



Graduate Program Handbook:

Clinically Focused Research - Research Informed Clinical Practice

Fall 2017

Marriage and Family Therapy Programs (MS and PhD)

Brigham Young University

Welcome to the Marriage and Family Therapy Program

Welcome to one of the premier Marriage and Family Therapy (MFT) graduate programs in the United States! You have been selected by the faculty with great care and with the full expectation that you will progress through the program to completion. We welcome you as students, friends, and colleagues joining us in the development of our profession!

The MFT Program at BYU began in 1967 and is among one of the first U.S. universities to train marriage and family therapists. Utah passed legislation to license MFTs in 1971, making it among one of the first states to do so. Currently, we are one of the few universities offering both the masters and doctoral degrees in MFT. BYU MFT graduates are in clinical and academic positions throughout the United States, Canada and the world.

While here, you will gain the knowledge and skills necessary to enter your field of study and future profession with confidence. This *Graduate Program Handbook* has been developed to assist you as you begin and progress through your studies. Specifically, this *Handbook* has the following goals:

- To describe MFT Graduate Program policies and procedures (MS and PhD).
- To provide you with a clear understanding of the educational outcomes associated with each program (MS and PhD)
- To help you understand the expectations and procedures related to the academic curriculum.
- To help you understand the resources available to you at BYU including faculty, staff, library, computer resources, and financial aid, etc.

We wish you the best and look forward to your participation in, and contribution to, the Marriage and Family Therapy Program at Brigham Young University.

Jonathan Sandberg, Ph.D.

Professor and Director

MFT Programs (MS and PhD)

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Phone: 801-422-6512

Every effort is made to provide accurate and current information in this handbook, the MFT program reserves the right to change statements in the handbook concerning polices, curricula, or other matters. Students enrolled in the MFT Program agree to comply with the Program's rules and regulations and to accommodate to any changes necessary.

If you have recommendations for making the handbook more clear or accurate, please email them to Tabitha Webster, PhD tabitha_webster@byu.edu or MFT sectaries mftptsec@byu.edu.

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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.

M.S. Program. The Marriage and Family Therapy MS 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 in 2010). The mission of the BYU MFT MS Program is to educate marriage and family therapists to advance a relational perspective on the practice and science of improving the health and well-being of individuals, couples, families, and society. In the program, students will be instructed and challenged to develop competency in the areas of theory, clinical practice, and research. To aid development of these competencies, the program is committed to providing opportunities in clinical, academic, and research arenas. This is done in an environment that is committed to respect, and support of multiculturalism and diversity.

Ph.D. Program. 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 in 2016). The mission of the BYU MFT 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. BYU offers three options for the Ph.D. degree in MFT, as follows:

- 1) Students who already have an MFT master degree from an accredited MFT program should complete the program in approximately three years.
- 2) Post-baccalaureate Ph.D. students complete the MS program curriculum (thesis included) during the first two years, after which they *apply to the Ph.D. program*. Upon admission to the doctoral program, the student completes the Ph.D. program requirements (3 additional years).
- 3) Students who have a clinical, but non-MFT master degree program (e.g., MSW) should complete the Ph.D. program in approximately four years. The master's curriculum is followed until MFT MS degree courses not present in a student's previous clinical program have been completed. When all requirements for licensure in MFT are completed, the student then begins the Ph.D. curriculum.

Meet the Full-Time MFT 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; measurement issues in MFT

Alyssa Banford-Witting, Ph.D. Texas Tech University, 2011, Associate Professor

Research Interests: Trauma and Culture; Mass Trauma and Communities & 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 Hispanics/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

Lee N. Johnson, Ph.D. Kansas State University, 1998, Associate 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.

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.

Jonathan G. Sandberg, Ph.D. Kansas State University, 1998, Professor

Research Interests: Couples and Health; Medical Family Therapy; MFT Outcome Research; Emotionally Focused Couples Therapy.

Jason B. Whiting, PhD, Michigan State University, 2001, Professor

Research Interests: Couple conflict, including abuse, control, and deception. Mindfulness, wellness, MFT theory, and qualitative inquiry.

Other Important People and Places

School of Family Life (SFL) Director:	Dean Busby, PhD 2086-B JFSB (801) 422-8529 dean_busby@byu.edu
SFL Department Secretary:	Jan Christensen 2086-E JFSB (801) 422-9094 jan_christensen@byu.edu
SFL Graduate Program Manager:	Terri Robertson (801) 422-2060 terri_robertson@byu.edu
BYU Comprehensive Clinic Director:	Dean E. Barley PhD., (801) 422-7818 dean_barley@byu.edu
BYU Comp. Clinic Assistant Director:	David Fawcett, PhD (801) 422-7749 dave_fawcett@byu.edu
BYU Comp. Clinic Secretaries:	241 TLRB (801) 422-3989 clinic-pt-sec@byu.edu
MFT Program Director:	Jonathan Sandberg, PhD 266 TLRB 801-422-6512 jonathan_sandberg@byu.edu
MFT Clinical Director:	Lauren Barnes, PhD 274 TLRB 801-422-3889 lauren_barnes@byu.edu
MFT Secretaries:	234 TLRB 801-422-5680 mftptsec@byu.edu
MFT A.P.E. Manager:	Tabitha Webster, PhD tabitha_webster@byu.edu
MFT PhD Student Representative:	Doug Wendt dougwendt@gmail.com
MFT MS Student Representative:	Cara Nebeker Adams adams.caraann@gmail.com
FHSS Research Support Center:	116 SWKT (801) 422-5114 fhssresearch@gmail.com
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

BYU Counseling & Psychological Services (CAPS):

M-F 8am-5pm
(801) 422-3035
caps.byu.edu

NOTE about CAPS (also see pg.10 Question 7):

When making an appointment with CAPS, ask for a Senior Staff or APA doctoral intern, although this may make the wait time longer for first session. Specify that you, yourself are “a student in training,” therefore, a CAPS “student in training” would not be a good fit for you. Please go to CAPS with a specific agenda/plan for therapy and do not seek therapy at CAPS, “as part of an assignment.” The CAPS Center is often in triage mode, with suicidal clients, so the assignment-based presentation for therapy may not help you get the best help from the start. Please have an identified and specific concern or a recommendation from a clinical supervisor that personal issues are having a negative impact on your ability to do therapy. The recommended Senior Staff with systemic training are:

Mike Buxton
Michael Adams
Andrea Knestel
Rick Moody

Chapter 2-Getting Started

Welcome to BYU and to the MFT program! We would like to help make the transition as easy as possible. These are a few of the questions asked by new students – we hope the corresponding answers are helpful. The pages that follow also include some websites that should be helpful so you will want to familiarize yourself with them and use them often.

Almost anything you can access by logging into the myBYU page with your myID and password. You can register for classes, find your books, register your car for on-campus parking, and many other things.

Getting Started at BYU (if you are new to the University)

1. **Where do I get my BYU ID card?** You can get this at the Wilkinson Student Center. (<https://wilk.byu.edu>)
2. **How do I register my car?** Go to the building (2120 Jesse Knight Building-JKB), or you can do it online at myBYU. <https://my.byu.edu/uPortal/f/u2611s4/normal/render.uP>
3. **Where can I park?** Once your car is registered, you can park in any lot that is labeled with a “G”(red) or a “Y”(yellow). There are lots adjoining the Clinic and across the street in the law school parking area.
4. **How do I print on campus?** You will need your student ID card in order to print. You will need to put money on your card before you can use it to print. You can do this while logged in to <https://my.byu.edu> under “Cougar Cash” This will allow you to print at any computer, as long as you are logged in under your myID.
5. **How do I know what I need to do to get started?** There is a website that you can go to that helps first year students get started. <https://onestop.byu.edu/new-student-checklist> You can use this website as a checklist to find the things you need to get started and to check certain locations of things you need.
6. **How do I sign up for health insurance?** You can do this by accessing myBYU (<https://my.byu.edu>).
7. **How do I access the library online?** Follow this link <http://lib.byu.edu> and you can find what you need there. If you are off campus, you will need to sign in with your myID username and your password in order to access library resources.

Getting Started in terms of MFT/Classes

1. **How do I register for class?** You can register for your classes by logging into myBYU and clicking on the link on the left hand side of the page. <https://my.byu.edu>
2. **How do I buy books?** As long as your professor has put all of your books on the booklist, you can access those before the semester has started at <https://booklist.byu.edu>. If you purchase your books using your student account, then your account will be charged and you have a certain amount of days to pay for those (30-45 days).
3. **How do I get my BYU Comprehensive Clinic CMS account?** You will need to visit office 241, the Comprehensive Clinic secretaries (these are different than the MFT secretaries) to set up this account. You will also get your picture taken and could receive your copy codes. You will use this in the beginning to see the schedule in order to obtain your observational hours. You will use this account when you begin seeing clients to schedule and record paperwork.
4. **How do I get my copy codes?** You will receive these when you create your CMS account (office 241). If they do not have them at that time, then they will send you an email with your code in the email.
5. **How do I get the codes for certain rooms?** These codes are often emailed to you by the Comprehensive Clinic secretaries. You will use these often, so you will want to write them down and keep them with you. If they change, you will receive an email notification with the new codes.
6. **How do I get a cubby in the Intern's Office?** These are a first come/first serve opportunity, so any cubby that is empty you are welcome to claim by putting a piece of tape on it with your name.
7. **How do I find a BYU Counseling Center therapist?** You need to follow the link <https://caps.byu.edu> and click on the tab that says "Make an Appointment". From there, you need to follow the instructions. We recommend that you start this process earlier rather than later because the Center can be quite busy. The spring and summer terms are the best times to go to the Counseling Center because there are far fewer undergraduate students on campus and the Counseling Center staff have an easier meeting with you weekly.
8. **What if I have want to go to someone off-campus for counseling?** If you wish to go to a counselor who is not associated with BYU, then you can talk to the MFT Director of Clinical Training about referrals that she might have for someone in the community.

Important Sources of Information

Graduate 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 <https://graduatestudies.byu.edu/>. The majority of the forms which will need to be completed during a student's tenure in the program are available on the Grad Studies website.

BYU Course Schedule. The university provides a class schedule each semester. It is a source of information regarding registration, class timetable, tuition and fees, honor code, exam schedule, etc.. The class schedule is available online: <http://registrar.byu.edu/registrar/acadsched/classSched.php>

MFT Website. The MFT Program website (<http://mft.byu.edu>) provides current information about a variety of program topics and provides links to other important sites.

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

Director of Clinical Training (DCT, Lauren A. Barnes, Ph.D). Also known as the clinical director, works to recruit new students, oversees admission to the program and assists current students in their clinical training by assigning, networking and increasing potential clinical opportunities. The Director of Clinical Training is the liaison to the BYU Comprehensive Clinic and directs the case management system by screening and assigning appropriate clients to the students in the program.

Committee Chair/Faculty Advisor.

When students are admitted to the program, they are assigned an advisory chair for their graduate committee. This MFT faculty member is the student's major advisor and thesis/dissertation mentor. It is most helpful to students if meetings between a student and his/her advisory chair occur regularly (as often as once a week). Meeting regularly facilitates consistent review of the student's progress in the program. The scheduling of these meetings is usually initiated by the student and is something the student will want to do sooner rather than later. The advisory chair will advise the student about course work and consult with the student in designing and carrying out his/her thesis or dissertation (including length of paper). Topics worthy of regular review with an advisory chair include:

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

Students should keep their advisory chair informed about their professional goals and unique needs that are or are not being met in the program, and professional activities. Students have the primary responsibility for developing their *Program of Study* and for designing the thesis or dissertation research 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 MFT Office. The MFT office staffed by part-time secretaries is located in room 234 TLRB. Part-time secretaries are available to answer questions students might have or direct them to the appropriate person. Students need to inform the secretaries about changes to their mailing address, email address or telephone number.

Students are expected to REGULARLY check their email and mailbox (in the MFT office, 234 TLRB) for messages, mail, and other information. This is important to facilitate communication between advisors, faculty and students.

Graduate Program Manager (Terri Robertson). The School of Family Life (SFL) Graduate Program Manager is Terri Robertson, and her main office is 2086F JFSB. She is responsible for tracking student records (including program of study and PhD portfolio requirements), scheduling thesis/dissertation defenses, and approving final electronic thesis and dissertation (ETD) documents. Graduate Program Manager is the contact person for hiring and corrections to Y-time for all grad student positions. The Graduate Program Managers office hours may vary each semester but are posted in the MFT secretaries office for fall and winter semesters. She will have regular office hours in both the Taylor (TLRB) and JFSB. Email is the best way to contact her terri_robertson@byu.edu; office phone is 801-422-2060.

Student Representatives.

Each year, two students (one MS student and one Ph.D. student) are nominated by fellow students to serve as student representatives. A primary responsibility for the student representatives is to attend the weekly faculty meetings in order to represent student views and input into meeting content. They function as a communication link between the faculty and students and also may represent the MFT Program on college and graduate studies committees. The student representatives likewise serve to coordinate and facilitate student wishes for socials including the Spring MFT student-faculty banquet, guest speakers, etc. Student representatives for 2015-2016 are:

MFT PhD Student Representative: Doug Wendt dougwendt@gmail.com

MFT MS Student Representative: Cara Nebeker Adams adams.caraann@gmail.com

Chapter 3 – Program Missions and Educational Outcomes

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.

Program Mission and Details

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

The MS program trains persons who will be outstanding clinicians, prepared to function in a wide variety of marriage and family therapy settings (e.g. mental health centers, private treatment programs, hospitals, private practice, etc.). The curriculum is based on the licensure requirements of Utah (and most states) and is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. The master degree is the basic credential for independent practice in marriage and family therapy.

M.S. Educational Outcomes.

Educational outcomes for the BYU M.S. program include a set of student learning outcomes, a set of faculty outcomes, and a set of program outcomes. These outcomes are interdependent and designed to complement each other.

Students are expected to demonstrate the following student learning outcomes:

1. Be competent in knowledge of MFT and systemic theories including MFT ethics
2. Be competent in terms of applied clinical skills.
3. Be competent in MFT research skills.
4. Understand and respect cultural diversity.

Faculty outcomes (what the faculty is expected to demonstrate) include:

1. Be clinically active and meet credentialing standards for their developmental level.
2. Be engaged in research scholarship.
3. Demonstrate effective teaching abilities.
4. Provide service in university-based and professional responsibilities.
5. Understand and respect cultural diversity.

Program outcomes include:

1. Program will graduate students who are prepared to engage in MFT practice in the areas of theoretical competence, clinical competence, and research competence.
2. Maintain a curriculum that is infused with readings and training related to multicultural diversity.
3. Prepare students to meet academic and clinical practice requirements for MFT-A licensure in Utah and/or pursue additional graduate student (e.g. Ph.D. program enrollment).

Ph.D. Program. 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 in 2016).

The mission of the BYU MFT 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.

BYU offers three options for the Ph.D. degree in MFT.

- 1) Students who already have an MFT master degree from an accredited MFT program should complete the program in approximately three years.
- 2) Post-baccalaureate Ph.D. students complete the MS program curriculum (thesis included) during the first two years, after which they *apply to the Ph.D. program*. Upon admission to the doctoral program, the student completes the Ph.D. program requirements (3 additional years).
- 3) Students who have a clinical, but non-MFT master degree program (e.g., MSW) should complete the Ph.D. program in approximately four years. The master's curriculum is followed until MFT MS degree courses not present in a student's previous clinical program have been completed. When all requirements for licensure in MFT are completed, the student then begins the Ph.D. curriculum.

Ph.D. Educational Outcomes.

Educational outcomes for the BYU Ph.D. program include a set of student learning outcomes, a set of faculty outcomes, and a set of program outcomes. These outcomes are interdependent and designed to complement each other.

Students are expected to demonstrate the following student learning outcomes:

1. Be productive in the area of MFT research methods and statistics
2. Be competence in teaching and MFT supervision
3. Be competent in MFT Theory and practice including MFT ethics
4. Understand and respect cultural diversity

Faculty outcomes (what the faculty is expected to demonstrate) include:

1. Be clinically active and meet credentialing standards for their developmental level.
2. Be engaged in research scholarship.
3. Demonstrate effective teaching abilities.
4. Provide service in university-based and professional responsibilities.
5. Understand and respect cultural diversity.

Program outcomes include:

1. Program will graduate students who are prepared to competently engage in the MFT profession.
2. Maintain a curriculum that is infused with readings and training related to multicultural diversity.
3. Prepare students to secure employment in an area specific to MFT.

Educational Outcomes Review Schedule

Given the complexities associated with the two programs (MS and PhD) and their respective educational outcomes at the program, student and faculty levels, it is important that these outcomes be reviewed regularly. Student Learning Outcomes, Program Outcomes, and Faculty Outcomes are reviewed formally on a yearly basis (see Table 1 below for an assessment/review schedule for the MS program and Table 2 for an assessment/review schedule for the PhD program). These reviews are used to: (a) consider the professional marriage and family therapy principles on which the outcomes are based (e.g., AAMFT Code of Ethics, State of Utah MFT Licensing Laws and Regulations); and (b) review feedback/data related to the Educational Outcomes from the programs' communities of interest (e.g., faculty, students, graduates, employers).

The review schedule for other program areas is also included in Tables 1 (MS Program) and 2 (PhD Program) below.

Table 1: MS Program Assessment/Review Schedule (including Educational Outcomes)

Student Learning Outcomes (SLOs)					
Outcomes	Formative Assessments	Formative Data Collection Schedule	Summative Assessments	Summative Data Collection Schedule	Review Schedule (Educational Outcomes and Related Data)
SLO1: Be competent in knowledge of MFT and systemic theories	Theoretical Competence Rubric	Every semester/term in theory-focused courses	a)MFT Practice Exam b)MFT National Exam	a)Winter semester, 2 nd year b)alumni survey, every other year	Aug. Faculty Retreat Meeting
SLO2: Be competent in terms of applied clinical skills	a)Practicum Readiness Evaluation, b)Clinical Competence Evaluation Form	a)Fall semester, 1 st year b)Every semester/term	Clinical Competence Evaluation Form	Winter semester, 2 nd year	Aug. Faculty Retreat Meeting
SLO3: Be competent in the area of MFT research skills	Research Competence Form	Timing varies, dependent on scheduling of MFT 600 and thesis proposal	Research Competence Form at thesis defense	Timing varies, dependent on scheduling of respective thesis defense	Aug. Faculty Retreat Meeting
SLO4: Understand and respect cultural diversity	a)Cultural Competence Form (MFT 654), b)Clinical Competence Evaluation Form	a) MFT 654 b) Every semester/term	Clinical Competence Evaluation Form	Winter semester, 2 nd year	Aug. Faculty Retreat Meeting

Program Outcomes (POs)

Outcomes	Formative Assessments	Formative Data Collection Schedule	Summative Assessments	Summative Data Collection Schedule	Review Schedule (Educational Outcomes and Related Data)
PO1: Graduate students who are prepared to engage in MFT practice in the areas of theoretical competence, clinical competence, and research competence.	Aggregated data on SLOs, Alumni surveys, Student Exit surveys	Yearly	MFT Practice Exam MFT National Exam Clinical Competence Evaluation Research Competence Evaluation	Yearly	Aug. Faculty Retreat Meeting
PO2: Maintain a curriculum that is infused with readings and training related to multicultural diversity.	Aggregated data on SLOs, Alumni surveys, Student Exit surveys, Review of Course Syllabi	Yearly	Syllabi review, Student exit surveys, Alumni surveys, Student evaluation of Supervisors	Yearly	Aug. Faculty Retreat Meeting
PO3: Prepare students to meet academic and clinical practica requirements for MFT-A licensure in Utah and/or pursue additional graduate study (e.g., PhD program enrollment).	Alumni surveys, Student Exit surveys,	Yearly	Graduation rates, Licensure rates, PhD placement rate, Student exit surveys, Alumni surveys	Yearly, Alumni data collected every other year	Aug. Faculty Retreat Meeting

Faculty Outcomes (FOs)

Outcomes	Formative Assessments	Formative Data Collection Schedule	Summative Assessments	Summative Data Collection Schedule	Review Schedule (Educational Outcomes and Related Data)
FO1: Be clinically active and meet credentialing standards for their developmental level	Status in terms of state license and AAMFT Approved Supervisor designation, regular supervision assignment	Yearly	Program review of faculty CV and credentials	Yearly	May Faculty Retreat Meeting
FO2: Be engaged in research scholarship	Research productivity (CV review)	Yearly	Departmental review of faculty CV and scholarly productivity	Yearly	May Faculty Retreat Meeting
FO3: Demonstrate effective teaching abilities	Teaching performance (review of student evaluations)	Yearly	Departmental review of faculty teaching/supervision performance	Yearly	May Faculty Retreat Meeting
FO4: Provide service in university-based and professional responsibilities	Professional service (CV review)	Yearly	Departmental review of faculty CV and professional service	Yearly	May Faculty Retreat Meeting
FO5: Understand and respect cultural diversity.	Review of syllabi, Review of student evaluations	Yearly	Program review of course syllabi, Review of faculty publications Student review of faculty supervision	Yearly	May Faculty Retreat Meeting

