

BYU

Marriage & Family Therapy

SCHOOL OF FAMILY LIFE

Doctoral Program Handbook

**Dedication to Clinically Focused Research and
Research-Informed Clinical Practice**

2024-2025

Marriage & Family Therapy PhD Program
Brigham Young University

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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 Doctoral program 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 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 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.

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; natural 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 ethnically 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 (primary sexual and
gender minorities and suicide bereaved), family therapy process
and intervention research.



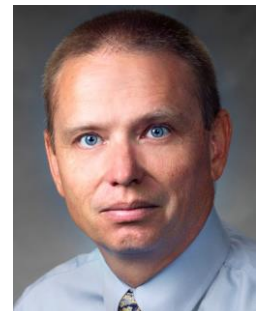
Richard B. Miller, Ph.D.

University of Southern California 1989, Professor
Research Interests: Mental health services; marital
relationships over the life course; aging families;
multi-cultural families.



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 qualitative theory.

Directory

School of Family Life (SFL) Director:

Erin Holmes, Ph.D. 2086-B JFSB
801-422-5435
erin_holmes@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:

David Fawcett, Ph.D.
237 TLRB
801-422-7749
david_fawcett@byu.edu

BYU Comprehensive Clinic Assistant Director:

Joseph Fair, PhD
162 TLRB
(801) 422-7749
Joe.fair@byu.edu

BYU Comprehensive Clinic Secretaries:

241 TLRB
801-422-3989
clinic-pt-sec@byu.edu

FHSS Research Support Center:

116 KMBL
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:

Brittini Vance
brittini_vance@byu.edu

MFT Ph.D. Student Association Rep:

N/A

MFT MS Student Association Rep:

Britta Sedig
brittaem@student.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 sometimes referred to as the “chair”, “advisor,” or “your graduate advisor”. This MFT faculty member is the student’s major advisor regarding all things program related and also serves as the dissertation 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-weekly when possible. Meeting regularly facilitates consistent review of the student’s progress in the program and allows one’s faculty advisor to understand how a student is progressing throughout the program. Many faculty already set weekly appointments with their students. However, it is expected that students will take the lead about scheduling meetings with their advisor regularly and consistently throughout the program. We recommend the student contacts their advisor within at the latest by 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 or clinical project including length of the paper. Topics which should be discussed regularly with an advisory chair include:

- Class schedules and academic progress related to the student’s place in the program
- Progress towards completion of clinical and supervision hours
- Progress towards completion of dissertation and doctoral portfolio
- Progress on timeline towards completion of degree
- Academic Progress and current standing
- 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. This may include informing your faculty advisor about your financial needs and circumstances, and/or physical and emotional concerns that may impact your studies. Students have the primary responsibility for developing their Program of Study and for designing the thesis 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. The advisory chair should be a student’s primary point of contact with questions and concerns throughout the program, although other faculty (particularly Dr. Barnes) will also be helpful in the process

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).

Clinical Director (Lauren A. Barnes, PhD): The clinical director works to recruit new students, oversees admission to the program and assists current students in their clinical training by assigning all cases, networks and increases potential clinical opportunities for students during and after the program. 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 is staffed by part-time student 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 for the faculty and help keep the program running. While they can answer questions for you, they are not to run errands, make copies, or print papers for you. They cannot print off anything but forms and items on approved letterhead (e.g. termination letters for clients). 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. Pay close attention when you see an email from her and respond quickly. She is responsible for tracking student records (including the Program of Study), scheduling thesis and dissertation defenses, approving travel expenses, and approving final electronic thesis and dissertation (ETD) documents. She verifies and approves your ability to graduate after you have completed the necessary requirements. The graduate program manager is the contact person for hiring and corrections to Y-time for all graduate student positions. Her primary office is located across campus in the JFSB. Email is the best way to contact her: terri_robertson@byu.edu.

Accreditation Coordinator (Brittini Vance): The accreditation coordinator is responsible for overseeing collection of 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 REPRESENTATION

Each year, the PhD students elect one student to be their representative directly to the faculty. Student representatives are invited to attend regular faculty meetings (Mondays 11-1:00) where the first agenda item is generally student feedback. In order to solicit your feedback, your student representatives should 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 the upcoming year are:

PhD Student Association Representative:

N/A

FAQ'S ABOUT GETTING STARTED AT BYU

How do I know what I need to do to get started?

You should have received a welcome letter providing information about which classes to register for, 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.

In addition to his handbook, the BYU 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 submit a picture for your new student ID 3-5 weeks before classes begin. You must meet BYU dress and grooming standards. See <https://idcenter.byu.edu/photo-submission> for more details.

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. 1190 N 900 East Provo

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 who are coming as clients; 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. Permit for on-campus parking cost money each year and need to be renewed.

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 and talk to both the Program Director and Graduate Coordinator. Incoming PhD students should also consult with their graduate advisor as soon as possible. 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-degree and senior credit cannot total more than 10 hours
- Credits cannot have applied to another degree.
- 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.

- In addition to his handbook, the [BYU 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.

IMPORTANT NOTE: 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.

What services are available for international students?

The International Student Services Office <https://iss.byu.edu/has> many services available. They host activities and have counselors and are willing and available to meet with current BYU students.

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 should 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 online and will be completed through that website. Keep in close contact with your program advisors and Graduate Coordinator and be sure to quickly respond.

When do I start seeing clients in this program?

Students typically start to see clients within their first fall semester. Students will gradually receive clients and then build up to about 6-8 sessions of various clients weekly throughout their time in the program. Clients are typically drawn from the local UT County community.

When do I start an internship and what should I look for when finding an internship?

Doctoral students can begin looking into offsite placements toward the end of their first year. They must have approval from their faculty advisor and clinical director and have satisfactory progress in the program in addition to at least 200 on-site clinical hours at the BYU Comprehensive Clinic.

