the Grad Studies website.

* How will my progress be evaluated?

Formal Graduate Student Evaluation and Feedback. The MFT faculty evaluates the progress of students during semiannual reviews (Fall and Winter Semesters). In order to allow the faculty to consider important contextualizing information, students should keep their advisor apprised of any problems that might be impacting their performance in the program.

Possible evaluations are satisfactory, marginal, and unsatisfactory. Fortunately, most students receive satisfactory evaluations as they progress in their program. Students who receive marginal or unsatisfactory evaluations are given specific requirements for remedying the deficiency. Students who have concerns regarding their evaluation can discuss it with their chair, the program director, and if needed the MFT faculty. Although very rare, it is important to note that students who receive more than one consecutive unsatisfactory or marginal evaluation may be dismissed from the program.

The MFT faculty has determination of what constitutes a satisfactory, marginal, and unsatisfactory progress is as follows: (Some criteria are only applicable as appropriate for the number of semesters in the program):

Satisfactory:

- Submit a signed Program of Study Form
- Establish a graduate committee
- Satisfactory contact with chair and/or committee members
- Identification of a thesis/dissertation topic or clinical focus
- Thesis proposal is approved
- Acceptable performance in assistantship
- Progress towards completing thesis/dissertation or clinical presentation
- Completing coursework on the timetable consistent with your Program of Study
- Satisfactory program participation and involve-

ment
- Passing courses with B or higher
- Satisfactory clinical development and/or case management
- Satisfactory self-of-therapist progress
- Timely communication with all program faculty and staff

Marginal:
- Inadequate clinical development and/or case management
- Inadequate self-of-therapist progress
- Lack of program participation and involvement
- Failure to establish a graduate committee
- Failure to submit a signed Program of Study
- Lack of progress in completing coursework
- Serious difficulty with coursework
- Poor performance in assistantship
- Thesis proposal not approved
- A grade of B– in any course (a B– or lower in practicum means those hours will not count toward graduation)
- Minimal contact with chair or advisory committee members
- Being unreliable, unprepared, or unethical in assistantship assignments
- Little progress toward completing thesis/dissertation or clinical presentation
- Registering for thesis/dissertation or project hours when little to no work has been done
- Poor communication/emails with program faculty and staff (not responding within 24 hours, etc.)
- Not scheduling proposal by the beginning of their second Winter Semester (MS only)
- Other specific faculty concerns

Unsatisfactory:
- All points in marginal rating can become unsatisfactory depending on the severity of the problem
- Failure to resolve any problems or fulfill any requirements indicated in a previous review
- A grade below a B– in any course
- A grade of B– in any two courses in one semester
- Concerns about ethics or professional behavior
- Concerns regarding clinical development and case management
- Other specific faculty concerns

Evaluation Outcomes

* What happens if I recieve a poor evaluation?

All MFT faculty and supervisors are invited to the meetings where these student evaluations occur. During the evaluation, the Committee Chair presents information about the progress of each student including therapy and supervision hours logged to that point. The student's current instructors and the current supervisor are invited to share their assessment of each student's performance. After careful evaluation, each faculty member votes whether a student's performance is satisfactory, marginal, or unsatisfactory. The results of these evaluations are sent to each student in a written letter with the Program Director's and the Committee Chair's signatures. The Committee Chair is often asked to meet with the student to give them feedback resulting from these reviews in person. However, the information in the letter takes precedence over anything the Committee Chair says verbally.

Students who are rated at marginal or unsatisfactory are given specific written requirements for remedying the deficiency. These instructions include: (a) what the student needs to do to remedy their status, (b) the deadline for completion of said remediation, and (c) whom to contact for help in demonstrating satisfactory progress.

Students who receive a marginal rating cannot receive a marginal rating the following semester. The student must improve to satisfactory or he or she will receive an unsatisfactory rating. A student who has received a marginal followed by an unsatisfactory rating or a student with two consecutive unsatisfactory ratings will generally be dismissed from the program at the conclusion of the semester.

Corrective Actions

Fortunately, corrective actions are rarely needed. However, you will want to be familiar with this section so you know how to avoid running into difficulty.

Termination of Graduate Status Termination of graduate status may result if a student:

- Fails to fulfill the university's minimum registration requirement
- Requests to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to program recommendation)
- Receives a marginal or unsatisfactory rating in a periodic review by the academic program and is unable or unwilling to comply with conditions for continuance outlined by the program
- Receives two consecutive unsatisfactory ratings in a periodic review by the faculty
- Fails to make what the program or the university deem to be satisfactory progress toward a graduate degree
- Fails the final oral examination (defense of dissertation, thesis, or project)
- Fails the program's comprehensive exam
- Violates the university's standards of conduct as outlined in the BYU Honor Code

Appeal of Termination from Program A student dismissed or facing dismissal may respond to or appeal that termination or impending termination. Such responses or appeals should be directed, in writing, to the MFT Program Chair. A student who wishes further consideration may appeal to the Director of the School of Family Life (Alan Hawkins: alan_hawkins@byu.edu or 801-422-7088). Ultimately, a final appeal may be made to The University Graduate Dean (Wynn Stirling: 801-422-4465 or wynn_stirling@byu.edu) who, if circumstances warrant it, may appoint a committee of impartial faculty members to adjudicate the matter.

Student Academic Grievances Policy The university has an established procedure for handling student academic grievances and can be found starting on page B53 of the Policies and Procedures manual, which can be found on the Grad Studies website.

General Grievances When interpersonal issues arise, as they often do, students are asked to speak directly to the person involved. If that does not resolve the issue, they should speak with their chair or the program director. Students should not discuss interpersonal grievances with their peers or others not involved in the issue.

Policies Regarding Travel and Conference Attendance

Conference Attendence Overview

Conference experiences are facilitated and partially funded by the university in order to provide a significant impact on your educational experience and aid your introduction to the broader field and community of colleagues in M/CFT. Some funds are made available for student travel (policies specific to receiving funds can be found in the next section). In order to receive a reimbursement of travel expenses, you must submit a short write up of your experience to the Program Director Roy Bean (roy_bean@byu.edu) and your major professor within two weeks from the last day of the conference. Additionally, this write up is to show accountability for the support you received to attend the conference by demonstrating substantial involvement in conference activities. The write up should include a summary of other activities like classes you attended and networking you accomplished. We encourage all students to attend UAMFT, which the program will cover.

> Note: There are specific and important deadlines associated with conference travel. It is wise to begin planning for a conference well in advance. Carefully note and observe all deadlines in order to receive permissions or funds

Conference Attendance for Master's Students

Attendance at professional conferences can have a significant, positive impact on a student's educational experience. For students dedicated to MFT research, or focused on furthering their education by presenting a research project, participation in a conference can be a valuable experience. This is a particularly good way to set yourself apart as a good candidate for a PhD program. Presenting a poster or paper will involve significant preparation and should be started many months before the conference. Students should be prepared to take the initiative if they would like to present and not rely on their advisor to do the work for them. Students prepared to take this step should speak with their advisor to discover the steps necessary to be adequately prepared.

All students are encouraged to attend one advisor approved conference in their second year of the program regardless if they are presenting or not. A student should attend with the expectation that they will actively participate in conference activities, including attending sessions and networking with others in the field. Students willing to make conference attendance an educationally significant experience may be eligible for up to $1000 for program funds to cover conference registration fees and travel expenses. A proposal must be sent to the program director at least three months prior to the conference. (Please see the section on Travel Support for Students Attending Conferences in this handbook for more detailed information on obtaining funds.)

Conference Attendance for Doctoral Students

As outlined in the portfolio requirements, PhD students are required to present research at two national professional conferences (like AAMFT, NCFR, SPR) during your time in the doctoral program. You should meet with your advisor to select the best conferences to attend given your specific areas of interest. You are eligible for funding to attend a conference at which you will be presenting 1st or 2nd authored posters or papers. You can submit a proposal to your advisor to receive up to $1000 towards conference registration fees and travel expenses for two conferences during your time in the program. Proposals must be received at least three months prior to the conference in order to be considered. (Please see the section on Travel Support for Students Attending Conferences in this handbook for more detailed information on obtaining funds.)

Travel Support for Students Attending Conferences

* Are there funds available for me to attend a conference

The program uses money gathered by student therapists to support student travel to a professional conference where the student is presenting research with a faculty mentor. This is a tremendous privilege, not a something the student is owed. Students must receive approval from their mentor, in writing, before any travel is approved. Students should not submit abstracts to present research without the approval of her/his mentor. Commonly asked questions about conference attendance are listed here:

- How many trips and which conferences? The MFT program will fund one conference trip for MS students in their second year if they are presenting research. The program will fund two conference trips for PhD students during their time in the program. AAMFT, NCFR are examples of conferences that have been funded historically; other conferences must be pre-approved by the student's advisor and the program director
- Can I roll the funds over and go to two conferences in a year? Students are allowed one funded conference per year. Funds do not rollover if not used during any given year. Likewise, they cannot be saved up and cashed out.
- Who qualifies as a current student? Current students are those enrolled full-time during their two years of MS degree study and full-time PhD students.
- Are funds guaranteed? Funding is contingent on program budgets which vary from year to year.
- Is pre-approval required? A faculty member must submit approval to the School of Family life prior to the student making any travel arrangements. Any travel plans made prior to the faculty submitting approval will not be funded. A copy of the Student Travel Authorization form can be obtained by emailing the Program Manager . The form must be submitted to the Graduate Program Manager (Terri Robertson:

terri_robertson@byu.edu) with the appropriate signatures and pre-approval number assigned before any travel plans are made.

- What other requirements are necessary to get funds? In order to receive MFT funding, students must have faculty chair and program director approval prior to registration and accommodation arrangements, follow the necessary steps in their proper order for making arrangements, and write a short report at the conclusion of their experience.
- How do I ensure that the forms were received and find out how much funding I have to use? It is advised that you contact the Graduate Program

Manager to make sure the forms were received, and to make sure you understand how much you are allotted and from which sources, what has been or will be paid for and from what source, and the amount remaining that can be used for ground transportation, food, etc.

- How early should I start making arrangements? Students must pre-arrange for airfare travel and ticketing at least two months in advance of travel dates to secure the optimal and least expensive options.
- Can I get funds for international flights? Airfare covered is only for domestic flights.
- Do I receive funds before or after making travel arrangements? Funds will be reimbursed to the student after returning from the trip, submitting receipts, and completing the post-travel write-up for the program director. Students must use their personal credit card to pay for their flight, hotel, conference registration, etc. Reimbursement will be delivered through your BYU Financial Center.

Student must follow BYU travel policies and application procedures which are coordinated through the SFL Graduate Program Manager (Terri Robertson: terri_robertson@byu.edu) additional details online. The MFT Program will not provide travel assistance for students who are presiding or are discussants at conference seminars, workshops, etc.

Amounts qualifying students may receive:

- MS Students: Up to $1000 for current 2nd year MS students who are presenting. Limit 1 conference.
- PhD Students: Up to $1000 per year for current student. Limit 2 conferences.

Other Funding Options

GSS Funded Research Presentation Awards: Graduate students presenting original research at conferences or performing or displaying creative work are eligible to receive a Research Presentation Award (RPA) averaging $400. RPAs are intended to enable graduate students to travel to important conferences or events within their discipline in order to present their scholarly and creative work. RPAs are awarded two times each year and are distributed within two months after the application deadline. The application deadline is in the middle of an award period which allows students to apply who have either already presented their research/creative work or who are planning to within the specified time period. Approximately one-third of the applicants receive an award.

Procedure for Getting Funds

The Graduate Program Manager (Terri Robertson: terri_robertson@byu.edu) will process all graduate student travel reimbursements and payments. Please adhere to the following procedures and expectations:

Prior to making travel arrangements: You must have a Student Travel Authorization (STA) form submitted and approved to the Program Manager prior to making any reservations or purchases related to your travel, including conference registration. The form can be found by emailing the Graduate Program Manager; submit the form to your Graduate Coordinator. Once your travel is

approved by your Graduate Coordinator, you must submit the authorization form with signature to the Graduate Program Manager. If you are receiving any additional funding (e.g. money from a faculty 20-account, etc.), you must also email the Graduate Program Manager the details.
The possibility of claiming per diem instead of tracking food expenses.

- Note: If you are sharing a hotel with other students, you must notify the Graduate Program Manager of the details.

Arranging for flight: You must use BYU Travel to make flight arrangements. After the Student Travel Authorization form (STA) is submitted to the Program Manager, they will let you know when you can start booking travel and will provide you with a Chrome River pre-approval number to give BYU travel when you call. You must book your flight with BYU Travel at least two months in advance to travel, failure to do so forfeits funding. Your flight will be direct billed to the department (for no more than $1000) and that amount will be subtracted from your $1000 reimbursement.