Other Program-Related Assessments/Reviews

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

Table 2: PhD Program Assessment/Review Schedule (including Educational Outcomes)

Student Learning Outcomes (SLOs)					
Outcomes	Formative Assessments	Formative Data Collection Schedule	Summative Assessments	Summative Data Collection Schedule	Review Schedule (Educational Outcomes and Related Data)
SLO1: Be productive in the area of MFT research methods and statistics	Research Competence Form	Timing varies, dependent on scheduling of dissertation proposal	a) Research Competence Form at dissertation defense b) Completion of portfolio research requirements	Timing varies, dependent on scheduling of dissertation defense and completion of portfolio	Aug. Faculty Retreat Meeting
SLO2: Be competent in teaching	a) Teaching Evaluation (by students) b) Supervision evaluation (by faculty)	a) Every semester/term b) Every semester/term	a) Teaching Evaluation (by students) b) Supervision evaluation (by faculty)	a) Final semester/term b) Final semester/term	Aug. Faculty Retreat Meeting
SLO3: Be competent in MFT theory and practice	Clinical Competence Evaluation Form	Every semester/term	a) Clinical Competence Evaluation Form b) Licensure status	a) Final semester/term b) Final semester/term	Aug. Faculty Retreat Meeting
SLO4: Understand and respect cultural diversity	Clinical Competence Evaluation Form	Every semester/term	Clinical Competence Evaluation Form	Final semester/term	Aug. Faculty Retreat Meeting

Program Outcomes (POs)					
Outcomes	Formative Assessments	Formative Data Collection Schedule	Summative Assessments	Summative Data Collection Schedule	Review Schedule (Educational Outcomes and Related Data)
PO1: Graduate students who are prepared to prepared to competently engage in the MFT profession.	Aggregated data on SLOs, Alumni surveys, Student Exit surveys	Yearly	Licensure rates, Clinical Competence Evaluation Form, Research Competence Form	Final semester/term	Aug. Faculty Retreat Meeting
PO2: Maintain a curriculum that is infused with readings and training related to multicultural diversity.	Aggregated data on SLOs, Alumni surveys, Student Exit surveys, Review of Course Syllabi	Yearly	Syllabi Review, Student Exit Surveys, Alumni Surveys	Every other year, Yearly, Alumni data collected every other year	Aug. Faculty Retreat Meeting
PO3: Prepare students to secure employment in an area specific to MFT	Alumni surveys, Student Exit surveys	Yearly	Graduation rates, Licensure rates, Alumni surveys,	Yearly, Yearly, Alumni data collected every other year	Aug. Faculty Retreat Meeting

Faculty Outcomes (FOs)					
Outcomes	Formative Assessments	Formative Data Collection Schedule	Summative Assessments	Summative Data Collection Schedule	Review Schedule (Educational Outcomes and Related Data)
FO1: Be clinically active and meet credentialing standards for their developmental level	Status in terms of state license and AAMFT Approved Supervisor designation, regular supervision assignment	Yearly	Program review of faculty CV and credentials	Yearly	May Faculty Retreat Meeting
FO2: Be engaged in research scholarship	Research productivity (CV review)	Yearly	Departmental review of faculty CV and scholarly productivity	Yearly	May Faculty Retreat Meeting
FO3: Demonstrate effective teaching abilities	Teaching performance (review of student evaluations)	Yearly	Departmental review of faculty teaching/supervision performance	Yearly	May Faculty Retreat Meeting
FO4: Provide service in university-based and professional responsibilities	Professional service (CV review)	Yearly	Departmental review of faculty CV and professional service	Yearly	May Faculty Retreat Meeting
FO5: Understand and respect cultural diversity.	Review of syllabi, Review of student evaluations	Yearly	Review of course syllabi Review of faculty scholarship, Student evaluations (faculty teaching and supervision)	Yearly	May Faculty Retreat Meeting

Other Program-Related Assessments/Reviews

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

Program Governance

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

When decisions or revised policies are made that impact students, they are communicated to students via emails and/or in-person meetings (with the program director, clinical director, and/or student representatives). 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 (MS program and PhD Program)

The role of the MFT faculty in governance of both the M.S. and Ph.D. programs occurs in the following ways:

1. Participation in Regular Faculty Meetings. MFT faculty meetings are held weekly during fall and winter semesters and as needed during spring and summer terms. Full-time faculty are expected to attend these meetings and adjunct faculty and supervisors are invited to attend. Topics of discussion in these meetings include curriculum, supervision, clinic procedures, program policies, and student progress. Elected student representatives from master's and Ph.D. program are also invited to these meetings. 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 implementing the decision.

2. Participation in MFT Faculty Retreats. Faculty retreats occur each year usually in May and August. During these times, faculty review the program's educational outcomes and discuss data related to said outcomes (student learning outcomes, program outcomes, and faculty outcomes) as well as feedback from communities of interest (students, graduates, supervisors, and faculty). Data related to educational outcomes are analyzed and discussed, along with feedback from the various communities of interest. When there is evidence of a problem or obstacle, potential changes are first discussed and then voted upon with each faculty member have a vote, and majority vote implementing the decision.

3. Participation in Admissions Decisions. All MFT faculty comprise the Admissions Committee for the M.S. and Ph.D. programs. Students are admitted beginning fall semester only, and applications must be complete by December 1st of the year preceding fall semester admission. All faculty review the admissions files and meet together to discuss and approve those students who will be invited for face-to-face interviews. All MFT faculty meet with those who are 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 match of goals to what the program can offer and match to potential committee chairs. Decisions about who will be admitted must receive approval of every MFT faculty member, and chairs are assigned 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 online at <http://graduatestudies.byu.edu/content/admission-information>.

4. Participation in Bi-Annual Student Evaluations. Student performance in academic, clinical and research endeavors are continually monitored by faculty. The review process (and timing of each part of the review process) is communicated to students in their initial orientation to the program and in advisor-student meetings. Formal assessments (both formative and summative) are charted in Tables 1 and 2 above and are also presented in relevant course syllabi. In addition, the program's less-formal but continual assessments (and their schedule) are presented here:

- a. Regular feedback from supervisor regarding clinical skills and competencies (Timing: students should expect regular feedback in each supervision session with more formal, evaluative feedback at the end of each semester/term).
- b. Regular reports from the BYU Comprehensive Clinic auditor regarding case notes and other casefile records –audited for completion and timeliness (Timing: every two weeks).
- c. Review of academic progress over the course of the semester (Timing: several time points across the semester/term as student assignments are submitted and graded).
- d. End of semester grades for each of the required courses. These grades reflect satisfactory progress in completing coursework and making progress in terms of student learning outcomes (Timing: end-of-semester evaluations).
- e. Satisfactory progress on completing required clinical hours (Timing: bi-annual formal evaluations – January and May).
- f. Regular completion of assigned research assistant tasks (Timing: at least monthly, as individual faculty advisors review the assignment and completion of RA-related tasks).
- g. Satisfactory progress on the thesis/dissertation (Timing: monthly reviews of progress with faculty advisors and in bi-annual formal evaluations – January and May).

In addition, bi-annual student evaluations are conducted twice each year (see pp. B22-24 in Policies, which can be found on the Graduate Studies website at <http://graduatestudies.byu.edu/> under the “Programs” tab). The BYU Graduate Studies Office requires that graduate programs formally evaluate each graduate student's progress twice during the academic year (the program has selected January and May as review months). The purpose of this evaluation is to report and document each student's progress toward completion of their degree. This documentation is for the benefit of all parties (MFT program, advisors, BYU Graduate Studies, and the student). Possible evaluations are satisfactory, marginal, and unsatisfactory. Students who are marginal or unsatisfactory are given specific written requirements for remedying the deficiency. Students who receive more than one unsatisfactory evaluation may be dismissed from the Program. Policies related to academic evaluations and decision-making procedures relative to dismissals are found in Policies (p. B49-50) online (<http://graduatestudies.byu.edu/> under the “Programs” tab).

When student progress is found to be marginal or unsatisfactory, the student is advised, in writing: (a) what they need 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 (see <http://graduatestudies.byu.edu/content/evaluations-student-progress>).

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

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

Role of Program Director in Program Governance (MS Program and PhD Program)

The Program Director's role in program governance includes a variety of responsibilities, all connected to the responsibility to maintain and enhance program quality. However, his/her job description is as follows: (1) representing 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; (2) coordinating COAMFTE accreditation compliance and interactions with the Commission; (3) supervising/advising students, faculty, and staff regarding their program governance duties; (4) facilitating accomplishment of educational outcomes, along with the regular review of data and specific faculty, program and student outcomes; (5) creating and maintaining a training environment that is conducive to clinical training and multi-cultural diversity sensitivity; (6) managing the programs' budgets (MS and PhD) and coordinating funding for student wages and tuition support, faculty purchases, travel support, recruitment related expenditures, and so forth; (7) coordinating program decisions about students (admissions, funding support, formal evaluations and remediation plans); (8) overseeing curriculum decisions and course development; (9) interacting with Comprehensive Clinic directorship to review and advocate for MFT resources/facilities and to facilitate services for clients (a primary community of interest); and (10) coordinating course schedules with university, Comprehensive Clinic and MFT program entities.

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 (College of Family, Home, and Social Sciences), and from the University Curriculum Council. Any changes in course numbering, degree requirements, or program name changes can be proposed by the faculty but ultimately must receive University Curriculum Council approval.

Evaluation of Program Director: The program director is selected by nomination from the MFT program faculty and serve under the direction of the School of Family Life director (currently Dr. Dean Busby). 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. Program director 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 probation 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 noted. If the remediation plan is not successfully completed, the program director will be released and another faculty member will be selected.

Role of Students in Program Governance (MS Program and PhD Program)

You, the MFT students, are an important community of interest for the MFT Master's and Doctoral Programs at BYU. Other communities of interest include MFT faculty, supervisors, graduates, and the Utah Marriage and Family Therapy Licensing Board.

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

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

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

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

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

Without your responsible input, we cannot effectively assess and improve teaching performance and student learning. Please be honest, fair, and constructive as you complete your evaluations. Your evaluations really do matter" (President Kevin J. Worthen, message to students, 2015).

2. End of Semester/Term Supervisee Evaluation of Supervisors. In addition to rating your practica through the university Online Ratings system, you will receive a form in your MFT mail box asking you to evaluate your experiences with your supervisor. Your ratings are anonymous so you shouldn't put your name on these forms. You are expected to complete them and return them 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.

3. Meetings with Your Elected Student Representatives. Each year the M.S. students elect a student representative, and the Ph.D. students elect a student representative. These two students are invited to weekly faculty meetings, and typically the first item on the agenda is feedback from students. In order to solicit your feedback, your student representatives will hold regular meetings (usually monthly) in order to exchange information, provide feedback or problem-solve 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 of your experiences in the program, the clinic, supervision, and any other issues. Your representatives then bring the main points regarding these concerns to faculty meeting without divulging anyone's identity. From time-to-time, the faculty ask the student representatives to seek your input on issues the faculty may be considering. Of course, student representatives are available to hear your feedback at times other than the meetings through email or personal contact.

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

6. Exit Survey Near Graduation. At the end of the program, you will receive an exit survey asking about specific knowledge and skill you have gained. The survey will ask you to rate where you perceive yourself at the beginning of the program and where you see yourself as you are nearing graduation. You should not put your name on the survey but follow the instructions to return it to the MFT office. The information is aggregated and used to inform our deliberations about how well we are meeting our educational outcomes and how we can improve. An additional student responsibility, in relation to the exit survey, is to provide program administrators with an evaluation of university-level support resources (e.g., library, financial aid, counseling services, accessibility services). As noted above, this information is aggregated and used to help inform program faculty and administrators (and upper administrators) about your experience as a graduate student and as a MFT student (MS program or PhD program). These exit survey data are reviewed and discussed yearly.

7. Communication with Your Committee Chair, Supervisors, Committee members, and Faculty. We also invite you to share any suggestions with your chair, committee members, your supervisors, and faculty as you journey through the program. This feedback (if sensitive in nature) can be shared by the faculty member you disclose to without any other identification.

8. Responsibilities Related to Communication of Information.

- The primary form of communication that faculty and staff use in relaying information to you is email. We will send emails to the address that the university has on file unless you inform us otherwise. You will receive regular emails, usually weekly, from the program with the attached program 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.
- A calendar is also kept on the MFT program's website that you should check regularly for upcoming events and dates related to the program.
- You are responsible for knowing the information in this Graduate Handbook. You will be held to the expectations that are communicated in its content.
- Each of you has a mailbox located in the MFT office. You should check this box daily for messages from the program, class-related documents from the faculty, and messages that may be communicated to you from the Clinic.
- Your Committee Chair is - an important link between you and the program. Sometimes, 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 (MS & PhD Programs)

As noted above, in addition to the MFT program faculty and students, other communities of interest for the MFT programs include program graduates and their employers. Both communities will be contacted and surveyed regularly (at least once every other year) by the clinical director, using an online survey. Available data will be reviewed and discussed in the MFT faculty retreat in August. Among the data to be collected, reviewed and discussed are graduation rates, pass rates for licensing exam, job placement rates, employer satisfaction (see Appendix J for the employer survey), and alumni satisfaction (see Appendix K for the alumni survey).

Other Getting Started Topics

Orientation. At the beginning of fall semester a “Student Orientation” is held. The orientation is a time for new and continuing students to become acquainted with each other and the faculty. The purpose of the meeting is to provide information concerning the MFT program and relevant policies and procedures. It is a time to learn about ongoing research, being presenters at professional conventions, and the expectation of being authors on papers submitted for publication. Information vital for the success in the program such as deadlines, the role of the graduate student committee, the annual evaluation process, the role of the Graduate Program Manager, the importance of retaining balance in one’s life during graduate school, etc.

MFT Dress and Grooming Standards

For therapy sessions: (Unacceptable regardless of gender) rumpled or ripped clothing, T-shirts, jeans, underwear as outerwear, inappropriately revealing attire such as bare midriffs, and flip-flops or very tight fitting clothing. It is expected that MFT students abide by [BYU Dress and Grooming Standards](#) throughout the program.

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

For men: A combination of collared shirt (such as a dress shirt or polo shirt). Shirts (whether button-down or knit pullover) must have a collar. Cotton trousers (such as khakis or blue, green, brown, or black trousers) with a belt, and modest shoes (such as loafers) with socks is generally acceptable.

Graduate Study and Financial Aid.

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

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

Depending on availability of scholarships and other program level funding, the MFT Program is generally able to provide all Master’s students (MS degree) with a **25% tuition cost scholarship/fellowship**. **Students are generally all considered for a 10 hour/week research assistantship (RA)** with their faculty advisor during their two years of study. Research hours will be paid for hours completed according to the Y-Time system.

*****Very Important Note: MS students must successfully schedule their thesis proposal meeting by the beginning of their second winter semester. If this is not scheduled, you will lose assistantship support until it is scheduled and receive a less-than-satisfactory rating on the evaluation of winter semester.*****

Depending on availability of scholarships and other program level funding, the MFT Program is generally able to provide all doctoral students (Ph.D. degree) with a **100% tuition cost scholarship/fellowship. Doctoral students are generally all provided with a 20 hour/week contract position** as research assistants during the two years of study prior to their internship year. This level of financial support has been provided over the years so students can devote full-time to their graduate studies and clinical work to progress toward the completion of their graduate degree in a timely manner. Income during the internship year may be received from a variety of sources (SFL undergraduate teaching, off-site clinical work, research assistantship support from the program or SFL). It is a good idea to begin planning for the internship year during the 1st or 2nd year in the program.

In the same way that out-of-state tuition costs are higher, non-LDS tuition costs are higher (twice the amount of LDS students). The same dollar amount is always covered 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 amount for non-LDS students).

Research and Teaching assistantships. 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 under supervision. Assistantships can be quarter-time (MS students, 10 hours per week) or half-time positions (Ph.D., 20 hours per week). Important Note: University guidelines stipulate that students must have full-time status during each semester they are working in order to hold an assistantship. If students drop below full-time hours it results in termination of their contract (exception being those 3rd year doctoral students, who are engaged in full-time internship and dissertation work AND who have completed the full-time waiver form (see below)).

Other financial support. Other scholarships and financial support opportunities are available within the School of Family Life and through the BYU Graduate Studies office. For more information, consult the information provided here as well as the graduate studies website (graduates-tudies.byu.edu).

HIDRA: The High Impact Doctoral Research Assistantship (HIDRA) award program is designed to attract high-quality graduate students whose most recent degree is from an institution other than BYU. Graduate Studies plans to offer five awards per year. Each award will provide \$30,000 per year for three years, subject to maintaining satisfactory performance. The intent of this award is to recruit students who are capable of producing scholarly research that will have an impact on their disciplines. Unlike traditional fellowships, HIDRA awards are assistantships, which means that each awardee must study under the direction of a faculty advisor. Consequently, when granting a HIDRA award, Graduate Studies must consider the criteria for choosing the faculty advisor as well as the criteria for choosing the student. This award is initiated by the faculty, and also requires a response from the applicant. The deadline for this award is January 15, after which time awards will be granted. Proposals received after that date will be considered on a space-available basis (e.g., if an applicant declines an offer).

Research Fellowship Award: The Graduate Studies Research Fellowship award is intended to support innovative research or creative works, including well-conceived undergraduate student mentoring, conducted by graduate students under the guidance of faculty advisors. The award is \$5,000; \$10,000; or \$15,000 for one year, to be dispensed at the beginning of the academic year. The deadline for this award is February 1 and is initiated by the student

Mentoring Assistantships: Graduate Studies Mentoring Assistantships is designed to provide graduate and undergraduate students with a non-research related experience that enhances the education of both in ways that would otherwise not be possible. An example of such an experience would be for graduate students to supervise undergraduate students participating in humanitarian work in a third-world country. The proposals will be initiated by faculty. These awards will be for \$5,000, \$10,000, or \$15,000 for one year. The deadline for this award is February 1 and is initiated by the faculty

Research Presentation Awards (RPA): Graduate Students presenting original research at conferences or performing or displaying creative work are eligible to receive a Research Presentation Award (RPA) averaging \$400. RPAs are intended to enable graduate students to travel to important conferences within their discipline in order to present their scholarly and creative work. The deadline for this award is October 10th (Fall semester) and is initiated by the student

AmeriCorps Awards: Current MFT Students are eligible to get an education award for providing “service” through AmeriCorps. Service for you can count as working in a non-profit institution (such as the BYU Comprehensive Clinic, BYU Women’s Services, IHC, DCFS, Wasatch Mental Health etc.). The money that is awarded can be credited toward tuition or student loans or continuing education credits. The requirement is that you provide at least 300 service hours within a year (service hours could be time prepping for a client, case notes, and time in the therapy room, up to 60 hours of class time). The payment for 300 hours is roughly \$1143/yr. The payment for 450 hours is \$1429. (The awards do vary by year). Students can enroll for up to 3 terms.

The “extra” requirements are that you have to 1) be enrolled in the AmeriCorps system, 2) complete monthly time logs with a couple reflection questions and 3) complete a service project (it could even be 1 hour of sorting through clothes hosted by a service group on campus). Students will have the opportunity to enroll at the beginning of each fall semester and, on some occasion, the beginning of winter semester. There are a limited number of openings. Priority will be given to students who are in good standing with the program, their advisor and are timely with paperwork. Those who are interested need to attend an enrollment meeting, which is hosted by Dr. Lauren Barnes and Charlene Clark.

Ecclesiastical Endorsements

All applicants should start the process early to obtain an endorsement. All applicants need an endorsement interview with a bishop and a stake president (or local religious leader and BYU Chaplain) before your application can be fully considered. Start this process at endorse.byu.edu .

Matriculated graduate students will need to obtain a Continuing Endorsement every winter semester before they can register for fall semester. You must have an active endorsement in order to be cleared for graduation.

Forming your Graduate Committee

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

A master's committee consists of three faculty members, and a Ph.D. committee consists of five members. If you have a minor outside of Marriage and Family Therapy, a member of the graduate faculty in that department should be on your committee. All of the members of both master's and doctoral committees must be graduate faculty at BYU. Aside from the advisory chair, who is automatically a member of a student's committee, students are responsible for asking other faculty to serve on their committee. There are a variety of reasons that faculty may, on occasion, not be able to accommodate requests to serve on your committee. They may have a full load of committee assignments, be anticipating a leave, or be planning to emphasize other aspects of their professional career. One important factor students should consider in setting up their committee is working with faculty who have compatible scholarly interests.