Would I be able to graduate early? If not, why? If so, how do I go about this process?

Graduating early is not something that typically happens. The programs have been structured based on feedback and collaboration with students for the best outcomes and support. However, in rare circumstances a student may graduate earlier than projected. Students should collaborate and talk with their faculty advisor regularly and inform them of decisions and life circumstances that may impact graduation timeline.

Academic Resources

Library Resources

There is one centralized library on BYU campus, the Harold 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 username 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). He can be helpful in helping find articles and resources for your thesis and clinical project. 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.

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, Edge, Chrome, Firefox, AMS Stata, SPSS, and MPlus. 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. If there is a software need such as an update renewal or missing software (e.g., Mplus, R, etc.), please reach out to the Program Director and they can coordinate with FHSS Computing to ensure we can secure that software.

Statistical Consultation

Statistical consultation is available for research assistants and students working on dissertation or research. The FHSS research support center is located at KMBL 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 throughout campus 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. Students are expected to respond within 24 hours to emails requesting information from all MFT faculty and staff.

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?

Please refer to the Doctoral Program chapter for more information. *For practicum assignments which change every term and semester, 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. Many professors will use scholarly articles which you can access through the BYU Library. The BYU Library also allows access to Kanopy streaming services.

How do I get access to the clinic's client management system (CMS)?

To start observing sessions, you should coordinate with the Comprehensive Clinic Secretary to get set up with an account. Once you have an account, you can gain access to the various training videos and system Clinic Procedures will be discussed at length in your first practicum class.

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 by using your student account. Do not ask the MFT or Clinic secretaries to print off anything except forms or items on official program letterhead.

How do I access locked rooms?

For locked rooms, please inform the clinic secretaries in room 241 or ask for help from the Materials Room. If rooms are consistently locked, inform the Comprehensive Clinic Director. Access to research rooms will require the authorization of a faculty member. Please speak directly with the faculty member overseeing lab space to get access to these rooms. 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.

How do I find a BYU Counseling & Psychological Services therapist?

It is crucial that you start this step as early as possible since there is a high demand for CAPS services. To start the process, go to capsintake.byu.edu/ and follow instructions there. When you call, specify that you are an MFT graduate student in training because a CAPS student-in-training may not be a good fit for you. There are over 30 clinicians, half of which are faculty or full-time staff which may be a better fit, if possible.

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.

CAPS and Emergency Situations

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 (801-422-2222). 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?

You can also seek services outside of BYU CAPS. If you have insurance, please check who is covered by your insurance. Faculty such as your graduate advisor and clinical director may also provide community referrals.

When will I participate in a commencement ceremony?

BYU has a single annual commencement ceremony that takes place each April. Therefore, your commencement ceremony may occur prior to completing your coursework. However, if you are not on track to complete your coursework on time, you will not participate in your designated commencement ceremony and will participate in a later ceremony. Please track your progress through GRADPROG and ensure you have consistent communication with your faculty advisor and Graduate Coordinator.

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 2023 to August 2024 will participate in the April 2024 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 MFT Interns' Office (also called the students' office or "The Interns 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, and so forth. The room is secured with a card reader (rights to access this room can be obtained through the clinic secretary's office). An unsecured cubby (within the room) is provided for personal belongings such as books or other clinical materials. 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. There is a second room available downstairs for students to use for studying and preparing to see clients (this room also requires card access).

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.

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 Computer: The computer in this office is 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.

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. In the case of any program-related or clinical forms, most are available online or in the Materials Room. Ask the secretaries 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.

Jobs, Notices, 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. It is imperative that conversations about cases (even when identifying details are not shared) are never held in this room. A client or another person should never overhear you discussing a case.

Clinic Secretaries (241 TLRB)

The Clinic has its own organizational structure, including secretaries and the materials room. The role of these entities will be covered extensively in the chapter on the clinic. They are able to set you up with a Clinic account which will grant you door access and room scheduling. They can also help provide information about available Clinic resources.

Graduate Studies and Financial Aid

The BYU Marriage and Family Therapy 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 or write a thesis. 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 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. PhD students agree to 20 when they accept admittance to the program. Not completing your RA hour assignment can result in students' lower evaluation status ("marginal" or "unsatisfactory") when the bi-annual evaluations are conducted. This can, in turn, affect students' overall status in the program. If a student finds themselves in need of more financial support, they may talk to their graduate advisor about additional hours.

Income during the doctoral internship year may be received from a variety of sources (SFL undergraduate teaching, offsite 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 in the doctoral program).

These scholarships come from the endowment and will appear under a name different than the MFT program. Donors of these funds typically attend an annual SFL Banquet and students receiving scholarships are encouraged to attend this banquet to thank donors and their families in person in addition to writing a letter of gratitude to the donors.

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 paid 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 half-time positions (PhD students, 20 hours per week).

Other Options for Financial Support

Additional options for financial support may be 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. The MFT Graduate coordinator may also know of more opportunities. External financial support is your prerogative to pursue.

Comprehensive Clinic Intake Worker: Please talk with your faculty advisor and the Comprehensive Clinic Directors about working intake or helping with Comprehensive Clinic Public Relations and advertising for additional hourly pay during the program. Intake is an integral part of therapy and these interviews will help you better assess and understand cases as they enter the clinic. The Comprehensive Clinic currently utilizes a brief online survey. Occasionally, clients will prefer to come in or answer questions via the phone.

Some of the available funding possibilities include:

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 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 I, in the Appendices & Forms document for information about documenting service hours.

The grant amounts vary each year. For 2024, the award for 300 hours is \$1565 per year. The amount for 450 hours is \$1956. The amount for 675 hours is \$2817. 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 and occasionally students may apply for up to three terms. 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 at the beginning of Fall Semester usually in conjunction with New Student Orientation.