Arranging for a hotel: It is recommended that hotel accommodations be booked using BYU travel. You must pay with your personal credit card and submit the receipt as part of Step 6. Unless otherwise noted from outside funding (see step 5). If you make your own reservations, this may be reimbursed as part of your allotted funding, after you complete your travel (see step 6). Valid receipt is necessary. You should clearly communicate in the STA (see step 1) if you will be sharing a room with other students.

Arranging for conference fees: You must pay for conference registration using your personal credit card. It will be reimbursed as part of step 6, after the completion of your travel and conference attendance.

After travel paperwork: After traveling, you must write about your experience. Conference experiences are facilitated and partially funded by the university in order to provide a significant impact on your education experience and aid your introduction to the broader field and community of colleagues in M/CFT. In order to receive a reimbursement of travel expenses, you must submit a short write up of your experience to the program director and your major professor within two weeks from the last day of the conference. The purpose of this write up is for you to reflect on and synthesize your experience. Additionally, it is to show accountability for the support you received to attend the conference by demonstrating substantial involvement in conference activities. This involvement should go beyond only passive activities like standing by a poster. This write up should include a summary of other activities like classes you attended and networking accomplished. The program director will contact the Graduate Program Manager with approval after reviewing your write up.

You must bring or email the Graduate Program Manager **all** receipts for which you should be reimbursed, including airfare, hotel, and conference registration if applicable. Also provide a breakdown of all your cost in the email or by spreadsheet. The Graduate Program Manager will submit your reimbursement in Chrome River and all the funds will be deposited into your BYU Financial Center. Your reimbursement will not exceed the $1000 offered by the program, unless you other funding sources.

Adjunct Benefits and Travel

Our clinical supervisors and adjuncts are valuable members of the BYU MFT program, as such we aim to support their sustained learning. Adjuncts and Supervisors teaching at least 3 credit hours a year can be reimbursed yearly for their AAMFT full clinical membership and approved supervisor fees. Please send your AAMFT membership information to mfptsec@byu.edu to have them pay for your membership.

Additionally, the program will pay for domestic flight, early bird registration, and up to $500 toward AAMFT annual conference, if the adjunct is presenting with students at the conference.

Please see purchasing.byu.edu/travel for procedure how to complete and submit the travel forms through Y-Expense system. Flight must be booked at least 2 months prior to the conference and registration must fall under the early bird deadline to be covered.

Policies Regarding Professional Experiences

Student Initiated Off-Campus Clinical Experiences

The COAMFTE/AAMFT Accreditation standards allow students the opportunity to gain a portion of their clinical experience off campus under appropriate supervision as part of their clinical training. The purpose of these policies and procedures is to outline the guidelines students must follow before pursuing off-campus (i.e. outside of the comprehensive clinic) clinical experience.

Application Process: Students should describe their proposed off-campus experience in a letter to the clinical faculty at the earliest possible date before beginning their experience. This letter should address:

- Training site description and clientele served
- Nature of clinical experiences including projected number of hours conducting individual, group and relationship therapy per week and for the total experience
- Description of supervision. The supervision must follow the AAMFT and BYU program guidelines and the supervision must be approved by the clinical faculty. The supervisor must be an AAMFT approved supervisor or supervisor-in-training or have essentially the same credentials
- Expected salary or reimbursement, if any
- Start date and date

MFT Externship Proposal Form: This form must also be filled out and submitted with the letter. A sample form is included in Appendix F. The clinical faculty will approve, disapprove or return the proposal for revisions. A completed and signed MFT Off-Campus Practicum Contract must be submitted after faculty approval of the site and before beginning the program.

- Off campus practicum may begin towards the end of the 2nd Winter semester depending on approval.
- Maximum number of clinical hours a student may earn off-campus is 250.
- The ratio of supervision hours to clinical hours must be in accordance with AAMFT guidelines for students in training: 1 hour of supervision per 5 clinical hours.
- Live or video-audio tape formats should be used at least 50% of the time in supervision. Video tapes/DVDs will be transferred by locked file box as applicable.
- During the off-campus experience, the student must be concurrently enrolled in MFT 655R or MFT 755R in which they are receiving individual supervision and are registered for the appropriate number of credits and carrying the expected case load at the comprehensive clinic.

Regarding Work Outside of the Clinic Prior to Graduation

This is to clarify the policy of the Utah Division of Occupational & Professional Licensing (DOPL) concerning master's-level students who are all-but-thesis (ABT) and who wish to practice MFT off-campus under the supervision of an approved supervisor, after the completion of their 500 hours of clinical experience for the master degree. Such individuals are in violation of state law.

There are only three types of people who can legally practice MFT in Utah:

- Full-time or part-time students under supervision of a faculty member in an MFT program
- Licensed MFTs
- Approved Associate MFTs

It is against the policy of the MFT program for a student to practice MFT outside of an approved practicum placement. Therefore, practicums will not be approved for ABT (all-but-thesis) students after the initial two years in the MS program. These policies exist to protect the public, the student, and our program. They point to the importance of completion of the master's thesis as soon as possible. All doctoral students who have completed the required COAMFTE master's curriculum are required to become Associate Licensed Marriage and Family Therapists in the State of Utah as soon as they have officially completed the curriculum.

Professional Liability Insurance

Current MFT students are covered by professional liability insurance for their clinical practice while enrolled as full-time students completing the MS or PhD degree. Students must concurrently enroll in the appropriate clinical practicum, MFT 655R, MFT 755R, or doctoral internship MFT 770R whenever they are seeing clients, in order to be covered by liability insurance and to have supervision hours count toward program clinical hour requirements. Student membership in AAMFT also provides some additional individual malpractice insurance protection. All students are required to be student or clinical members of AAMFT. Additional information will be provided in practicums.

Policies Regarding Thesis Proposal and Defense Meetings

Thesis Proposal & Defense Meetings

Master's students are required to schedule their thesis proposal (also called a prospectus) or project proposal by the end of Fall Semester in their final year in order to continue Departmental Financial Assistance. The defense/presentation meeting must be scheduled by mid-June in order to graduate on time and continue as a student in good standing.

Doctoral students can defend their prospectus at any time during their program. However, they cannot defend their dissertation until their course work, prospectus review and comprehensive portfolio are completed.

Thesis/Dissertation Forms: When ready to schedule a defense, students will upload their final draft onto gradprog as a PDF, under the "Ready ofr Defense" tab. Once uploaded, the committee can review and approve the document.

Thesis/Dissertation Deadlines for Graduation: ADV Form 8 lists the thesis/dissertation deadlines for graduation. Review these deadlines early and plan your prospectus meeting and dissertation defense dates accordingly. Remember to leave yourself time in advance of BYU deadlines for unexpected problems.

Thesis/Dissertation Formatting: ADV Form 11 provides university-wide formatting requirements. ADV Form 11b provides a front matter template for theses and ADV Form 11d provides a front matter template for dissertations. With the exception of the university-wide formatting requirements and the formatting for the front matter pages, you should follow APA publication manual guidelines. Because you will have to convert your thesis/dissertation into a PDF for submission to ETD (Electronic Theses & Dissertations), it is to your advantage to begin formatting your thesis/dissertation early.

Proposal/Prospectus Meeting Scheduling: Allow approximately three to four weeks for the scheduling of your prospectus meeting (a week to schedule the prospectus meeting, and up to two weeks for the actual defense meeting to be held. These meetings are scheduled by the SFL Graduate Program Manager (Terri Robertson: 801-422-2060 or terri_robertson@byu.edu).

Defense Scheduling: Allow approximately three to four weeks (about a week to schedule the defense and upload the final draft, get committee approvals, and officially schedule the defense in gradpog at least two weeks prior to the actual defense date). Any questions can be directed to SFL Graduate Program Manager, as well.

Defense Format: Check with your chair regarding the specifics of the defense. It is typical to wait outside while the committee talks without you present (i.e., once at the beginning and once toward the end).

Upload Your ETD: When you upload your ETD in gradprog, be prepared to enter under the publication details the title of your thesis/dissertation, several key words to assist in identifying your thesis/dissertation in searches, and cut and paste in your abstract. Once you have uploaded your ETD, Graduate Studies will review and approve preliminary pages, then the Graduate Program Manager will have to approve your ETD, after which the college associate dean will have to approve your ETD. Graduate Studies will complete one final approval, then submit your ETD for publication. Questions/Additional Information: Contact the SFL Graduate Program Manager for questions. Additional info can be found on BYU Graduate Studies' website (gradstudies.byu.edu) under current students.

Since the thesis proposal and defense meetings are considered professional meetings, students should not bring food or snacks to these meetings. In addition, students are not encouraged to invite spouses or family members to these meetings as their presence may distract or put additional stress on the student or his/her committee members.

Graduate Studies Policy Requiring Attendance at Defense Meetings

The student and all committee members must be present for the defense. Departments may request accommodations for committee members (not committee chairs or students) under the following circumstances:

- A member of the graduate student's committee is employed at another university, and the student has worked in that professor's lab or studio during the graduate program. An accommodation may be requested for the committee member to participate in the defense via video conferencing.
- A committee member has left the university during the student's program but has continued to work actively with the committee and the student. An accommodation may be requested for the committee member to participate in the defense via video conferencing.

Accommodations require the approval of the student's department, the college dean, and the graduate dean.

Proposal and Defense Checklist

Proposal:

- Student uploads draft in Gradprog for Review.
- Chair/Committee receives email it was upload ed (Do Not Approve at this Time)
- If accidentally approved by committee member at this point, it won't clear requirement automatically, only when everyone has.
- Prospectus/Proposal Scheduled
- Defense Happens
- After defense/discussion
- Committee members can Approve prospectus/ proposal
- Chair holds off on Approval, if revisions are needed
- No revisions needed- Chair can Approve at that time
- After revisions completed- Chair Approves in Gradprog to clear the requirement

Final Defense
(Process has 2 steps of Approval):

- Student uploads draft in Gradprog for Review
- Chair/Committee receives email it was upload ed, and should do at least a brief review of draft to make sure they feel it is ready to de fend
- Gradprog Approval of Final Draft Needed- Unless Committee finds it's not ready to de fend, and more time is needed
- Final Defense Scheduling Begins (Prescheduling can happen to find an available date)
- Once Chair/Committee have All Approved the final draft
- Defense Officially Scheduled with Graduate Studies
- Defense Happens
- After defense/discussion
- Committee members can Approve Defense results
- Chair holds off on Approval, if revisions are needed- mark "Qualifications" in Gradprog
- No revisions needed- Chair can mark "Pass" and Approve
- After revisions completed- Chair marks "Pass" and Approve in Gradprog to clear the requirement

Appendix A: Admission Guidelines

Program Mission Statement

In harmony with our sponsoring organization (ie The Church of Jesus Christ of Latter-day Satints) and the mission and aims of Brigham Young University, the Marriage and Family Therapy (MFT) programs focus on "balanced development" in all student growth areas. This development is carried out in an environment of compassion, inclusion, and diversity in order to prepare students to be a healing influence in a world struggling to create safe and meaningful relationships. Both programs utilize a relational perspective (regarding the practice and science of healing) to improve the well-being of indivduals, couples, and families. Finally, we strive to be an international leader in process research in order to understand how change occures and to extend our healing influence beyond campus borders.

In fulfilling our mission statement, the MFT program is designed to fulfill the mission and aims of BYU, as an educational organization, including the creation of an "Enriched Learning Environment" (multicultural.byu.edu/node/whatwedo). Therefore, our admission decisions will be based largely upon applicants' capacities to contribute to the program and their ability to grow in the following areas.

To intellectually enlarge—Applicant capacity to contribute in terms of intellectual enlargement will be assessed largely through GRE scores, GPA, letters of recommendation, and the personal statement description of their educational path.

To spiritually strengthen—Applicant potentional to contribute to the programs' spiritually strengthening atmosphere will be assessed through the personal statement, video responses, any person/ professional experience (work/volunteer service presented on the resume), and their ecclesiastical endorsement.

To build character—Applicant potential to contribute to a character-building environment will be measured largely through the personal statement (in terms of a description of jobs they have had, how they financed their education, personal struggles they are dealing with), letters of recommendations, and the video responses.

A capacity for lifelong service and learning—This will be measured through the personal statement (description of their achievements in this area to date), letters of recommendation, and any personal/ professional experience and service described in the resume.

To enrich the learning environment—This will be measured largely through the video responses, personal statement, and personal experiences related to gender, ethnic, racial, and other forms of diversity. (Please discuss your personal experiences with diversity beyond what was expereinced on your mission for The Church of Jesus Christ of Latter-day Saints.)

