

Spring, 2015



TEXAS WOMAN'S UNIVERSITY™

DEPARTMENT
OF FAMILY
SCIENCES

MASTER OF SCIENCE IN FAMILY THERAPY
STUDENT HANDBOOK

Approved by the Family Therapy Faculty on 9/4/2014

TABLE OF CONTENTS

SECTION I GENERAL INFORMATION	1
ABOUT THE HANDBOOK	2
WELCOME TO THE FAMILY SCIENCES DEPARTMENT AT TEXAS WOMAN'S UNIVERSITY	3
FAMILY THERAPY AT TWU	4
CURRENT FACULTY	5
FAMILY THERAPY EDUCATIONAL OUTCOMES	7
MISSION STATEMENTS	8
NONDISCRIMINATION POLICY	9
PROGRAM DIVERSITY	11
ACCREDITATION	13
PROGRAM PORTABILITY POLICY	15
SECTION II ADMISSION AND PROGRAM REQUIREMENTS	16
ADMISSION REQUIREMENTS	17
PIONEER PORTAL	18
ACADEMIC ADVISORS AND DEGREE PLANS OF STUDY	19
NEW- M.S. IN FAMILY THERAPY CURRICULUM (EFFECTIVE FALL 2018)	20
MASTER'S CURRICULUM (FOR STUDENTS ADMITTED PRIOR TO FALL 2018)	22
CURRICULUM AND EDUCATIONAL OUTCOMES	24
STUDENT RESEARCH	25
PROFESSIONAL AND UNIVERSITY MEMBERSHIPS	28
SECTION III GENERAL POLICIES AND PROCEDURES	31
DISABILITY ACCOMMODATIONS	32
FAMILY SCIENCES PROFESSIONAL BEHAVIOR POLICY	33
ACADEMIC INTEGRITY	37
SECTION IV PROGRAM POLICIES AND PROCEDURES	38
ADVISOR ASSIGNMENT	39
FILING A DEGREE PLAN	40
DEGREE PLAN CHANGES	41
GRADE REQUIREMENTS FOR MASTER'S DEGREE	42
THERAPIST EVALUATION	43
CONCERNS FOR THERAPIST COMPETENCY	44
TECHNOLOGY	48
SOCIAL MEDIA POLICY	49
SECTION V CLINICAL INSTRUCTION	50
STATEMENT OF LIABILITY AWARENESS	51
BACKGROUND CHECK	52
SKILLS REQUIRED FOR SUCCESSFUL COMPLETION OF THE PROGRAM	53
APPLICATIONS FOR CLINICAL COURSES	54

INTERNSHIP SITES _____	56
REQUIREMENTS FOR INTERNSHIP _____	57
EXPECTATIONS FOR CLINICAL INTERNSHIP SITE _____	61
STANDARD ELEMENTS FOR FS 5544 INTERNSHIP _____	62
SECTION VI FINAL DEGREE REQUIREMENTS _____	67
MASTER'S FINAL EXAMINATION _____	68
SECTION VII GRADUATION _____	70
CERTIFICATE OF FINAL EXAMINATION _____	71
APPLYING FOR GRADUATION _____	72
SECTION VIII BEYOND GRADUATION: REQUIREMENTS FOR LICENSURE AND CERTIFICATION _____	73
LICENSURE REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY _____	74
APPENDICES _____	76
MASTER'S DEGREE PLAN _____	77
STUDENT ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY (SAMFT) MEMBERSHIP FORM _____	78
PROFESSIONAL LIABILITY INSURANCE _____	79
FAMILY THERAPY FS 5363 PREPRACTICUM APPLICATION _____	82
EXAMPLES OF CLINICAL TRAINING SITES _____	83
APPLICATION FOR 1ST SEMESTER _____	85
FS 5544/6544 FAMILY THERAPY INTERNSHIP _____	85
APPLICATION FOR 2 ND , 3 RD , 4 TH , OR 5 TH SEMESTER FAMILY THERAPY INTERNSHIP _____	86
OFF-CAMPUS INTERNSHIP SITE INFORMATION FORM _____	87
OFF-CAMPUS INTERNSHIP SITE AGREEMENT _____	91
VIDEO RECORDING FORM _____	92
APPLICATION FOR FAMILY THERAPY _____	93
M.S. FINAL EXAMINATION _____	93
TEXAS WOMAN'S UNIVERSITY-GRADUATE SCHOOL GRADUATION CHECKLIST _____	94
CLIENT CONTACT AND SUPERVISION LOG _____	95
EXAMPLE COURSE SEQUENCING – 2017 SPRING START _____	96
EXAMPLE COURSE SEQUENCING – 2017 FALL START _____	97
SUGGESTED COURSE SEQUENCING – 2018 FALL START (FULL TIME) _____	98
SUGGESTED COURSE SEQUENCING – 2018 FALL START (PART TIME) _____	99
EXAMPLE DEGREE PLAN – 2019 SPRING START (FULL TIME) _____	100
EXAMPLE DEGREE PLAN – 2019 SPRING START (PART TIME) _____	101
EXAMPLE DEGREE PLAN – 2019 FALL START (FULL TIME) _____	102
EXAMPLE DEGREE PLAN – 2019 FALL START (PART TIME) _____	103
TWU FT M.S. EDUCATIONAL OUTCOMES _____	104