Professional Presentation Awards (PPA): Graduate students presenting original research at conferences or performing or displaying creative work are eligible to receive a Professional Presentation Award (PPA) of \$1,000. PPAs are intended to enable graduate students to participate in conferences or events within their discipline in order to present their scholarly and creative work. PPAs are awarded two times each year and are distributed within two months after the application deadline. Suggested use of the funds could help with the following costs: Transportation (airfare, gas, shipping), hotel, conference registration, materials, advertisement, supplies, etc.

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. Please see the scoring rubrics for each type of award.

For more information and details on eligibility visit: <https://gradstudies.byu.edu/gss/professional-presentation-award>.

AAMFT Minority Fellowship Program: This grant money is available by application only and a few select graduate students are selected from throughout the country. Please find more information here and consult your faculty advisor https://www.aamftfoundation.org/foundation/what_we_do/minority_fellowship_program.aspx

Behavioral Expectations

As part of BYU MFT, there are certain behavioral expectations for students, faculty, and staff. The accompanying standards are presented here below:

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

It is expected that MFT students will abide by the [BYU dress and grooming standards](#) throughout the program. Additional requirements exist for therapy sessions and are outlined as follows.

- Pants of a non-jean material combined with a professional top (such as a dress shirt, collared shirt, blouse, polo, etc.) is considered acceptable. An informal dress or skirt with appropriate length is also acceptable.
- Shoes should be business-casual in style. A blazer or business jacket can optionally be added.
- Unacceptable clothing includes rumpled or ripped clothing, shorts, miniskirts, T-shirts, jeans, flip-flops, underwear or exercise pants as outerwear, inappropriately revealing attire such as bare midriffs.

Ecclesiastical Endorsements

Students must renew their ecclesiastical endorsement each year. Full instructions can be found on the [ecclesiastical endorsement 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 should “complete their own work” and “acknowledge the original intellectual work of others” when included in their own. While writing performed by an LLM is not necessarily considered copyrighted information, it is still writing the student did not do and therefore fails as certain evidence of student learning outcomes.

Students with Disabilities

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 sexual discrimination 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 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

All MFT faculty comprise the Admissions Committee for the 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 ecclesiastical 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 also 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 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 with 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 and conferences.

Diversity Statement (BYU, MFT 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 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 BYU 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: 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.

Prior to Starting the Program

There are three ways to join the PhD program:

- 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
- 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 have a MS degree in a social science, non-clinical field can apply to the PhD program (or to the MS program). They will be required to take MS course work to obtain the necessary educational credits to qualify for state-level licensing. 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.

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 your plans and progress.

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 2023).

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 and, as a program, we hope to achieve 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 receive 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 |
| SLO 3: Graduating students will be competent in designing and carrying out research related methodology. | Successful completion of dissertation | Upon graduation | 95% of graduating students will successfully defend their dissertation as determined by the post-defense form. | 80% of graduating students will successfully defend their dissertation as determined by the post-defense form. | 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 licensed in the state of Utah | State or national test | Confirmation via state verification system. | 95% of graduates will be licensed within two years of graduation | 80% of graduated students will be licensed within two years of graduation | May Faculty Retreat Meeting |

Program Goal 3: Develop professionals with effective teaching skills

| Student Outcomes | Measurement | Timing | Target | Benchmark | Review |
|--|--|-----------------|---|---|-----------------------------|
| SLO7: Student teachers will receive positive evaluations from their students and observing faculty. | Doctoral students will be evaluated as instructors using both: (a) evaluations from their students and (b) evaluations by faculty who observe their teaching and course management (Assessment utilized: Teaching/Presentation Competence Evaluation Form) | Final semester | 95% of graduating students will receive a 4 (good) or higher rating on the overall course evaluation score in their final semester of teaching; 95% of graduating students will receive a 2 (meets expectations) or higher rating on the overall course evaluation score in their final semester of teaching | 80% of graduating students will receive a 4 (good) or higher rating on the overall course evaluation score in their final semester of teaching; 95% of graduating students will receive a 2 (meets expectations) or higher rating on the overall course evaluation score in their final semester of teaching | May Faculty Retreat Meeting |
| SLO 8: Graduating students will be competent in designing and implementing effective teaching strategies | Doctoral students will be evaluated as instructors using both: (a) evaluations from their students and (b) evaluations by faculty who observe their teaching and course management (Assessment utilized: Teaching/Presentation Competence Evaluation Form) | Upon graduation | 95% of graduating students will receive a 4 (good) or higher rating on the overall course evaluation score in their final semester of teaching; 95% of graduating students will receive a 2 (meets expectations) or higher rating on the overall course evaluation score in their final semester of teaching | 80% of graduating students will receive a 4 (good) or higher rating on the overall course evaluation score in their final semester of teaching; 95% of graduating students will receive a 2 (meets expectations) or higher rating on the overall course evaluation score in their final semester of teaching | May Faculty Retreat Meeting |

Program Goal 4: Foster and Environment of Compassion, Inclusion, & Diversity

| Student Outcomes | Measurement | Timing | Target | Benchmark | Review |
|--|--------------------------------|-----------------|---|--|-----------------------------|
| SLO 9: Graduating Students will be competent in relating to clients with regards to gender diversity | Clinical Competence Evaluation | Upon graduation | 95% of graduated students will be rated at a 5 (Meets Expectations) or higher by faculty supervisors in terms of their ability to "Understand and respect gender diversity" | 80% of graduating students will be rated at a 5 (Meets Expectations) or higher by faculty supervisors in terms of their ability to "Understand and respect gender diversity" | May Faculty Retreat Meeting |
| SLO 10: Graduating students will be competent in relating to clients with regards to cultural diversity | Clinical Competence Evaluation | Upon graduation | 95% of graduated students will be rated at a 5 (Meets Expectations) or higher by faculty supervisors in terms of their ability to "Understand and respect cultural diversity" | 80% of graduating students will be rated at a 5 (Meets Expectations) or higher by faculty supervisors in terms of their ability to "Understand and respect cultural diversity" | May Faculty Retreat Meeting |

Doctoral Program-Related Assessments/Reviews

| Item for Review | Review Schedule (Data Review, Discussion and Decision-making) |
|---|--|
| Review of Curriculum and teaching/learning practices | January Faculty Meeting |
| Review of Ethnic diversity-focused readings/course activities | January Faculty Meeting |
| Review of Program Resources (Physical and Fiscal) | January Faculty Meeting |
| Review of employer satisfaction and job placement data | January Faculty Meeting |
| Review of other student feedback | January Faculty 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.