Appendix B: MFT Student Standards

In order to qualify to participate in the program and pursue a degree in Marriage and Family Therapy, students must have the requisite abilities necessary to perform the essential functions required by the program and be able to meet the appropriate programmatic standards. By applying to and accepting admission into the Marriage and Family Therapy Program, students pledge that they have the following abilities and attributes and will conduct themselves according to the following guidelines:

Motor Abilities: Students need to have the ability to fully participate in classes and to acquire and integrate data through the use of their senses. Reasonable accommodation for a qualifying disability may be allowed, but it is the student's responsibility to obtain and relay the necessary information from the University Accessibility Center to each instructor.

Communication Skills: Students must have the ability to process information expeditiously and communicate effectively with other students, faculty members, staff, clients and other professionals. Students must also have sufficient skills in written and spoken English to carry out the required processing and communication.

Faculty and staff within the School of Family Life often communicate via email. It is expected that emails requiring a response be responded to within 24 business hours. Failure to respond appropriately may result in a marginal student evaluation. Laptops are highly recommended as they will be used throughout the program for research, projects etc.

Ethical Standards: Students are ethically and professionally bound to adhere to the AAAMFT Code of Ethics and conduct themselves pursuant to pertinent Utah statutes and applicable administrative codes. In addition, it is essential that students demonstrate empathy and appreciation for diversity in society, and a non-judgmental attitude in their interaction with others. The value of confidentiality is foundational to the profession of Marriage and Family Therapy, and sound interpersonal skills must be present and observable. Whatever one sees and hears must remain within the strictest confidence in order to protect the privacy, rights, sensitivities and feelings of all those involved, including clients and fellow students.

Professionalism: Students are expected to demonstrate a commitment to professional conduct, including adhering to the limit of their knowledge and skills in the delivery of services to clients, respecting others, being punctual and dependable, completing assignments and reports on time, and prioritizing responsibilities. Appearance and personal demeanor should reflect an appropriate understanding of the professional context. Conflict resolution should reflect respect for proper channels of authority, and feedback must be dealt with in a professional manner. It is expected that when there is a conflict, disagreement or offense, the parties involved will communicate directly with each other. Respect should be shown to fellow students, faculty, staff, and clients in the classroom and in the clinic. BYU can and will monitor content posted on social media sites such as Facebook, Twitter, Instagram etc. Please show respect for your colleagues, faculty, the university, and the program when interacting via these platforms. Disrespect for others or any form of sexual harassment will not be tolerated.

Dress Code (in therapy sessions):

For women: A reasonable length skirt or pants of a non-jean material combined with a professional top (such as a dress shirt, blouse, polo, etc) is considered acceptable. An informal dress with appropriate skirt length is also acceptable.

For men: A combination of collared shirt (such as a dress or polo shirt) and professional pants of a non-jean material (such as khakis or blue, green, brown, or black trousers). Shoes should be business-casual in style. A blazer or business jacket can optionally be added.

For either gender: Unacceptable clothing includes: rumpled or ripped clothing, T-shirts, miniskirts, jeans, flip-flops, underwear as outerwear, inappropriately revealing attire such as bare mid-riffs or very tight fitting clothing.

Students are expected to abide by BYU's Dress and Grooming Standards at all times.

Self-care: Students need to recognize the signs of stress and emotional problems, develop appropriate means of self-care, and seek supportive services when necessary to minimize any adverse impact on scholastic and professional performance. Student must be willing to seek the advice of their faculty advisor and follow recommendations made by their advisor and/or faculty decisions regarding the appropriate maintenance of their academic, physical, or psychological health, which may include assessment and/or therapeutic services at the student's expense. Historically, most students in our graduate programs attend therapy at their own expense throughout the duration of the program. We recommend starting therapy prior to coming to our program if at all possible.

I understand that I am expected to read the MFT Graduate Handbook and realize that I will be held accountable for the content. I also recognize that a repeated failure to comply with these standards may result in my removal from the program.

By signing this document, I certify that I have read, understand and agree to live by the above statements.

Student's name (print): ______________________________ Date: __________

Student's signature: ____

Witness Signature: ____

Appendix C: Professional Development

Becoming Licensed in the State of Utah

Students can receive all the necessary licensing forms and applications by calling the Utah Department of Occupational and Professional Licensing (DOPL) at 801-530-6628, and asking for the MFT licensing information packet. Basically, you can license when you do the following:

- Complete 4,000 hours of supervised marriage and family therapy training, which includes a minimum of 1,000 hours of supervised therapy experience (with 500 hours being couple or family therapy) after receiving an AAMFT accredited master degree.
- Complete at least 100 hours of direct face to face supervision with a state approved or AAMFT approved supervisor.
- Provide official transcripts of the earning of a master degree in marriage and family therapy from a COAMFTE accredited program, or provide documentation of the equivalent.
- Provide DOPL with the necessary forms that document the therapy and supervision hours, as well as, a letter that documents a passing score on the Examination for Marital and Family Therapy (EMFT). The EMFT is offered three times a year, once in the spring, summer, and fall respectively. Specific details regarding this exam can be obtained by contacting the National Assessment Institute at 801-355-5009. Please note that you will need an access code from DOPL to register for this exam.

Professional Organizations

* What professional organizations should I join?

Graduate students in the Marriage and Family Therapy Program are considered to be budding professionals. They are in an apprenticeship to become a contributing professional as an educator, practitioner, scholar, church and community member. To help in this process, students are encouraged to participate actively in appropriate national and regional professional organizations. Because of the multidisciplinary nature of the program, there are numerous professional organizations in which to participate. All these organizations hold regular (usually annual) conferences, and encourage students to present papers, workshops, etc. Talk to your faculty advisor about which organization(s) would be most appropriate for you. Below are brief descriptions of many, but not all, of the organizations in which graduate students may want to participate.

American Association for Marriage and Family Therapy (AAMFT): This national organization is an umbrella group for marriage and family therapists. MFT students are required to join as student members. Others may join as affiliate members.

Utah Association of Marriage and Family Therapists (UAMFT): This organization is the regional affiliate of AAMFT.

American Education Research Association (AERA): This national organization includes special interest groups organized for those engaged in research in Early Childhood Education, Human Development, and Counseling Psychology.

American Family Therapy Association (AFTA): This national organization serves family therapists.

Association of Mormon Counselors and Psychotherapists (AMCAP): This organization serves the needs of LDS mental health practitioners in psychology, marriage and family therapy, social work, counseling, psychiatry, etc. AMCAP is an independent, professional organization not sponsored by the LDS church.

Gerontological Society of America (GSA): This national organization is a broad, multidisciplinary group of scholars, researchers, practitioners, educators, students, policy makers, and other professionals united by their interest in aging adults.

International Association of Marriage and Family Counseling (IAMFC): IAMFC is a division of the American Counseling Association.
International Family Therapy Association (IFTA): This international organization is committed to expanding family therapy and research worldwide.

National Council on Family Relations (NCFR): This national organization is a broad, multidisciplinary group of scholars, researchers, practitioners, educators, students, clergy, policy makers, and other professionals united by their interest in families. Membership can include subscription opportunities for two premier family journals: Journal of Marriage and the Family and Family Relations.

Society for Research in Child Development (SRCD): This national organization is a broad, multidisciplinary group of scholars, researchers, practitioners, educators, students, policy makers, and other professionals united by their interest in children's well-being.

Society for Research on Adolescence (SRA): This national organization is a broad, multidisciplinary group of scholars, researchers, practitioners, educators, students, policy makers, and other professionals united by their interest in adolescence.

Utah Council on Family Relations (UCFR): This organization is the regional affiliate of NCFR.

A Career as a University Professor

Being a university professor is an exciting and challenging career. There are many appealing aspects to the profession. Foremost is the opportunity to work with bright and promising students in academic settings that value both teaching and scholarship productivity. Exploring new ideas and moving the frontiers of knowledge forward with students and other professionals in a chosen field is an engaging and stimulating enterprise.

Professors are granted a large degree of autonomy in deciding how to best utilize their time in productive ways. They generally have input as to what courses they teach, how and when they will be taught (within certain parameters), decide what areas to do scholarship in, and find ways to be of service to humanity at large. It generally requires much more than the 40 hour work-week one is compensated for to keep up with the profession.

Successful professors find it difficult to separate teaching from scholarship. Most find that their program of scholarship provides a stimulus for teaching. Likewise, teaching and working with students and other faculty in and out of the classroom contributes to new and productive avenues for scholarship. It is important that students considering the profession find an area of scholarship about which they can be passionate.

Once an area of professional interest is selected and after one has carefully weighed market conditions (some specialties are more marketable than others), it is important for students to work with a mentor or mentors who are providing leadership in that specific area of scholarship. This mentored apprenticeship provides opportunities to learn the tools and protocols of the trade.

Most major institutions of higher learning evaluate professorial faculty in three areas: teaching, scholarship, and citizenship. University tenure and promotion committees look for evidence of quality teaching within the university setting (e.g., teaching evaluations), recognized leadership in one's area of scholarship (e.g., peer reviewed publications, creative work, grant writing), and service within and without the university community (e.g. editorial boards, departmental and college committees, community outreach, getting along with and supporting one's colleagues). In all, being a professor is a demanding, but rewarding career.

Appendix D: Student Acknowledgement Form

As a part of each student's admission into the program, they are required to sign the Student Acknowledgement Form indicating that they have read and understand how the BYU MFT program prepares students for licensure. This form will typically be sent out it the form of a Qualtrics survey.

Student Acknowledgement Form

The BYU MFT program prepares students to become licensed in the state of Utah. Licensing regulations may differ across states and provinces. If a student intends to be licensed in a different state/province upon graduation, it is the student's responsibility to ensure they will meet any other licensure requirements.

To find more information for a specific state's requirements, go to https://www.aamft.org/Directories/MFT_Licensing_Boards.aspx

By signing this form, you indicate that you understand the above statement.

Student Name:____ Date: _______________

Student Signature:____

Appendix E: Beginning Practicum Forms

In this section you will find the following forms:

- Log of Observation Hours for Beginning Practicum
- Evaluation of Case Conceptualization Paper: Beginning Practicum
- Feedback and Grading Criteria for Taped Demonstration of Basic Skills

Log of Observational Hours for Beginning Practicum

<table>
<tr><td>Date</td><td>Time</td><td>Last Name of Therapist</td><td>Type of Case</td><td>Conceptualizations (Model, Concepts)</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Observable Interventions</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="5">Observable Interventions</td></tr>
</table>

Name: ____

Eval of Case Conceptualization Paper: Beginning Practicum

Diagnosis. Good justification of diagnosis based on symptoms via DSM	5
Specific description of Dynamics of Case integrated with systems focus and concepts from MFT 630. (circularity and mutual influence, homeostasis and feedback loops)	15
Comprehensive use of concepts from first chosen model	10
Quality of description of specific client system behaviors that fit model 1	5
Comprehensive use of concepts from second chosen model	10
Quality of description of specific client system behaviors that fit model 2	5
Comprehensive use of concepts from third chosen model	10
Quality of description of specific client system behaviors that fit model 3	5
Quality of intervention from one of the models	5

Organization, Style, and Clarity of Writing:						
Purpose:	1	No clear sense of purpose in paper	3	Goals of paper stated, but achievement of purpose is weak	5	Strong sense of purpose; goals of paper clearly stated
Organization:	1	Organizing pattern is unclear; paragraphs contain many divergent ideas	3	Sense of beginning, middle, and end; lack of main idea in some paragraphs	5	Clear organizing pattern; paragraphs are well organized
Transitions:	1	Clear organizing pattern; paragraphs are well organized	3	Transitions are rough; does not read easily	5	Insufficient transitions in some places, but paper still is clear
Punctuation and Spelling:	1	Many mistakes in punctuation and spelling	3	Some mistake in punctuation and spelling	5	Excellent punctuation and spelling
Grammar:	1	Many grammatical errors that distract reader	3	Some grammatical errors	5	Correct grammar is used consistently
Style:	1	Ineffective wording and referencing	3	Adequate word usage with some referencing problems	5	Excellent word choice; sufficient support; sufficient referencing with a clear and consistent style

Feedback & Grading Criteria for Taped Demo of Basic Skills

(Student needs to receive an adequate rating in every skill prior to seeing clients)

Performance Scale:

1=Unacceptable
2=Poor
3=Adequate
4=Very Good
5=Exceptional

Skills Demonstrated on Tape:			
Skill	f	Performance Rating	Ways to improve
Basic demeanor (dress, posture, attentiveness)			
Restatement			
Reflection of Feeling			
Mirroring, RISSSC			
Self-Disclosure			
Circular Questions			
Challange			
Immediacy			
Re fram			

Appendix F: Practicum Forms

In this section you will find the following forms:

- Client Log
- Semester Clinical Experience Summary
- Clinical Competence Evaluation Form
- Student Evaluation of Supervision Form
- Verification of Clinical Hours: PhD Level
- Verification of Clinical Hours: Master's Level

Client Log

Therapist Name					Cumulative Hours of Supervision	
Date	Client	Type of Therapy	Hours of Therapy	Hours of Supervision	Individual	Group
Total hours this Page						
Total therapy hours						

Clinical Competence Evaluation Form

Student Name: ______________________ Semester/Term: __________ Year: ______

MS or Ph.D. (circle one) Semester/Term in practicum (circle one): 1 2 3 4 5 6 7 8

Supervisor's Name: ____________________________

	Individual	Relational
Number of client contract hours completed this semester/term		
Percentages		
Is the percentage consistent with required totals and ratios?		