Section I
General
Information

ABOUT THE HANDBOOK

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

**WELCOME TO THE FAMILY SCIENCES DEPARTMENT
AT TEXAS WOMAN'S UNIVERSITY**

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

FAMILY THERAPY AT TWU

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

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

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

CURRENT FACULTY

Core Faculty

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

Program Coordinator

anorton@twu.edu

(940) 898-2677

HDB 104-B

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

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

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

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

lbrock@twu.edu

(940) 898-2713

HDB 308-E

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

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

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

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

lladd@twu.edu

(940)-898-2694

HDB 308-D

PsyD in Clinical Psychology from Pacific University (2002)

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

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

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

Veronica Kuhn, Ph.D., LMFT, AAMFT Approved Supervisor

vkuhn@mail.twu.edu

(940) 898-2687

HDB 213-D

Ph.D. in Marriage and Family Therapy, with a Medical Family Therapy concentration, from
Loma Linda University (2015)

M.A. in Marriage and Family Therapy from University of San Diego (2011)

Research interests: the intersection of physical and mental health of marginalized families and how it informs these families' interactions with larger systems like schools and health care facilities

FAMILY THERAPY EDUCATIONAL OUTCOMES

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

MISSION STATEMENTS

University Mission Statement

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

Department Mission Statement

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

Program Mission Statement

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

NONDISCRIMINATION POLICY

Texas Woman’s University Nondiscrimination Statement

Texas Woman’s University strives to create and actively promote a welcoming and supportive environment in order to recruit, hire, retain and support a culturally diverse faculty and staff and student body. TWU provides an environment of nondiscrimination and affirmative action for everyone. [TWU’s nondiscrimination statement](#) “forms a baseline from which the TWU community works to assure fairness and equity to all who pursue their educational and professional goals at the University.”

TWU Nondiscrimination Policy – Student Handbook

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

Family Sciences Diversity Statement

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

Family Therapy Program Anti-discrimination Statement

In accordance with the Family Therapy PhD program’s mission to train “students from diverse backgrounds in a multiculturally-informed and multi-systemic perspective,” the TWU Family Therapy program is firmly committed to the University and Departmental nondiscrimination policies, above, as well as standards for nondiscrimination set by the Commission for Accreditation of Marriage and Family Therapy Education and the AAMFT Code of Ethics. Specifically, the program explicitly prohibits discrimination on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability,

health status, religion and spiritual beliefs and/or affiliation, and/or national origin. This is true regarding the recruitment, admission, codes of conduct, hiring, retention, and dismissal decisions related to the program.

PROGRAM DIVERSITY

In accordance with the program's mission statement, the Nondiscrimination Policies above, and the emphasis on diversity in the field of Marriage and Family Therapy, the Family Therapy program strives for a diverse student body and faculty including instructors and supervisors, as well as policies and procedures that actively support this diversity.

Definition of Diversity

The Family Therapy program uses the following definition of diversity:

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

Diversity among Students

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

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

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

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

- [TWU Write Site](#)

- Center for Research Design and Analysis
- Career Services
- Dedicated subject area librarian
- TWU Counseling Center
- Pioneer Center for Student Excellence

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

- Early Warning grading system to alert students at mid-term whether they are at risk of failing
- Active advising, which the Family Therapy faculty participate in, individually engaging our advisees throughout each semester
- Community-building, such as through the Student Association of Marriage and Family Therapy

Regular surveys of student feedback, including teaching evaluations and through the Family Therapy program's Student Liaison

ACCREDITATION

The Southern Association of Colleges and Schools Commission on Colleges

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

Commission on Accreditation for Marriage and Family Therapy Education

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

Data Collection for Current Students and Alumni

For the purposes of program evaluation, improvement, and accreditation, data are collected from current students throughout the program, and alumni following graduation. Data include the following: GPAs at admission, time to graduation, Internship competencies, student evaluations of courses, faculty, Internship, and Internship sites, student evaluations of the program at completion, licensure exam pass rates, and employment rates. The program also collects data from graduating students using the Exit Survey; this survey is administered following the M.S. Final Examination using iPads in the exam room. Lastly, the program surveys area employers of Family Therapy graduates about their perception of how well our program equips students to work in the field. Additional data may be collected depending on program needs.

Purpose of data collection and student feedback. The Family Therapy program collects the

above data from students and alumni in order to incorporate student feedback in the process of program improvement. In addition to feedback given to the Family Therapy faculty via the SAMFT Student Liaison, information given directly by students (e.g., formally via course or faculty evaluations and our Exit Survey, or informally via advising and information shared with the Coordinator) is directly used by the Family Therapy faculty to review and revise our Educational Outcomes, policies and procedures, and student achievement.

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

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

PROGRAM PORTABILITY POLICY

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

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

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

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



Section II
Admission and
Program
Requirements

ADMISSION REQUIREMENTS

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

PIONEER PORTAL

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

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

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

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

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

ACADEMIC ADVISORS AND DEGREE PLANS OF STUDY

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

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

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

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

Thesis or Non-thesis Option

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

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

Family Therapy Core

FS 5003 Lifespan Human Development

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

FS 5123 Theories of the Family

FS 5353 Clinical Diagnosis and Treatment Planning for Counselors

*FS 5563 Foundations of Family Therapy

FS 5553 Principles of Couple Therapy

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

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

*FS 5883 Family of Origin

FS 5903 Applications of Diversity and Social Context in Family Therapy

Professional Competencies

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

*FS 5903 Clinical Practicum with Diverse and Underserved Communities

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

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

Research (6 hours)

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

Non-Thesis Option (6 hours)

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

Possible choices include *but are not limited* to:

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

Thesis Option (6 hours)

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

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

Students should see the Graduate Catalog for full course descriptions. The Catalog is online, and available at catalog.twu.edu.