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 for students and advisors to discuss the upcoming class schedule, clinical caseloads, and other opportunities which may be available. Students can track their own progress to graduation. On MyBYU, do a Quick URL search for gradprog. Students can also go to myBYU and view their Progress Report.

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. Interdisciplinary collaboration is encouraged.

As students progress in the program, they have the opportunity to continue their professional development by conducting clinical hours both within the BYU Comprehensive Clinic and offsite placements as well (after completion of at least 200 hours on-site).

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

wider School of Family Life (MFHD) faculty.

Graduation Requirements

Credit Hours (69): minimum 45 course work hours beyond completion of the master’s degree course work 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 770R 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 sequence)
- 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
- 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-clinical MS program, a non-accredited MFT master’s program or another mental health MS program (e.g., social work, counseling, psychology), 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 Appendix G of the Appendices & Forms document.

IMPORTANT NOTES ABOUT CLINICAL WORK:

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. And 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.

| FirstYear: 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 |

| FirstYear: 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) |

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) |

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 |

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: Fall

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

Third Year: Winter

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

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 early in the program and well 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.

| Each Subsequent Sem/Term | |
|---------------------------------|---------------------------------------|
| Courses | Name of Course |
| MFT 799R | Doctoral Dissertation |
| MFT 770R | Professional Development Internship** |

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 clinical contracted supervisor.

Individual circumstances that merit exceptions (e.g., already licensed, MS degree from non-ac- credited program or MS degree from program that required fewer than 500 hours) will be discussed with the chair and approved by the faculty.

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 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

The MFT program (and all BYU graduate programs) 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 on their clinical project or thesis. The faculty advisor acts as the primary point person for mentoring, but students should collaborate with all members of their committee as needed. As one of its primary purposes, the committee evaluates the dissertation project.

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 designated "graduate faculty" at BYU. You should prioritize faculty who have compatible scholarly interests and who will create a well-rounded group for collaborating on research. 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, rank, statistical and analytical expertise, gender, editorial type, etc.

Selected committee members names will need to be entered into gradprog and submitted for faculty approvals digitally. 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. Most faculty have a designated term "off" from university teaching and meetings (spring or summer). Plan early. Talk with your advisor and schedule your defense as soon as possible.

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 their committee.

As a PhD student, it is expected that you will attach yourself to your advisor's research and consider a dissertation topic from his/her research data as you begin to develop your own research ideas. 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 and will likely hinder your graduation timeline.

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 a given 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

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 digitally retained by 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.

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

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 must 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. Students must find their own presentation outlets and clear it with their graduate advisor and the program director. 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 and term. 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 clinical 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, psychoeducation, 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 in Appendix D of the Appendices & Forms document.

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 can and should 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 several areas. For the Professional Development Internship, doctoral students will be required to demonstrate their competence in at least 3 areas (see below for recommended areas).

FHSS Internship Support/Grants:

Current students who are declared majors in a program in the College of Family, Home, and Social Sciences may apply for an internship grant. The FHSS College grants are funded through The Marjorie Pay Hinckley Endowed Chair and The Mary Lou Fulton Chair. 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. Given that most doctoral students work in clinical settings for pay, it is less likely that they would be considered for this grant.

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: (a) *Fall Semester: July 15 by Midnight*; (b) *Winter Semester: November 15 by Midnight*; and (c) *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 (see Appendix O of the Appendices & Forms document). 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 the student will engage in while developing 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. There must be an agreement signed between the Clinical Director and any site where the internship activities will occur. Internship supervisors are required to share regular feedback with the Clinical Director, 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., Zoom 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:

1. Research and Scholarly Activity: Application of qualitative or quantitative research and writing skills to produce publications beyond the requirement for the portfolio.
2. 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.
3. MFT Licensure: Complete all requirements to become a professionally licensed marriage and family therapist in the state of Utah.
4. 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.
5. 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
6. 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.
7. 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 accomplishing this competence area.
8. Grant Writing: Take major responsibility for writing a service delivery grant in a supervised work setting. Student must post the final application.
9. Other: details to be worked out and approved with one’s advisor.

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. Program updates can occur throughout the year as part of the faculty administration of the program and, there are semiannual faculty meetings where program governance is exclusively reviewed: Spring and Fall. As a result of this regular review process, there are periodic changes to program coursework and policy. The most updated information can be obtained from handbook and/or the program director.

Program updates are made as a result of feedback from all communities of interest including students. Feedback from students is obtained from regular 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 "Student Roles in Program Governance" section of this handbook.

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. Moreover, 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 academic year in the program.

Instructions for Completing the Program of Study

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, and make any necessary changes. If a student has taken previous classes, which have been approved by his/her advisory chair and MFT program director, those courses and approvals should be emailed to the graduate program manager.

A minor must be approved by both the major and the minor departments. If you have received approval to declare a minor, one of the committee members must be from the minor department.