Number of supervision hours completed for this semester/term	

Beginner (Semesters 1-3)			Intermediate (Semesters 4+)			Advanced
1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	4 Below Expectations	5 Meets Expectations	6 Exceeds Expectations	7 Professional Level

(Avg rating using the scale above)	Student	Supervisor	Comments
Admission to treatment			
Clinical assessment & diagnosis			
Treatment planning & case mgmt			
Therapeutic interventions			
Legal issues, ethics, & standards			
Understand & respect diversity			
Supervision & self-of-therapist			
OVERALL SCORE			

Semester Clinical Experience Summary

DEFINITIONS:

Therapy:

- Individual – One client.
- Couple – Two clients in a therapy room where their relationship is the focus of treatment.
- Family – Two or more family members in the therapy room.
- Group Individual – Group therapy with the above definitions.
- Group Couple – Group therapy with the above definitions.
- Group Family – Group therapy with the above definitions.
- Team – Supervised, ongoing, as defined by MFT faculty, April, 1991.
- Hour – 50 minutes. Keep track of therapy minutes and at the end of the semester divide by 50.

Supervision:

- Individual Live – Supervision of your cases by a supervisor directly observing your work.
- Individual Video – Your case(s) being viewed by a supervisor using video tape play back with 1 or 2 supervisees present.
- Group Live – You participate in the supervision of others' cases being directly observed by a supervisor.
- Group Video – You observe the cases of others as they are being reviewed by a supervisor with 3 to 6 in the group.
- Individual and Group Case Report/Process Notes – Discussion of cases with 1 or 2 supervisees present, without presentation of video, audio, or live case material.
- Team – You observe and develop treatment interventions as part of a therapeutic team.

______________ THERAPIST'S NAME

______________ SEMESTER

______________ SITE
(one site per summary)

Hours of Therapy

	MODE OF THERAPY	UNIT/SYSTEM IN THERAPY: Individual	Couple	Family	TOTAL
Beginning / Ending Dates:	Individual				
	Group				
	Psychoeducation[2]				
	Team[2]				
	TOTAL				
	% of TOTAL				
	Relationship % of Total				
	Therapist's Signature				

For Office Use Only

Cumulative therapy hours in program

Individual[1]	______	Psych Ind[1,2]	______
Couple	______	Psych Couple[2]	______
Family	______	Psych Family[2]	______
Grp Ind[1]	______	Team Ind[1,2]	______
Grp Couple	______	Team Couple[2]	______
Grp Family	______	Team Family[2]	______

TOTAL ______

% Relationship Therapy[3] ______

Hours of Supervision

	MODE OF SUPERVISION	SUPERVISION: Live	Video	Case Report	TOTAL
Beginning / Ending Dates:	Individual				
	Group				
	Team				
	TOTAL				
	% of TOTAL				
	Raw Data % of Total				
	Supervisor's Signature				

For Office Use Only

Cumulative supervision hours in program

Ind Live	______	Grp Video	______
Ind Video	______	Grp CR/PN	______
Ind CR/PN	______	Team Live	______
Grp Live	______		

TOTAL ______

Raw Data %[4] ______

Ratio of Supervision to Therapy** 1: ______

[1] Ind, Grp Ind, Team Ind may total no more than 249
[2] Team/Psychoeducation hours may total no more than 100
[3] Must be atleast 50%
[4] Must be atleast 50%
** Must be 1 hour of supervision to no more than 5 hours of therapy

Student Evaluation of Supervision

Name of the supervisor for this evaluation semester:____

In an attempt to protect your anonymity, we would like you to rate all the supervisors with whom you have worked over the past 12 months separately. Please use a separate evaluation form for each of your supervisors.

Rate this supervisor on their personal interactions with you in supervision:

Was approachable, available to me when I had problems	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Was respectful of me as a supervisee and as a person	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Allowed me to disagree or have a differing opinion	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Was empathetic; I felt heard and understood	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Was calm in times of crisis	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Facilitated my "use of self"in therapy and was willing to "use self"in supervision	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Was supportive and encouraging	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Was genuine—open and honest	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Was responsible—met obligations regarding meetings, time, etc	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
When necessary, was able to give critical feedback in a supportive manner	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Empowered me as a therapist; helped me feel confident	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Was respectful and understanding of issues of gender	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Was respectful and understanding of issues of culture, ethnicity, race and other social factors	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional

Please take a moment to explain any less than adequate ratings:

(Continues on back)

Rate this supervisor on their knowledge of marriage and family therapy:

Knew and helped me apply recent research to my cases	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Helped me conceptualize therapy according to theories and appropriate techniques	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Helped me develop effective treatment plans	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Helped me identify, conduct, and interpret appropriate assessments. and diagnoses	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Provided helpful feedback on my case notes and other case documentation	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional
Helped me recognize, understand, and manage ethical and legal issues	Deficient	Below Average	Adequate	Above Average	Very Good	Excellent	Exceptional

Please take a moment to explain any less than adequate ratings:

Please add any thoughts on the most and least helpful things about supervision with this individual:

Do you have suggestions for how supervision occurs in the MFT program?

Verification of Clinical Hours: Doctoral Level

This form certifies that ____ has completed the following:

COAMFTE approved Master's level client contact & supervision hours (check one)

____ at BYU (please attach a copy of the Verification of Clinical Hours for Master's Level Students) or

____ at another accredited MFT program.

During internship:

At least 500 hours of face-to-face client contact	_____	hours
At least 250 hours (of the 500) have been relationship therapy	_____	hours
Percentage of relationship therapy is at least 50%	_____	%
At least 1 hour of supervision per week during internship	_____	hours
Over a number of weeks	_____	weeks

____________________ ____________________

Lauren A. Barnes, PhD
Clinical Director

Date

original: Graduate Program Manager
cc: Student
MFT file

Verification of Clinical Hours: Master's Level

This form certifies that ____ has completed the following:

COAMFTE approved Master's level client contact & supervision hours:

At least 500 hours of face-to-face client contact	_____	hours
At least 250 hours (of the 500) have been relationship therapy	_____	hours
Percentage of relationship therapy is at least 50%	_____	%
At least 100 hours of supervision	_____	hours
Raw data supervision percentage is at least 50%	_____	%
At least one hour of supervision to every five hours of therapy	_____	Ratio

_____________________   __________________

Lauren A. Barnes, PhD
Clinical Director

Date

* To be completed for BYU MFT Master's students or Doctoral Students who graduated from a non-MFT or non-accredited MFT Master's Program and are completing the Master's level therapy requirement.

Appendix G: Program Evaluation Forms

In this section you will find the following forms:

- Theoretical Competence Evaluation Form
- Research Competence Evaluation Form
- Cross-Cultural Inventory

Theoretical Competence Evaluation Form

Student Name: ______________________________ Semester/Year: ______________

Area	Very Poor	Poor	Average	Good	Very Good	Not Applicable
Description of theory or theories is accurate.	0	1	2	3	4	N/A
Application of theory to clinical situations is correct.	0	1	2	3	4	N/A
Description of concepts (as specified in the assignment) is complete.	0	1	2	3	4	N/A
Limitations of theory or theories are accurately described.	0	1	2	3	4	N/A
Ideas are grounded in professional literature.	0	1	2	3	4	N/A
Issues of diversity and power (e.g., gender, culture) are described.	0	1	2	3	4	N/A
Issues of ethics are addressed	0	1	2	3	4	N/A
Writing/presentation quality.	0	1	2	3	4	N/A

Performance Levels:

Very good: The theoretical ideas and concepts are fully developed and discussed. Descriptions are easy to understand and the paper/presentation is logical and easy to follow. There are very few punctuation, grammar, spelling, or APA errors. This is comparable to getting an A in the category.

Good: The theoretical description of ideas and concepts is mostly complete. There are some omissions of information but most are minor. For most of the paper descriptions are easy to understand and the bulk of the paper/presentation has a logical flow and is easy to understand. There are some punctuation, grammar, spelling, or APA errors. This is comparable to getting a B in the category.

Average: The description of theoretical concepts is about 70% complete. There are many omission of minor information and at least one omission of major ideas. Descriptions are difficult to follow but you are able to understand some of the information. There are quite a few punctuation, grammar, spelling, or APA errors. This is comparable to getting a C in the category.

Poor: The description of ideas is mostly incomplete. There are multiple omissions of major ideas. Descriptions are very difficult to follow. There are significant punctuation, grammar, spelling, or APA errors. This is comparable to getting a D in the category.

Very poor: Descriptions are incomplete and very difficult to follow. There are excessive punctuation, grammar, spelling, or APA errors. This is comparable to getting an F in the category.

Research Competence Evaluation Form

Student Name: ______________________________ Semester/Year: ______________

Evaluation of Research Paper (Circle one of the following):

MFT 600 Class Paper Proposal (Thesis/Dissertation) Defense(Thesis/Dissertation)

	Poor	Acceptable	Good	Superior	N/A
Title is succinct and captures main storyline of study	0	1	2	3	N/A
Abstract briefly reports research question, data source, sample size, type of analysis used, key results, and conclusion/implications.	0	1	2	3	N/A

Introduction

Significance of research question is demonstrated	0	1	2	3	N/A
Case is made that research study addresses gap in literature	0	1	2	3	N/A
Purpose of study (e.g. research question) is clearly articulated	0	1	2	3	N/A

Literature Review

Theoretical foundation is articulated	0	1	2	3	N/A
Literature about dependent and key independent variables and the relationship between them are adequately reviewed	0	1	2	3	N/A
Hypotheses or research questions are clearly listed at end of lit review	0	1	2	3	N/A
Lit review is clearly organized and logically supports story line	0	1	2	3	N/A

Methods

Sampling frame and sampling strategy are reported	0	1	2	3	N/A
Procedures of data collection are reported in sufficient detail	0	1	2	3	N/A
Sample characteristics are reported	0	1	2	3	N/A
Measures are reported, including validity and reliability	0	1	2	3	N/A
Analysis strategy that aligns with research questions and hypotheses is reported	0	1	2	3	N/A

Results

Results are reported clearly	0	1	2	3	N/A
Tables and Figures are appropriately used to help tell the story from the results	0	1	2	3	N/A

Discussion

Brief summary of the key findings is provided	0	1	2	3	N/A
Results are contextualized by relating them back to the literature reviewed	0	1	2	3	N/A
Possible explanations are provided for unexpected findings	0	1	2	3	N/A
Limitations and recommendations for future research are discussed	0	1	2	3	N/A
Implications for MFT practice are discussed	0	1	2	3	N/A

General

Citations in text and reference list are congruent	0	1	2	3	N/A
APA Style is accurately used	0	1	2	3	N/A
Overall Evaluation	0	1	2	3	N/A

Cross-Cultural Inventory

Adapted for use in Evaluating Student Cultural Awareness

Student Name: ____ Semester/Year: __________________

	1	2	3	4	5	6	
Student values and respects client's culture	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree	not applicable
Student is aware of his/her own values and how they might affect the client	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree	not applicable
Student is comfortable with differences that client may have	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree	not applicable
Student demonstrates knowledge about client's culture	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree	not applicable
Student understands the current sociopolitical system and it's importance	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree	not applicable
Student is aware of institutional barriers which might affect client's circumstances	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree	not applicable
Student attempts to perceive the presenting problem within the context of client's cultural experience, values, and/or lifestyle	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree	not applicable

Appendix H:
Intern- & Externship

In this section you will find the following forms:
- Doctoral Internship Proposal
- Externship Proposal
- Internship Master Agreement
- Internship Contract

Doctoral Internship Proposal

Internship Application Deadline: April 1 or at least 60 days prior to beginning the internship.
Name:_______________________________________ Year in Doctoral Program: _____________

Date Comps Completed: ____________ Date Prospectus Defended & Approved: ________________

Please provide the following information for your proposed site:

Start Date: ______________________ End Date: _____________________

Site Name:*_____________________________ Site Phone Number:_______________________

Site Address: ____

Name of supervisor:** ____

Supervisor's: ____

Highest Degree and Field (MFT, Psych., Soc. Work., etc.): ____________________________

State License (MFT, LCSW, LPC, etc.): ____

Years of experience as an MFT supervisor: _______________________________________

Years of experience as an MFT: ____

Is the Supervisor an:

AAMFT Clinical Member? Yes/No

AAMFT Approved Supervisor? Yes/No

AAMFT Supervisor-in-Training? Yes/No

If *SIT*, date training contract was accepted:_____________

Signature of Student: _____________________________________ Date: ______________

*Please include a short description of the site. Please also include a brochure if possible.