MASTER'S CURRICULUM

(FOR STUDENTS ADMITTED PRIOR TO FALL 2018)

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

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

Thesis or Non-thesis Option

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

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

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

Family Therapy Core (30 hours)

*FS 5003 Lifespan Human Development

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

FS 5123 Theories of the Family

*FS 5353 Clinical Diagnosis and Treatment Planning for Counselors

*FS 5553 Principles of Couple Therapy

*FS 5563 Family Therapy I

*FS 5853 Family Systems

*FS 5883 Family of Origin

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

FS 6323 Health, Illness, and Families

Professional Competencies (15 hours)

*FS 5363 Prepracticum^a

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

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

Research (6 hours)

FS 5693 Research Methods in Family Sciences

FS 5193 Statistics for Research in Family Sciences

Non-Thesis Option (6 hours)

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

Possible choices include *but are not limited to*:

FS 5183 Grief & Bereavement

FS 5223 Child Growth and Development in Early Childhood

FS 5243 Adolescents in the Family

FS 5443 Multicultural Counseling

FS 5603 Aging in Families and Society

FS 5143 Addiction Counseling

FS 5613 Child Guidance

FS 5323 Psychological Appraisal of the Individual

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

Thesis Option (6 hours)

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

FS 5983/FS 5993 Thesis

*Indicates courses which must be completed before beginning Internship

^aPrerequisite courses required for Prepracticum are listed on the Application for Prepracticum form, found in the Appendices.

Students should see the Graduate Catalog for full course descriptions. The Catalog is online, and available at catalog.twu.edu.

CURRICULUM AND EDUCATIONAL OUTCOMES

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

Student Learning Outcomes:

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

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

Program Outcomes:

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

Faculty Outcomes:

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

STUDENT RESEARCH

Thesis

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

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

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

Steps for writing a thesis:

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

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

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

RCR Requirements for Graduate Students and Graduate Faculty

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

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

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

PROFESSIONAL AND UNIVERSITY MEMBERSHIPS

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

American Association for Marriage and Family Therapy (AAMFT)

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

National Council on Family Relations (NCFR)

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

International Family Therapy Association (IFTA)

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

Texas Association for Marriage and Family Therapy (TAMFT)

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

Regional Associations

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

TWU Student Association for Marriage and Family Therapy (SAMFT)

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

The purpose of SAMFT is to

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

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

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

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

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



Section III
General
Policies and
Procedures

DISABILITY ACCOMMODATIONS

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

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

FAMILY SCIENCES PROFESSIONAL BEHAVIOR POLICY

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

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

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

Professional Behaviors for Working with Children and Families and Other Professionals

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

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

Procedures for Assessing Professional Behavior

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

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

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

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

Dismissal

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

Student Code of Conduct Issues

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

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

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

ACADEMIC INTEGRITY

TWU Academic Integrity Statement

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



Section IV
Program
Policies and
Procedures

ADVISOR ASSIGNMENT

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

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

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

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

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

FILING A DEGREE PLAN

Students submit and complete their degree plan before the completion of 12 semester hours. Students transferring a course or courses in lieu of other courses must contact their advisor to discuss this option. Degree plans must be accurate, must contain a total of 57 hours (including a minimum of 3 semesters of Internship, at 4 credits each), and must be signed by the advisor and two other faculty members, as well as the Chair of the department. It is the *student's responsibility* to see that the degree plan is signed, completed, and on file. If the degree plan is not submitted, the student will not be allowed to enroll in Prepracticum or Internship.

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

- a. On all degree plans, the major listed is Family Therapy and the degree is M.S. (Master of Science)
- b. The student's advisor is the Major Professor
- c. Unless otherwise specified, the degree plan will contain 57 credits for the M.S. requirement. Additional coursework beyond the minimum requirements **is not** to be listed on the degree plan
- d. The date and grade columns should be blank, unless the student is completing the degree plan *after* successfully completing the course (in that case, those courses should be listed first with the semester and year as the date of completion)
- e. Students have six (6) years to complete a M.S. The clock starts with the semester of the earliest course listed on the degree plan, whether that course was completed at TWU or transferred from another institution. The Graduate School allows for up to 12 semester hours to be transferred in and applied to the TWU master's degree based on approval of the student's committee. However, the time limit of 6 years to complete the degree begins with the earliest course listed on the degree plan. Therefore, transferring in a course you took four years ago only leaves you two years to complete a 57 hour program.

The degree plan is a legal agreement with TWU for fulfilling requirements to receive a degree. The degree plan is to be followed accurately. Take the time to make an accurate and complete degree plan. If you have questions about this process, please see your advisor.

DEGREE PLAN CHANGES

Changes in Courses:

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

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

GRADE REQUIREMENTS FOR MASTER'S DEGREE

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

Grading Specific to the Family Therapy Program

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

Grievances and Grade Appeals

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

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

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

THERAPIST EVALUATION

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

Student Learning Outcomes

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

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

CONCERNS FOR THERAPIST COMPETENCY

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

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

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

Impairment may be due to:

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

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

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

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

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

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

Procedures for Reviewing Student Competency

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

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

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

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

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

coordinator, and the Department Chair.