Once courses have been added and verified courses needed, you must submit the Program of Study in *Gradprog* for your committee to approve coursework. 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. Talk with advisor about expected number to accrue this semester. A total of 200 clinical hours is required prior to offsite approval. | Discuss with practicum instructor how to log hours. Talk with advisor about expected number to accrue this semester. A total of 200 clinical hours is required prior to offsite approval | Discuss with practicum instructor how to log hours. Talk with advisor about expected number to accrue this semester. A total of 200 clinical hours is required prior to offsite approval |
| 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. |
| 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 | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <p>Your coursework should be completed except:</p> <p>MFT 770R Clinical Internship MFT 799R Doctoral Dissertation</p> <p>University requirements are that a student must be enrolled for at least 2 credits in the semester you graduate.</p> | <p>Your coursework should be completed except:</p> <p>MFT 770R Clinical Internship MFT 799R Doctoral Dissertation</p> <p>University requirements are that a student must be enrolled for at least 2 credits in the semester you graduate.</p> | <p>Your coursework should be completed except:</p> <p>MFT 770R Clinical Internship MFT 799R Doctoral Dissertation</p> <p>University requirements are that a student must be enrolled for at least 2 credits in the semester you graduate.</p> |
| Internship | <p>Progress towards completing internship goals. Have periodic reviews with advisory chair to assess internship experience and to ascertain progress towards goals.</p> | | |
| Dissertation | <p>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.</p> | | |
| Portfolio | <p>Work on portfolio assignments and turn in portfolio prior to the conclusion of Winter Semester.</p> | <p>Portfolio should be turned in by the end of Winter Semester of your 3rd year.</p> | |
| Tasks | <ul style="list-style-type: none"> • Review progress to date with advisory chair • Obtain a graduation timeline calendar from the graduate studies office. | <ul style="list-style-type: none"> • Review progress to date with advisory chair • Review graduation timeline calendar. Be aware of important dates. | <ul style="list-style-type: none"> • Review progress to date with advisory chair • Review graduation timeline calendar. Be aware of important dates. |

Chapter 3: 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 policies regarding academic performance. Please take time to review all the information in this chapter.

Program Governance

Governance of the MFT 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 programs occurs as follows:

Participation in Regular Faculty Meetings: MFT faculty meetings are held at least bi-monthly 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 program are also invited to these meetings when there is a need, otherwise they are not required to attend every time. 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 having a vote, and majority vote determining the decision.

Participation in Admissions Decisions: All MFT faculty comprise the Admissions Committee for the 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 lengthy

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 are made with the 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, with formal evaluations conducted typically in January and May. Students are informed about the evaluation process in their initial orientation to the program and in advisor-student meetings. Note that satisfactory progress is required by the Department of Education for students to continue receiving financial aid.

Other Evaluative Roles of Faculty: Faculty participate in program governance through their evaluation of course projects and assignment of course grades. Since all MFT faculty are also supervisors, they too evaluate students' clinical performance every semester they teach practicum. Faculty also serve on dissertation 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. The program (and faculty) also engages in less-formal but continual assessments and their schedule are presented here:

- Regular feedback from supervisors regarding clinical skills and competencies.
 - 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.
 - Reviewed every two weeks
- Review of academic progress over the course of the semester.
 - Reviewed periodically throughout the semester/ term as student assignments are submitted/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.
 - Reviewed during End-of-semester evaluations.
- Satisfactory progress on completing required clinical hours.
 - Reviewed during bi-annual formal evaluations in January and May.
- Regular completion of tasks assigned as a research assistant.
 - Reviewed at least monthly, as individual faculty advisors review the assignment and completion of RA-related tasks.
- Satisfactory progress on dissertation.
 - Reviewed regularly (usually monthly) with faculty advisors, bi-annual formal evaluations i(Jan/May).

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. An approximate list of his/her position duties includes:

- 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 serves 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

You, the MFT students, are an important community of interest for the MFT at BYU. The program expects students to take the opportunity to express their voice regarding the curriculum and program policies and procedures. Students are being socialized into a professional role, and part of the role as a marriage and family therapist is to find ways for feedback to influence the systems that surround oneself. In the course of MFT professional development, we expect students to take advantage of the following opportunities to provide feedback.

Monday Faculty Meetings: The MFT faculty meets regularly (approximately bi-monthly). 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 are extremely important in supporting the program’s self-assessment (part of accreditation) while maintaining and increasing teaching quality. Student evaluations are also important within the university system. In a 2015 message to students, President, Kevin Worthen (past BYU president) stated:

“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”

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 mailbox or via email 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, continuing students elect at least one representative to liaison with the faculty. These students are invited to regularly attend faculty meetings and meet with the program/clinical directors when there is a need. In order to solicit student 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. Feel free to contact student representatives with your feedback through email or personal conversation..

Annual 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. Your feedback from this meeting is aggregated and 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 an MFT student. The exit survey data are reviewed and discussed in the faculty retreats. Filling out this survey is highly encouraged and any feedback resulting in change to the program will be communicated via our monthly newsletter and/or on our social media platforms.

Communication with Your Committee Chair, Supervisors, Committee Members, and Faculty: We also encourage students to share any suggestions with their chair, committee members, supervisors, and faculty as they 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.

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 herein.

Faculty Advisor/Committee Chair: Your advisor 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. This community is 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 monthly newsletter 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, and alumni satisfaction.

Policy for Determining Sufficient Number of Faculty

Determining whether the 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-committee ratios, whether faculty can cover all courses, the 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. At times, we have adjunct faculty who aid in supervision making the supervision to student ratio even smaller. This ensures that students receive the individual and group supervision in amounts that exceed the 100 hours the program requires.

All 10 full-time core faculty are 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 are also AAMFT approved supervisors, who instruct sections of MFT 655R/755R (Practicum) in addition to didactic courses. 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, racial, or other balance in underrepresented areas.

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 student committee.

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 given to all students during their initial practicum course and require a competency exam to proceed. 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 indicates 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 Survey. A copy of the form can be found in Appendix C of the Appendices & Forms document.

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. We also have technology support directly through our college (FHSS Computing) and they should be the primary contact for software or other related updates with technology.