**Please include a copy of the supervisor's current vita and the letter/contract for Approved Supervisor or Supervisor-in-Training status from AAMFT.

****

Office Use only

____ Internship site approved

____ Internship site approved with qualifications

____ Internship site denied

Signature of MFT Director: _________________________________ Date: _______________

Externship Proposal

Name:________________________________ Year in Doctoral Program: __________

Date Comps Completed: __________ Date Prospectus Defended & Approved: _____________

Please provide the following information for your proposed site:

Start Date: __________________ End Date: _________________

Site Name:*_______________________ Site Phone Number:___________________

Site Address: ____

Name of supervisor:** ____

Supervisor's: ____

Highest Degree and Field (MFT, Psych., Soc. Work., etc.): ______________________

State License (MFT, LCSW, LPC, etc.): __________________________________

Years of experience as an MFT supervisor: _______________________________

Years of experience as an MFT: ______________________________________

Is the Supervisor an:

AAMFT Clinical Member? Yes/No
AAMFT Approved Supervisor? Yes/No
AAMFT Supervisor-in-Training? Yes/No
If *SIT*, date training contract was accepted:___________

Signature of Student: ______________________________ Date: ___________

*Please include a short description of the site. Please also include a brochure if possible.
**Please include a copy of the supervisor's current vita and the letter/contract for Approved Supervisor or Supervisor-in-Training status from AAMFT.

****

Office Use only
____ Internship site approved
____ Internship site approved with qualifications
____ Internship site denied

Signature of MFT Director: __________________________ Date: ____________

Internship Master Agreement

BRIGHAM YOUNG UNIVERSITY

This agreement is entered into this __ day of _______, 20 ("Effective Date") between Brigham Young University, a nonprofit corporation and educational institution ("BYU"), and ____________________ (the "Experience Provider") located at ___________________________ .

1. PURPOSE. In order to facilitate internship opportunities and educational experiences for students, this Agreement is intended to govern the relationship between Experience Provider and BYU with respect to student Interns from BYU in an internship arrangement with the Experience Provider.

2. GENERAL CONSIDERATIONS.

2.1 An internship is a cooperative student program between BYU and the Experience Provider. The Experience Provider will provide supervision, facilities, and instruction that help students of BYU (each an "Intern") acquire skills and knowledge related to their chosen field of study or occupation.

2.2 This Agreement is effective as of the Effective Date and may be terminated by BYU or the Experience Provider for any reason by providing 30 days advance written notice to the other party.

2.3 Experience Provider and BYU shall each provide a contact person (the "Internship Coordinator") for activities related to the performance of this Agreement. The following contact names and addresses shall be the initial Internship Coordinators for the Experience Provider and for BYU. Others may be designated in writing by the parties at any time. Typically the provider will be the clinical supervisor for the intern.

For experience provider	For BYU:
________________________	________________________
________________________	________________________
Phone: ________________	Phone: ________________
Email: ________________	Email: ________________

2.4 BYU and the Experience Provider agree to indemnify each other from any claims or liability, including reasonable attorneys' fees, due to their respective negligent acts or omissions arising from the performance of this Agreement. Each party further agrees to have in effect insurance coverage to adequately underwrite this promise of indemnity.

2.5 Neither BYU nor the Experience Provider will be responsible nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused only by the other party's actions, inactions or negligence. If, however, such claims disputes, losses, damages, injuries, adverse events or outcomes are the result of the joint fault of both the Experience Provider and BYU, the obligation of each party to indemnify the other hereunder shall be limited to the extent of the indemnifying party's respective fault.

2.6 This Master Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between BYU and the Experience Provider and their employees, Interns, or agents; but rather is an Agreement by and among two independent contractors. Each Intern is placed with the Experience Provider in order to receive educational experience as part of the academic curriculum; duties performed by an Intern are not per formed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of the educational experience and are performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for the Interns participating in the educational experience.

2.7 The parties acknowledge and agree that it shall be the responsibility of each Intern to: (i) comply with the Experience Provider's policies and procedures; (ii) report any serious problems related to the Experience Provider, including safety and personnel problems, to the Internship Coordinator at BYU and the Experience Provider; and (iii) maintain a health insurance policy in effect during the full period of any internship with the Experience Provider.

3. RESPONSIBILITIES OF BYU. BYU shall:

3.1 Provide course information and objectives, and ensure that each participating Intern meets academic and other qualifications that are consistent with the objectives and requirements of BYU's program;

3.2 Make reasonable efforts to ensure that each Intern from BYU is aware of Intern's responsibilities to abide by the terms of Section 2.7, and that each Intern from BYU shall enter into a separate written agreement between BYU and the Intern ("Student Internship Agreement") identical to the agreement attached as Exhibit A;

3.3 Provide an administrative framework and a teaching faculty adequate in number, qualifications, and competence to develop and carry forward its instruction and supervision;

3.4 Ensure that for each internship, the Internship Coordinator of BYU (i) maintains ongoing contacts with the Intern and the Experience Provider, (ii) discusses the specifics and expectations of the internship with the Intern and the Experience Provider, (iii) monitors the Intern's progress with the Intern and the Experience Provider, and (iv) advises the Intern relative to a program of study related to the intern ship experience; and

3.5 Provide liability insurance to cover damage or harm caused by the Intern in the amount of $1,000,000 per person, per occurrence, $3,000,000 in the aggregate.

4. RESPONSIBILITIES OF THE EXPERIENCE PROVIDER. The Experience Provider shall:

4.1 Provide planned and supervised opportunities for each Intern to perform tasks to acquire and practice various skills based on objectives compatible with those of BYU's program;

*Please note that it is the responsibility of the student to ensure they have at least 100 hours from an AAMFT Approved Supervisor at the time of their graduation.

4.2 Orient the Intern to the Experience Provider's rules, policies, procedures, methods, and operations;

4.3 Evaluate the Intern's performance and notify BYU's Internship Coordinator of any cause of dissatsfaction with or of any known misconduct on the part of the Intern;

4.4 Comply with all the federal, state, local, and municipal laws, ordinances and codes applicable to Experience Provider;

4.5 If applicable, pay the Intern the agreed upon rate of compensation for the term of the internship and fulfill all legal requirements related to Experience Provider's independent contractor/employment relationship with the Intern; and

4.6 Accept the primary responsibility for supervision and control of the Intern at the internship site.

5. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement of the parties with respect to the subject matter of this agreement.

In witness whereof, the parties have affixed their signatures below:

Experience Provider	Brigham Young University
By: ______________________	By: ______________________
Printed Name: ______________	Printed Name: ______________
Date: ____________________	Date: ____________________

EXHIBIT A
STUDENT AGREEMENT
INTERNSHIP OFFICE, BRIGHAM YOUNG UNIVERSITY

Student name: ______________________________________
Experience Provider: ________________________________
Internship start date: ____________________ End date: __________________
Department and course number:______________________
Semester or term enrolled: _______________________ Year: ___________ Credit hours: _______

Complete internship address:
Internship supervisor: _____________________ Phone: ___________ Email: ____________
Internship coordinator: _____________________ Phone: ___________ Email: ____________
Faculty mentor/advisor: _____________________ Phone: ___________ Email: ____________

The student hereby agrees to the following:

1. Be enrolled as an internship student.
2. Comply with all Experience Provider rules, policies and procedures.
3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable department.
7. Adhere to BYU's Honor Code and the Experience Provider's Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour, organizer, or other provider of goods or services involved in the internship. I understand

that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.

13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes, losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.
15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provider worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University.

Student Signature: ______________________________ Date: _______________________

Dept. Coordinator: ______________________________Date: _______________________

Rev. 27 May 2015

Internship Contract

Name: ______________________ ☐MS or ☐PhD Internship Start Date: __________

Site Name: ______________________ Site Phone Number: ______________________

Supervisor's Name: ____________________ Highest Degree and Field: ____________________

Type of License (MFT, MSW, Psych, etc): ______________________________
Years of experience as an MFT: ________ Years of experience as an MFT supervisor: ______
Is the supervisor an AAMFT or Utah State Approved Supervisor? __________

Requirements for Students:

1. Eligible for internship only after a minimum of one academic year of therapy onsite at BYU Comprehensive Clinic and approval from MFT advisor and faculty.
2. Maintain accurate records of client contacts including treatment plans, case notes, log of contact hours and weekly supervision hours. Supervisor will complete evaluations and verify client hours as required by final date of each semester.
3. Please attach a description of the site, number hours of client contact per week anticipated, method of supervision, reimbursement, and explanation ability to provide audio and/or video recordings to BYU supervisor during practicum experience. Site must provide professional working environment.

Requirements for Off-Site Practicum Site:

1. A copy of the supervisor's current vita and the letter/contract for Approved Supervisor or Supervisor-in-Training status from AAMFT or DOPL for the State of Utah. Supervisor will agree to fill out an evaluation each semester/term that the student is in their service and return this to the MFT Clinical Director.
2. Supervisor agrees to provide one hour of supervision for at least every five hours of client therapy. It is preferred that 50% of the supervision be done live or via video.
3. If practicum relationship proves to be unsatisfactory to either party due to problems with the student's performance or site performance and no resolution is reached either of the parties has the right to terminate the contract with 15 days notice.
4. Off-site placement is required to provide liability insurance for the student working on their site. BYU
5. liability.

MFT faculty and agency approval and re-approval is required each semester/term student anticipates to work in this placement. Student must be enrolled in MFT 655R or MFT 755R.

Student signature: ______________________________ Date: ____________

Chair signature: ______________________________ Date: ____________

Agency Supervisor: ______________________________ Date: ____________

****
Office use only

☐ Internship site approved ☐ Internship site denied ☐ Internship site approved with qualifications

Signature of Clinical Director: ______________________________ Date: _____________

Rev. July 2018

Appendix I: Curriculum Comparison

Licensure for incoming PhD students with a non-MFT degree

Incoming PhD students need to be aware of changes to DOPL policies for licensure. PhD students who do not have an MS degree in Marriage and Family Therapy will not be able to obtain their LMFT license in the state of Utah until they have obtained an MFT degree and completed the required cinical hours. Therefore, a person with an MSW or other mental health degree will likely need to complete the PhD before obtaining and AMFT license and then work for two years before obtaining the full licsure as an LMFT. For clarification on guidelines required for LMFT licensure in Utah, please see R156-60b-302a Qualifications for Licensure-Education Requirements in the Utah Administrative Code. (https://rules.utah.gov/publicat/code/r156/r156-60b.htm#T5)

Curriculum Comparision

To evaluate which credits earned from a non-accredited MFT or non-MFT MS Degree correlate to BYU's COAMFTE standard curriculum use the following form.

Curriculum Comparison Form

Evaluation of non-accredited MFT or non-MFT MS Degree in Relationship to COAMFTE Standard Curriculum
Name:______________________________ Name of Degree: ________________ School: _________________
Type of Hours: Sem Qrt Total number of hours in Areas I-III?: (must be at least 27).
Does coursework address areas of gender & ethnicity? Y N Date of Evaluation: _________________________
Signature of Faculty Evaluator: ____

Area of COAMFTE Standard Curriculum	BYU COAMFTE Required # of Courses	Courses Student will need to take at BYU (before beginning PhD courses)	Hours student will need to take at BYU to fulfill requirement
I. Theoretical Foundations	MFT 630 Foundations of Family Systems MFT 650 Foundations of Marital Therapy		From other: ___ Need to take at BYU: _____
II. Clinical Practice	MFT 645 Treatment of Human Sexual Dev.t MFT 649 Addictions & Violence in Families MFT 651 Psychopathology in Family Therapy MFT 652 Marital & Ind. Psychotherapy MFT 653 Family & Multigen. Psychotherapy		From other: ___ Need to take at BYU: _____
III. Individual Development & Family Relations	MFT 654 Issues of Gender & Eth. in MFT MFHD 663 Ind. & Family Over Life Course		From other: ___ Need to take at BYU: _____
IV. Professional Identity and Ethics	MFT 656 Ethical, Legal, & Pro. Issues		From other: ___ Need to take at BYU: _____
V. Research	MFT 695R Research Methods for MFT STAT 511 Statistical Methods for Research MFT 699R Master's Thesis		From other: ___ Need to take at BYU: _____
VI. Additional Learning	Elective (1 course)		From other: ___ Need to take at BYU: _____
VII Supervised Clinical Practice**	500 client contact hours 100 supervision hours	Number of supervision hours ____________, individual therapy hours __________, & relationship therapy hours ____________ as determined acceptable by Advisory Chair. Total # of hours to be completed at BYU (in accordance with all COAMFTE requirements): ______________	

**PhD students with an MS from non-accredited programs will have their hours of supervision and experience evaluated by their Advisory Chair. Those hours that are acceptable for licensure or Clinical Membership will be accepted by the program towards the requirement of 500 hours in the MS program. Students will accumulate additional hours to complete the 500 contact hours.