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

TECHNOLOGY

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

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

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

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

SOCIAL MEDIA POLICY

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

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



Section V
Clinical
Instruction

STATEMENT OF LIABILITY AWARENESS

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

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

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

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

BACKGROUND CHECK

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

SKILLS REQUIRED FOR SUCCESSFUL COMPLETION OF THE PROGRAM

The Family Therapy program of study cumulates in two clinical courses: FS 5363 Prepracticum (family therapy section) and a minimum of three semesters of FS 5544 Internship in Family Therapy. In these courses, the student's overall performance is assessed by site supervisors and faculty supervisors. The student must earn a grade of A or B to successfully complete the courses. Students must meet (1) face-to-face client contact hours, (2) clinical competency, *and* (3) approval of Family Therapy faculty (based in part on competency evaluations) to finish the clinical aspect of the program. If all three are not achieved, the student will receive a PR (which stands for "Progress," and is not punitive) and extend the internship experience for a minimum of one additional semester. The evaluation forms that are used in these courses are completed each semester of Internship. Please also see Therapist Evaluation in Section IV, above.

APPLICATIONS FOR CLINICAL COURSES

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

Prepracticum

Students must complete the application and:

- Provide an unofficial copy of their Portal transcript.
- The documents should be submitted through the Family Sciences office in HDB 115. Ask the office staff to date stamp your application. You should request a copy of the application for your records.
- The deadlines for FS 5363 Prepracticum Applications are in the semester prior to when the course is offered.
 - Application for the Spring semester is due October 15.
 - Application for the Summer semester is due March 15.
 - Application for the Fall semester is due June 15.

Internship in Family Therapy

Students must complete the application and provide

- an unofficial Portal transcript,
- a copy of their approved official degree plan,
- Off-Campus Internship Site Information Form,
- Off-Campus Internship Site Agreement Form, and
- their off-campus site supervisor's resume or curriculum vitae

The documents should be submitted online via the MS Family Therapy Student organization page on Blackboard. Ask the office staff to date stamp your application. You should request a copy of the application for your records. Failure to include these documents through the office on time may result in not being considered for admission to the class.

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

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

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

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

INTERNSHIP SITES

Students are responsible for securing their own Internship sites. Most students choose to commit, full-time, to one Internship site that serves clients within their area of interest (e.g., in juvenile detention, underserved clients lacking insurance, children and adolescents, etc.). Other students choose to work primarily at one Internship site while joining a second site (usually the TWU Counseling and Family Therapy Clinic [CFTC]) as a “secondary” Intern (meaning they see only 1 or 2 clients for a variety of experience). A chart of potential Internship sites is available in the Appendices. A description of the CFTC follows.

The TWU Counseling and Family Therapy Clinic

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

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

REQUIREMENTS FOR INTERNSHIP

Preparing to begin the Family Therapy Internship Experience:

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

- You will also complete the Off-Campus Internship Site Information Form and the signed Off-Campus Internship Site Agreement form. These are to be attached to the Internship application form along with the off-campus site supervisor's vita. If you have more than one site, you must complete forms for all sites. If you change sites, you must complete all forms for the new site(s). Students who do not turn this paperwork in, and have it approved, prior to the beginning of Internship class will not be allowed to accrue clinical hours at this site. Copies of these forms will be placed in students' main files in the department office.
- To begin your first semester of Internship, you will need to have: (a) completed the required prerequisite courses listed on the application form, (b) completed, with your advisor and committee, your signed degree plan, (c) to have submitted the Application for 1st Semester Family Therapy Internship form with all required attached documents (see application form) by the deadline for that semester, and (d) obtained a student membership with the AAMFT. Students who are unable to join AAMFT will not be penalized. You will also have secured your approved off-campus or CFTC Internship site as noted above.
- For each subsequent semester of Internship you will complete an Application for 2nd, 3rd, 4th, or 5th Semester Internship form by the deadline for that semester and all other required forms and attachments.
- Submit the appropriate Internship application form to the Family Sciences Office HDB 115 by the deadline for that semester. (Spring semester – October 15; Summer semester – March 15; Fall semester – June 15). Ask that your form be date stamped by staff and placed in the Family Therapy Coordinator's mailbox.
- Tuition fees for the coming semester must be paid before you can conduct therapy, because professional liability insurance is paid for out of clinical course fees. Once you have paid tuition for Internship class, your Professional Liability Insurance is in force.

Off-Campus Internship Site Requirements:

- The site should allow you to have access to a sufficient number of clients for individual, couple, and family therapy. You will need to accumulate a total of 300 direct hours of therapy, 150 of which must be with couples and families, across your total Internship experience.

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

Guidelines for Client Contact and Supervision Hours

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

- 15-29 minutes of qualifying clinical work should receive a value of .5 client contact hour
- 30-60 minutes of qualifying clinical work should receive a value of 1 client contact hour

Of the 300 total client contact hours students must earn, 150 must be relational. Relational hours are defined only as therapy sessions with couples and families, or relational groups (i.e., group therapy sessions with multiple couples or families).