Guidelines for selecting members of a committee include:

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

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

1. Can a different person help you get through your program in an expedient manner? Does he/she get things done in a timely manner? Does he/she, have the time or willing to take the time with you that you need and not have too many advisees already (no more than 3-4 students he/she is chairing and few other students planning to finish the same semester as you)?
2. 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 post degree and not just during the degree program?
3. 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. Although these changes are generally not a problem for faculty members, decisions about the changes should be done in consultation with your advisor. When making the change, the student should inform committee members who are being taken off of their committee. Some of the reasons it may become desirable to change an advisory chair or members are: 1) 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; 2) when students find that their current advisory chair or members are not meeting their needs; 3) when students wish to make a substantial change in anticipated professional goals; and 4) when a faculty member's leave or other duties would interfere with continuing to serving on the committee.

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

Program of Study

The *Program of Study* is a carefully considered plan that each student makes about how to fulfill degree requirements (see chapters 4 and 5 for sample *Program of Study Form*). It includes the list of courses necessary for graduation as dictated by program requirements and the student's own professional development goals. Masters students will follow a standard listing of courses as there is very little variability in program requirements for this graduate program. Alternatively, doctoral students have more choice in their selection of elective courses. Doctoral students will want to determine the research classes and electives that most closely align with their interests and goals. In either case, 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* (available on the Graduate Studies website: <https://graduatestudies.byu.edu/content/all-forms>) within the first year of the program. This cannot, of course, be completed until the student learns enough about the faculty to decide whom to ask to serve on their committee, so students do not need to rush to get this done. At the same time, the initial program of study document is not a final, binding contract, and it is quite easy to modify as circumstances change (*Program Study of Change form; AVD form 3b*).

In consultation with a student's advisory chair, each student (MS and PhD) should organize their committee no later than the end of the first year in the program. Once a completed Program of Study Form has been downloaded and printed out, students will have it signed by his/her committee members and then should submit the completed Program of Study Form to the SFL Graduate Program Manager. See chapter 4 for a sample Master's program of study and Chapter 5 for a sample Ph.D. program of study.

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

MFT Academic Policy

MFT Admissions Process. All MFT faculty comprise the Admissions Committee for the M.S. and Ph.D. programs. Students are admitted beginning fall semester only, and 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 interviews 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 match of goals to what the program can offer and match to potential committee chairs. Decisions about who will be admitted must receive approval of every MFT faculty member, and chairs are assigned 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 at <http://graduatestudies.byu.edu/content/admission-information>.

Graduate Point Average (GPA Requirements). MFT Graduate students must maintain a 3.0 GPA average for courses on their program of study. Any clinical course with a grade which falls below a B- must be repeated. No D credit may apply toward the graduate degree.

MFT Program Student Recruitment. The policy of the MFT program is to actively recruit students of all undergraduate majors and especially social and behavior science majors for admission to the MFT M.S. program. The program actively recruit students who have received master's degrees in MFT from COAMFTE accredited MFT programs in the U.S. and Canada. Students will master's degrees in other mental health disciplines (Counseling, Psychology, Social Work, etc.) are recruited to the program with disclosure to them that they will be required to demonstrate equivalency or complete courses required in the BYU MFT master's program and complete the required clinical and supervision hours before they begin doctoral coursework. This usually adds 1-1.5 years of coursework and clinical work to a student's timeline. Students of all nationalities, races, ethnicities and 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 the Honor Code, a behavioral code of the university.

The Clinical Director and Program Director hold various recruitment meetings throughout the year on the BYU campus as well as arrange for visits to campuses of other universities to recruit students to the M.S. and Ph.D. Program.

Non-discrimination Statement (BYU MS and PhD Programs). The Marriage and Family Therapy Graduate Program provides equal opportunity in couple, marriage, and family therapy education for all persons, including faculty and employees with respect to hiring, continuation, promotion and continuing faculty status (i.e. tenure), applicants for admission, enrolled students, and graduates, 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 the Honor Code, a behavioral code of the university. This is consistent with the provision in the Commission on Accreditation for Marriage and Family Therapy Education Accreditation Manual 11.0 Version, "Religiously affiliated institutions that have core beliefs directed toward conduct within their communities are entitled to protect those beliefs" (p. 3).

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 within our screening criteria without regard to religious beliefs, gender, sexual orientation, age, race, culture, ethnicity, national origin, socioeconomic status, or physical and mental abilities."

Diversity Statement (BYU MS and PhD Programs). We esteem all individuals and families as valuable and worthy of understanding and respect. Although it can be difficult to acknowledge and affirm the experiences of those who are different than oneself, it is our belief that all are enriched by this process. As we work to understand each other across the diversities of cultural, gender, sexual orientation, ethnic, racial, and other socio-demographic groupings, we become better individuals and more capable as agents of therapeutic change. Along with the more traditional markers of diversity, we are also mindful of other factors that contribute to a better educational environment. These other factors may include, but are not limited to, international experiences, differential experiences of privilege and oppression, varying types of spiritual and religious faith, exposure to life challenges, and ability to consider the perspectives of others. Pragmatically, we realize that initial conversations between people (who are different from one another) are sometimes filled with conflict, disagreement and bias. However, given this relative inevitability, we work to foster an environment where continued dialogue is possible and encouraged in order to increase the possibility for life lessons to be shared.

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

1. Diverse faculty, study 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 a more customized treatment.
2. 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.
3. 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).
4. 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, particularly with regard to culture, race and gender. Furthermore, respect and understanding for diversity has been identified as one of our key educational outcomes, as noted across the program, student, and faculty levels.

Student Retention. Once a student is admitted to the MFT M.S. or Ph.D. 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 as evidenced by their progress toward and eventually achievement of the student learning outcomes. As required by Graduate Studies policy, programs review 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, and the faculty will 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. 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. In these situations, a student may be asked to not continue to see clients and will not be allowed to register for practicum until the program faculty agrees the student has complied with steps which will be communicated to the student in a written letter.

Graduate Studies Academic Policies

Minimum Credit Hours. BYU Graduate students are required to register for a minimum number of credit hours – see more details at <https://graduatestudies.byu.edu/content/minimum-registration-requirement>

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

Additional Policies. Additional BYU Graduate Studies Policies can be found at <http://graduatestudies.byu.edu/content/policies-and-procedures>

Progress Reports for Students

Graduate students may access their progress report through AIM on [myBYU](#). This report compares the student's Program of Study with the courses taken and summarizes the student's progress in a program: completed classes, current registration, classes still needed, and grade point average. In addition, the progress report alerts a student to possible problems with academic status, GPA, prerequisite degrees needed, minimum registration requirements, time limits, and courses. It is important to check the progress report regularly because the Office of Graduate Studies frequently updates and reports crucial information to the student's progress report.

Time Limits for Completion of Degree

The university has set time limits for the completion of graduate degrees and the MFT program encourages students to complete their degree in a timely manner (see https://graduatestudies.byu.edu/sites/default/files/graduatestudies.byu.edu/files/files/policies/b_section_ppm.pdf). Master's students are expected to complete all courses and clinical hours in two years. Doctoral students are expected to complete all courses in two years and to complete clinical hours and dissertation research during a third internship year. Financial assistance from the MFT program is offered only during the two years outlined above; however, there may be funds available to support RA/TA work for 3rd year doctoral students.

Formal Graduate Student Evaluation and Feedback

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

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

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

Satisfactory:

- Submit a signed program of study form
- Established a graduate committee
- Satisfactory contact with chair and/or committee members
- Identification of a thesis/dissertation topic or clinical focus
- Thesis proposal is approved
- Acceptable performance in assistantship
- Progress towards completing thesis/dissertation or clinical presentation
- Completing coursework on the timetable consistent with your program of study
- Satisfactory program participation and involvement
- Passing course with B or higher
- Satisfactory Clinical Development and/or Case management
- Satisfactory Self of the Therapist progress
- Timely communication with program faculty and staff

Marginal:

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

Unsatisfactory:

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

At the conclusion of the review, a letter is sent to each student which outlines the evaluation process and items reviewed including:

- Advisory committee selected, study list filed with the Graduate Program Manager , thesis/dissertation topic selected, etc.
- Satisfactory progress (consistent and continual progress) in completing courses, appropriate grades, and progress towards completion of the degree within MFT program and university time limits.
- Thesis or dissertation prospectus meeting completed, prospectus approved by advisory committee, and the prospectus filed with the Graduate Program Manager.
- Satisfactory progress on the completion of the thesis or dissertation.
- Satisfactory progress on completing required clinical hours.
- Evidence of adequate progress in clinical skill development including: appropriate intervention and interpersonal skills, respect for clients and their values, receiving feedback from faculty and students, following supervision recommendations, maintenance of confidentiality and of client records, appropriate number of clinical contact hours accumulated, etc.
- Adherence to the [AAMFT Code of Ethics](#) for Marriage and Family Therapists and the BYU Honor Code.
- Demonstrates the requisite abilities necessary to perform the essential functions required in the clinical program as outlined in the Standards for Marriage and Family Therapy Students which was signed at the time of admission to the program including participation, communication, meeting ethical standards, professionalism and self-care.

Termination of Graduate Status

Termination of graduate status may result if a student:

1. Fails to fulfill the university's minimum registration requirement.
2. Requests to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to program recommendation).
3. 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.
4. Receives two consecutive unsatisfactory ratings in a periodic review by the faculty.
5. Fails to make what the program or the university deem to be satisfactory progress toward a graduate degree.
6. Fails the program's comprehensive examination.
7. Fails the final oral examination (defense of dissertation, thesis, or project).
8. Violates the university's standards of conduct as outlined in the BYU Honor Code.

Appeal of Termination from Program

A student dismissed or facing dismissal may respond to or appeal that termination or impending termination. Such responses or appeals should be directed, in writing, to the MFT Program Chair. A student who wishes further consideration may appeal to the Director of the School of Family Life (<https://familylife.byu.edu/Pages/Administration.aspx>). Ultimately, a final appeal may be made to the university Graduate Dean (<http://graduatestudies.byu.edu/content/full-time-staff>) who, if circumstances warrant it, may appoint a committee of impartial faculty members to adjudicate the matter.

Student Academic Grievances Policy

The university has an established procedure for handling student academic grievances and can be found starting on page B53 of the Policies and Procedures manual, which can be found at: <https://graduatestudies.byu.edu/content/policies-and-procedures>. If students would like to get to it on their own without using the link, they can access it by going to the website (<https://graduatestudies.byu.edu>), then under Dept. Resources clicking Policies and Procedures, and then they can click Section B—Policies. If consulting with the professor or the graduate advisory chair does not resolve a grievance, a graduate student should describe the problem to the MFT Program Chair. If difficulties persist, the student may ask the Director of the School of Family Life (<https://familylife.byu.edu/Pages/Administration.aspx>) and finally the Graduate Dean (<http://graduatestudies.byu.edu/content/full-time-staff>) for review.

Academic Resources

Library Resources.

The university has excellent library facilities. Many of the books/periodicals needed for research in MFT will be found on Level 1 in the Social Sciences Library. A number of services are provided to help students unfamiliar with the library.

1. The Social Sciences librarian is Quinn Galbraith, (801) 422-4482, quinn_galbraith@byu.edu. He may be contacted with research questions and to acquire a schedule of training classes on the use of various databases for research in marriage and family therapy.
2. A 35-minute taped tour which introduces library facilities and services can be obtained in the LRC (Level 4) with your current ID.
3. Instruction booklets on using library catalogs and indexes are available in the HBLL Reserve Library (Level 3).
4. The library also produces a variety of free guides and bibliographies to its computer systems, collections, and services which are located on display racks on or near the reference area on each floor.
5. For books unavailable at the HBLL, an interlibrary loan service is available. The Interlibrary Loan office is located in Room 3421 in the southwest wing on Level 3. Materials requested from Utah libraries are usually received in 5-7 days. Materials from out-of-state libraries take 10-14 days (rush request service is available for a charge of \$3.00 per request). Generally no charge is assessed on borrowed books, dissertations, or microfilm.
6. The HBLL also offers Graduate Services. This service includes:
 - Paging Books from the stacks to be picked up and checked out at the circulation desk as a hold item.
 - FREE retrieval and Electronic Delivery of periodicals and book chapters under 100 pages emailed in .pdf form.
 - Initiation of Interlibrary Loan requests.

For instructions on how to submit a request or further information visit: <https://illiad.lib.byu.edu/illiad/> or <https://lib.byu.edu/>

Student Support Services

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

Statistical Consultation. Statistical consultation is available for research assistants and students working on theses and dissertations. The FHSS research support center is located at SWKT 116 (<https://fhssrsc.byu.edu/Pages/newHome.aspx>). For additional support contact Chongming (Assistant Director) 801-422-5694 or Joseph Olsen (Director) 801 422-6296.

Writing Consultation: The FHSS (Family, Home, and Social Sciences) 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 1049 of the JFSB where you can meet on-on-one with a peer advisor. To prepare for a tutorial, 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. For more information including hours the lab is open, go to <http://fhsswriting.byu.edu>, Phone: (801) 422-4454, or email: fhss-writinglab@byu.edu.

Policy for :
Determining Sufficient Number of MFT Faculty to Achieve Educational Outcomes

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

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

Another relevant factor is having sufficient faculty to teach courses in a timely manner and in the sequence published on the website and in the university class schedule. The program generally has approximately 45 matriculated MS and PhD students at a given time, and the program has set an overall ratio of 1 full-time faculty for every 6 students which is sufficient for staffing thesis and dissertation committees. When there is a need to cover an MFT course, the Program Director requests adjunct salary monies 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 would negotiate 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 also review how well the program is doing in achieving the three sets of Educational Outcomes each year, and if the percentages of students achieving each outcome are below the benchmark, then the faculty would consider reasons for the poor performance including the faculty factors mentioned above. When review of Educational Outcomes shows that the program is meeting its benchmarks, then the faculty would not consider whether additional faculty are needed. These factors are taken into consideration every semester as course assignments are made, at admissions, and as each faculty member agrees to chair or become a member of a dissertation/thesis committee.

Chapter 4 - BYU Comprehensive Clinic

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

Comprehensive Clinic Student Trainees Contractual Agreement

The BYU Comprehensive Clinic meets and/or exceeds all criteria required for accredited institutions of higher education. This includes having published policies for handling grievances and prohibiting discrimination on the basis of race, ethnicity, religion, and gender. This contract for student trainees will cover the entire period of your clinical training in the Clinic, and will identify the expectations on the part of each of the participants.

Qualifications: The trainee is currently a student in an accredited program at Brigham Young University which is housed in the Comprehensive Clinic (i.e. audiology, clinical psychology, marriage and family therapy, social work, or speech-language pathology), is currently enrolled as a student at Brigham Young University, and has documentation of current liability insurance which is valid for the period of the contract.

The Trainee Agrees To The Following Responsibilities: The trainee agrees to meet the requirements outlined by their program areas in their Quality Assurance Documents. This includes completion of the appropriate records and forms (including intake histories, medication records, treatment plans, case notes, diagnostic formulations, terminations, summaries, assessments, referral statements, and other appropriate records) on all clients who are seen in the clinic. A record of this information is required to be entered into the Client Management System (CMS). In addition, it is expected that the trainee will meet with their individual faculty advisor for case supervision as outlined by their area, have all case notes and records co-signed by the faculty supervisor, and coordinate all transfers of cases through the Clinic staffing committee. The trainee agrees to return all client records at the end of each day to the Records/Materials Center. Only cases assigned and seen under the supervision of an approved supervisor may be seen in the Comprehensive Clinic. It is the trainee's responsibility to make arrangements to provide client coverage and have adequate individual supervision during holidays and Brigham Young University break periods (test week, Christmas break, spring break, etc.)

The Comprehensive Clinic (CC) Agrees To The Following Responsibilities: The clinic will be responsive to requirements of the individual training areas to meet the programs' needs for specific types of clients and experiences. The clinic will provide student progress reports to the Program Directors during each semester of training. If the student trainee's clinical and/or professional performance proves to be unsatisfactory to the CC consultation with the trainee and the program director will occur. If no resolution of the problem is reached, this contract can be terminated with 15 days of written notice. If termination of the contract occurs, the student trainee will no longer be allowed to see clients at the clinic and must immediately transfer all cases through the Clinic Staffing Committee. If the trainee disagrees with the action of the Clinic, the trainee has the right to initiate a review of their situation through the grievance policy. The CC agrees to adhere to all criteria listed in the individual program accreditation requirements as outlined in the Quality Assurance Documents. Clinical performance will be monitored including client records according to the Quality Assurance Policy and Procedures of the CC. The clinic requires all trainees to maintain the established confidentiality and other ethical guidelines outlined by their professional organizations.

Important Places in the Clinic and Why

- **Records and Materials Center** (aka Materials Room) - client files are stored here and can be checked out by student therapists. The Materials room houses class readings, assessment instruments, SPSS manuals, and assorted toys and supplies for child and family therapy. Recorded therapy sessions and headphones are also checked out from here.
- **Audio/Visual Office**– Therapy sessions are recorded onto DVD's and stored here.
- **Student Computer Lab** - computers are available on a “first come/first serve” basis for writing case notes, e-mailing and using the internet, word processing, library database searches, etc. Printing is done through the BYU I.D. card system. There is a code for entry to this room; please obtain this code from the MFT part-time secretaries.
- **Break room**- has a TV that students can watch, a refrigerator for lunch storage, beverage and snack machine, and a microwave. Please clean up after yourself so we can keep this for student usage.
- **MFT Program Office** (Room 234) - houses students' and professors' boxes for mail and messages. The MFT office will make photocopies for students when they pertain to clients and when faculty members specifically request that photocopies be paid for out of their accounts. All other photocopying expenses related to papers, class projects and presentations, theses, etc., are to be paid by the student with their own copy code (see clinic part-time secretaries for code). Students will be assigned a long distance code to be used for **client contact only**.
- **Clinic Part-Time Secretary's Office** (Room 241) - provides assistance with copier and fax machine found in room 243. Also they are ones to contact to be placed in a drawing for a study carrel in room 156, obtain a code for the copy machine, get signed up for CMS (Clinic's case management system). Corresponding websites are eclinic: https://compclinic.securesites.net/eclinic/user_login.php and CMS: https://compclinic.securesites.net/cms2/user_login.php
- **Copy Machine**: The copy machine is located in room 243. To make personal copies you need to use your personal copy code. You can get this code from the Clinic Secretary in room 241. This code is yours alone and should not be shared.
- **Intake Officer and Quality Assurance Officer Carrels Room 243** - it will probably not be necessary to speak to the intake officer unless there are questions about his/her intake notes. The quality assurance officer is available for questions regarding adding clients to a case, reactivating cases, etc.
- **MFT Student Office** (Room 233) - An area for personal belongings. Student-therapists can wait here for the receptionist to call about their clients. Students are offered an unsecured cubby to store personal items, school books etc. There is a code for entry to this room; please obtain this code from the MFT part-time secretaries.

Client Management System (CMS)

Client Management System (CMS) is an easy to use web based application that manages all of your client information. With this software you will be able to schedule therapy rooms, document client contact, session notes, treatment plans, and treatment summaries. Prior to seeing your first client, Clinic staff will train you how to use CMS, usually in your first practicum course. The website is: https://compclinic.securesites.net/cms3/client_intake.php Rooms may also be scheduled using this system.

Legal issues about release of information

Unless all members sign a form to release the file, the file is not required to be released. Files are only released under Court order, attorney subpoena is not sufficient to require the release of files. All individuals over the age of 18 who are part of the case must sign a release prior to the release of the notes. For active cases, the primary therapist and supervisors handle release of information requests. For terminated cases, Dr. Adam Moore, Assistant Clinic Director, handles them.

Case Management Guidelines

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

Contacting a New Referral. You will be notified via email when you have been assigned a new client. It is best practice to contact new clients as soon as possible, preferably within 24 hours of the case assignment. It is important to document all contact and attempted contacts in the “client contact” portion of the client file. When scheduling the first appointment, it is important to indicate on the scheduler that the individual, couple, or family are new clients in order for the receptionist to have the necessary paper work ready for client review and signature. Any needed assessment protocols should be indicated at this time. Further information as to when and how to schedule both clinic paperwork and assessments will be reviewed in your beginning practicum class.

Correspondence with a Client. Students will type any letters or correspondence for clients and have the MFT part-time secretary print it on letterhead. The student AND the supervisor should sign the letter. The MFT secretary will make a copy of the letter that must be added to the client’s file. It is crucial for ethical clinical practice that any client or other confidential letters must not have any identification from the clinic or BYU. The envelopes that are used for such correspondence must be blank on which the following return address is typed:

{Student *therapist’s name*}
1190 North 900 East
Provo, UT 84604

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

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

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

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

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

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

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

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

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

Counting Hours (Supervision and Client Contact).