Appendix J: Sample Formats

Sample formats included here are:

- Sample Thesis Format
- Sample Dissertation Format

Sample Thesis Format

[Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Science

[Committee Chair], Chair
[Committee Member]
[Committee Member]

School of Family Life
Brigham Young University
[Graduation Month] [Year]

Copyright © [Year] [Student Name]
All Rights Reserved

ABSTRACT

[Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]
Marriage and Family Therapy, BYU
Master of Science

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgment page and the body of the work.]

[Master's students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]

ACKNOWLEDGMENTS

[This page is optional. Students may use the acknowledgments page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgments should be simple and in good taste.]

Sample Dissertation Format

[Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Science

[Committee Chair], Chair
[Committee Member]
[Committee Member]

School of Family Life
Brigham Young University
[Graduation Month] [Year]

ABSTRACT

[Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]
Marriage and Family Therapy, BYU
Master of Science

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgment page and the body of the work.]

[Master's students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]

ACKNOWLEDGMENTS

[This page is optional. Students may use the acknowledgments page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgments should be simple and in good taste.]

Appendix K:
Clinical Services Form

In this section you will find the following forms:

- Clinical Services Forms
- Google Voice Contact Form

Clinical Services Forms

Brigham Young University Comprehensive Clinic Clinical Services Agreement

Who We Are: Clinical services at the BYU Comprehensive Clinic are provided by graduate students in Marriage and Family Therapy, Clinical Psychology, and Social Work. These student-therapists are under the direct supervision of members of the University faculty. We provide individual, couple, family, and group therapy, along with psychological assessments. If you become aware that you have a community relationship with someone in the Clinic that may impact your services, please discuss this with your therapist or assessor. The supervisor for your case will be ______________________ of the ________________________ program and can be reached through the receptionist at 801-422-7759.

BYU Comprehensive Clinic Services are not connected with others in the building who also provide professional services such as LDS Family Services, the Communication Disorders Department, or BYU personnel who may provide clinical services privately.

Training through Observation and Taping: For supervision and training, we require permission to use direct observation of client sessions while in progress and to video record sessions. The Clinic endeavors to protect confidentiality with reasonable efforts that employ various security measures to protect clinical records from unauthorized access. The recordings are used in small group settings with students for practicum supervision with your therapist. Graduate clinical students who have not yet begun to see clients may also directly observe your sessions or the video recordings. Your indication below grants permission to directly observe your sessions while in progress, to video record your sessions and to use the recordings as described above.

How Does Therapy Work? Your participation in therapy is entirely voluntary, and regular attendance is vital for success. For therapy to be effective you will need to openly share your thoughts and feelings, to report on your behavior honestly, and to develop a working relationship of trust with your therapist. You must take an active part in therapy by collaborating with your therapist on tasks, goals and treatment planning. Your therapist will want to know about your experience in any prior therapy and may request records. S/he may invite you to try new things in therapy (such as role play, or learn a new skill). It is also helpful to try out new behaviors between sessions. Please discuss any questions or concerns about your services openly with your therapist or assessor.

Decision Making

The decisions you make concerning the course of your life (e.g. behavior changes, marital status, medications under the direction of a physician) are your responsibility.

Risks and Benefits: Psychotherapy, although successful in general, can have both benefits and risks. Since therapy often involves discussing difficult aspects of your life, you may experience uncomfortable feelings like sadness, guilt, anger, or frustration. Couples and families may experience awkwardness and emotional discomfort while working to make desired changes. If you are participating in group therapy, there may be risks from the acts of other group members. On the other hand, therapy often leads to better relationships, solutions to specific problems, and significant reductions in feelings of distress. However, there are no guarantees of what you will experience.

Alternatives to Therapy: Many people who wish to make changes in their lives do so through a variety of methods other than participating in therapy. For example, other options could include: consultation with a physician for medications, ecclesiastical counseling, self-help literature, self-help support groups, or utilizing one's social support system such as family members or friends. There is no guarantee that these alternatives will be effective.

Appointments: Typically, therapy sessions are held weekly for 50 minutes, but this arrangement can be changed to meet your needs. Appointments need to start and stop on time out of respect to other clients. You will want to come to appointments a few minutes early to complete routine questionnaires. If you cannot keep a scheduled appointment, please call as soon as possible and leave a message for your therapist (801- 422-7759).

Contacting Your Therapist: As a training facility we do not provide crisis services, and student-therapists are not available for immediate or extensive phone consultation. Please make arrangements with your therapist to utilize existing community crisis services (9-1-1 or 801-691-5433) if you anticipate such a need. You are expected to participate fully in any efforts to keep yourself and others safe. Also, student-therapists frequently leave town during semester breaks, so please plan accordingly. Messages for your therapist may be left with the receptionist at 801-422-7759. Please do not use email, mobile phone text messaging, or messaging on social networking sites to contact the Clinic or your assigned therapist. These are not secure, and messages may not be read in a timely fashion. Also these communications could compromise confidentiality, and such exchanges might need to become a part of the legal clinical record.

Contacting Clients: Your indication below gives permission for the Clinic to communicate with you via phone and postal mail while your case is open and following discharge. Former clients may be contacted for client satisfaction surveys after treatment is finished. By indicating below, you give permission for the Clinic to contact you via email for occasional routine functions such as how to complete assessments on the Internet or for other administrative purposes.

Child Care: Please arrange for child care. Children may not be left unattended in the waiting area.
Terminating Therapy, Requesting a Transfer, and Referrals: You may end therapy whenever you choose, and your therapist will suggest terminating therapy when treatment goals are met, when therapy is no longer beneficial, or when other treatment resources are needed. The average number of sessions for most clients is around 6–14 sessions, but this varies a great deal depending on client needs. If you desire to end therapy or to request a referral to another therapist, please discuss this first with your therapist.

Because this is a training clinic, clients with the following difficulties are usually referred for services in the community: significant suicidal ideation, significant substance abuse, violence, legal action that may require the therapist to appear in court, and conditions that require long-term therapy of more than 6-9 months. If your therapist and/or supervisor don't believe that the Clinic is able to provide the service you need, the therapist will provide you with a referral. If your therapist is graduating s/he will typically evaluate whether it is in your best interest to continue to be seen by another student in the Clinic or to be referred to a licensed clinician in the community.

Limits to Confidentiality: Necessary information is shared with those inside the Clinic to provide professional services (such as for clinical case supervision, consultation, training, and teaching). Clinic administrative personnel also have access to client records for program evaluation and planning, and for case management.
Non-identifying information may be shared with other professionals outside of the Clinic if case consultation is required. You may wish to discuss with your therapist how to handle chance encounters in public. Also, please respect the confidentiality of other clients you may see in the waiting areas of the Clinic.

Information about clients may be released to those outside of the Clinic for any of the following reasons: 1) a completed Release of Information is authorized by the client or guardian in writing; 2) the client has completed an informed consent to participate in research that requires designated information from the record; 3) a valid court order mandates the release of records; 4) the client is a danger to self or others; 5) reason to believe that there has been abuse of a child, or of an elderly, vulnerable, or disabled person; 6) certain communicable diseases are required to be disclosed to the local health department; 7) the client privilege for privacy in court has been waived; 8) the client initiates a complaint or legal proceedings against the Clinic; 9) a government agency requests information for health oversight activities; 10) a client files a worker's compensation claim; 11) the Division of Occupational and Professional Licensing mandates the release of records; 12) a coroner or medical examiner requests information required by law; or 13) other disclosures required by law. Only the minimum amount of information necessary to meet the purpose of a request will be disclosed. The Clinic cannot guarantee that entities outside of the Clinic will honor client confidentiality.

You may revoke a Release of Information at any time, but we will not be able to retract any disclosures that have already been made.

Group Therapy: If you are participating in group therapy, you are expected to respect the confidentiality of other group members. However, the Clinic cannot guarantee that group members will maintain confidentiality.

Psychological Assessments: Please clarify with your assessor exactly what you hope to accomplish with an assessment, the specific questions you hope to answer, and if a formal report is written, who will receive it. If a client is participating in therapy and an assessment, such services are often performed by two different therapists since the roles of therapist and assessor are not always compatible. Psychological assessment reports may be released with the signed consent of the client or guardian. Such information may not be released if the assessor and/or supervisor believe it would harm someone. The Clinic usually does not do assessments that are court ordered or that are anticipated to be used in court proceedings. Following the assessment the assessor will schedule a time to review the results with the client and parent(s)/guardian(s) unless there is a reason not to do so that has been discussed in advance.

Couple and Family Therapy: In couple therapy, please discuss with the therapist and your partner/family members what will happen if sensitive information is revealed to the therapist outside the presence of other family members. If individual therapy and couple/family are required, your therapist may refer you to a different therapist for these services in order to maintain clarity of roles. In the case of couple therapy, the signatures of both participants are necessary to release information.

Children, Legal Wards, and Confidentiality: Please work with your therapist to be sure that children also generally understand this document. Parents and/or legal guardians are frequently invited to participate in family therapy with children or wards (people who have legally appointed guardians). If several members of a family are participating, please clarify with your therapist your roles and the goals for therapy.

Often, a child or ward meets individually with a therapist. In such cases, the parents/legal guardians are usually given general information on therapy progression and a summary at the conclusion of therapy. Parents/legal guardians do not have access to a child's or ward's treatment records if the therapist and/or supervisor decide that such access is likely to harm someone. For therapy to be effective, a child/ward may need to know that what is discussed with the therapist will only be shared with the parents/legal guardians if it is necessary for safety or legal reasons. If the therapist determines that additional information needs to be shared with parents/legal guardians, the therapist will discuss it with the child/ward. Parents/legal guardians and children/wards should clarify confidentiality guidelines with the therapist, especially around sensitive information (e.g. drug use, sexual activity). Release of information of a child's/ward's record would be in accordance with relevant statutes.

In divorce a child may worry that what he says in therapy may be used against a parent in court. Parents/guardians agree by indicating below not to involve the Clinic in custody disputes or arrangements, and agree not to subpoena therapists, supervisors, or records in such disputes. It is unethical for a child's therapist to give an opinion about custody arrangements. With joint custody either parent may consent to treatment for the child or terminate treatment.

Client Access to Records: Except in unusual circumstances that involve danger to yourself and/or others you may request in writing to inspect or to obtain a copy of your Clinic records. This does not include information received confidentially from other sources or documents prepared at the request of a lawyer. Because these are professional records, they can be misinterpreted and/or upsetting to untrained readers. Therefore, it is recommended that you initially review your records with your therapist, the clinical supervisor, Program Director, or a Clinic administrator to ensure a correct interpretation, or the Clinic can send a copy of your records to a mental health therapist of your choice so you can discuss the contents. In special cases, with your written permission, we can release a copy of your record to agencies that employ persons qualified to review such records. If your request for a copy of the record is denied, you may instead receive a summary of what the record contains. If you disagree with this decision, you may request a review which will be discussed with you at the time of the request. Utah law requires that Clinic records be maintained for 10 years after termination.

Confidentiality After Death: If a client dies, a legal executor of the estate can exercise rights for the deceased pertaining to the record. Information released will only be that which is relevant to the purpose of the request.

Grievances: You may voice concerns about any aspect of your services to your therapist, your therapist's supervisor, and to the supervisor's Director of Clinical Training. If your case is closed, you may discuss concerns about the disposition of your records to the Clinic Director at 801-422-7759.

Use of an Interpreter: The Clinic cannot guarantee that an interpreter will keep information discussed in therapy or assessment sessions confidential.

Progress Assessment: Clients are routinely given questionnaires during and after therapy to assess their progress and satisfaction with services. There are no known risks or discomforts from participating in this process. Please plan on coming early to sessions to complete these questionnaires while your case is open. Clinic clients who participate in additional research projects are given supplementary consent forms explaining the nature of such studies along with the participant's rights.

Modifications: The Clinic reserves the right to modify this Agreement as needed in the future. If this occurs while you are a client, you will be notified in writing.