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

EXPECTATIONS FOR CLINICAL INTERNSHIP SITE

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

Site Supervision

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

Video Capabilities--Permission and Releases

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

Client Contact Hours

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

Access to All Staff Functions

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

Type of Site

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

STANDARD ELEMENTS FOR FS 5544 INTERNSHIP

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

Course Goals

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

Course Requirements

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

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

- *Direct face-to-face therapy of approximately 100[or 75] hours for the semester.* Direct therapy includes your live therapy sessions and live co-therapy sessions clients (as well as teaming hours, see teaming policy below). Completing new client intakes is not ordinarily therapy, but faculty supervisors will consider this on a case-by-case basis depending on what a site requires for intakes. Telephone calls are not considered face-to-face. Mediation is not considered therapy. Behind the mirror hours are not considered therapy (unless they fall strictly within the description of teaming, see teaming policy below). Because TWU is a public institution, religious counseling per se is not considered appropriate, although client spirituality is addressed in sessions when clients desire this. Group therapy will be considered; however, individual, couple, and family hours must also be completed. Students who do not have enough client hours at the end of 3 [or 4] semesters will need to take an additional semester or semesters of Internship class. *Total direct face-to-face hours required for completion of all Internship semesters is 300 hours, of which 150 must be with couples and families.*
- Students should videotape all therapy sessions, following client approval of this process (clients who do not approve will not be videotaped, and will be processed according to students' clinical site requirements). Because these video recordings will be transported to Internship class and individual supervision with students' faculty supervisors, a video recording transportation form will also be signed by all family therapy students' clients. All off-campus site supervisors complete an internship site agreement form, in which the use of a video recording transportation form is listed as a requirement for all family therapy students.
- According to the Texas Administrative Code (2017), of the 200 hours of supervision required for full licensure no more than 100 hours may be transferred from the graduate program if the student's "hours were part of the applicant's academic practicum or internship accumulated after the commencement of the applicant's planned graduate program" (p. 35).
- *Individual supervision of your cases at your site(s) with your site supervisor(s) of at least one hour per week (minimum of 10 hours for the semester).* If a student has two sites, they must have two different site supervisors, as well as their faculty supervisor. The only exception is for students who are interns at the Counseling and Family Therapy Clinic at TWU and have only 1 or 2 clients. Supervision in this case will be provided by the student's Internship faculty supervisor. In other words, students who have only 1-2 clients at CFTC, and do not intend to accrue additional clients, do not need to meet with the CFTC site supervisor/clinic director for supervision.

- *Individual supervision with your faculty supervisor, in addition to group supervision within the class, on a schedule as follows:*
 - *1st semester Internship students will receive a minimum of 1 hour every week, outside of Internship class, of individual (1 or 2 students at a time) supervision from the Internship faculty instructor.
 - *2nd, 3rd, and 4th semester students will receive a minimum of 5 hours of individual supervision from the Internship faculty instructor outside of class (essentially, biweekly supervision meetings).

- Your site supervisor will evaluate your clinical competencies throughout the term utilizing the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) core competencies as listed in this syllabus. A final written evaluation will be submitted by your site supervisor to your faculty supervisor at the end of the term.

- Your faculty supervisor will evaluate your clinical competencies through the term utilizing the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) core competencies as listed in this syllabus. Your faculty supervisor will complete a final written evaluation and discuss it with you at the end of the term. If you have concerns about your progress, please speak to your supervisor immediately. If any serious/major problems become apparent, the supervisor will speak with you prior to formal evaluation.

- If a student is not meeting the expectations of clinical internship as outlined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) core competencies, a remediation plan will be implemented. Failure to complete the remediation plan successfully will result in being removed from the program.

Standard Assignment

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

Standard Policies and Procedures

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

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

Should you feel you have an exceptional situation in your therapy that requires immediate consultation, contact first, your site supervisor; second, your faculty supervisor; or another family therapy faculty member at the following numbers: Dr. Norton at 898- 2677, Dr. Ladd at 898-2694, Dr. Brock at 898-2713, Dr. Kuhn at 940-898-2687. If unable to reach any of these therapists, call any of the Counseling and Development clinical faculty at their campus extensions.

Teaming Policy

Students in internship may earn client contact hours through teaming. Teaming hours do not count towards students' minimum requirement of 150 relational client contact hours, regardless of the type of client being observed. Teaming hours earned will count towards the remaining 150 client contact hours, as students are required to earn 300 total client contact hours for program completion. Each student may earn a total of 25 client contact hours via teaming. Teaming consists of the following:

1. Students observe a fellow family therapy intern or LMFT do therapy with a client and
 - a. Operate as a treatment team member
 - b. Observations must begin at the intake session (the observed therapist's first meeting with a client) and continue, through every session, until termination
 - c. Observations must be live, and do not include video recorded sessions
 - d. Students earning teaming hours should confer with the treating therapist to sessions (e.g., about the therapist's plan for the session, about the team member's thoughts about treatment or questions they have, about team supervision needs the observed therapist may have, etc.)
 - e. Students earning teaming hours must take notes throughout the observed session that they will provide the treating therapist at the conclusion of the observed session

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



Section VI
Final Degree
Requirements

MASTER'S FINAL EXAMINATION

The Final Exam graduation requirement applies to all students who were accepted into the M.S. program for fall 2011 and thereafter. Students accepted into the program in prior semesters may choose to take the Final Exam or to complete the final requirement in place during the semester when they began their program of study.

The M.S. Final Examination may be taken during the semester of graduation or during the semester immediately before expected graduation.

The Family Therapy M.S. Final Examination will be offered mid-semester (March, July, October) for students who have turned in their application for the exam during the 1st week of that semester or before.

Application deadline: first week of classes in the semester during which the student is applying take the exam. Submit form to FT Coordinator in HDB 115. The exact date/time and location for the exam will be emailed to the student during the second week of the semester. The student will be notified of her/his score by FT faculty as soon as possible after the exam has been scored.