Policy Regarding AI and AI-Informed Software

The University recognizes AI as a valuable tool and expects that it will be ubiquitous in digital technology. Current University policy is that non-public information from the University should not be entered into AI platforms. AI tools can be used safely for grammatical checks, when certain restrictions with the tools are used.

PHI (protected health information) **must not be entered into AI applications**. For example, names, birthdates, names of relatives, SSN, address, phone, email, etc. (Anything that could be used to identify a person). Best practices for case notes are up to the supervisor/training programs. We recommend the use of non-identifiable labels in case notes instead of names at all times, such as 'Client, spouse, child (M14), child (F4). Avoiding using PHI in the notes would help prevent any such information from being transferred to the AI company for their learning model.

Grammarly appears to have an option to configure its behavior for different applications. You can view information about that [here](#). Students should turn off all non-essential cookies and also restrict Grammarly from training its models using the student's data. Grammarly also has the ability to be turned off and on in different text fields.

Academic Performance

Graduate Studies Academic Policies

Minimum Credit Hours: BYU Graduate students are required to register for a minimum number of credit hours. For example, students MUST be registered for at least 2.0 credits during the semester or term in which they graduate. Additional BYU Graduate Studies Policies can be found online.

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. No clinical course may have a grade below a "B-" to count for credit.

Coursework Expectations

Progress Reports for Students: Graduate students may access their progress report through "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 GPA. 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. 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.

Formal Graduate Student Evaluation/Feedback: The MFT faculty evaluates the progress of students during semiannual reviews. 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 larger MFT faculty group. 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 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 topic or clinical focus
- Thesis proposal is approved
- Acceptable performance in assistantship
- Progress towards completing thesis or clinical presentation
- Completing coursework on the timetable consistent with your Program of Study
- Satisfactory program participation and involvement
- Passing clinical 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 (e.g. consistently not doing case notes within 24 hours or poorly written case notes and 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 or clinical presentation
- Registering for thesis 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

All MFT faculty and practicum supervisors (included adjunct) 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 Faculty Advisor’s signatures. The Faculty Advisor 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 Faculty Advisor says verbally.

Students who are rated at marginal or unsatisfactory are given specific written requirements for remedying the deficiency specific to their situation. These requirements will usually 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, as they 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)
- Fails the program's comprehensive exam (doctoral portfolio)
- 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. Appeals should be directed, in writing, to the MFT Program director. A student who wishes further consideration may appeal to the Director of the School of Family Life and, if needed, a final appeal may be made to BYU's Dean of Graduate Studies. If circumstances warrant, The Grad Studies Dean can 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.

Policy Regarding Children in Class

As part of the program's commitment to helping all students succeed, we have implemented the following policies regarding children in class:

- All newborn/nursing babies are welcome in class as often as necessary.
- Non-nursing babies and older children are welcome whenever alternate arrangements cannot be made. We understand that babysitters fall through, partners have conflicting schedules, and other issues arise that leave parents with few other options.

- In all cases where children come to class, we invite parents/caregivers to sit close to the door so as to more easily excuse yourself to attend to your child’s needs. Please respect the learning needs of your classmates and excuse yourself if your child becomes disruptive. Students are encouraged to reserve seats near the door for parenting classmates.
- All students are expected to join in creating a welcoming environment that is respectful of your classmates who bring children to class.
- Finally, we understand that among the most difficult aspects of parenting young children is sleep deprivation and exhaustion. The struggles of balancing school, work, childcare, and other day-to-day activities is tiring, and we will do our best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. Please feel free to contact the instructor if you have any questions or concerns.

Policies Regarding Professional Travel

Conference Attendance Overview

Professional 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 the MFT/CFT field. Some funds are made available for student travel (policies specific to receiving funds can be found in the next section). *In particular, we encourage all students to attend UAMFT, where the program will cover registration and membership fees.*

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.

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 or clinical 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 an academic position or advanced clinical position. 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.

As outlined in the portfolio requirements, PhD students are required to present research at two national professional conferences (like AAMFT, NCFR, SPR) during 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. Additional funding for conference travel is also available through a Graduate Studies professional presentation award (see below, or on their website: <https://gradstudies.byu.edu/gss/professional-presentation-award>).

Professional Travel: How to Start and Finish the Process

1. With your advisor, plan out the conference that you wish to present at and attend. Students should not submit abstracts to present research without the approval of her/his mentor.
2. Submit your proposal for a poster or presentation. Proposals are usually due 8-10 months before the actual conference so pay attention to the conference’s “Call for Proposals.”

3. Once you hear that your proposal has been accepted, attach your acceptance email (or other notice from the conference) to the Student Travel Authorization form (STA form, see Appendix P of the Appendices & Forms Document) and submit it to the program director for approval. This should be done approximately 2 months prior to the conference.
4. Submit the signed form to Terri Robertson (terri_robertson@byu.edu) so she can complete the preapproval. NOTE: no travel reservations can be made until you have this preapproval number.
5. Contact BYU travel to book airfare. You will receive a confirmation email from BYU travel for this expense and you should forward this to Terri. The airfare travel cost will be deducted from the \$1000 travel award
6. BYU Travel can also help you find lodging although sometimes it is cheaper to go through other online offerings for hotels/VRBO/AirBNB.
7. All other travel related expenses including conference registrations and hotels will be purchased by the student (usually using a credit card) and will be reimbursed upon completion of travel.
8. 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 of classes you attended and networking accomplished. The program director will contact the Graduate Program Manager with approval after reviewing your write up.
9. After conference travel is completed, students should provide Terri with valid receipts for conference related travel expenses and these amounts will be reimbursed (up to the \$1,000 amount). Students must bring or email the Graduate Program Manager all receipts for which they should be reimbursed, including airfare, hotel, and conference registration. Students should also provide a breakdown of cost in the email by spreadsheet. The Graduate Program Manager will submit your reimbursement and all the reimbursed funds will be deposited into your BYU Financial Center. Student reimbursement will not exceed the \$1000 offered by the program, unless you have other university or department funding sources.