The clinical practicum supervisor serves a variety of functions in students' clinical training. One of his/her key roles is to verify clinical supervision hours and hours of clinical contact with clients. Students should discuss his/her policies on counting this time; however, the generally agreed-upon standards are as follows:

- 1) If you watch video of another practicum member in supervision, it counts as "group video supervision."
- 2) Psycho-education is considered a non-process meeting in which you deliver MFT content. If you want to know whether to count a presentation as psycho-education, you need to consult with your supervisor at the time of the presentation.
- 3) Reflection teams are considered an "alternative" hour (if they last an hour). Supervision for that hour is "group live supervision."
- 4) *Fifty minutes* of face-to-face is equal to 1 hour of therapy; 60 minutes = 1.2 hours, etc.
- 5) When you are seeing a client (for an hour) and it is supervised live, you count it as an hour of therapy AND an hour of live supervision.
- 6) If you follow a case consistently, it may be an observation hour OR a team therapy hours. This depends on how active you are on the case. If you are only observing, it's just an observation hour. If you actively participate in treatment planning, give the therapist feedback about what he/she did that was/wasn't planned, give feedback about the client and case, and remain an active participant throughout treatment, you may count it as a team therapy hour. However, be sure to double-check this with your practicum supervisor at the beginning of each semester, as each supervisor may have somewhat different expectations.

Additionally, it is important to be aware that:

- 1) A downloadable log to track your hours is available online at <https://mft.byu.edu/Pages/Current-Students.aspx>; and
- 2) You will turn in a log of your hours each semester/term to the part-time secretary in 234 TLRB.

Family Therapy-specific Instructions.

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

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

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

Factors which may encourage working with parents and children, or adolescents together include such things as:

- Child is uneasy being alone with the therapist (such as immature, shy, fearful). After trust is established the therapist may see them alone when necessary.
- Parents are able to handle their own anxiety and are able to focus on their child when appropriate.
- Attachment between the parent and child has been broken (illness, separation, divorce, death).
- Acting out is primary way the child gets attention.
- Multi-generational themes are present for child.
- Parent will not participate in any other kind of therapy.

*Factors which **may discourage** working with parents and children together or spouses together **initially** until some of the individual issues are resolved include such things as:*

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

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

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

Adding Clients to Case

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

2. Possible complications: About 10-15% of therapy intakes are screened out currently at the time of intake. The student therapist would have to be prepared for that possibility (be able to refuse treatment, and know where to refer). Prior to using the current acceptance criteria there were up to 3 emergencies per semester requiring evaluation for hospitalization of clients. This was difficult for students, supervisors, and clients. Under the current criteria, this has been reduced to about 1 such emergency per year. Supervisors and students can keep the need for crisis intervention low by accurate screening during intake. When in doubt, the student should refer the potential client out and/or refer them to go through the formal intake interview process.
3. Demographics: If the new family member/partner passes screening, an electronic demographic form could be completed by the student therapist, copied and pasted and sent to Dr. Barley in CMS, and then deleted from the student's computer. The new client(s) can be added to the case immediately or the next day.
4. Informed Consent: Once the new client is entered into CMS, s/he can sign the informed consent at the next scheduled session on an iPad. In unplanned circumstances (someone shows up before they're in CMS), a paper copy is always acceptable.
5. Reducing the need for separate cases.
 1. Treatment plans - multiple treatment plans can currently be added in CMS to a case. If desired, treatment plans on an individual, couple, and family can all be added into one case. This would require attention to clarifying in the document who is the client for each plan.
 2. Treatment summaries - If desired, for clarification, more than one treatment summary can be placed in each CMS case to differentiate treatment responses by the different entities: individuals, couples, and families. Treatment summaries, case notes, and assessments are the most frequently requested documents. Writing such documents with the knowledge of how they may be requested in the future would be helpful to the clients.
6. Requests or subpoenas for records - individuals only have access to documents that are their own (individual) records or their children's or wards' records. To release a document with multiple adult participants mentioned, all participant signatures are needed (or a valid court order), or information must be redacted (which is time consuming and error prone). This can be sorted out for closed cases by the auditor at the time of the request for the release of information or subpoena, and by the supervisor and student therapist for active cases.

MFT Case Transfer Guidelines.

Guidelines for MFT students transferring client cases from one therapist to another include (these guidelines assume you already have the permission of your supervisors to transfer the case):

- 1) First, get permission from your client to do a transfer. Explain that you will do your best to select a new therapist who meets their needs, i.e. gender preference, age, experience level, knowledge of treatment for their particular problem, availability to complete their treatment before she/he graduates.
- 2) Give the client *at least* 2-4 sessions advance notice of your need to transfer them. This will give you and the new therapist at least 3 or more sessions to meet together with the client to do the "hand-off."

- 3) Discuss with the client the pros and cons of the referral to another therapist; help them make the best decision for themselves. Address their anxiety, disappointment, sadness, sense of loss, etc. that may occur when transfers are made. Evaluate their progress to date and goals not yet met that may be addressed in therapy with the next therapist.
- 4) Get permission from the client to let new therapist read all his/her case notes, Treatment Plan, and diagnosis based on your work with them. Reassure the client they will not “have to re-tell their entire life story again” to another therapist. The new therapist will join the case with much knowledge of the situation and treatment progress to date and unfinished therapeutic issues.
- 5) You and the new therapist meet with the client *at least* 1-2 sessions before the switch is made; you direct the first session, with the new therapist joining in where appropriate, asking clarification questions, joining with the client and engendering hope for improvement in their condition. For the new therapist, the initial goals are joining, instilling hope, engendering confidence in the client that you are an empathetic, genuine, warm individual with skills/supervision experiences that can help them.
- 6) The next 1-2 sessions should be directed by the new therapist, with the referring therapist providing ideas and comments as appropriate, helping the client clarify treatment progress with the new therapist, etc. The referring therapist should show support and confidence in the new therapist and reassure the client that he/she will receive good treatment from the new therapist. Reassure the client that the new therapist may consult with the referring therapist on their case to provide the best treatment.
- 7) The **new therapist** should come prepared to answer all questions the client may have about their personal and academic background, theoretical lens most used in therapy, level of experience and supervision experience, etc. Be prepared to explain to the client WHY you agreed to take over therapy and WHY you see yourself as a good fit for the client and their needs/problems.
- 8) In the same session, the referring therapist should also review the progress the client has made in therapy with them as well as outline the challenges/goals yet to accomplish with the new therapist. This should reflect a “strengths-based” approach to the client’s continued therapy.
- 9) The new therapist may have to re-write a new treatment plan based on all that is learned in these “hand-off” sessions. This, of course, is co-developed with the client and they agree to the treatment plan, duration, their role, the therapist’s role, etc.

Transferring a case.

In order to transfer a case in CMS, the following steps must be carried out:

- 1) You **MUST** have talked to the therapist you are transferring the client to and let the client know of the potential transfer
- 2) You **MUST** be updated on all of your case notes prior to requesting the transfer
- 3) Create a message in CMS that is cc’d to ALL of the following: **your current supervisor, the new therapist, the new therapist’s supervisor and Dr. Barnes**. In the message, state the following:
 - The case number of the case being transferred
 - *Why* the case is being transferred (e.g. request for new therapist, therapist graduating etc.)
 - A request for when you’d like the transfer to occur
- 4) Dr. Barnes will have both therapists on the case while they are doing co-therapy and then take the previous therapist off at the appropriate and requested time.

Terminating a Case.

Client case terminations should be completed in a timely manner. On those occasions when clients do not follow through with appointments, therapist should make every effort to contact the client to either set up a new appointment or close the file if the client does not intend on returning. The file should not be kept open without documentation of some type of client contact for more than two weeks. Students should destroy unnecessary documents that have client names appearing on them.

Use of Cell Phone

The use of your personal cell phones, google voice, and/or other contact methods outside the interns office phone is at the discretion of each practicum supervisor. It is important to be aware that unencrypted emails and texts can be relatively easily accessed by unauthorized people and hence can compromise the privacy and confidentiality of therapist-client communication. State law and professional/ethical standards vary regarding cell phone use as it relates to therapy. Students are responsible to make sure they communicate in a legal and ethical ways with clients. In general, as a program, we discourage cell phone use with clients.S. However, if you choose to use your personal cell phone the voicemail message must include a statement regarding emergencies.

Example: *“You have reached the voice male of John Doe. If this is an emergency or crisis situation immediately hang up and dial 911, your local crisis line or go to the nearest emergency room.” It is also good to establish boundaries around business hours you will return and answer calls and to only use texting in regards to scheduling. Example: “ Please remember calls received after 3pm on Friday will not be returned until Monday morning.”*

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

Ethical Issues with Texting Clients:

1. **Beneficence and Nonmaleficence** - strive to benefit those with whom they work and take care to do no harm....seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons
2. **Fidelity and Responsibility** - uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm.
3. **Integrity**- strive to keep their promises and to avoid unwise or unclear commitments
4. **Respect for People's Rights and Dignity** - respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination.
5. **Informed consent**- Client has to be told that there are risks to texting and give consent. Clarity on the appropriate use of texting (not for emergencies or clinical info). Clients may easily give consent to use texting, not being aware that inadvertent revelation of their participation in therapy to others may have, repercussions in relationships, future job possibilities (government agencies, military, security clearance), and insurance, and the fact that once information is in cyber space, they lose control of the information. \

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

7. **Confidentiality** - service providers may reveal things in the content of the message that the client doesn't want revealed, including the fact that someone is receiving mental health services. Need to prevent accidental release of info to others (wrong autofill email or phone number).

8. The fact that a text was sent would need to be logged in the contact log of the client. All other correspondence is **part of the legal record**, especially when deemed "clinically relevant." This would have to include texts that drift into clinical topics.

9. **Standard of care and boundary and limit setting for the appropriate use of the technology:** with access to open texting, some clients may text for emergency communication and may mention clinical issues in spite of instruction to do otherwise. Open texting can imply 24/7 availability of therapist. Would need to clarify with the client on the response time of therapists to texts and times when therapists will not respond to texts (after hours, during school breaks). There are some clients for whom texting would be inappropriate (minors, intellectually disabled, emotionally immature, personality disordered, dependent).

10. Authentication of clients' identity.

11. Need to clarify differences in communication between face-to-face and texting (to reduce miscommunication and misunderstanding due to lack of visual cues).

Procedure:

The receptionists get permission from the client to receive texts and to leave voice messages at the initial phone call to set up the intake appointment. A script could include something like: "Voice messages and texting are insecure ways of communicating and could allow others to know that you are seeking mental health services. Would you give us permission to leave voice messages on your phone?"

Would you like to receive a text message on your phone to facilitate setting an appointment? [if the client agrees, continue] "Such a text message would alert you that you are about to receive a phone call and would give you the options to choose to either receive the call at that time or to call into the Clinic to give us times when you would be available to receive a call. Do you have any questions about this?"

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

• **Instructions for texting clients or using Clinic phone number**

- To CALL the client so that the Clinic's phone number (801) 422-7759 will show on the client's caller ID instead of "blocked" or "unknown," call 801-317-8835.
- You will be prompted to enter the client's phone number. You will then be forwarded to the client. Your personal number will be hidden from the Client. Caller ID will display the Clinic's number 801-422-7759. The Client's number will not be saved in your phone.
- If you would like to TEXT the client to let them that you will be calling in the next 30 minutes and to get their permission to call, text the client's number to 801-317-8835 (this is to improve the probability that the client will answer your call) You will receive a text:
 - "[client's number] will be sent a message informing them that you would like to call them to set up an appointment.
 - The client will receive a text: "Hello, this is in regards to services you recently requested. You gave us permission to text you to schedule services. Please respond YES or NO whether you will be available in the next 30 minutes to receive a call."
- If the client responds "Yes," the student will receive a message: "[client number] will be available to receive your call for the next 30 minutes." You can then call the client using the procedure above.
- If the client responds "No," the client will receive the following text: "Please call 801-422-7759 and leave a message about when would be a good time to call you to schedule services.
- If the client responds "NO," the student will receive a text: "[client number] will NOT be available to receive your call for the next 30 minutes."
- If the client attempts to text back in free form to the Clinic number, they will receive the message: "This is an unmanned phone number. Please call 801-422-7759 to leave a message. If this is an emergency, please call 911 or call the Crisis Line at (801) 691-5433."

Chapter 5 - Master of Science Degree in MFT

The Marriage and Family Therapy Master of Science (MS) degree program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy.

The MFT program includes 62 credit hours and requires full-time study over two years (24 months). As the MS program is a full two year program, students are expected to attend classes and see clients in the clinic all the way through the Summer term in their second year. Students are discouraged from maintaining a full-time job while in the program, due to the rigors associated with the program. Included in this program is the expectation that students will write a thesis, maintain a full course load and earn at least 500 contact hours with individuals, couples, and families with at least half of these hours being with relationships in the therapy room. Students will earn therapy contact hours on-site at the Comprehensive Clinic with some opportunity for off-site placement. The clinic is open year-round to accommodate individuals, couples, and families. Students must adjust their schedules accordingly. Students should graduate in August of their second year

Ten full-time faculty have primary instructional responsibility for the graduate program with support from the School of Family Life faculty. Major courses and clinical practica are conducted in the Comprehensive Clinic Building (TLRB) which houses graduate programs in clinical psychology, language disorders, audiology, and social work. Additional practicum experience is available in various inpatient and outpatient medical and mental health facilities in the community.

Students are notified via university email when it is time to register for classes for the upcoming semester. This is an excellent time to discuss with a student's advisory chair the upcoming class schedule, clinical case loads, and other opportunities which may be available. **MS students see clients in the clinic for two full years.** The involvement in the Comprehensive Clinic during second spring/summer helps prepare you clinically for employment and is essential to the functioning of the clinic.

Academic and Coursework Information

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

- A *Program of Study* form, which may be pasted from the electronic version of this handbook or downloaded from the Graduate Studies website: <https://graduatestudies.byu.edu/content/advisement-forms-adv>
- A timeline suggesting when important tasks and events should be considered and/or completed
- For information regarding curriculum requirements for the Master's Degree please see the website at <https://mft.byu.edu/Pages/masters.aspx>

It is recommended that each student reviews each of these pages with his/her advisory chair and discuss any questions the student or advisory chair may have with regards to the student's plans and progress. It should be noted that course curriculum (for both programs) and the associated teaching/learning practices used in courses are regularly evaluated and updated (as needed). This review/discussion process occurs in the context of regular MFT faculty retreats (Spring and Fall) and is an opportunity for the faculty to review coursework for relevance to educational outcomes and student/professional needs. As outlined above (student roles in program governance), students contribute to this process through formal course/instructor evaluations and other feedback shared through student representatives and in cohort meetings with the program director and/or clinical director. As a function of this regular review process, there may be some changes to program coursework (required/elective).

Prior to Starting the Program:

Prior to coming to the MFT program **September 5**, we need you to complete this free online statistics course. We estimate it takes about a month to complete doing a few hours each week. Because of this, we'd like you to do this course between July-August so everything is still a bit fresh when you begin.

Please, talk with your graduate advisor about the pace in which you complete this and ask for their feedback. Most of your advisors will have you begin research work immediately after you come in the fall. We expect you to score at least 80% on each unit. Please, take a screenshot as you complete each unit and send the score to mftptsec@byu.edu. A screenshot of your final score will be due your first day of class with Dr. Lee Johnson.

<https://www.udacity.com/course/intro-to-statistics--st101>

Below is a rough outline of each of the 3 units:

- **Intro to Statistics**-looking at data, scatter plots, bar charts, pie chart, probability, Bayes Rules, probability distributions, correlation vs. causation, estimation, averages, variance, outliers, binomial distribution, central limit theorem, normal distribution, confidence intervals, hypothesis test, regression, correlation, final. Total number of lessons: 34 plus final exam of 16 questions. Shows equations, has tons of interactive quizzes along with the video lessons
- **Intro to Descriptive Statistics**-7 lessons with multiple practice questions. Starts with research methods, visualizing data, central tendency, variability, standardizing, normal distribution, sampling distributions. Very beginning, things they should have learned if they took a stats class undergrad
- **Intro to Inferential Statistics**- 9 lessons with quizzes throughout, continues the previous one. Estimation, hypothesis testing, t-tests, ANOVAs (Tukey's HSD, Cohen's d), correlation, regression (including a short section on multiple regression), chi squared tests. Teaches the equations and has them practice calculating

Selecting a Track: Thesis vs. Non-Thesis Option

During your first semester in the program, you will select to complete either the research track or the clinical track. Your choice should be made in close consultation with your advisor, considering your individual professional goals. Those selecting the research track will complete a thesis before graduating, including 6 hours of MFT 699R, Masters thesis. Those selecting the clinical track will complete a clinical presentation before graduating, including 6 hours of MFT 698R, Masters project. All other coursework is the same for both tracks. You will declare your track as part of your program of study (ADV3) which is due the first month of your first winter semester. You may change your track, but only up to the end of your first winter semester. In order to change your track, you will need to submit ADV3b, Program of Study Change.

Graduation Requirements:

The requirements of the program are as follows (minimum of 62 credit hours). Additionally, we strongly encourage and expect you to participate in the Summer Series during the spring/summer of your 1st or 2nd year. The summer series is excellent preparation for employment and your future.

1. Minimum credit hours (62):

- A. **Minimum required content courses (36 hours):** MFT 600, 605, 630, 645, 649, 650, 651, 652, 653, 654, 656 and 663

- B. **Practicum (20 hours):** MFT 655R- 3 credits each in fall and winter semester, 2 credits each in spring and summer terms
 - A. Clinical requirement: 500 hours of direct face-to-face client experience with 251 of those hours being relational and 100 hours of direct face-to-face supervision

- C. **Thesis or Clinical Project (6 hours):** MFT 699R
 - A. Thesis. or Clinical Presentation
 - B. Examination: oral defense of Thesis or Clinical Presentation

- D. **Elective (3 hours)** Expected*: MFT 695R-Summer Series

**First Year
Fall Semester**

Research track (thesis student)-12 crd.

Clinical track (non-thesis student)-12 crd.

Coursework:

MFT 655R Beginning Practicum (3)
MFT 630 Theoretical Found. Family Systems (3)
MFT 600 Research Methods in MFT (3)
MFT 605 Advanced Statistics in Family Studies (3)

Student Requirements:

Begin seeing clients
Begin research assistantship
With Chair, make preliminary decision whether to pursue research or clinical track
Develop Program of Study

Coursework:

MFT 655R Beginning Practicum (3)
MFT 630 Theoretical Found. Family Systems (3)
MFT 600 Research Methods in MFT (3)
MFT 605 Advanced Statistics in Family Studies (3)

Student Requirements:

Begin seeing clients
Begin research assistantship
With Chair, make preliminary decision whether to pursue research or clinical track
Develop Program of Study

Winter Semester

Research track (thesis student)-12 crd.

Clinical track (non-thesis student)-12 crd.

Coursework:

MFT 655R Practicum in MFT (3)
MFT 650 Theoretical Foundations of MFT (3)
MFT 651 Psychopathology & Assessment MFT (3)
MFT 652 Marital & Individual Psychotherapy (3)

Student Requirements:

Submit Program of Study (January)
Continue seeing clients
Continue research assistantship
Discuss thesis topic with chair
Final track decision no later than April of first year

Coursework:

MFT 655R Practicum in MFT (3)
MFT 650 Theoretical Foundations of MFT (3)
MFT 651 Psychopathology & Assessment MFT (3)
MFT 652 Marital & Individual Psychotherapy (3)

Student Requirements:

Submit Program of Study (January)
Continue seeing clients
Continue research assistantship
Discuss clinical topic with chair
Final track decision no later than April of first year

Spring Term

Research track (thesis student)-7.5 crd.

Clinical track (non-thesis student)-6.5 crd.

Coursework:

MFT 655R Practicum in MFT (2)
MFT 656 Ethical & Professional Issues (3)
MFT 695R Alumni Summer Seminar (1.5)
MFT 699R Master's Thesis (1)

Student Requirements:

Continue seeing clients
Continue research assistantship
Prepare thesis proposal

Coursework:

MFT 655R Practicum in MFT (2)
MFT 656 Ethical & Professional Issues (3)
MFT 695R Alumni Summer Seminar (1.5)

Student Requirements:

Continue seeing clients
Continue research assistantship

Summer Term

Research track (thesis student)-4.5 crd.

Clinical track (non-thesis student)-3.5 crd.