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

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

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

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

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

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

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

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



Section VII Graduation

CERTIFICATE OF FINAL EXAMINATION

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

APPLYING FOR GRADUATION

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

Rollover Application for Graduation

Students who apply for graduation with the intention to successfully complete the Master's Final Examination and their 300 clinical hours *but who do not do so* need to submit a [rollover application](#) for graduation in a future semester. Deadlines for the last day to file a rollover application are also available at the Graduate School link above, within the PDF "Graduation Deadlines."



Section VIII
Beyond
Graduation:
Requirements
for Licensure
and
Certification

LICENSURE REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY

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

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

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

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

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

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



Appendices

**STUDENT ASSOCIATION FOR MARRIAGE AND FAMILY
THERAPY (SAMFT) MEMBERSHIP FORM**

Please return this completed form with dues to one of the SAMFT officers, or you can email the completed form to twu.samft@gmail.com or submit a hard copy to the SAMFT mailbox in Woodcock Hall 115

Today's date: _____ Name: _____

Address: _____

Birthdate: _____ Email: _____

Best contact phone number: _____ Cell _____ Home _____

Please mark your membership option:

(Note: membership is the academic year from Fall to Summer **not** the calendar year)

_____ \$15 for one year* OR _____ \$35 for 3 years*

Payment: Enclosed _____ Online _____

What is your program of study? *(please check one)*

_____ M.S. Family Therapy _____ Ph.D. Family Therapy

_____ Other graduate program: _____

_____ Undergraduate (major: _____)

How many hours have you completed in your program? _____

What is your anticipated graduation date? _____

If you're a current member, when did you first join SAMFT? _____

Which of the following topics would you be interested in learning more?

_____ Professional organizations _____ LMFT Licensing _____ Practicum

_____ Mandatory reporting _____ Private practice _____ Agency work

_____ Family Law _____ Degree plans _____ Parenting

_____ Advising _____ Ethics Other: _____

What event would you like to see SAMFT participate in or sponsor?

*Please note: Academic year is Fall to Summer semester not calendar year

Texas Woman's University
Professional Liability Insurance
Student Blanket Liability Insurance Program

NOTE: Insurance not in effect until student pays fees.

Named Insured: Students of Texas Woman's University

Limits of Liability: \$1,000,000 each medical incident / \$300,000 Aggregate

Coverage: Coverage is for claims arising out of real or alleged malpractice, regardless of the number of claims or persons involved, when the injury being claimed is the result of professional error, accident, or omission. Payment of all court costs is also provided. Expert legal counsel and claims adjusters are immediately available in all sections of the country to aid and defend, without cost to the insured, when a claim is filed against the insured.

During a normal curriculum period, the students are insured 24 hours a day, while participating in activities which are a part of and a requirement of the students' curriculum as specified on the enrollment form. Under this program, students are not covered for related employment. The liability coverage under this blanket program terminates the day the student leaves school (graduation or other).

The college and its faculty members are also covered as additional insureds while supervising and/or instructing the students insured under the provisions of the policy. We recommend that faculty members check with their financial advisors regarding their need for individual professional liability insurance.

In addition, all policies issued after 8/1/96 will be endorsed to add the following coverages: assault coverage up to \$1,000 per student for Bodily Injury and/or Property Damage to the insured (up to \$10,000); coverage for medical related expenses which the insured has incurred up to a maximum of \$500 per student, for first-aid being rendered to others (up to \$5,000); and the limits of liability stated in the Declarations as "aggregate" shall apply separately to any individual defined as an insured.

Exclusions: Coverage does not include the operation of a motor driven vehicle including automobiles, trucks, airplanes, farm equipment, and watercraft. This insurance does not apply to injury arising out of the performance of a criminal act by the insureds.

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

Please Note: This is an illustration of benefits, not a contract. The coverage described above is subject to all the terms, exclusions, and conditions contained in the insurance certificate. Please read the policy and endorsements for further information and clarification. If you have questions of a general nature, contact Debbie Aggas here at TWU (940) 898-3529.

Q. What does the policy provide?
A. Coverage is provided by the insurance company for claims arising out of real or alleged medical incidents when the injury being claimed is the result of an act or omission. Payments of all court costs is provided. Expert legal counsel and claims adjusters are immediately available in all sections of the country to aid and defend the insured without cost.
Q. What if a claim is presented years after the incident occurred?
A. This is an “Occurrence Form Policy” which means that you will be fully protected at any future date even though your policy may not be in effect at that time, provided that your policy was in effect when the incident occurred. This is an important feature due to the extended period of time that can elapse before a claim is made.
Q. Are students covered if they are doing part-time work outside of their practicum?
A. No. Under this program, students are covered for malpractice related to their normal curriculum, studies, and assignments 24 hours a day, working in or out of school.
Q. Is there an additional charge for insuring faculty members?
A. No. This is a blanket policy which includes faculty coverage while they are instructing or supervising students. Coverage for activities other than these are available from Bill Beatty Insurance Agency, Inc.
Q. Who may apply?
A. This program offers coverage to all students and faculty of an entire school or selected allied health care departments. The school may also be included as an “additional insured.” Coverage is issued under one policy at a substantial savings when compared to the cost of comparable individual policies.
Q. Why should the school be listed as an “additional insured?”
A. When filing a lawsuit against a student’s action, the school will often be named in the suit also. Any legal fees or claims incurred against the school will be covered if you have named the school as an additional insured.
Q. How much of a savings do we get under this plan?
A. Substantial savings can be realized under this program. For instance, on an individual policy basis, the student would pay a premium of \$35.00 for limits of \$100,000/\$300,000. The Blanket premium of \$14.50 per student is a savings of more than 50%.
Q. May we select the effective date of our Blanket Liability Policy?
A. Yes. You may select the effective date of up to 30 days following the date that your enrollment form is received.
Q. Many of our clinical training facilities require evidence of malpractice coverage or other special requirements before our students can enter for training. How can this be handled?
A. Certificates of Insurance can be provided to all facilities. For any special requirements, contact Bill Beatty Insurance Agency, Inc.
Q. What will the total cost be?
A. Your premium is based on the total number of students that you enrolled during the policy period. All additional students that enroll after the policy effective date will pay a pro-rated amount. Please contact our office for the appropriate premium.