Travel Support FAQs

Financial support for conference travel is a tremendous opportunity, and something that is not available to many MFT students across the country. Commonly asked questions about conference attendance are listed here:

How many trips and which conferences?

All students will have registration covered to attend at least one UAMFT conference per year. This is an opportunity for students to network and attend lectures and presentations from those within our local state community.

The MFT program will fund 2 *additional* conference trip for PhD students, where students are encouraged to present research. Conferences must be pre-approved by the student's advisor and the program director and students must consult with their faculty advisor prior to submitting for review or attendance at a conference.

Can I roll the funds over and go to two conferences in a year?

Funds do not rollover if not used during any given year. Likewise, they cannot be saved up and cashed out. Students must track expenditures and abide by university travel policies.

Who qualifies as a current student?

Current students are those enrolled full-time during their PhD degree study.

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 department administrators in SFL prior to the student making any travel arrangements. University policy states students may only travel alongside faculty members and must be linked to their travel submission for liability and tracking and reimbursement purposes. A copy of the Student Travel Authorization form can be obtained by emailing the Graduate Program Manager (Terri Robertson: terri_robertson@byu.edu) 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.

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 book airfare through BYU travel and the cost will be directly billed to the department. All other expenses (hotel, conference registrations, etc.) must be paid (by students) using their personal credit card. Reimbursement will be delivered through your BYU Financial Center.

Students must follow BYU travel policies and application procedures which are coordinated through the SFL Graduate Program Manager (Terri Robertson: terri_robertson@byu.edu). NOTE: The MFT Program will not provide travel assistance for students who are only engaged in non-presentation conference functions (e.g., presiding or are discussants at conference seminars, workshops, etc.).

What else should I know about reimbursements?

The Graduate Program Manager (Terri Robertson: terri_robertson@byu.edu) will process all graduate student travel reimbursements and payments. If you are receiving any additional funding (e.g. money from a faculty 20-account, etc.), you must also email the Graduate Program Manager these details. Also, there is the possibility of claiming per diem instead of tracking food expenses. **As an important note:** If you are sharing a hotel with other students, you must notify the Graduate Program Manager of the details. University policy typically dictates only one student per bed and no sharing rooms with members of the opposite sex.

What should I know when arranging for my flight?

Students 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 preapproval 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 travel fund award

What should I know when arranging for my hotel/lodging?

It is recommended that hotel accommodations be booked using BYU travel. Students must pay with your personal credit card and submit the receipt. If you make your own reservations, this may be reimbursed as part of your allotted funding, after you complete your travel. Valid receipts are required.

What should I know when arranging for my conference registration?

You must pay for conference registration using your personal credit card unless told otherwise. It will be reimbursed after the completion of your travel and conference attendance.

Other Travel Funding Options

GSS Funded Professional Presentation Awards: Graduate students presenting original research at conferences or performing or displaying creative work are eligible to receive a Professional Presentation Award (PPA) of \$1,000. PPAs are intended to enable graduate students to participate in conferences or events within their discipline in order to present their scholarly and creative work. PPAs are awarded two times each year and are distributed within two months after the application deadline. Suggested use of the funds could help with the following costs: Transportation (airfare, gas, shipping), hotel, conference registration, materials, advertisement, supplies, etc.

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. Please see the scoring rubrics for each type of award.

For more information and details on eligibility visit: <https://gradstudies.byu.edu/gss/professional-presentation-award>.

AAMFT Minority Fellowship Program: This grant money is available by application only and a few select graduate students are selected from across the country. Please find more information here and consult your faculty advisor https://www.aamft.org/Foundation/What_We_Do/Minority_Fellowship_Program.aspx.

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 and designations. Please send your AAMFT membership information to mftsec@byu.edu to have them pay for membership.

Policies Regarding Professional Experiences

Student Initiated Off-Campus Clinical Experiences

Program policies and 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 director and their faculty advisor 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 Offsite Placement Contract: This form must also be filled out and submitted with the letter. A sample form is included in Appendix F of the Appendices & Forms document, but the form is now digital. The faculty will approve, disapprove or return the proposal for revisions. A completed and signed MFT Offsite Placement Contract must be submitted after approval of the site and prior to starting work offsite.

- Off campus practicum may begin towards the end of the first year, depending on approval and student progress and Comprehensive Clinic demands
- The ratio of supervision hours to clinical hours must be in accordance with AAMFT guidelines for students in training: 1 hour of supervision per 10 clinical hours.
- Live or video-audio tape formats should be used at least 50% of the time in supervision if possible.
- During the off-campus experience, the student must be concurrently enrolled in MFT 755R (if seeing clients in the Comprehensive Clinic) in addition to MFT 770R 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.

Professional Liability Insurance

Current MFT students are covered by professional liability insurance for their clinical practice while enrolled as full-time students. Students must concurrently enroll in the appropriate clinical practicum, (MFT 755R), or 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. This is typically provided by CPH & Associates for free for students. Students should sign up and send their certificate to the part-time secretaries.

Policies Regarding Dissertation Proposal/Defense

Dissertation Proposal & Defense Meetings

Students are required to schedule their dissertation proposal (also called a prospectus) by the end of Winter Semester in their second year in order to continue program-level financial assistance. The defense/presentation meeting must be scheduled by **

Dissertation Forms: When ready to schedule a defense, students will upload their final draft onto Gradprog as a PDF, under the “Ready for Defense” tab. Once uploaded, the committee can review and approve the document.

Dissertation Deadlines for Graduation: Deadlines can be found on the Graduate Studies website or by reaching out to the Graduate Program Manager. Review these deadlines early and plan your prospectus meeting and defense dates accordingly. Remember to leave yourself time in advance of BYU deadlines for revisions and unexpected problems.