Coursework:

MFT 655R Practicum in MFT (2)
MFT 695R Alumni Summer Seminar (1.5)
MFT 699R Master's Thesis (1)

Student Requirements:

Continue seeing clients
Continue research assistantship
Prepare thesis proposal

Coursework:

MFT 655R Practicum in MFT (2)
MFT 695R Alumni Summer Seminar (1.5)

Student Requirements:

Continue seeing clients
Continue research assistantship

Second Year Fall Semester	
Research track (thesis student)-10 crd.	Clinical track (non-thesis student)-11 crd.
<p>Coursework: MFT 655R Practicum in MFT (3) MFT 654 Issues of Gender & Ethnicity (3) MFT 645 Analysis & Treat. Human Sex. Dev. (3) MFT 699R Master's Thesis (1)</p> <p>Student Requirements: Continue seeing clients Continue research assistantship Complete proposal and hold meeting Complete requested revisions to proposal Begin thesis</p>	<p>Coursework: MFT 655R Practicum in MFT (3) MFT 654 Issues of Gender & Ethnicity (3) MFT 645 Analysis & Treat. Human Sex. Dev. (3) MFT 698R Master's Project (2)</p> <p>Student Requirements: Continue seeing clients Continue research assistantship Complete intensive clinical readings (general) With chair, finalize clinical topic for winter and select corresponding readings</p>
Winter Semester	
Research track (thesis student)-10 crd.	Clinical track (non-thesis student)-11 crd.
<p>Coursework: MFT 655R Practicum in MFT (3) MFT 649 Addictions & Violence (3) MFT 653 Family and Multigener. Therapy (3) MFT 699R Master's Thesis (1)</p> <p>Student Requirements: Continue seeing clients Continue research assistantship Complete thesis Schedule defense</p>	<p>Coursework: MFT 655R Practicum in MFT (3) MFT 649 Addictions & Violence (3) MFT 653 Family and Multigener. Therapy (3) MFT 698R Master's Project (2)</p> <p>Student Requirements: Continue seeing clients Continue research assistantship Complete intensive clinical readings (topic-specific) Begin to prepare clinical presentation</p>
Spring Term	
Research track (thesis student)-6 crd.	Clinical track (non-thesis student)-7 crd.
<p>Coursework: MFT 655R Practicum in MFT (2) MFT 663 Ind. & Family over the Life Course (3) MFT 695R Alumni Summer Seminar (1.5) elective MFT 699R Master's Thesis (1)</p> <p>Student Requirements: Continue seeing clients Continue research assistantship Thesis defense & qualifications</p>	<p>Coursework: MFT 655R Practicum in MFT (2) MFT 663 Ind. & Family over the Life Course (3) MFT 695R Alumni Summer Seminar (1.5) elective MFT 698R Master's Project (2)</p> <p>Student Requirements: Continue seeing clients Continue research assistantship Clinical presentation</p>
Summer Term	
Research track (thesis student)-4.5 crd.	Clinical track (non-thesis student)-3.5 crd.
<p>Coursework: MFT 655R Practicum in MFT (2) MFT 695R Alumni Summer Seminar (1.5) elective MFT 699R Master's Thesis (1)</p> <p>Student Requirements: Continue seeing clients (complete clinical hours by first week of Aug) Continue research assistantship Thesis submission GRADUATE</p>	<p>Coursework: MFT 655R Practicum in MFT (2) MFT 695R Alumni Summer Seminar (1.5) elective</p> <p>Student Requirements: Continue seeing clients (complete clinical hours by first week of Aug) Continue research assistantship GRADUATE</p>

Instructions for Completing Program of Study Form
Master Degree

1. To begin, go to the Graduate Studies website (<https://graduatestudies.byu.edu>) and look for advisement form 3 under “current students”.
2. Complete the requested information then download and print out the form.

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

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

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

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

4. Obtain signatures of the faculty who will serve as your advisory committee. If you have received approval to declare a minor, one of the committee members must be from the minor department.

5. **After completing the Program of Study Form and obtaining the required signatures, take the form to SFL Graduate Program Manager, so she can officially record your Program of Study with Graduate Studies. When the Program of Study is approved and recorded, you will receive a verifying progress report.**

SAMPLE PROGRAM OF STUDY FOR MASTER DEGREE STUDENTS

Name _____ BYU ID _____ Date _____

Local Address _____

Major Marriage and Family Therapy Degree sought: MS

Program Type (THS, PRJ, NON) THS/NON Minimum hours required 62

Coursework

Req type	Dept	Course number	Hours	Pre-prog. type	Course description
MAJ	MFT	600	3		Research Methods for MFT
MAJ	MFT	605	3		Advanced Statistics in Family Studies
MAJ	MFT	630	3		Theoretical Foundations of Family Systems for MFT
MAJ	MFT	645	3		Analysis & Treat. of Human Sexual Develop.
MAJ	MFT	649	3		Addictions & Violence in Families
MAJ	MFT	650	3		Theoretical Foundations of MFT
MAJ	MFT	651	3		Psychopathology & Assessment in MFT
MAJ	MFT	652	3		Marital & Individual Psychotherapy
MAJ	MFT	653	3		Family & Multigenerational Psychotherapy
MAJ	MFT	654	3		Issues of Gender & Ethnicity in MFT
MAJ	MFT	656	3		Ethical, Legal & Professional Issues for MFT
MAJ	MFT	663	3		The Individual & Family Over the Life Course
MAJ	MFT	655R	20		Intermediate Practicum in MFT
ELC	MFT	695R	3		Special Topics: (Spring/Summer Alumni Lecture Series)
THS	MFT	699R	6		Master's Thesis /Clinical Project

Minimum Total Hours 65

Signature of committee chair: _____ Date: _____

Signature of member: _____ Date: _____

Signature of member: _____ Date: _____

Signature of graduate coordinator: _____ Date: _____

First Year - Marriage and Family Therapy Master Degree Clinical Timeline

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. April graduation would necessitate accruing hours and completing a thesis/presentation sooner. 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
Clinical Hours	Discuss with practicum instructor how to log hours as well as expected number to accrue this semester. The first half of this semester will be spent observing other therapists and then students gradually build a caseload. Projected number of hours completed: 35 (25 of which are observations required for beginning practicum)	Most students are seeing clients for 5-10 hours per week. Review with advisory chair your progress. Projected number of hours completed this semester is 100 for a cumulative total of 135.	Most students are seeing clients for about 10 hours per week. Because Spring/Summer has a lighter academic load, many students see more clients during this time. Review with advisory chair your progress. Projected number of hours completed for the two terms is 125 for a cumulative total of 260.
Tasks	<p><u>Submit Program of Study Form to SEL Graduate Program Manager</u></p> <p>Log of clinical hours will be due at the end of the semester</p> <p>Register for classes for Winter (consult with advisory chair)</p>	<p><i>Check with MET Secretary on practicum assignments from this point on for each term and semester</i></p> <p>Log of clinical hours will be due at the end of the semester</p> <p>Register for classes for spring & summer (consult with advisory chair)</p> <p>Review progress to date with advisory chair</p>	<p>Log of clinical hours will be due at the end of the semester</p> <p>Register for classes for Fall (consult with advisory chair)</p> <p>Review progress to date with advisory chair</p> <p>Check with advisory chair about time line for thesis proposal.</p>

Second Year- Marriage and Family Therapy Master Degree Timeline

	Fall	Winter	Spring/Summer
Clinical Hours	Most students are seeing clients for 10-15 hours per week. Review with advisory chair your progress. Projected number of hours completed this semester is 150 for a cumulative total of 410.	Most students are seeing clients for about 8-10 hours per week. Review with advisory chair your progress. Projected number of hours completed this semester is 90 for a cumulative total of 500. See chapter 4 for instructions on transferring and terminating cases IF you need to do this upon completion of clinical hour requirements.	Students who have not completed their 500 hours should sign up for practicum in the Spring so they can complete whatever hours are left. Review with advisory chair your progress. See chapter 4 for instructions on transferring and terminating cases IF you need to do this upon completion of clinical hour requirements.
Tasks	<p>Log of clinical hours will be due at the end of the semester</p> <p>Register for classes for Winter (consult with advisory chair)</p> <p>Review progress to date with advisory chair</p> <p>Check the current graduate school calendar for deadline dates related to thesis completion and graduation dates.</p>	<p>Log of clinical hours will be due at the end of the semester.</p> <p>If needed- Register for classes for Spring/Summer (consult with advisory chair).</p> <p>Review progress to date with advisory chair</p> <p>Review deadlines for graduation</p> <p>GRADUATE—YEA!!!</p>	<p>Log of clinical hours will be due at the end of the semester</p> <p>Review progress to date with advisory chair</p> <p>Review graduation timeline</p> <p>GRADUATE—YEA!!!</p>

Clinical Experience and Practicum Information

Most clinical practica is conducted in the Comprehensive Clinic Building (TLRB). Specific information outlining the policies and procedures of the Comprehensive Clinic as well as clinical practica are reviewed in [Chapter 4](#). In the MFT 655R Beginning Practicum course (first semester), students learn the basic therapy attitudes and skills required by the program before beginning clinical work with clients in a practicum setting.

Specifically, students will learn how to:

- 1) Gather information to assess and determine the clients' complaints and goals.
- 2) Use that information to formulate treatment plans.
- 3) Carry out the planned treatment.
- 4) Evaluate treatment delivery and treatment impact.
- 5) Terminate treatment.

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

- 1) Observe 25 hours of couple and family therapy and submit log of observation to supervisor.
- 2) Pass case conceptualization paper of an ongoing case they have observed.
- 3) Pass exam on ethical principals in beginning practicum.
- 4) Pass exam on comprehensive clinic procedures in beginning practicum.
- 5) Successfully demonstrate role played skills to supervisor.

The evaluation criteria for the aforementioned requirements and the *Log of Observation Hours* form are included in [Appendix B](#). Most students achieve readiness to see clinical cases by the middle of the first semester and are involved in direct clinical work with individuals, couples, and families. Direct client contact is defined as face-to-face (therapist and client) therapeutic intervention. Students usually see clients for approximately 15 hours per week. Students will continue to see clients for the balance of the student's academic program until a minimum of 500 hours (at least 251 must be relational) of direct client contact is accrued

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

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

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

Important Note on Completion:

It is expected that all students will schedule the defense of her/his thesis proposal by the end of Fall semester in their second year. If this has not occurred, the student will receive a marginal rating in her/his student evaluation for Fall 2017. If the thesis proposal is not successfully defended by the end of winter semester in the second year, s/he will receive an unsatisfactory rating and be asked to leave the program. Likewise, if a student has not successfully defended her/his thesis by the end of the second summer term, s/he will receive an unsatisfactory rating for that term. A student may only enter a 3rd year of the MS program (to complete clinical hours, coursework, or thesis requirements) with a majority vote of the full faculty.

Chapter 6 - Post-Master's Doctoral Degree in MFT

All the information presented here regarding the PhD program requirements is based on the assumption that the student's MS degree is from a COAMFTE-accredited MS program

Brigham Young University offers the Doctor of Philosophy (Ph.D.) with a major in Marriage and Family Therapy. Administratively this degree is housed in the School of Family Life. The Ph.D. 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. Ten full-time faculty have primary instructional responsibility for the graduate program with support from the Marriage Family and Human Development faculty. Major courses and clinical practica are conducted in the Comprehensive Clinic Building which houses in addition to the marriage and family therapy program, the graduate programs in clinical psychology, speech and language disorders, audiology, and social work. Additional practicum experience is also available in various inpatient and outpatient medical and mental health facilities in the community.

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

Academic and Coursework Information

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

- Doctoral Program Course Sequencing - required courses, electives, etc.
- A sample of a completed *Program of Study* Form can be found in this chapter.
- Instructions for filling out the form if a student chooses not to download a copy from the website.
- A timeline suggesting when important tasks and events should be considered and/or completed
- For information regarding the curriculum requirements for the Doctoral Degree please see the website at https://mft.byu.edu/Pages/phd_pm.aspx

It is recommended that each student reviews each of these pages with his/her advisory chair and discuss any questions the student or advisory chair may have with regards to the student's plans and progress. It should be noted that course curriculum (for both programs) and the associated teaching/learning practices used in courses are regularly evaluated and updated (as needed). This review/discussion process occurs in the context of regular MFT faculty retreats (Spring and Fall) and is an opportunity for the faculty to review coursework for relevance to educational outcomes and student/professional needs. As outlined above (student roles in program governance), students contribute to this process through formal course/instructor evaluations and other feedback shared through student representatives and in cohort meetings with the program director and/or clinical director. As a function of this regular review process, there may be some changes to program coursework (required/elective).

Graduation Requirements:

1. Credit Hours (69): minimum 45 course work hours beyond completion of the master's degree coursework and clinical experience.
 - a. CORE MFT Classes, 27 Credits (See below for more course information)
 - i. Professional Development Internship (3 credits). Students will focus on three development objectives with advisor. Register for 1 credit hour over three semesters.
 - ii. Supervision (6 credits). Take MFT 750 (3 credits) and then three semesters/terms of MFT 760 (registering for 1 credit hour over three semesters/terms).
 - b. Elective Course, 6 Credits, chosen out of two track options (see below)
 - c. Dissertation, 18 Credits (these credit hours are generally spread over all semesters)
 - d. Clinical requirement: 18 Credit hours of Intermediate/Advance Practicum: A minimum of 500 hours of direct client contact (after completing the MS-level required 500 hours) and 100 hours of supervision (individual/group).
2. Doctoral Portfolio- see requirements below
3. 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.

Coursework Requirements for all Doctoral Students (minimum 69 credits)

Core MFT Classes (27 credits)

- | | |
|--|---|
| <input type="checkbox"/> MFHD 605 -Structural Equation Modeling | 3 |
| <input type="checkbox"/> MFHD 706R- MLM/Adv. Stats (or approved substitute, e.g.. MFHD 695R –Long. Analysis) | 3 |
| <input type="checkbox"/> MFT 695R-Advanced MFT Topics (to be renumbered) | 3 |
| <input type="checkbox"/> MFT 700 -Research Methodology in MFT | 3 |
| <input type="checkbox"/> MFT 750-Supervision in MFT | 3 |
| <input type="checkbox"/> MFT 753-Advanced Clinical Specialization | 3 |
| <input type="checkbox"/> MFT 760R -Supervision Practicum in MFT (take 1 credit for 3 semesters) | 3 |
| <input type="checkbox"/> MFT 770- Clinical Internship (Professional Development) - take 1 credit for 3 semesters | 3 |
| <input type="checkbox"/> MFT 793R- Research Seminar in MFT (to be renamed MFT Outcome &Process Research) | 3 |

Practicum (18 credits)

- MFT 655R/755R Advanced Practicum in MFT
- 3 credits, over 6 semesters/terms for 18 total 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 from two tracks***:

- Research/Teaching track (e.g., Experimental Design, Fundamentals of Teaching, Bio/Psycho/Social Approaches in MFT)
- Administrative/Clinical track (e.g., Program Evaluation, Public Administration, Non-profit Administration and Grant Writing, Entrepreneurship, Family Law).

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 stats boot camp the week 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 pre-requisites.**
- ***All selection of coursework is subject to committee approval***

POST-MASTER'S PH. D. COURSE SEQUENCING (1ST YEAR)

FALL

Courses	Credit	Name of Course
MFT 700 or MFT 793R	3	Advanced Research Methodology in MFT or Research Seminar in MFT
MFT 655R/755R	3	Practicum in MFT/Advanced Practicum in MFT
MFHD 605	3	Structural Equation Modeling (SEM) - students without a strong statistical background should consider taking MFT 605 and/or MFHD 600 prior to MFHD 605

WINTER

Courses	Credits	Name of Course
MFT 695R or Elective	3	Advanced MFT Topics or PhD elective
MFT 750 or MFT 753	3	Supervision in MFT or Advanced Clinical Specialization
M F T 6 5 5 R / 755R	3	Practicum in MFT/Advanced Practicum in MFT
MFHD 706 or MFHD 695R	3	Adv. Stat Methods/Multi-level Modeling (taught every winter) or Longitudinal Analysis (taught alternating years)

SPRING/SUMMER

Courses	Credit	Name of Course
MFT 799R	3	Doctoral Dissertation (both spring and summer term)
MFT 655R/755R	3	Practicum in MFT/Advanced Practicum in MFT (both spring and summer term)
MFT 760	1	Supervision of Supervision (both spring and summer term, if you took MFT 750 in winter of your 1 st year)

POST-MASTER'S PH. D. COURSE SEQUENCING (2ND YEAR)**FALL**

Courses	Credit	Name of Course
MFT 793R or MFT 700	3	Research Seminar in MFT or Research Methodology in MFT
MFT 655R/755R	3	Advanced Practicum in MFT*
MFT 760	1	Supervision of Supervision (if you already took MFT 750)
	3	PhD Elective (as needed)

WINTER

Courses	Credits	Name of Course
Elective or MFT 695R	3	PhD elective or Advanced MFT Topics
MFT 753 or MFT 750	3	Advanced Clinical Specialization or Supervision in MFT
M F T 6 5 5 R / 755R	3	Practicum in MFT/Advanced Practicum in MFT *
MFT 799R	3	Doctoral Dissertation

SPRING/SUMMER

Courses	Credit	Name of Course
MFT 799R	3	Doctoral Dissertation (both spring and summer term)
MFT 655R/755R	3	Practicum in MFT/Advanced Practicum in MFT * (as needed)
MFT 760	1	Supervision of Supervision (both spring and summer term, if you took MFT 750 winter of your 2 nd year)

***Important Note about Practicum:**

PhD students are required to take a total of 18 credits of clinical practicum (MFT 655R/755R) while in the program. Students are required to accrue at least 200 hours at the BYU Comprehensive Clinic before they can work/intern off-site. While obtaining the 200 hours, students must be enrolled in MFT 655R practicum, which is comprised of both group and individual supervision. After students accrue the 200 hours, they enroll in the MFT 755R practicum, which only involves group supervision. In short, students need to be in MFT 655R until they've reached 200 hours. Students must complete 18 credit hours of practicum (655R and 755R combined).

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

POST-MASTER'S PH. D. COURSE SEQUENCING (3RD YEAR*)

FALL

Courses	Credits	Name of Course
MFT 799R	1	Doctoral Dissertation
MFT 770R	1	Professional Development Internship**
MFT 760	1	Supervision of Supervision (if needed)

WINTER

Courses	Credits	Name of Course
MFT 799R	1	Doctoral Dissertation
MFT 770R	1	Professional Development Internship**

SPRING AND/OR SUMMER

Courses	Credits	Name of Course
MFT 799	1	Doctoral Dissertation
MFT 770R	1	Professional Development Internship**

*Full-Time Student Status – Third year

Ph.D. Students, in their third year of the program, typically take very few credits because they are working on their dissertation and internship requirements. Taking fewer credits means their status is dropped to half-time or less than half-time status. **This status 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 less than full-time credit hours if their school workload is equivalent to full-time. See ADV Form2a on the BYU Graduate Studies website for requirements to obtain full-time status. <https://graduatelstudies.byu.edu/content/advisement-forms-adv>

** Professional Development Internship

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

INSTRUCTIONS FOR COMPLETING PROGRAM OF STUDY FORM

Doctoral Degree

1. To begin, go to the Graduate Studies website and download the *Program of Study Form* <https://graduatestudies.byu.edu/content/advisement-forms-adv>
2. Complete the requested information and review the classes listed. Blank lines are provided to enter research class choices and elective classes.
3. A minor must be approved by both the major and the minor departments.

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

1. Download the form from the Graduate Studies website: <https://graduatestudies.byu.edu/content/advisement-forms-adv>
2. Using the following abbreviations, identify the requirement type (in the Reqt type column) that each course fills:

PRQ for prerequisite courses

MAJ for major courses

MIN for minor courses (but only if you have declared a minor)

ELC for elective courses

THS for thesis courses

PRJ for project course

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

TRN for any transfer courses from other schools that will apply to the BYU master degree

SEN for any courses you took before you received your bachelor's degree and which you wish to count as part of your master degree. Check with your undergraduate advisement center to be certain there is not double application credit.

NDG for any courses you took after you receive your bachelor's degree but before you were admitted to your master's program

4. Obtain signatures of the faculty who will serve as your advisory committee. If you have received approval to declare a minor, one of the committee members must be from the minor department.
5. After completing the *Program of Study Form*, give it to your department for approval and computer entry. When the *Program of Study* is approved, you will receive a verifying progress report.