IMPORTANT: Texas Insurance Regulation requires that only a local resident recording agency must solicit and process business for Texas Residents. This is an illustration of benefits, not a contract. In the event of a conflict between the above questions and answers and the policy, the policy language shall control.

Texas Premium Rates	
Plan I	\$17.00 per student for \$2,000,000 / \$4,000,000 coverage
Plan II	\$14.50 per student for \$1,000,000 / \$3,000,000 coverage
Plan III	\$13.50 per student for \$1,000,000 / \$1,000,000 coverage

If a School or College is to be named as an Additional Insured, rates are as follows:	
Plan I	\$21.25 per student for \$2,000,000 / \$4,000,000 coverage
Plan II	\$18.13 per student for \$1,000,000 / \$3,000,000 coverage
Plan III	\$16.88 per student for \$1,000,000 / \$1,000,000 coverage
Plan IV	\$16.25 per student for \$500,000 / \$500,000 coverage

FAMILY THERAPY FS 5363 PREPRACTICUM APPLICATION

Department of Family Sciences
[Revised 1-28-2015]

I am applying to enroll in the following semester/year: SP _____ FA _____

TODAY'S DATE _____

NAME _____ Student ID # _____

ADDRESS _____ City _____ State _____ Zip _____

PHONE: Home _____ Work _____ Cell _____

EMAIL _____

MAJOR: (check one) Family Therapy MS ___ or Family Therapy PhD ___

Prerequisites Completed before Prepracticum:	Semester/year	Grade
• FS 5003 Lifespan Human Development	_____	_____
• FS 6233 Issues & Ethics in Prof. Develop.	_____	_____
• FS 5563 Family Therapy I	_____	_____
• FS 5553 Principles of Couple Therapy	_____	_____

Please complete this form, **attach a copy of your Portal transcript and your signed degree plan** and return it to HDB 115 for the Family Therapy Program Coordinator by the appropriate **deadline** below.

Please ask the office staff to **date stamp your application**.

Application for the **Spring** semester is due **October 15**.

Application for the **Fall** semester is due **June 15**.

Keep a copy of this application for your records.

EXAMPLES OF CLINICAL TRAINING SITES

Site	Contact Name	Email	Address	Phone	Website
Cumberland Presbyterian Children's Home	Robert Mood	rmood@cpch.org	1304 Bernard Street Denton, TX 76202	940-382-5112 Ext. 272	https://www.cpch.org/
Courage to Change (Juvenile Detention)	Mindi Malcom	mindim.malcom@dentoncounty.com	210 S. Woodrow Ln. Denton, TX 76205	940-349-2481	http://dentoncounty.com/dept/main.asp?Dept=46&Link=495
Denton County Children's Advocacy Center	Angi Gibson	angi@cacdc.org	1854 Cain Drive Lewisvi		
Denton County Friends of the Family	Nicole Holmes	nholmes@dcfof.org	PO Box 640 Denton, TX 76202	940-387-5131, ext. 226	http://www.dcfof.org/
Galaxy Counseling			1025 S Jupiter Rd. Garland, TX	972-272-4429	www.galaxycounseling.org
Irving Family Advocacy Center	Doug Cheatham	dcheatham@cityofirving.org	Irving Police Department 600 Pioneer	972-721-6535	http://www.ci.irving.tx.us/police/community-pages/community-programs/family-advocacy-center.asp
Promise House	Keri Stitt	Keri.Stitt@PromiseHouse.org	224 W. Page Ave. Dallas, TX 75208	214-941-8579 ext. 249	www.promisehouse.org

TWU Counseling and Family Therapy Clinic	Paul Jurek	pjurek@twu.edu	Texas Woman's University HDB 114	940-898-2600	http://www.twu.edu/family- sciences/counseling-family-therapy- clinic.asp
United Through H.O.P.E	Laurie Harrier	info@unitedthroughhope.org	503 Bolivar St. Denton, TX 76201	866-857-7751	www.unitedthroughhope.org
UT Southwestern Family Studies Center	Connie Cornwell	connie.cornwell@utsouthwestern.edu	5323 Harry Hines Blvd., Dallas, TX 75390	214-648-6949	http://www.utsmedicine.org/conditions- specialties/mental- health/adult/family- studies-center.html

APPLICATION FOR 1ST SEMESTER FS 5544/6544 FAMILY THERAPY INTERNSHIP

MS and PhD students are assigned to both 5544 and 6544 sections.
Make corrections to your degree plan through your advisor before graduation.