Dissertation Formatting: ADV Form 11 provides university-wide formatting requirements. ADV Form 11b provides a front matter template for theses. 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 students will have to convert your thesis into a PDF for submission to ETD (Electronic Theses & Dissertations), it is to your advantage to begin formatting your thesis early.

For ETD formatting help: The Software Training Lab on the 4th floor of the library will sit with you and walk you through what to do. The library computers have Acrobat Pro on them, which makes formatting easier.

<https://lib.byu.edu/services/software-training-lab/>

Stirling Miller (smm.eta@gmail.com) can be hired to format your ETD. His rates for ETD formatting come down to 2 options based on how much work is needed.

- **\$150** – For bookmarks/TOC/page numbers and maybe PDF conversion later in the approval process. This is usually offered after a review of the paper, sometimes more work is needed than is expected.
- **\$300** - For the entire process where someone contracts to finish and polish all document formatting elements as well as following them through the approval process to take on any rejections they get related formatting and the last PDF creation phase.
- He sometimes has to add a rush fee of about \$100-\$200 if he is asked to output a lot of work in a short amount of time, but is very conservative about how often he adds this.
- He also helps with APA references/citations and usually charges an additional \$300 for 50 references or less, with more references raising the quote based on the work needed.

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). It is important to communicate with your faculty advisor and graduate committee to check availability of the various faculty members. Many faculty are less available through spring and summer terms and it is advantageous to have this prior to May. 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.

It is important to communicate with your faculty advisor and graduate committee to check availability of the various faculty members. Many faculty are less available through spring and summer terms and it is advantageous to have this prior to May.

Defense Format: Check with your chair regarding the specifics of the defense. Typically, the student will present and then be excused for a few minutes. It is typical to wait outside while the committee talks without you present (i.e., once at the beginning and once toward the end).). Since the dissertation proposal and defense meetings are considered professional meetings, students are expected to be in business casual dress and act professionally. Students are invited to attend defenses of their colleagues and peers to show support.

Upload Final ETD: When students upload their ETD in gradprog, they should be prepared to enter under the publication details the title of your thesis, several key words to assist in identifying your thesis 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 Graduate Program Manager for questions. Additional info can be found on BYU Graduate Studies' website (gradstudies.byu.edu) under current students.

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. A formal 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, college dean, and the graduate dean.

Proposal and Defense Checklist

Proposal:

- Student uploads draft in Gradprog for Review.
- Chair/Committee receives email it was uploaded (Do Not Approve at this Time). If committee members prematurely approve it, the draft won't be officially approved until all committee member approve it.
- Prospectus/Proposal Scheduled
- Defense occurs. And committee members can vote to: (a) approve it with no revisions; or (b) pass it with revisions. If no revisions are needed, the chair and committee members can approve it immediately (in GradProg); however, if revisions are required, the chair and committee members will approve it when sufficient changes are made.
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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 defend
- 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, then the defense meeting is officially scheduled with Graduate Studies
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- Defense occurs. And committee members can vote to: (a) approve it with no revisions; (b) pass it with revisions; or (c) fail the thesis. If no revisions are needed, the chair and committee members can approve it immediately (in GradProg); however, if revisions are required, the chair and committee members will approve it when sufficient changes are made.
- If applicable, after revisions are completed, the chair marks "Pass" and Approve in Gradprog to clear the requirement

Chapter 4: Transitioning to Life After the Program

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. Students can license when they do the following:

After graduation:

- Wait for degree/diploma to be posted on BYU's website via ([website here](#))
- Apply for associate's degree via Utah DOPL and expect to pay a fee (\$300+)
- Take the exam within a year of graduating. We recommend taking it as soon as possible.
- After at least 18 months of practicing as an LAMFT, verify to DOPL you have completed the following:
- Provide official transcripts of the earning of a master's degree in marriage and family therapy from a COAMFTE accredited program, or provide documentation of the equivalent.
- Complete 3,000 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 COAMFTE Accredited Master degree.
- Complete at least 100 hours of direct face to face supervision with a state approved or AAMFT approved supervisor. Supervision must be throughout the time period.
- Passing score on the National Examination for Marital and Family Therapy (EMFT). Please note that you will need an access code from DOPL to register for this exam (which you will receive at the time of your LAMFT verification)
- Have your graduate advisor sign the [Supervisor Verification form](#) and submit it to DOPL.

Professional Organizations

Graduate students in the Marriage and Family Therapy Program are 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.

[Utah Association of Marriage and Family Therapists \(UAMFT\)](#): This organization is an independent organization for the gathering and networking of MFT professionals in the state of Utah. Within UAMFT there are opportunities for engagement and volunteer work by students. Each year, UAMFT places a call for Student Representatives to serve on the UAMFT Board. This volunteer position requires approximately 1 hour of meetings per month in

addition to about a half hour of work outside of the meeting per month. The student representatives are charged with visiting each graduate program within Utah (travel costs are covered), and figuring out the needs of the students, informing programs of opportunities for students (e.g. test prep, changes in rules and laws), and collaborating with the graduate students in programs within the state. In addition to a board position, there are opportunities for students to volunteer at the conferences hosted by UAMFT. Students are expected to be active members of UAMFT and will be encouraged to attend and participate in at least one conference during their time in the program.

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 or clinical professionals.

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.

Society for Psychotherapy Research: (The Society for Psychotherapy Research (SPR) is a global, interdisciplinary organization that focuses on advancing scientific research in psychotherapy. It brings together clinicians, researchers, and educators to collaborate on the study of psychotherapy processes and outcomes, aiming to enhance the understanding and effectiveness of psychotherapeutic practices. SPR organizes conferences,

publishes research, and provides a platform for professionals to exchange ideas and findings in the field of psychotherapy.

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 typically granted autonomy in deciding how to best utilize their time in productive ways. They may 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. Some institutions also have Clinical or Teaching professional faculty positions with verifying expectations for scholarship. 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 outside 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.