Example Doctoral Program of Study (ADV form 3)



GRADUATE STUDIES
 105 FPH, Provo, UT, 84602
 Tel: (801) 422-4091
 Fax: (801) 422-0270
 Web: <http://graduatestudies.byu.edu>
 Email: gradstudies@byu.edu

Program of Study ADV Form 3

IMAGING: GRSStudylist
Admit Year/Term:

Student Information

Example Name _____ BYU ID _____ Current Mailing Address _____ City _____ State or Province _____ Postal Code _____ Country _____ Telephone Number _____ E-mail Address _____ Semester/Term and Year Admitted: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer <u>2015</u> Year	School of Family Life _____ Department _____ Marriage and Family Therapy _____ Graduate Program _____ Doctorate _____ Graduate Degree _____ Dissertation _____ Program Type (Dissertation, Thesis, Project, Non-thesis) _____ Master's credit hours to apply toward doctorate:
---	---

Course Work Information

Department and Course Number	Requirement Type*	Requirement Satisfied By*	Credit Hours	Course Title
MFHD 605	Major		3	Structural Equation Modeling
MFHD 695R or 706R	Major		3	Longitudinal Analysis or MLM
MFT 700	Major		3	Advanced Research Methods in MFT
MFT 695R	Major		3	Advanced Topics in MFT
MFT 793 R	Major		3	Research Seminar in MFT
MFT 753 R	Major		3	Advanced Clinical Specialization
MFT 750	Major		3	Supervision in MFT
MFT 760R	Major		3	Supervision Practicum in MFT
MFT 770 R	Major		3	Clinical Internship
MFHD 602	Elective		3	Experimental Design
SOC 604	Elective		3	Ethnography
MFT 655R/MFT 755R	Major		18	Intermediate Pract. MFT/ Advanced Pract. MFT
MFT 799R	Dissertation		18	Dissertation

*See page 2 for Program Type, Requirement Type, and Requirement Satisfied By descriptions.

69 Total Hours Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisite or skill hours.)

Doctoral Skill Requirements (See Item 4 on page 2.)

Graduate Committee Approval

Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty. If a minor has been approved, one of the committee members must be from the minor department.

Printed Name of Graduate Committee Chair	Signature of Graduate Committee Chair	Date
Printed Name of Graduate Committee Member	Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Signature of Graduate Committee Member	Date
Printed Name of Graduate Coordinator or Department Chair	Signature of Graduate Coordinator or Department Chair	Date

Marriage and Family Therapy Doctoral Degree Timeline --First Year

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

	Fall	Winter	Spring/Summer
Classes	See Course Sequence Document Above	See Course Sequence Document Above	See Course Sequence Document Above
Clinical Hours	Discuss with practicum instructor how to log hours as well as expected number to accrue this semester. A total of 200 hours is required while in the program.	Discuss with practicum instructor expected number to accrue this semester. A total of 200 hours is required while in the program.	Discuss with practicum instructor expected number to accrue this semester. A total of 200 hours is required while in the program.
Dissertation	Discuss with your advisory chair possible dissertation topics. Begin a review of literature on topic selected.	Decide on a dissertation topic. Have topic and problem statement approved by advisory chair and all committee members. Begin your review of literature	Continue work on dissertation and begin to prepare a proposal to present Fall 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	<p>Submit <i>Program of Study</i> Form to MFT secretary</p> <p>Log of clinical hours will be due at the end of the semester</p> <p>Register for classes for Winter (consult with advisory chair)</p>	<p>Log of clinical hours will be due at the end of the semester</p> <p>Register for classes for spring & summer (consult with advisory chair)</p> <p>Review progress to date with advisory chair</p> <p>Consult with advisory chair about a possible clinical specialty</p>	<p>Log of clinical hours will be due at the end of the semester</p> <p>Register for classes for Fall (consult with advisory chair)</p> <p>Review progress to date with advisory chair</p>

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 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 (3 rd) year.	Normally, a defense should not be planned for Spring or Summer terms since most faculty will be unavailable. However, if you have not defended your thesis yet, consult with your advisory chair about a spring/summer defense.
Comprehensive Exam	Because course sequencing in some classes alternate from year to year, it is important for students to review the various components of the comprehensive exams and sequence completions of the component with the associated class. It is also important for students to discuss with their advisory chair projected completion dates of the various components. The completion dates for each component will be unique to each student.		
Tasks	Log of clinical hours will be due at the end of the semester Register for classes for Winter (consult with advisory chair) Review progress to date with advisory chair	Log of clinical hours will be due at the end of the semester. Register for classes for Spring/Summer (consult with advisory chair). Review progress to date with advisory chair	Log of clinical hours will be due at the end of the semester Review progress to date with advisory chair

Marriage and Family Therapy Doctoral Degree Timeline--Third Year

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

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

Clinical Experience and Practicum Information

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

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

Guidelines.

As faculty in the Marriage and Family Therapy program, we believe that a doctor of philosophy degree (Ph.D.) 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 a partial fulfillment for the doctoral degree in Marriage and Family Therapy and will constitute the Comprehensive Examination. A complete copy of the portfolio will be retained in the MFT office for review.

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

*Students are responsible to document and prepare their own portfolio, with a PDF template the SFL Graduate Program Manager will provide.

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

The MFT doctoral portfolio checklist (below) 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.



MFT DOCTORAL PORTFOLIO CHECKLIST *(Revised 9/2014)*

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

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

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

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

Presentations (professional level presentation/poster):

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

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

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

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

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

A) _____

B) _____

- **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
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Signature of Advisory Chair	Date
------------------------------------	-------------

BYU
Professional Development Internship Requirement
for Ph.D. Program

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

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

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

Internship Support/Grants

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

Fall Semester – July 15 by 12 Midnight

Winter Semester – November 15 by 12 Midnight

Spring/Summer Semester – March 15 by 12 Midnight

Professional Development Internship Guidelines

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

The plan must identify:

- A. Three targeted areas of professional competency;
- B. The activities intended to achieve said competencies;
- C. How outcomes for the specified competencies will be measured?
- D. Who will supervise and evaluate the work?

Students will enroll in the MFT770R (Professional Development Internship for 1 credit for a total of 3 credits. The grade for MFT770R will be a T grade until all requirements in the plan are completed when the grade will change to a letter grade.

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

Students will post evidence of successful completion of Professional Development Internship Plan in their Ph.D. 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 Ph.D. students will demonstrate competence in **at least three** of the following:

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

Professional Development Internship Plan and Evaluation Form

NAME: _____ **DATE:** _____

COMPETENCIES (Select 3)	ACTIVITIES	OUTCOME(S)	SUPERVISOR/ MENTOR

CHAIR APPROVAL: _____ **DATE:** _____
 Advisory Chair Signature

PROGRAM APPROVAL: _____ **DATE:** _____
 Clinical Director Signature

CLINICAL SITE APPROVAL (If needed): _____ **DATE:** _____
 Name, Position and Signature of Site Official

Chapter 7 - Marriage and Family Therapy Program Policies and Procedures **(Including Thesis and Dissertation information)**

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, admission, continued enrollment, and graduation. 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 they are encouraged to attend the church of their choice. 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.

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.

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, 422-5895 or 367-5689 (24 hours); or the Honor Code Office at 422-2847.

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 this course successfully, please contact the University Accessibility Center (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.

Title IX Policy

As required by Title IX of the Education Amendments of 1972, the university prohibits sex 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 <https://titleix.byu.edu/report-concern> 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 Graduate Program provides equal opportunity in couple, marriage, and family therapy education for all persons, including faculty and employees with respect to hiring, continuation, promotion and continuing faculty status (i.e. tenure), applicants for admission, enrolled students, and graduates, 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 the Honor Code, a behavioral code of the university. This is consistent with the provision in the Commission on Accreditation for Marriage and Family Therapy Education Accreditation Manual 11.0 Version, “Religiously affiliated institutions that have core beliefs directed toward conduct within their communities are entitled to protect those beliefs” (p. 3). 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 within our screening criteria without regard to religious beliefs, gender, sexual orientation, age, race, culture, ethnicity, national origin, socioeconomic status, or physical and mental abilities.”

Transfer Credit

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

1. Any course to be transferred must be clearly graduate level.
2. The grade for any such course must be B or better (pass/fail courses are not transferable.)
3. Home study, correspondence, and extension courses are not transferrable.
4. Transfer credit in combination with non-degree and senior credit cannot total more than 10 hours.
5. Credit cannot have applied to another degree.

Travel Support for Students Attending Conferences

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

The MFT program will fund one conference trip each academic year for current students who are presenting research (paper, poster, workshop) at an MFT related professional meeting (AAMFT, NCFR are examples; other conferences must be pre-approved by the student's advisor and the program director). Funds do not rollover if not used during any given year. Current students are those enrolled full-time during their two years of MS degree study and those full-time Ph.D. students, up to three years of funding. Funding is contingent on program budgets which vary from year to year. **In order to receive MFT funding students must have faculty chair and program director approval prior to registration and accommodation arrangements.** Students must pre-arrange for airfare travel and ticketing at least 2 months in advance of travel dates to secure the optimal and least expensive options. Airfare covered is only for domestic flights. Student must follow BYU travel policies and application procedures which are coordinated through the SFL Graduate Program Manager (additional details at <https://purchasing.byu.edu/forms/student-travel-auth>). The MFT Program will not provide travel assistance for students who are presiding or are discussants at conference seminars, workshops, etc. Students may also obtain travel funding from the Hinckley Chair fund (<https://fhss.byu.edu/students/pages/conferencefunds.aspx>)

Qualifying students are supported at the following amounts:

1. **M.S. Students** – \$300 per year for current MS students, plus domestic airfare and basic conference registration.
2. **Ph.D. students** -- \$500 per year for current Ph.D. students, plus domestic airfare and basic conference registration.

Other travel and conference funding options:

GSS funded Research Presentation Awards: <http://gss.byu.edu/node/1>

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

The Marjorie Pay Hinckley Endowed Chair in Social Work provides funds to support student participation in professional academic conferences. These awards can be used to pay for the student's conference registration, travel, meals and lodging. It is understood that the Department will share a portion of the costs. Please visit the following website for details: <https://fhss.byu.edu/students/Pages/ConferenceFunds.aspx> for more information. **Requests will be evaluated on the following criteria:**

- Level of student involvement in the research effort.
- Quality of the conference. Participation at national conference is given greater weight than at a regional conference.
- Department commitment to participate in some of the student costs.
- Marjorie Pay Hinckley Chair funds are available for both undergraduate and graduate students and are available for international travel and travel within the United States.
- Grants are available for professional academic conferences only. Participation in undergraduate, non-professional meetings will not be funded. Please visit <http://hinckleychair.byu.edu> or <http://fultonchair.byu.edu> for more information.

Procedure for getting funds:

1. The Graduate Program Manager will process all graduate student travel reimbursements and payments. Please adhere to the following procedures and expectations:

You must have a Student Travel Authorization (STA) form submitted and approved **prior** to making any reservations or purchases related to your travel, including conference registration. The form can be found here: https://purchasing.byu.edu/sites/default/files/Student%20Travel%20Authorization_2.pdf or email the Graduate Program Manager; submit the form to your Graduate Coordinator. Once your travel is approved by your Graduate Coordinator, you must submit the authorization form with signature to the Graduate Program Manager. If you are receiving any additional funding (e.g. Hinckley funds, money from a faculty 20-account, etc.), you must email the Graduate Program Manager those details as well.

2. It is best if you use BYU Travel to make flight arrangements. It is easiest if the Graduate Program Manager emails BYU Travel with account and funding details. After the STA is approved let the Program Manager know when you are ready to book and if you will use BYU Travel. In that case, the BYU travel agent will contact you directly about travel options. **You must book your flight with BYU Travel at least 2 months in advance to travel, failure to do so forfeits funding.** You are welcome to make your own flight arrangements, but if you choose to do so, you will not be reimbursed for those costs until after you complete your travel (see step 6). Valid receipt is necessary.

3. Hotel accommodations can also be booked using BYU travel. However, hotel is part of your allotted funding (if presenting). Meaning if you book through BYU travel you will need to pay with your own card, NOT the programs account, and submit the receipt as part of Step 6. Unless otherwise noted from outside funding (see step 5). If you make your own reservations, this may be reimbursed as part of your allotted funding, after you complete your travel (see step 6). Valid receipt is necessary. You should clearly communicate in the Student Travel Authorization (see step 1) as well as at the pre-travel meeting (see step 5) if you will be sharing a room with other students.

4. You should pay for conference registration using your personal credit card. If covered by the program, as in your are presenting, it too will be reimbursed as part of step 6, after the completion of your travel and conference attendance.

5. Before traveling, you must meet with the Graduate Program Manager (15 minutes) to ensure you both understand:

- How much you are allotted from which sources,
- what has been or will be paid for from what source
- the amount you have remaining that can be used for ground transport, food, etc.
- You will also discuss the possibility of claiming per diem instead of tracking food expenses. If you are sharing a hotel with other students, you may all want to meet with the Graduate Program Manager at the same time.

6. After traveling, you must meet with the Graduate Program Manager (15-20 minutes) to submit your reimbursement. You will need to bring all receipts for which you should be reimbursed, including airfare, hotel, and conference registration if applicable. The Graduate Program Manager will submit your reimbursement with you present and give you an expense report number (e.g. EX00421222) which should allow you to check on the status of the reimbursement.

7. You will receive your reimbursement as a check delivered through the mail.

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. Additionally, the program will pay for domestic flight, early bird registration and up to \$500 toward AAMFT annual conference, if the adjunct is presenting with students at the conference. Please see <https://purchasing.byu.edu/procedures/travel> for procedure how to complete and submit the travel forms through Y-Expense system. Flight must be booked at least 2 months prior to the conference and registration must fall under the early bird deadline to be covered.

Student Travel Authorization



This authorization should be completed by student(s) traveling without being accompanied by a full-time university employee. When accompanied by a full-time university employee, the employee should file the trip authorization in Y-Expense and indicate he or she is traveling with a group. When traveling as a student group without a full-time university employee, one form may be filed for the whole group by the student group leader.

STUDENT INFORMATION:

Student Name: _____
 Student ID #: _____
 Mailing Address: _____
 City/State/Zip: _____
 Contact Phone Number: _____
 Email Address: _____
 US Citizen: Yes No
 Student status: Undergraduate Graduate

TRIP INFORMATION:

Destination: _____
 Departure: _____ mm/dd/yyyy
 Return: _____ mm/dd/yyyy
 Faculty/Advisor: _____
 # In Group: _____ (Attach a list of the group)
 Using University Vehicle?: Yes No

Trip Purpose (please be detailed):

Reason student is unaccompanied by full-time employee:

Expense Type	Estimated Expenses
Airfare	
Hotel	
Ground Transportation	
Meals	
Other	
Total Trip Expenses	\$ 0.00

Op Unit	Account	Class	Amount
ESTIMATED EXPENSES FOR DEPT UNITS:			\$ 0.00
ESTIMATED EXPENSES TO BE PAID BY STUDENT:			\$ 0.00

DEPARTMENT CHAIR APPROVAL: _____	DATE: _____
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Request for Exception to Undergraduate Student Travel Policy

Dean and Risk Management approval is required if an undergraduate student is traveling without the accompaniment of full-time faculty or staff AND the trip is over 300 miles round trip or overnight. In such cases, the Assumption of Risk and Limited Release Agreement must also be completed by each student.

DEAN APPROVAL: _____	DATE: _____
RISK MANAGEMENT & SAFETY APPROVAL [Campus Address 250 FB]: _____	DATE: _____

Instructions: Complete form and print. Obtain all necessary approval signatures before travel takes place. After the trip, include a copy of this approved document with your receipts in a PDF format attached along with receipts using the document "Expense Report for a Campus Visitor or Student" in Y-Expense.

Updated: July 2015

Student Initiated Off-Campus Clinical Experiences
(i.e. Externships, Internships and Jobs)

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

Application Process.

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

This letter should address:

1. Training site description and clientele served.
2. Nature of clinical experiences including projected number of hours conducting individual, group and relationship therapy per week and for the total experience.
3. 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.
4. Expected salary or reimbursement, if any.
5. Starting and ending date.

A *MFT Externship Proposal form* **MUST** also be filled out and submitted with the letter. A sample form is included in [Appendix E](#). The clinical faculty will approve, disapprove or return the proposal for revisions. A completed and signed MFT Off-Campus Practicum Contract must be submitted after faculty approval of the site and before beginning the program.

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

DOPL Policy:

Regarding work outside of the clinic before a student graduates

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

There are only 3 types of people who can legally practice MFT in Utah:

- 1) Licensed MFT's
- 2) Full-time or part-time students under supervision of a faculty member in an MFT program
- 3) Approved Associate MFTs

It is against the policy of the MFT program for a student to practice MFT outside of an approved practicum placement. Therefore, practicums will not be approved for ABT (all- but-thesis) students after the initial 2 years in the MS program. These policies exist to protect the public, the student, and our program. They point to the importance of completion of the master's thesis as soon as possible. All doctoral students who have completed the required COAMFTE master's curriculum are required to become Associate Licensed Marriage and Family Therapists in the State of Utah as soon as they have officially completed the curriculum.

Professional Liability Insurance

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

Monday Faculty Meetings

The MFT faculty meets each Monday at 11:00 in 227 TLRB. These meetings are the vehicle for regular contact and interaction regarding program administration, revision and evaluation. All faculty, two student representatives, and the MFT part-time lead secretary are in attendance. These meetings are open to all MFT students. When confidential matters are discussed the meeting moves into "executive session" and students are dismissed from the meeting.

Use of MFT Interns' Office

Purpose. In order to maintain a professional program, insure that the needs of our clients are safeguarded and carry on the business of the Marriage and Family Therapy Program in an orderly manner, the following policy has been established by the students and faculty.

Policy. The Marriage and Family Therapy Interns' Office, Room 233, is designed for use of the Marriage and Family Interns to carry out their professional work, including reviewing case information, discussing confidential matters, waiting for clients to arrive for appointments, etc.

The Interns' Office should NOT be used for placing personal phone calls since the phone must be available for the receptionist or others to phone the office.

MFT Office Procedures-234 TLRB

- Message Boxes:** **Student**--Message boxes are provided for students in the MFT office. These need to be checked and emptied **daily** as messages are placed in the boxes whenever a client calls or when colleagues need to contact each other. Please remember that these boxes are for messages and are not to be used as storage for text books, etc.
- Faculty**--The MFT office 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.
- Notices:** Information is taped periodically near the message boxes and near the doorway. Please take time to read these important announcements.
- Telephone Calls:** The telephone in the MFT office is for office use only. You will be assigned a long distance code to contact clients who do not live locally. The College monitors all long-distance calls so make sure that your use of the long-distance code is for clients only.
- Address Change:** Whenever there is an address or phone change, the MFT secretary should be informed. This keeps our directory current and the therapists accessible.
- Catalog:** The current Graduate Catalog and class schedule is now online at <http://registrar.byu.edu/registrar/acadshed/classSched.php>.
- Office Computers:** The computers in the MFT office are for secretarial use only.
- 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 the disk (or email a copy) to the MFT office (mftptsec@byu.edu) and they will print it on official clinic letterhead, as well as provide a plain envelope (for confidentiality) and stamp for you. Remember to put a copy of the letter in the client file.
- Bulletin Board:** Check the bulletin board located in the hall outside the MFT office and by the southwest stairwell for conference notices, recent publications and other current information.
- Shredding:** A shredder is available in the MFT office. **Students must destroy unnecessary documents that have client names appearing on them.**
- Kleenex:** Kleenex is available in each therapy room and can be obtained from the clinic receptionist when supplies in the room are low.
- Jobs and Internships:** Jobs and internship opportunities are emailed out to all students, listed on the [mft.byu.edu website](http://mft.byu.edu), and posted in the MFT secretary's office (TLRB 234).
- Supplies:** If you need supplies from the MFT office, ask the secretary. The supplies in the supply closet are for the use of the secretaries and professors.
- File Cabinets:** Ask the secretary for any forms you may need.

Thesis Proposal and Defense Meetings

Master's students are required to schedule their thesis prospectus by the end of their second Fall Semester in order to continue Departmental Financial Assistance. Doctoral students can defend their prospectus at any time during their program. However, they cannot defend their dissertation until their course work, prospectus review and comprehensive portfolio are completed.