Fees: The fee for individual, couple, and family therapy services is $15.00 per session. Usually the fee for group participation is a one-time payment of $15.00 per person which covers the entire group experience. Psychological assessments are performed for $50.00. Neuropsychological assessments and extensive developmental assessments are $400. Please discuss fees with your therapist. Please pay in full the agreed amount to the downstairs receptionist on the day of the service. We do not bill insurance or accept insurance payments. Please check the box below to indicate your agreement regarding Clinic fees.

____ I agree to pay for services at $15.00 per session.
____ I agree to pay a one-time fee of $15.00 for group participation.
____ I agree to pay $50.00 for a psychological assessment.
____ I agree to pay $400.00 for a neuropsychological evaluation or extensive developmental evaluation.
____ I agree to sign a modified fee agreement with my therapist.

If you have any questions about anything in this consent form, please discuss them with your therapist.

____ By checking this box, you indicate that you have read this information, understand and agree.
Every person 18 years of age and older, receiving services at the Clinic must complete this form. For those 17 and younger, or for those who are legally incapable of authorizing services on their own behalf, a guardian must complete it in their behalf. If it is later learned that a person who completed the form does not have the legal right to consent on behalf of the child/ward, treatment may be interrupted.

Client name (Print): ________________________________ Date: ____________________
Client signature: __________________________________
Therapist signature: ________________________________

Google Voice Contact Form

Communication via Google Voice calling, voicemail, and texting is not HIPPA compliant and therefore may not be 100% confidential. Telephone messages left or text messages sent through this medium may be accessed by individuals other than the client or therapist.

Google voice may only be used for scheduling. If there is an emergency the client should call 911.

Your therapist promises to keep their Google Voice account password protected and log out when they are not using it. Clients are encouraged to also password protect their accounts and phones in order to avoid others accessing confidential information.

Check whether you would like to participate or not in using Google Voice as a communication medium with your therapist:

Yes ____

No ____

Client name (Print):_______________________________________ Date: _______________

Client signature: _______________________________________

Therapist signature: _______________________________________

Appendix L: Employer Satisfaction

Employer Satisfaction Survey

Please rate the current BYU graduates preparation on each of these topics on a scale from 1 to 5 where 1 is very inadequately prepared, 3 is adequately prepared, and 5 is above average preparation.

	Inadequate Preparation		Adequate Prep.	Above Average Preparation	
Clinical practice	1	2	3	4	5
Case Management/notes/treatment plans	1	2	3	4	5
Psychopathology	1	2	3	4	5
DSM4/Assessment/ Diagnosis	1	2	3	4	5
Group Process/Treatment	1	2	3	4	5
Legal and Ethical Issues	1	2	3	4	5
Professionalism/Employment Opportunities	1	2	3	4	5
Research Methods/Statistics	1	2	3	4	5
Sex Therapy	1	2	3	4	5
Family Therapy	1	2	3	4	5
Adolescent Therapy	1	2	3	4	5
Family Therapy with Young Children	1	2	3	4	5
Theories in Marriage and Family Therapy	1	2	3	4	5
Systems Theory	1	2	3	4	5
Addictions	1	2	3	4	5
Family Violence	1	2	3	4	5
Family Development over the life cycle	1	2	3	4	5
Supervision	1	2	3	4	5
Self of the Therapist	1	2	3	4	5
Issues of Gender and Ethnicity	1	2	3	4	5

(Continues on back)

In your work experience, you have probably observed how recent BYU graduates MFT skills and training compare to other clinicians you interact with. Check the box which is most descriptive of evaluation of recent BYU MFT graduates compared to other new clinicians.

	Worse	Same	Better
Structure a therapy session by stopping chaotic interchanges, initiate ground rules for therapeutic processes, and direct interaction	Worse	Same	Better
Ask open-ended questions and use appropriate information gathering method	Worse	Same	Better
Demonstrate warmth, engender hope, and empathy	Worse	Same	Better
Use a tone of voice that conveys sensitivity to client's feelings	Worse	Same	Better
Gather information about the etiology of problem(s)	Worse	Same	Better
Maintain a neutral objective stance and avoid becoming triangulated by the family	Worse	Same	Better
Assign talks both within the session and outside of it.	Worse	Same	Better
Focus on system interaction	Worse	Same	Better
Accurately use DSM4 to diagnose individuals' problems	Worse	Same	Better
Write clear and specific treatment plans	Worse	Same	Better
Conceptualize symptoms in family systems terms in a manner that facilitates solving the presenting problem	Worse	Same	Better
Abide by the AAMFT Code of Ethics	Worse	Same	Better
Write concise and professional case notes	Worse	Same	Better
Assess individual, couple and family dynamics using valid instruments	Worse	Same	Better
Terminate therapy professionally and make appropriate referrals.	Worse	Same	Better
Able to build an effective alliance with clients	Worse	Same	Better
Able to get family members to engage with one another	Worse	Same	Better

As an employer, rate your level of satisfaction with recent BYU graduates on a scale of 1 to 10 where 1 is very unsatisfied and 10 is very satisfied with their clinical ability.________________.

Appendix M: Alumni Survey

Alumni Survey

Course and Supervision Content: Please rate the following areas of study and evaluate how well it met the needs you have in your current job. Please rate these area on a scale from 1 to 5 where 1 is very inadequate preparation, 3 is adequate and 5 very well prepared.

	Inadequate Preparation		Adequate Prep.	Above Average Preparation	
Clinical practice	1	2	3	4	5
Case Management/notes/treatment plans	1	2	3	4	5
Psychopathology	1	2	3	4	5
DSM4/Assessment/ Diagnosis	1	2	3	4	5
Group Process/Treatment	1	2	3	4	5
Legal and Ethical Issues	1	2	3	4	5
Professionalism/Employment Opportunities	1	2	3	4	5
Research Methods/Statistics	1	2	3	4	5
Sex Therapy	1	2	3	4	5
Family Therapy	1	2	3	4	5
Adolescent Therapy	1	2	3	4	5
Family Therapy with Young Children	1	2	3	4	5
Theories in Marriage and Family Therapy	1	2	3	4	5
Systems Theory	1	2	3	4	5
Addictions	1	2	3	4	5
Family Violence	1	2	3	4	5
Family Development over the life cycle	1	2	3	4	5
Supervision	1	2	3	4	5
Self of the Therapist	1	2	3	4	5
Issues of Gender and Ethnicity	1	2	3	4	5

The next several questions deal with your current job experience:

- Rate your current job satisfaction on a scale of 1 to 10 where 1 is very unsatisfied and 10 is very satisfied.

  ____

(Continues on back)

In your work experience you have probably observed how your skills and training as a therapist compare to other clinicians you interact with. Check the box which is most descriptive of your training.

	Worse	Same	Better
Structure a therapy session by stopping chaotic interchanges, initiate ground rules for therapeutic processes, and direct interaction	Worse	Same	Better
Ask open-ended questions and use appropriate information gathering method	Worse	Same	Better
Demonstrate warmth, engender hope, and empathy	Worse	Same	Better
Use a tone of voice that conveys sensitivity to client's feelings	Worse	Same	Better
Gather information about the etiology of problem(s)	Worse	Same	Better
Maintain a neutral objective stance and avoid becoming triangulated by the family	Worse	Same	Better
Assign talks both within the session and outside of it.	Worse	Same	Better
Focus on system interaction	Worse	Same	Better
Accurately use DSM4 to diagnose individuals' problems	Worse	Same	Better
Write clear and specific treatment plans	Worse	Same	Better
Conceptualize symptoms in family systems terms in a manner that facilitates solving the presenting problem	Worse	Same	Better
Abide by the AAMFT Code of Ethics	Worse	Same	Better
Write concise and professional case notes	Worse	Same	Better
Assess individual, couple and family dynamics using valid instruments	Worse	Same	Better
Terminate therapy professionally and make appropriate referrals.	Worse	Same	Better
Able to build an effective alliance with clients	Worse	Same	Better
Able to get family members to engage with one another	Worse	Same	Better

Your perception of how we could make your experiences as a student more helpful to your current experience would be very helpful to us. In the space below, please take a moment to give us any specific information, insight, or feedback on how the program could be more helpful in preparing students for real life experiences

Appendix N: Graduate Achievement Data

COAMFTE Graduate Achievement Data for BYU MS Program as of January 31, 2023—Accredited since September 1, 1979						
Advertised Program Length: 2 years / Maximum Program Length: 5 years						
Year Students Entered the Program	# of Student in Program (optional)	Grad. Rate* Advertised Time=2 years	Grad. Rate Maximum Time<5 years	# of Responding students about jobs	Job Placement Rate**	Licensure Rate***
	FT	FT	FT	FT	FT	FT
2015-2016	9	89%	89%	5	80%	100%
2016-2017	9	44%	89%	6	83%	100%
2017-2018	10	90%	100%	8	88%	100%
2018-2019	11	91%	100%	8	100%	82%
2019-2020	12	83%	92%	7	86%	73%
2020-2021	12	92%	92%	In process	In process	In process
2021-2022	13	In process	In process	In process	In process	In process

* Graduation Rate is the program's Advertised Length of Completion which is how long the program is designed to complete as written.

** Job Placement Rate is the percentage of all responding graduates from the cohort year that are employed utilizing skills earned in the COAMFTE accredited program.

*** Licensure rate is the percentage of all graduates from the cohort year that have achieved ANY level of MFT licensure.

For Master's programs only, COAMFTE has established a benchmark of 70% licensure rate for each cohort.

COAMFTE Graduate Achievement Data for BYU PhD Program as of January 31, 2023—Accredited since September 1, 1979

Minimum Program Length: 3 / Advertised Program Length: 4 / Maximum Time to Complete Program: 8

Year Students Entered the Program	# of Student in Program (optional)	Grad. Rate Minimum Time	Grad. Rate* Advertised Time	Grad. Rate Maximum Time	# of Responding students	Job Placement Rate**
	FT	FT	FT	FT	FT	FT
2015-2016	5	0%	20%	60%	2	100%
2016-2017	3	0%	33%	33%	1	100%
2017-2018	5	0%	40%	60%	1	100%
2018-2019	4	25%	50%	50%	1	100%
2019-2020	1	0%	In process	In process	In process	In process
2020-2021	4	In process	In process	In process	In process	In process
2021-2022	3	In process	In process	In process	In process	In process

* Graduation Rate is the program's Advertised Length of Completion which is how long the program is designed to complete as written.

** Job placement rate is a percentage of all responding graduates who found work utilizing skills earned in the COAMFTE accredited program within 3 years of graduation.

Appendix O: Program Demographics

Supervisors	European American	Other Ethnicity	Gender Frequency	% of Supervisors who self-select into a diversity category*	% of Supervisors who have lived abroad for at least one year	% of Supervisors who speak a second language
Female	5	1	46%	40	50	50
Male	7	1	54%			
Racial/ Cultural Breakdown	85%	15%				

MS Students	European American	Other Ethnicity	Internat. or Global Students	Gender Frequency	% of Students who self-select into a diversity category*	% of Students who have lived abroad for at least one year	% of Students who speak a second language
Female	19	5	3	92%	23	46	58
Male	2	0	0	8%			
Racial/ Cultural Break-down	77%	23%	12%				

PhD Students	European American	Other Ethnicity	Internat. or Global Students	Gender Frequency	% of Students who self-select into a diversity category*	% of Students who have lived abroad for at least one year	% of Students who speak a second language
Female	5	2	1	70%	60	60	90
Male	2	1	0	30%			
Racial/ Cultural Break-down	70%	30%	10%				

*Diversity categories include standard options such as sexual orientation, age, socio-economics, disability, etc.

Appendix P: Master's Project Guidelines

The master's project is a chance for students to focus intensely on clinical development and specialization. The first part consists of a group of **clinical readings**, selected by the faculty, that are to be read and summarized during fall semester of the second year. The second part consists of the students selecting readings on a **topic of interest**, (the readings and topic are agreed upon by the chair), and preparing annotated bibliographies of these during *winter semester* and doing a professional presentation during the *spring semester*.

Readings and Annotated Bibilography

The master's project is comparable to a thesis and students should work consistently and steadily through their second year to fulfil the credits they are taking. This will involve a considerable amount of both reading the material and reflecting upon how it applies to one's clinical work. The readings are found in a folder on the box drive.

There is flexibility in the format of the annotated bibliography, and each student will work with their advisor to determine what is needed. A possible format would include: 1) The APA citation; 2) summary of the important points of the readings; 3) a thoughtful critique of the material; 4) applications of the material into your own clinical work.

Criteria for Grading

The advisor will review the annotated bibliographies during the fall and winter semesters and assign a pass or fail grade. Students can consult with advisors in during the semester to help the student meet the requirements. The committee for students doing the project will consist of the program director, an assigned committee member (that will vary year to year), and your advisor. Your chair will need to sign off on your written work in winter semester before you are cleared to present in the spring.