Thesis/dissertation policies, procedures, and forms:

- A. Thesis/Dissertation Forms: The ADV(Advisement) form you will need to schedule your thesis/dissertation (ADV form 8c) are available from the BYU Graduate Studies Website (<https://graduatestudies.byu.edu>) under “current students”
- B. Thesis/Dissertation Deadlines for Graduation: ADV Form 8 lists the thesis/dissertation deadlines for graduation. Review these deadlines early and plan your prospectus meeting and dissertation defense dates accordingly. *Remember to leave yourself time in advance of BYU deadlines for unexpected problems.*
- C. Thesis/Dissertation Formatting: ADV Form 11 provides university-wide formatting requirements. ADV Form 11b provides a front matter template for theses and ADV Form 11d provides a front matter template for dissertations. A packet is sent to students from the grad studies office prior to their defense. With the exception of the university-wide formatting requirements and the formatting for the front matter pages, you should follow APA publication manual guidelines. Because you will have to convert your thesis/dissertation into a pdf for submission to ETD (Electronic Theses & Dissertations), it is to your advantage to begin formatting your thesis/dissertation early. BYU frequently offers short trainings on formatting your thesis/dissertation for ETD submission. Instructions and a series of short training videos can be found online at <http://net.lib.byu.edu/courses/tutorials/pdf.php>. The Graduate School will give you a packet of information to help guide you through the process of your ETD submission.
- D. Prospectus Meeting Scheduling: **Allow approximately 3-4 weeks for the scheduling of your prospectus meeting** (a week to schedule the prospectus meeting, and up to two weeks for the actual defense meeting to be held. These meetings are scheduled by the SFL Graduate Program Manager.
- E. Defense Scheduling: **Allow approximately 3-4 weeks (about a week to schedule the defense and complete ADV Form 8c, and then ADV Form 8c must be submitted to Graduate Program Manager and she will schedule the defense in AIM [ADV08] at least two weeks prior to the actual defense date).** Graduate Studies sends a packet about 1 week before the final oral exam/defense has been scheduled to convene. The packet contains the ETD formatting info and other documents that will need to be signed. SFL graduate program manager, will also send emails with instructions. Any questions can be directed to SFL Graduate Program Manager, as well.
- F. Check with your chair regarding the specifics of the defense. It is typical to wait outside while the committee talks without you present (i.e., once at the beginning and once toward the end). Before your defense, discuss with your chair the possibility of getting the signatures of all committee members at the conclusion of the meeting if you pass so that you do not have to track them all down again. However, if you do not obtain all of the signatures at the end of the defense meeting there will also be an electronic way to obtain all of the signatures needed, as explained in the email from Graduate Program Manager.

- G. **Thesis/Dissertation Submission:** ADV Form 12a for theses and ADV Form 12b for dissertations provide a checklist of things that must be completed in order for proper submission. Because the department requires ETD submission, follow the instructions for the *Electronic Submissions* and not for the *Paper Submissions*
- H. **Electronic Theses & Dissertations (ETD) Submission:** You should have your paper document go through all approvals (committee, department, and college) for content, then create the ETD once your content has been approved. An ETD checklist is available at <http://etd.byu.edu/start.html> and specific requirements for formatting the actual pdf for the ETD are available at <http://etd.lib.byu.edu>
- I. When you upload your ETD, be prepared to enter the title of your thesis/dissertation, the degree with which you will graduate (e.g., MS, Ph.D.), the type of document (i.e., thesis, dissertation), the department, the college, your defense date, several key words to assist in identifying your thesis/dissertation in searches, and cut and paste in your abstract. Once you have uploaded your ETD, the department chair (i.e., Director of the School of Family Life) will have to approve your ETD, after which the college associate dean will have to approve your ETD. You may only take your thesis/dissertation to the library once your ETD status is “Library Offices.”
- J. Turning in your thesis/dissertation to the library and then taking your validated ADV Form 8d and a copy of your title page to the Graduate Studies Office is a specific graduation deadline and therefore essential to complete on time for your desired graduation
- **Questions/Additional Information:** Contact the SFL Graduate Program Manager for questions. Additional info can be found on BYU Graduate Studies’ website (<https://graduatestudies.byu.edu>) under “current students”.

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

Graduate Studies Policy:

Student and Faculty Required to Attend 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:

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

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

Appendix A - Professional Development

Becoming Licensed In the State Of Utah

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

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

Professional Organizations

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

- American Association for Marriage and Family Therapy (AAMFT): This national organization is an umbrella group for marriage and family therapists. ***MFT students are required to join as student members.***
 - Utah Association of Marriage and Family Therapists (UAMFT): This organization is the regional affiliate of AAMFT.
- American Education Research Association (AERA): This national organization includes special interest groups organized for those engaged in research in Early Childhood Education, Human Development, and Counseling Psychology.
- American Family Therapy Association (AFTA): This national organization serves family therapists.
- Association of Mormon Counselors and Psychotherapists (AMCAP): This organization serves the needs of LDS mental health practitioners in psychology, marriage and family therapy, social work, counseling, psychiatry, etc. AMCAP is an independent, professional organization not sponsored by the LDS church.
- Gerontological Society of America (GSA): This national organization is a broad, multidisciplinary group of scholars, researchers, practitioners, educators, students, policy makers, and other professionals united by their interest in aging adults.

- International Association of Marriage and Family Counseling (IAMFC): IAMFC is a division of the American Counseling Association.
- International Family Therapy Association (IFTA): This international organization is committed to expanding family therapy and research worldwide.
- National Council on Family Relations (NCFR): This national organization is a broad, multidisciplinary group of scholars, researchers, practitioners, educators, students, clergy, policy makers, and other professionals united by their interest in families. Membership can include subscription opportunities for two premier family journals: Journal of Marriage and the Family and Family Relations.
- Society for Research in Child Development (SRCD): This national organization is a broad, multidisciplinary group of scholars, researchers, practitioners, educators, students, policy makers, and other professionals united by their interest in children's well-being.
- Society for Research on Adolescence (SRA): This national organization is a broad, multidisciplinary group of scholars, researchers, practitioners, educators, students, policy makers, and other professionals united by their interest in adolescence.
- Utah Council on Family Relations (UCFR): This organization is the regional affiliate of NCFR.

A Career as a University Professor

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

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

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

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

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

Evaluation of Case Conceptualization Paper-MFT 655r Beginning Practicum

Diagnosis—Good justification of diagnosis based on symptoms via DSM /5

Specific description of Dynamics of Case integrated with systems focus and concepts From MFT 630. (circularity and mutual influence, homeostasis and feedback loops) /15

Comprehensive use of concepts from **first** chosen model: /10

Quality of description of specific client system behaviors that fit model 1: /5

Comprehensive use of concepts from **second** chosen model: /10

Quality of description of specific client system behaviors that fit model 2: /5

Comprehensive use of concepts from **third** chosen model: /10

Quality of description of specific client system behaviors that fit model 3: /5

Quality of intervention from one of the models: /5

Organization and Style of Writing:

Clarity of Writing

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

Feedback and Grading Criteria for Taped Demonstration of Basic Skills

(Needs to receive adequate rating in every skill prior to seeing clients)

Performance Scale

1=Unacceptable

2=Poor

3=Adequate

4=Very Good

5=Exceptional

Skills demonstrated on tape:

Skill	<i>f</i>	Performance Rating	Ways to improve
Basic demeanor (dress, posture, attentiveness)			
Restatement			
Reflection of Feeling			
Mirroring, RISSSC			
Self-Disclosure			
Circular Questions			
Challenge			
Immediacy			
Reframe			

Appendix C: Practicum Forms

Client Log

Therapist Name					Cumulative Hours of Supervision	
DATE	Client	Type of Therapy	Hours of Therapy	Hours of Supervision	Individual	Group
Cumulative Hours this Page						
Total Therapy Hours						

Semester Clinical Experience Summary

SEMESTER CLINICAL EXPERIENCE SUMMARY

DEFINITIONS:

Therapy:

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

Supervision:

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

THERAPIST'S NAME

SEMESTER

SITE
(on site per summary)

Hours of Therapy

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

For Office Use Only	
Cumulative therapy hours in program	
Individual ¹ _____	Psych Ind ² _____
Couple _____	Psych Couple ² _____
Family _____	Psych Family ² _____
Grp Ind ¹ _____	Team Ind ² _____
Grp Couple _____	Team Couple ² _____
Grp Family _____	Team Family ² _____
TOTAL _____	
% Relationship Therapy ³ _____	

Hours of Supervision

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

For Office Use Only	
Cumulative supervision hours in program	
Ind Live _____	Grp Video _____
Ind Video _____	Grp CR/PN _____
Ind CR/PN _____	Team Live _____
Grp Live _____	
TOTAL _____	
Raw Data % ⁴ _____	
Ratio of Supervision to Therapy ⁵ 1: _____	

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

Clinical Competence Evaluation Form

Student Name

Semester/Term

Year

Supervisor Name

Semester/Term in practicum (circle one): 1 2 3 4 5 6 7 8

Number of client hours for semester	Individual	Relational
Is percentage consistent with required totals and ratios? – Include percentage		
Number of client contact hours completed this semester/term		
Number supervision hours completed for this semester/term.		

*Overall competency evaluation based on developmental level (circle one):

1	2	3	4	5	6	7
Below	Meets Exceeds		Below	Meets Exceeds		Professional

Using the 7 point scale above, the average rating for domain was as follows:

	Student	Supervi-	Com-
<i>(a) Admission to Treatment</i>			
<i>(b) Clinical Assessment and Diagnosis</i>			
<i>(c) Treatment Planning and Case Management</i>			
<i>(d) Therapeutic Interventions</i>			
<i>(e) Legal Issues, Ethics, and Standards</i>			
<i>(f) Understand and respect cultural diversity</i>			
<i>(g) Supervision and Self of the Therapist</i>			

Please submit this form to MFT Graduate Program Manager to be retained in student file

Student Evaluation of Supervision

NAME OF SUPERVISOR FOR THIS EVALUATION _____

SEMESTER _____

In an attempt to protect your anonymity, we would like you to rate all the supervisors with whom you have worked over the past 12 months. **Please use a separate evaluation for each of your supervisors.** Please rate each of your supervisors' competencies using the rating system below:

7	6	5	4	3	2	1
Exceptional	Excellent	Very	Above Aver-	Ade-	Below Av-	Deficient

Rate THIS supervisor on their personal interactions with you in supervision

- _____ 1. was approachable, available to me when I had problems.
- _____ 2. was respectful of me as a supervisee and as a person
- _____ 3. Allowed me to disagree or have a differing opinion
- _____ 4. Was empathetic; I felt heard and understood
- _____ 5. Was calm in times of crisis
- _____ 6. Facilitated my "use of self" in therapy and was willing to "use self" in supervision
- _____ 7. was supportive and encouraging
- _____ 8. was genuine --open and honest
- _____ 9. Was responsible -- met obligations regarding meetings, time, etc
- _____ 10. When necessary was able to give critical feedback in a supportive manner.
- _____ 11. Empowered me as a therapist; helped me feel confident
- _____ 12. Was respectful and understanding of issues of gender.
- _____ 13. Was respectful and understanding of issues of culture, ethnicity, race and other social factors.

Rate THIS supervisor on their knowledge of marriage and family therapy

- _____ 14. Knew and helped me apply recent research to my cases
- _____ 15. Helped me conceptualize therapy according to theories and appropriate techniques
- _____ 16. Helped me develop effective treatment plans
- _____ 17. Helped me identify, conduct, and interpret appropriate assessments. and diagnoses
- _____ 18. Provided helpful feedback on my case notes and other case documentation.
- _____ 19. Helped me recognize, understand, and manage ethical and legal issues.

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

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

BYU Marriage and Family Therapy Program Verification of Clinical Hours
Ph.D. Internship Level Students

This form certifies that _____ has completed the following:

(Student Name)

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

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

During internship:

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

Lauren A. Barnes, Ph.D.

Clinical Director

Date

original: Graduate Program Manager

cc: Student

MFT file

**Verification of Clinical Hours
Master's* Level Students**

This form certifies that _____ has completed the following:

(Student Name)

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

Lauren Barnes, Ph.D.

Date

Clinical Director

* To be completed for (1) BYU MFT Master's students or (2) Doctoral Students who graduated from a non-MFT or non-accredited MFT Master's Program and are completing the Master's level therapy requirement.

original: Graduate Program Manager

cc: Student

MFT file

Appendix D – Program Evaluation Forms

Theoretical Competence Evaluation Form

Student Name: _____

Semester/Year: _____

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

Performance Levels:

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

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

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

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

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

Research Competence Evaluation Form

Student Name: _____

Semester/Year: _____

Evaluation of Research Paper (Circle of the following):

MFT 600 Class Paper

Proposal (Thesis/Diss)

Defense (Thesis/Diss)

	Unacceptable	Acceptable	Good	Superior	Not Applicable
Title is succinct and captures main storyline of study	0	1	2	3	N/A
Abstract briefly reports research question, data source, sample size, type of analysis used, key results, and conclusion/implications.	0	1	2	3	N/A
Introduction					
Significance of research question is demonstrated	0	1	2	3	N/A
Case is made that research study addresses gap in literature	0	1	2	3	N/A
Purpose of study (e.g. research question) is clearly articulated	0	1	2	3	N/A
Literature Review					
Theoretical foundation is articulated	0	1	2	3	N/A
Literature about dependent and key independent variables and the relationship between them are adequately reviewed	0	1	2	3	N/A
Hypotheses or research questions are clearly listed at end of lit review	0	1	2	3	N/A
Lit review is clearly organized and logically supports story line	0	1	2	3	N/A
Methods					
Sampling frame and sampling strategy are reported	0	1	2	3	N/A
Procedures of data collection are reported in sufficient detail	0	1	2	3	N/A
Sample characteristics are reported	0	1	2	3	N/A
Measures are reported, including validity and reliability	0	1	2	3	N/A
Analysis strategy that aligns with Research Questions and hypotheses is reported	0	1	2	3	N/A

Results					
Results are reported clearly	0	1	2	3	N/A
Tables and Figures are appropriately used to help tell the story from the results	0	1	2	3	N/A
Discussion					
Brief summary of the key findings is provided	0	1	2	3	
Results are contextualized by relating them back to the literature reviewed	0	1	2	3	N/A
Possible explanations are provided for unexpected findings	0	1	2	3	N/A
Limitations and recommendations for future research are discussed	0	1	2	3	N/A
Implications for MFT practice are discussed	0	1	2	3	N/A
General					
Citations in text and reference list are congruent	0	1	2	3	N/A
APA Style is accurately used	0	1	2	3	N/A
Overall Evaluation	0	1	2	3	N/A

CROSS-CULTURAL INVENTORY-REVISED
Adapted for use in Evaluating Student Cultural Awareness

Student Name: _____ **Semester/Year:** _____

Rating scale:

1=strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree 6=strongly agree, N/A=not applicable

- | | | | | | | | |
|---|---|---|---|---|---|---|-----|
| 1. Student values and respects client's culture | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 2. Student is aware of his/her own values and how they might affect the client | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 3. Student is comfortable with differences that client may have | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 4. Student demonstrates knowledge about client's culture | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 5. Student understands the current sociopolitical system and it's impact on the client | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 6. Student is aware of institutional barriers which might affect client's circumstances | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 7. Student attempts to perceive the presenting problem within the context of client's cultural experience, values, and/or lifestyle | 1 | 2 | 3 | 4 | 5 | 6 | N/A |

Appendix E - Internship and Externship Proposal Forms

MFT Doctoral Internship Proposal

Internship Application Deadline: April 1 or at least 60 days prior to beginning the internship.

Name _____ Year in Doctoral Program _____

Date Comps Completed _____ Date Prospectus Defended & Approved _____

Please provide the following information for your proposed site:

Start Date _____ End Date _____

Site Name* _____

Site Address _____

Site Phone Number _____

Name of supervisor** _____

Supervisor's:

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

State License (MFT, LCSW, LPC, etc.) _____

Years of experience as an MFT supervisor _____

Years of experience as an MFT _____

Is the Supervisor an:

AAMFT Clinical Member? Yes/No

AAMFT Approved Supervisor? Yes/No

AAMFT Supervisor-in-Training? Yes/No

(If SIT, date training contract was accepted ____)

Signature of Student _____ Date _____

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

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

Office Use only

____ Internship site approved

____ Internship site approved with qualifications

____ Internship site denied

Signature of MFT Director

Date

MFT Externship Proposal

Name _____ Year in MS/Ph.D. Program _____

Please provide the following information for your proposed site:

Start Date _____

Site Name* _____

Site Address _____

Site Phone Number _____

Name of supervisor** _____

Supervisor's:

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

State License (MFT, LCSW, LPC, etc.) _____

Years of experience as an MFT supervisor _____

Years of experience as an MFT _____

Is the Supervisor an:

AAMFT Clinical Member? Yes/No

AAMFT Approved Supervisor? Yes/No

AAMFT Supervisor-in-Training? Yes/No

(If SIT, date training contract was accepted _____)

Signature of Student

Date

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

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

Office Use only

___ Externship site approved

___ Externship site approved with qualifications

___ Externship site denied

Signature of MFT Director

Date

Appendix F: Curriculum Comparison Form

Evaluation of non-accredited MFT or non-MFT Master Degree in Relationship to COAMFTE Standard Curriculum

NAME: _____ Name of Degree: _____ School: _____

Type of Hours: Sem Qrt Total number of hours in Areas I-III?: ____ (must be at least 27). Does coursework address areas of gender & ethnicity? Y N Date of Evaluation: _____

Signature of Faculty Evaluator: _____

Area of COAMFTE Standard Curriculum	BYU-COAMFTE Required # of Courses	Courses Student will need to take at BYU (before beginning Ph.D. courses)	Hours student will need to take at BYU to fulfill requirement
I. Theoretical Foundations	MFT 630 Foundations of Family Systems MFT 650 Foundations of Marital Therapy		From other: Need to take at BYU:
II. Clinical Practice	MFT 645 Treatment of Human Sexual Development MFT 649 Addictions & Violence in Families MFT 651 Psychopathology in Family Therapy MFT 652 Marital & Individual Psychotherapy MFT 653 Family & Multigenerational Psychotherapy		From other: Need to take at BYU:
III. Individual Development & Family Relations	MFT 654 Issues of Gender and Ethnicity in MFT MFHD 663 Individual & Family Over Life Course		From other: Need to take at BYU:
IV. Professional Identity and Ethics	MFT 656 Ethical, Legal, & Professional Issues		From other: Need to take at BYU:
V. Research	MFT 695R Research Methods for MFT Stat 511 Statistical Methods for Research MFT 699R Master's Thesis		From other: Need to take at BYU:
VI. Additional Learning	Elective (1 course)		From other: Need to take at BYU:
Supervised Clinical Practice**	500 Client Contact Hrs. 100 Supervision Hrs	Number of supervision hours _____, individual therapy hours _____, & relationship therapy hours _____ as determined acceptable by Advisory Chair Total # of hours to be completed at BYU (in accordance with all COAMFTE requirements):	

**Ph.D. students with an MS from non-accredited programs will have their hours of supervision and experience evaluated by their Advisory Chair. Those hours that are acceptable for licensure or Clinical Membership will be accepted by the program towards the requirement of 500 hours in the MS program. Students will accumulate additional hours to complete the 500 contact hours.

Appendix G: Sample Thesis Format

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Science

[Committee Chair], Chair
[Committee Member]
[Committee Member]

School of Family Life
Brigham Young University
[Graduation Month] [Year]

Copyright © [Year] [Student Name]
All Rights Reserved

ABSTRACT

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]
Marriage and Family Therapy, BYU
Master of Science

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgement page and the body of the work.]

[Master's students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]

ACKNOWLEDGEMENTS

[This page is optional. Students may use the acknowledgements page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgements should be simple and in good taste.]

Appendix H: Sample Dissertation Format

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]

A dissertation submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

[Committee Chair], Chair
[Committee Member]
[Committee Member]
[Committee Member]
[Committee Member]

School of Family Life
Brigham Young University
[Graduation Month] [Year]

Copyright © [Year] [Student Name]
All Rights Reserved

ABSTRACT

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]

Marriage and Family Therapy

Doctor of Philosophy

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgement page and the body of the work.]

[Doctoral students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]

ACKNOWLEDGEMENTS

[This page is optional. Students may use the acknowledgements page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgements should be simple and in good taste.]

Appendix I : Clinical Services Agreement
BRIGHAM YOUNG UNIVERSITY COMPREHENSIVE CLINIC
CLINICAL SERVICES AGREEMENT

Who We Are

Clinical services at the BYU Comprehensive Clinic are provided by graduate students in Marriage and Family Therapy, Clinical Psychology, and Social Work. These student-therapists are under the direct supervision of members of the University faculty. We provide individual, couple, family, and group therapy, along with psychological assessments. If you become aware that you have a community relationship with someone in the Clinic that may impact your services, please discuss this with your therapist or assessor. The supervisor for your case will be _____ of the _____ program and can be reached through the receptionist at (801) 422-7759.

BYU Comprehensive Clinic Services are not connected with others in the building who also provide professional services such as LDS Family Services, the Communication Disorders Department, or BYU personnel who may provide clinical services privately.

Training through Observation and Taping

For supervision and training, we require permission to use direct observation of client sessions while in progress and to video record sessions. The Clinic endeavors to protect confidentiality with reasonable efforts that employ various security measures to protect clinical records from unauthorized access. The recordings are used in small group settings with students for practicum supervision with your therapist. Graduate clinical students who have not yet begun to see clients may also directly observe your sessions or the video recordings. Your indication below grants permission to directly observe your sessions while in progress, to video record your sessions and to use the recordings as described above.

How Does Therapy Work?

Your participation in therapy is entirely voluntary, and regular attendance is vital for success. For therapy to be effective you will need to openly share your thoughts and feelings, to report on your behavior honestly, and to develop a working relationship of trust with your therapist. You must take an active part in therapy by collaborating with your therapist on tasks, goals and treatment planning. Your therapist will want to know about your experience in any prior therapy and may request records. S/he may invite you to try new things in therapy (such as role play, or learn a new skill). It is also helpful to try out new behaviors between sessions. Please discuss any questions or concerns about your services openly with your therapist or assessor.

Decision Making

The decisions you make concerning the course of your life (e.g. behavior changes, marital status, medications under the direction of a physician) are your responsibility.

Risks and Benefits

Psychotherapy, although successful in general, can have both benefits and risks. Since therapy often involves discussing difficult aspects of your life, you may experience uncomfortable feelings like sadness, guilt, anger, or frustration. Couples and families may experience awkwardness and emotional discomfort while working to make desired changes. If you are participating in group therapy, there may be risks from the acts of other group members. On the other hand, therapy often leads to better relationships, solutions to specific problems, and significant reductions in feelings of distress. However, there are no guarantees of what you will experience.

Alternatives to Therapy

Many people who wish to make changes in their lives do so through a variety of methods other than participating in therapy. For example, other options could include: consultation with a physician for medications, ecclesiastical counseling, self-help literature, self-help support groups, or utilizing one's social support system such as family members or friends. There is no guarantee that these alternatives will be effective.

Appointments

Typically, therapy sessions are held weekly for 50 minutes, but this arrangement can be changed to meet your needs. Appointments need to start and stop on time out of respect to other clients. You will want to come to appointments a few minutes early to complete routine questionnaires. If you cannot keep a scheduled appointment, please call as soon as possible and leave a message for your therapist (801- 422-7759).

Contacting Your Therapist

As a training facility we do not provide crisis services, and student-therapists are not available for immediate or extensive phone consultation. Please make arrangements with your therapist to utilize existing community crisis services (9-1-1 or 801-691-5433) if you anticipate such a need. You are expected to participate fully in any efforts to keep yourself and others safe. Also, student-therapists frequently leave town during semester breaks, so please plan accordingly. Messages for your therapist may be left with the receptionist at (801) 4227759. Please do not use email, mobile phone text messaging, or messaging on social networking sites to contact the Clinic or your assigned therapist. These are not secure, and messages may not be read in a timely fashion. Also these communications could compromise confidentiality, and such exchanges might need to become a part of the legal clinical record.

Contacting Clients

Your indication below gives permission for the Clinic to communicate with you via phone and postal mail while your case is open and following discharge. Former clients may be contacted for client satisfaction surveys after treatment is finished. By indicating below, you give permission for the Clinic to contact you via email for occasional routine functions such as how to complete assessments on the internet or for other administrative purposes.

Child Care

Please arrange for child care. Children may not be left unattended in the waiting area.

Terminating Therapy, Requesting a Transfer, and Referrals

You may end therapy whenever you choose, and your therapist will suggest terminating therapy when treatment goals are met, when therapy is no longer beneficial, or when other treatment resources are needed. The average number of sessions for most clients is around 6 – 14 sessions, but this varies a great deal depending on client needs. If you desire to end therapy or to request a referral to another therapist, please discuss this first with your therapist.

Because this is a training clinic, clients with the following difficulties are usually referred for services in the community: significant suicidal ideation, significant substance abuse, violence, legal action that may require the therapist to appear in court, and conditions that require long-term therapy of more than 6-9 months. If your therapist and/or supervisor don't believe that the Clinic is able to provide the service you need, the therapist will provide you with a referral. If your therapist is graduating s/he will typically evaluate whether it is in your best interest to continue to be seen by another student in the Clinic or to be referred to a licensed clinician in the community.

Limits to Confidentiality

Necessary information is shared with those inside the Clinic to provide professional services (such as for clinical case supervision, consultation, training, and teaching). Clinic administrative personnel also have access to client records for program evaluation and planning, and for case management. Non-identifying information may be shared with other professionals outside of the Clinic if case consultation is required. You may wish to discuss with your therapist how to handle chance encounters in public. Also, please respect the confidentiality of other clients you may see in the waiting areas of the Clinic.

Information about clients may be released to those outside of the Clinic for any of the following reasons: 1) a completed Release of Information is authorized by the client or guardian in writing; 2) the client has completed an informed consent to participate in research that requires designated information from the record; 3) a valid court order mandates the release of records; 4) the client is a danger to self or others; 5) reason to believe that there has been abuse of a child, or of an elderly, vulnerable, or disabled person; 6) certain communicable diseases are required to be disclosed to the local health department; 7) the client privilege for privacy in court has been waived; 8) the client initiates a complaint or legal proceedings against the Clinic; 9) a government agency requests information for health oversight activities; 10) a client files a worker's compensation claim; 11) the Division of Occupational and Professional Licensing mandates the release of records; 12) a coroner or medical examiner requests information required by law; or 13) other disclosures required by law. Only the minimum amount of information necessary to meet the purpose of a request will be disclosed. The Clinic cannot guarantee that entities outside of the Clinic will honor client confidentiality.

You may revoke a Release of Information at any time, but we will not be able to retract any disclosures that have already been made.

Group Therapy

If you are participating in group therapy, you are expected to respect the confidentiality of other group members. However, the Clinic cannot guarantee that group members will maintain confidentiality.

Psychological Assessments

Please clarify with your assessor exactly what you hope to accomplish with an assessment, the specific questions you hope to answer, and if a formal report is written, who will receive it. If a client is participating in therapy and an assessment, such services are often performed by two different therapists since the roles of therapist and assessor are not always compatible. Psychological assessment reports may be released with the signed consent of the client or guardian. Such information may not be released if the assessor and/or supervisor believe it would harm someone. The Clinic usually does not do assessments that are court ordered or that are anticipated to be used in court proceedings. Following the assessment the assessor will schedule a time to review the results with the client and parent(s)/guardian(s) unless there is a reason not to do so that has been discussed in advance.

Couple and Family Therapy

In couple therapy, please discuss with the therapist and your partner/family members what will happen if sensitive information is revealed to the therapist outside the presence of other family members. If individual therapy and couple/family are required, your therapist may refer you to a different therapist for these services in order to maintain clarity of roles. In the case of couple therapy, the signatures of both participants are necessary to release information.

Children, Legal Wards, and Confidentiality

Please work with your therapist to be sure that children also generally understand this document. Parents and/or legal guardians are frequently invited to participate in family therapy with children or wards (people who have legally appointed guardians). If several members of a family are participating, please clarify with your therapist your roles and the goals for therapy.

Often, a child or ward meets individually with a therapist. In such cases, the parents/legal guardians are usually given general information on therapy progression and a summary at the conclusion of therapy. Parents/legal guardians do not have access to a child's or ward's treatment records if the therapist and/or supervisor decide that such access is likely to harm someone. For therapy to be effective, a child/ward may need to know that what is discussed with the therapist will only be shared with the parents/legal guardians if it is necessary for safety or legal reasons. If the therapist determines that additional information needs to be shared with parents/legal guardians, the therapist will discuss it with the child/ward. Parents/legal guardians and children/wards should clarify confidentiality guidelines with the therapist, especially around sensitive information (e.g. drug use, sexual activity). Release of information of a child's/ward's record would be in accordance with relevant statutes.

In divorce a child may worry that what he says in therapy may be used against a parent in court. Parents/guardians agree by indicating below not to involve the Clinic in custody disputes or arrangements, and agree not to subpoena therapists, supervisors, or records in such disputes. It is unethical for a child's therapist to give an opinion about custody arrangements. With joint custody either parent may consent to treatment for the child or terminate treatment.

Client Access to Records

Except in unusual circumstances that involve danger to yourself and/or others you may request in writing to inspect or to obtain a copy of your Clinic records. This does not include information received confidentially from other sources or documents prepared at the request of a lawyer. Because these are professional records, they can be misinterpreted and/or upsetting to untrained readers. Therefore, it is recommended that you initially review your records with your therapist, the clinical supervisor, Program Director, or a Clinic administrator to ensure a correct interpretation, or the Clinic can send a copy of your records to a mental health therapist of your choice so you can discuss the contents. In special cases, with your written permission, we can release a copy of your record to agencies that employ persons qualified to review such records. If your request for a copy of the record is denied, you may instead receive a summary of what the record contains. If you disagree with this decision, you may request a review which will be discussed with you at the time of the request. Utah law requires that Clinic records be maintained for 10 years after termination.

Confidentiality After Death

If a client dies, a legal executor of the estate can exercise rights for the deceased pertaining to the record. Information released will only be that which is relevant to the purpose of the request.

Grievances

You may voice concerns about any aspect of your services to your therapist, your therapist's supervisor, and to the supervisor's Director of Clinical Training. If your case is closed, you may discuss concerns about the disposition of your records to the Clinic Director at (801) 422-7759.

Use of an Interpreter

The Clinic cannot guarantee that an interpreter will keep information discussed in therapy or assessment sessions confidential.

Progress Assessment

Clients are routinely given questionnaires during and after therapy to assess their progress and satisfaction with services. There are no known risks or discomforts from participating in this process. Please plan on coming early to sessions to complete these questionnaires while your case is open. Clinic clients who participate in additional research projects are given supplementary consent forms explaining the nature of such studies along with the participant's rights.

Modifications

The Clinic reserves the right to modify this Agreement as needed in the future. If this occurs while you are a client, you will be notified in writing.

Fees

The fee for individual, couple, and family therapy services is \$15.00 per session. Usually the fee for group participation is a one-time payment of \$15.00 per person which covers the entire group experience. Psychological assessments are performed for \$50.00. Neuropsychological assessments and extensive developmental assessments are \$400. Please discuss fees with your therapist. Please pay in full the agreed amount to the downstairs receptionist on the day of the service. We do not bill insurance or accept insurance payments. Please check the box below to indicate your agreement regarding Clinic fees.

I agree to pay for services at \$15.00 a session.

I agree to pay a one-time fee of \$15.00 for group participation.

I agree to pay \$50.00 for a psychological assessment.

I agree to pay \$400.00 for a neuropsychological evaluation or extensive developmental evaluation.

I agree to sign a modified fee agreement with my therapist.

If you have any questions about anything in this consent form, please discuss them with your therapist.

By checking this box, you indicate that you have read this information, understand and agree.

Every person 18 years of age and older, receiving services at the Clinic must complete this form. For those 17 and younger, or for those who are legally incapable of authorizing services on their own behalf, a guardian must complete it in their behalf. If it is later learned that a person who completed the form does not have the legal right to consent on behalf of the child/ward, treatment may be interrupted.

Appendix J: New Grad Employer Form

EVALUATION OF NEW GRADUATES BY EMPLOYER FORM

Please rate the current BYU graduates preparation on each of these topics on a scale from 1 to 5 where 1 is very inadequately prepared, 3 is adequately prepared, and 5 is above average preparation.

	Inadequate Preparation		Adequate Preparation	Preparation is Above Average	
	1	2	3	4	5
1. Clinical practice	1	2	3	4	5
2. Case Management/notes/treatment plans	1	2	3	4	5
3. Psychopathology	1	2	3	4	5
4. DSM4/Assessment/ Diagnosis	1	2	3	4	5
5. Group Process/Treatment	1	2	3	4	5
6. Legal and Ethical Issues	1	2	3	4	5
7. Professionalism/Employment Opportunities	1	2	3	4	5
8. Research Methods/Statistics	1	2	3	4	5
9. Sex Therapy	1	2	3	4	5
10. Family Therapy	1	2	3	4	5
11. Adolescent Therapy	1	2	3	4	5
12. Family Therapy with Young Children	1	2	3	4	5
13. Theories in Marriage and Family Therapy	1	2	3	4	5
14. Systems Theory	1	2	3	4	5
15. Addictions	1	2	3	4	5
16. Family Violence	1	2	3	4	5
17. Family Development over the life cycle	1	2	3	4	5
18. Supervision	1	2	3	4	5
19. Self of the Therapist	1	2	3	4	5
20. Issues of Gender and Ethnicity	1	2	3	4	5

In your work experience you have probably observed how BYU recent graduates' MFT skills and training compare to other clinicians you interact with. **Check the box which is most descriptive of evaluation of recent BYU MFT graduates compared to other new clinicians.**

	Poorer	Same	Better
21. Structure a therapy session by stopping chaotic interchanges, initiate ground rules for therapeutic processes, and direct interaction	Poorer	Same	Better
22. Ask open-ended questions and use appropriate information gathering method	Poorer	Same	Better
23. Demonstrate warmth, engender hope, and empathy	Poorer	Same	Better
24. Use a tone of voice that conveys sensitivity to client's feelings	Poorer	Same	Better
25. Gather information about the etiology of problem(s)	Poorer	Same	Better
26. Maintain a neutral objective stance and avoid becoming triangulated by the family	Poorer	Same	Better
27. Assign tasks both within the session and outside of it.	Poorer	Same	Better
28. Focus on system interaction	Poorer	Same	Better
29. Accurately use DSM4 to diagnose individuals' problems	Poorer	Same	Better
30. Write clear and specific treatment plans	Poorer	Same	Better
31. Conceptualize symptoms in family systems terms in a manner that facilitates solving the presenting problem	Poorer	Same	Better
32. Abide by the AAMFT Code of Ethics	Poorer	Same	Better
33. Write concise and professional case notes	Poorer	Same	Better
34. Assess individual, couple and family dynamics using valid instruments	Poorer	Same	Better
35. Terminate therapy professionally and make appropriate referrals.	Poorer	Same	Better
36. Able to build an effective alliance with clients.	Poorer	Same	Better
37. Able to get family members to engage with one another	Poorer	Same	Better

As an employer, rate your level of satisfaction with recent BYU graduates on a scale of 1 to 10 where 1 is very unsatisfied and 10 is very satisfied with their clinical ability. _____

Appendix K: Alumni Survey

Alumni Survey

Course and Supervision Content: Please rate the following areas of study and evaluate how well it met the needs you have in your current job. Please rate these area on a scale from 1 to 5 where 1 is very inadequate preparation, 3 is adequate and 5 very well prepared.

	Inadequate Preparation		Adequate Preparation		Very Well Prepared
	1	2	3	4	
1. Clinical practice	1	2	3	4	5
2. Case Management/notes/treatment plans	1	2	3	4	5
3. Psychopathology	1	2	3	4	5
4. DSM/Assessment/ Diagnosis	1	2	3	4	5
5. Group Process/Treatment	1	2	3	4	5
6. Legal and Ethical Issues	1	2	3	4	5
7. Professionalism/Employment Opportunities	1	2	3	4	5
8. Research Methods/Statistics	1	2	3	4	5
9. Sex Therapy	1	2	3	4	5
10. Family Therapy	1	2	3	4	5
11. Adolescent Therapy	1	2	3	4	5
12. Family Therapy with Young Children	1	2	3	4	5
13. Theories in Marriage and Family Therapy	1	2	3	4	5
14. Systems Theory	1	2	3	4	5
15. Addictions	1	2	3	4	5
16. Family Violence	1	2	3	4	5
17. Family Development over the Life Cycle	1	2	3	4	5
18. Supervision	1	2	3	4	5
19. Self of the Therapist	1	2	3	4	5
20. Issues of Gender and Ethnicity	1	2	3	4	5

The next several questions deal with your current job experience

21. Rate your current job satisfaction on a scale of 1 to 10 where 1 is very unsatisfied and 10 is very satisfied. _____.

In your work experience you have probably observed how your skills and training as a therapist compare to other clinicians you interact with. **Check the box which is most descriptive of your training.**

	Poorer	Same	Better
22. Structure a therapy session by stopping chaotic interchanges, initiate ground rules for therapeutic processes, and direct interaction	Poorer	Same	Better
23. Ask open-ended questions and use appropriate information gathering method	Poorer	Same	Better
24. Demonstrate warmth, engender hope, and empathy	Poorer	Same	Better
25. Use a tone of voice that conveys sensitivity to client's feelings	Poorer	Same	Better
26. Gather information about the etiology of problem(s)	Poorer	Same	Better
27. Maintain a neutral objective stance and avoid becoming triangulated by the family	Poorer	Same	Better
28. Assign talks both within the session and outside of it.	Poorer	Same	Better
29. Focus on system interaction	Poorer	Same	Better
30. Accurately use DSM to diagnose individuals' problems	Poorer	Same	Better
31. Write clear and specific treatment plans	Poorer	Same	Better
32. Conceptualize symptoms in family systems terms in a manner that facilitates solving the presenting problem	Poorer	Same	Better
33. Abide by the AAMFT Code of Ethics	Poorer	Same	Better
34. Write concise and professional case notes	Poorer	Same	Better
35. Assess individual, couple and family dynamics using valid instruments	Poorer	Same	Better
36. Terminate therapy professionally and make appropriate referrals.	Poorer	Same	Better
37. Able to build an effective alliance with clients.	Poorer	Same	Better
38. Able to get family members to engage with one another	Poorer	Same	Better

Your perception of how we could make your experiences as a student more helpful to your current experience would be very helpful to us. In the space below, please take a moment to give us any specific information, insight, or feedback on how the program could be more helpful in preparing students for “real life” experiences

Appendix L: COAMFTE Student Achievement Data

COAMFTE Student Achievement Criteria Data for BYU MS Program as of August 10, 2017 Accredited: 09/01/1979						
Minimum Program Length*: 2/ Advertised Program Length*: 2 / Maximum Time to Complete Program*: 5						
Year Students Entered Program**	# of Student in Program (optional)	Graduation Rate (Minimum Time)	Graduation Rate (Advertised Time)	Graduation Rate (Maximum Time)	Job Placement Rate***	National Exam Pass Rate****
	FT	FT	FT	FT	FT	FT
2007-2008	9	78%	78%	100%	78%	78%
2008-2009	10	40%	40%	80%	80%	70%
2009-2010	14	86%	86%	100%	93%	93%
2010-2011	14	50%	50%	86%	79%	79%
2011-2012	14	100%	100%	100%	86%	86%
2012-2013	15	93%	93%	93%	80%	80%
2013-2014	13	77%	77%	77%	46%	78%
2014-2015	11	82%	82%	82%	67%	27%
2015-2016	9	67%	67%	67%	33%	0%
2016-2017	9	-	-	-	-	-

COAMFTE Student Achievement Criteria Data for BYU PHD as of August 18, 2017 Accredited:09/01/1979						
Minimum Program Length*: 3 / Advertised Program Length*: 3 / Maximum Time to Complete Program*: 8						
Year Students Entered Program**	# of Student in Program (optional)	Graduation Rate (Minimum Time)	Graduation Rate (Advertised Time)	Graduation Rate (Maximum Time)	Job Placement Rate***	National Exam Pass Rate****
	FT	FT	FT	FT	FT	FT
2007-2008	4	0%	0%	75%	75%	100%
2008-2009	2	0%	0%	50%	50%	50%
2009-2010	0	-	-	-	-	-
2010-2011	5	80%	80%	80%	80%	80%
2011-2012	3	33%	33%	100%	66%	100%
2012-2013	5	40%	40%	60%	60%	100%
2013-2014	3	0%	0%	66%	100%	66%
2014-2015	3	33%	33%	-	67%	33%
2015-2016	5	-	-	-	40%	40%
2016-2017	3	-	-	-	-	-

Appendix M: Program Demographics

Faculty	European American	Other Ethnicity	Gender Frequency	% of Faculty who self-select into a diversity category*	% of Faculty who have lived abroad for at least one year	% of Faculty who speak a second language
Female	2	1	34%	22	44	44
Male	6	0	66%			
Racial/Cultural Breakdown	89%	11%				

Supervisors	European American	Other Ethnicity	Gender Frequency	% of Supervisors who self-select into a diversity category*	% of Supervisors who have lived abroad for at least one year	% of Supervisors who speak a second language
Female	4	1	42%	25	33	33
Male	7	0	58%			
Racial/Cultural Breakdown	92%	8%				

MS Students	European American	Other Ethnicity	International or Global Students	Gender Frequency	% of MS students who self-select into a diversity category*	% of MS students who have lived abroad for at least one year	% of MS students who speak a second language
Female	14	1	1	79%	26	21	47
Male	2	2		21%			
Racial/Cultural Breakdown	84%	16%	5%				

PhD Students	European American	Other Ethnicity	International or Global Students	Gender Frequency	% of PhD Students who self-select into a diversity category*	% of PhD Students who have lived abroad for at least one year	% of PhD Students who speak a second language
Female	4	1		50%	20	40	40
Male	4	1		50%			
Racial/Cultural Breakdown	80%	20%					

* Diversity categories include standard options such as sexual orientation, age, disability, etc.