Presentation

Timing

The student will have 60 minutes (40 minutes for presenting, 10 for Q and A, 10 for feedback from committee with all guests excused from the room for feedback)

Evauluation

Students will be evaluated based on the attached rubric. As with master's thesis students, master's project student should discuss with their advisor how to prepare to adequately cover each area. Practicing with your advisor is advised. As you use examples from clinical cases, maintain appropriate confidentiality.

Voting

The voting criteria will be similar to the voting for the masters thesis, with a simple majority vote determining the outcome (two of three needed to pass). Three outcomes are possible *(see next page)*:

Pass.

Students must receive at least an adequate in all but one grading category to pass without revisions for the presentation component of the project.

Pass with Revisions.

If there are incomplete sections the committee will discuss what written revisions will need to be completed for a pass. If one incomplete is checked, it will be discussed whether possible revisions are needed; if two or more committee members agree that a section is incomplete then revisions are required on at least that section. Your chair will work with you to meet the suggestions stated by your committee. Once these qualifications have been met, your chair will sign off on your project and you are done.

Fail.

If the committee determines that criteria for the presentation is not adequately met (typically if there are four or more incompletes on the rubic checked) you will not pass the presentation. The committee will decide to either provide one more opportunity to present your project, or your graduate degree program will terminated.

Grading Rubric

Theoretical Understanding of Area of Expertise (20% of presentation time)	Excellent	Adequate	Incomplete
Demonstrates knowledge of commonly used treatments in chosen area			
Ideas are clearly grounded in professional marriage and family therapy theory, literature, and includes an overt systemic perspective			
Emperical Understanding of Area of Expertise (20% of presentation time)			
Provides critique (strengths and weakness) of existing clinical research in the chosen area			
Clinical Understanding of Area of Expertise (60% of presentation time) Through a hypothetical or actual clinical vignette/illustration, the student demonstrates:			
A clear understanding of appropriate interventions			
The ability to propose a course of treatment, with applicable stages (including assessment and intervention at a minimum)			
Describe how interventions bring about change (i.e., mechanisms of change)			
Proposed systemic interventions clearly demonstrate how to effectivley include family members in the process of change			
Awareness of treatment and ethical issues related to at least two of the following contexts: race, ethnicity, gender, power, religion, age, sexual orientation			
Style			
Engages audience using multiple forms of teaching			
Uses time appropriately			

Appendix Q: Clinical Work at the Comprehensive Clinic

Sending Clients Handouts & Attachements

The Clinic Auditor can currently assist in the exchange of documents by using a secure Box folder. Please contact the Clinic Auditor through CMS to facilitate this process. Students could send materials to Clients through Box using the following procedure. Confidential documents could be sent password protected.

Sending Handouts to Clients through Box

To send a handout, such as a therapy worksheet or psychoeducational material, to a client, first save the handout to a folder in Box. You can access your Box account at box.byu.edu, using single sign on to login. Once the file is saved in Box, select the file and click on Share.

In the window that pops up, enter the email address for the person with whom you want to share the file. Click on the blue arrow under the email address and select Viewer. This will allow the person to download, preview, and share the file but not to edit it.

Once the email address is entered, you will have the option to enter a brief message about the file and send the file.

The file will go to the email address entered. It will be sent from a noreply@box.com email address and will not contain your personal email address.

To Send an Attachment through Client Messenger

Access Client Messenger through ccmati.byu.edu as described above. At the bottom of the page select Browse. Navigate to and select the desired document, select open. Then select Send Email.

Clinic Cancellations Policy & Procedure

The MFT program is utilizing a late cancellation and no-show billing policy. When clients do not cancel within 24 hours, or do not show up for a session, they are still billed the fee for their session. If an MFT client is marked as missed for a session, that is processed as a no-show by the system and an invoice is automatically created. If a client cancels last minute, the therapist needs to cancel the appointment in CMS. This can be done by going to eClinic > Paperwork.

Then clicking on the Cancel and Bill button for the session.

If a therapist wishes to cancel the session without creating the invoice, that can be done using the eClinic > Scheduler, click on the appointment, then choose Delete Reservation.

Requests for Emotional Support Animals

Definitions of the different kinds of support/trained animals

A Therapy Animal is an animal that is tested and insured, and visits people with its owner/handler in a variety of settings to provide health, social-emotional, and educational benefits. It is focused on other people, supported by its handler, and does not have the legal right to full public access.

A Service Animal is an animal that is trained to do at least three tasks for a person with a disability that they cannot do for themselves, such as guiding a visually impaired or blind person, alerting a hearing-impaired or deaf person to important sounds, mobility support for a person unable to walk unaided, or alerting for conditions such as seizures, cardiac events, or diabetic emergencies. These animals and their owners are protected by the Americans with Disabilities Act and do have the legal right to full public access. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

An Emotional Support Animal is an animal that provides health and social-emotional benefits to its owner, is prescribed for that owner by a mental health professional, and is protected by the Fair Housing Act to be allowed in rental housing, even when pets are not typically allowed. It is focused on its owner and does not have the legal right to full public access. Such a letter can allow the animal to have access with the client on airplanes.

Ethical Issues

Some have concluded that writing a supportive letter for emotional support animal creates a conflict between the role of the treating therapist and an evaluator.

"Public Significance Statement Emotional support animal evaluations are a forensic activity that should not be conducted by treating mental health practitioners. However, survey results demonstrated treating and forensic practitioners fail to understand that this is a forensic activity, resulting in less than thorough evaluations and ethical concerns. The study demonstrates a need for (a) guidelines for conducting these evaluations and (b) a revised set of regulations (e.g., Air Carrier Access Act). (Boness, Younggren, and Frumkin, 2017)

"It should be pointed out again that in some states it is actually a crime to certify fraudulently an animal as a SA [service animal] or an ESA [emotional support animal] (Act Relating to Service Animals, 2015), and such conduct could be the source of disciplinary action by the state's board of psychology, putting the treating psychologist who does so at risk. Further, should any special accommodations recommended in a letter of support for an SA or ESA that is written by the treating psychologist become a matter of legal dispute, she/he may be called upon to justify her/his statements in a deposition or in open court. It is important to remember that the evaluation and certification for a SA or ESA can result in legal action if the agency impacted by that request disputes the recommendations." (Younggren, Boisvert, and Boness, 2016)

Licensing laws require that clinicians practice within the scope of their license and training. Few, if any, of the faculty have likely received training in evaluating clients for the necessity of an emotional support animal, or in treating mental disorders with animals.

What is required to be able to write letter supporting an emotional support animal?

"Treating therapists may have a role in recommending that their patients have an ESA if that recommendation was part of a treatment plan for that patient. That is, if the presence of the ESA assisted that patient in making progress with an identified psychological problem (i.e., is part of the treatment plan), then such a recommendation would be clinically appropriate. (Younggren, Boisvert, and Boness, 2016)

To establish the necessity for an emotional support animal, a clinician must complete an appropriate assessment sufficient to: 1) provide a diagnosis; 2) state how the client is significantly impaired by that diagnosis; and 3) explain how the client benefits from an ESA (that the ESA is part of the client's treatment plan). Such a letter would be most arguable if the clinician observed the client and animal together, and the client separately, in enough situations and for long enough time periods to support the above statements, and did not just rely on client self-reports. (https://www.apa.org/monitor/2016/09/pet-aid)

"Passengers who have such a disability may have to provide the airline with current documentation on the letterhead of a licensed mental health professional stating: (a) that the passenger has a mental health-related disability listed in the DSM–IV; (b) that having the animal accompany the passenger is necessary to the passenger's mental health or treatment or to assist the passenger; (c) that the individual providing the assessment of the passenger is a licensed mental health professional and the passenger is under her/his professional care; and (d) the date and type of the professional's license and the state or jurisdiction in which it was issued (Federal Register, 2003)." (Younggren, Boisvert, and Boness, 2016).

"Consequently, for the psychologist working with a patient, disability is not just a matter of discomfort, but a psychological disorder or problem that interferes with the patient's ability to perform major life activities. Note the word substantially in the definition. This obviously does not mean discomfort, attachment to, or just wanting to be with the animal. It means that the patient needs the presence of the animal to remain psychologically stable, ergo the term disabled." (Younggren, Boisvert, and Boness, 2016)

Some reviews have not been supportive of the efficacy of emotional support animals in treating mental health.

"While some believe a companion animal may produce more positive outcomes (e.g., Le Roux & Kemp, 2009), little empirical data exists to support the conclusion that ESAs are effective in mitigating psychological disorders and related problems, and empirical research that does exist is inconsistent, sparse and emerging (Ensminger & Thomas, 2013). For instance, Gilbey and Tani (2015), in a systematic review of companion animals and human loneliness found only 21 relevant studies, some of which included AATs, and of that only three were randomized controlled studies. They concluded that none of the studies provided convincing evidence that companion animals alleviate loneliness. They also concluded that the data on AATs was promising, speculating that the positive results might have been due to aspects of the psychotherapy rather than the presence and use of the animal in the treatment setting." (Younggren, Boisvert, and Boness, 2016)

Summary and Recommendations

There is a potential ethical conflict between the role of being an evaluator and being a treating therapist in providing a letter for an emotional support animal. Program supervisors may lack training to perform such an evaluation. The clinician would need to perform an appropriate assessment, which could reasonably be expected to include observation of the client with and without the animal in trial circumstances and not just depend on client self-report. The emotional support animal would need to be part of a treatment plan that is empirically supportable for a DSM diagnosis.

Given these circumstances, it seems wise that the programs elect not to write such letters supporting emotional support animals.

References

Boness, Younggren, and Frumkin, 2017, The Certification of Emotional Support Animals: Differences Between Clinical and Forensic Mental Health Practitioners, Professional Psychology: Research and Practice, 48(3), pp 216-223.

Ensminger and Thomas, 2013, Writing Letters to Help Patients with Service and Support Animals, Journal of Forensic Psychology Practice, 13(2), pp 92-115

Herzog, 2011, The Impact of Pets on Human Health and Psychological Well-Being: Fact, Fiction, or Hy pothesis?, Current Directions in Psychological Science, 20(4), pp 236-239

Kogan, et al, 2016, University Counseling Centers' Perceptions and Experiences Pertaining to Emotional Support Animals, Journal of College Student Psychotherapy, 30(4), pp 268-283

Younggren, Boisvert, and Boness, 2016, Examining Emotional Support Animals and Role Conflicts in Pro fessional Psychology, Professional Psychology: Research and Practice, 47(4), pp 255-260

Appendix R: Documenting AmeriCorps Service Hours

The AmeriCorps program is NOT approved to select "Alternative Activities" as an option for member service hours. Alternative Activities would be activities that are outside of the scope of our member position description. They do not allow alternative activities. Please do not use this option. Below is a general description of where your hours should go:

Member Development/Training: Classes related to your major, conferences, trainings

Individual/Group/Family Therapy: All therapy sessions, all prep time for therapy sessions, all case note time, all collaboration/supervision in your agency. Effectively, all IN agency time goes here.

Teaching: Teaching a class, prepping to teach the class, grading, parent/teacher conferences, collaboration meetings. Anything related to the class you are teaching.

Documentation: This category is intended for AmeriCorps paperwork. It can be used for case notes – but case notes can also go under therapy.

Recruitment/Coordination/Volunteer Management: This is where you would record any hours related to your volunteer mobilization effort that is required.

No Hours Served: Leave blank. Do not put zeros "0" in the column – it makes it more difficult to review for accuracy.

Alternative Activities – DO NOT USE

Appendix S: Master's Project vs Thesis Timeline

Master's Clinical Project vs Thesis	
Project Timeline	**Thesis Timeline**
MS 2nd Year Fall- MFT 698R (2 credits)	MS 1st Year Spring- MFT 699R (1 credit)
Fall: Clinical Readings/ Topic of Interest Readings	MS 1st Year Summer- MFT 699R (1 credit)
MS 2nd Year Winter- MFT 698R (2 credits)	Begin Preparing Thesis Proposal Spring/Summer
Winter: Annotated Bibliography	MS 2nd Year Fall- MFT 699R (2 credits)
MS 2nd Year Spring- MFT 698R (2 credits)	Begin Scheduling Proposal Defense: Nov-Dec
End of May/ Beginning of June: Upload PDF-Oral Presentation in Gradprog	Upload Proposal Draft in Gradprog (At Least 2 weeks before defense)
Mid/Late June: Professional Oral Presentation (40-60 min)	Defend Thesis Proposal: Nov-Dec
Complete Any Revisions: Mid-July	MS 2nd Year Winter: MFT 699R (2 credits)
	Begin Scheduling Final Defense: April-June
	Upload Final Draft in Gradprog (At Least 2 weeks before defense)
	Defend Final Thesis: April-June
	Revisions- ETD Submissions/Approval: July