Date _____ **I am applying for** (*check one only*): Spring _____ Summer _____ Fall _____

Deadlines:

- **Application form: Oct. 15** for Spring, **Mar. 15** for Summer, **June 15** for Fall
- **Internship site forms: Nov. 15** for Spring, **Apr. 15** for Summer, **July 15** for Fall
- *Submit all materials to HDB 115 to the Family Therapy Program Coordinator (ask the office to date stamp your application)*

Please Attach:

- **Copy of your signed and approved degree plan**
 - **Portal transcript**
 - **Off-Campus Site Information & Agreement Forms (for ALL Off-Campus Sites)**
These forms are NOT required for students who will complete all Internship requirements at the TWU Counseling and Family Therapy Clinic. If your internship site will be the CFTC, please check the appropriate box:
- My sole Internship site will be CFTC
- I will have two sites, one of which will be CFTC

Name _____ Student # _____ Check one: MS _____ PhD _____

Phone: Home _____ Work _____ Cell _____ TWU Email _____

Important: Weekly attendance in Internship class and additional hours of individual supervision outside of class with your Internship professor are required. Internship class is to be taken in consecutive semesters. A minimum of 3 semesters is required for MS and a minimum of 4 semesters for PhD. A total of 300 hours of face-to-face therapy (150 of which are with couples and families) is required across the Internship semesters, as well as 100 hours of supervision.

Prerequisite classes completed:	Semester	Professor	Grade
FS 5003 Lifespan Human Development	_____	_____	_____
FS 5353 Diagnosis & Treatment Planning	_____	_____	_____
FS 5363 Prepracticum (FT)	_____	_____	_____
FS 5553 Principles of Couple Therapy	_____	_____	_____
FS 5563 Family Therapy I	_____	_____	_____
FS 5853 Family Systems	_____	_____	_____
FS 5883 Family of Origin	_____	_____	_____
FS 6233 Issues & Ethics in Prof. Dev	_____	_____	_____

To avoid scheduling conflicts between Internship, your other classes, and your work schedule, please complete the information below!

Class(es) you plan to take with Internship during upcoming semester _____

Days/Hours you plan to work during upcoming semester _____

**APPLICATION FOR 2ND, 3RD, 4TH, OR 5TH
SEMESTER FAMILY THERAPY INTERNSHIP**

Department of Family Sciences

FS 5544 or FS 6544

MS and PhD students are assigned to both 5544 and 6544 sections.

Make any needed corrections to your degree plan through your advisor before graduation.

Deadlines for Submission: **Oct. 15** for Spring, **Mar. 15** for Summer, **June 15** for Fall

Today's Date _____ I am applying for (*check one only*): **Spring**____**Summer**____**Fall**____
Year Year Year

Name _____ *Check one:* MS__ PhD__

Address _____ City/State/Zip _____

Phone: Home _____ Work _____ Cell _____ Email _____

NOTE: Read Internship Requirements form and Off-Campus Site forms.

I am applying for my (*check one only*) **2nd** **3rd** **4th** **5th** semester of Internship.

____ I will be beginning Internship at a new site, listed below (**Attach Off-Campus Site forms**).

Deadlines for Off-Campus Site forms: Nov. 15 for SP, Apr. 15 for SU, July 15 for FA.

____ I will be continuing at my current site with a different supervisor, listed below (**Attach forms**).

Deadlines for new supervisor info on Off-Campus Site form with attached vita are as above.

____ I will be continuing at my current site with my current site supervisor, listed below.

Off-campus Site _____ Site Supervisor _____

Site address _____ Email _____ Phone _____

(If more than one continuing site, add second site info on back of this form.)

My 1st sem. professor was _____ 2nd sem. professor was _____

3rd sem. professor was _____ 4th sem. professor was _____

To avoid scheduling conflicts between Internship, your other classes, and your work schedule, please complete the information below!

Class(es) you plan to take with Internship during upcoming semester _____

Days/Hours you plan to work during upcoming semester _____

IMPORTANT: Please return your completed application *with any required attached materials* to HDB 115 for the Family Therapy Program Coordinator by the deadline above.

Please ask office staff to **date stamp your application**.

Do **not** enroll in FS 5544 or FS 6544 until you receive an email with your section assignment and correct course code and section number.

KEEP A COPY OF THIS FORM FOR YOUR RECORDS. [Revised 1-28-2015]

**Off-Campus Internship Site Information Form
Family Therapy Program**

Texas Woman's University

Department of Family Sciences

Check one: ___MS Check one: ___1st____2nd____3rd____4th____5th semester Internship
 ___PhD Application for (check one): ___SP___SU___FA Year_____

If working at more than one Off-campus Site, a separate form must be completed for each site.

KEEP a copy of this form for your records. Submit to FT Coordinator by deadline. Have it date stamped

Student Information

Home phone_____

Name_____Cell phone_____

Email_____Work phone_____

Address_____City/State_____Student ID_____

Off-Campus Internship Site Information

Dates___/___/___ through___/___/___ Number of hours per week at site_____

Full name of site_____

Department, if applicable_____

Site address_____

Site supervisor email_____Phone_____

Off-Campus Internship Site Supervisor Information

Name of Site Supervisor_____

Education: ___EdD, ___PhD, ___MS, ___MEd, ___MA, ___Other degree_____

Specific discipline: ___Family Therapy, ___Counseling, ___Psychology, ___Social Work, ___Other_____

License(s) & License Number(s) of Site Supervisor: _____

___AAMFT Approved Supervisor, ___TX LMFT Approved Supervisor, ___Other_____

ATTACH VITA OF SITE SUPERVISOR

Time at Off-Campus Internship Site

Internships require approximately 20 hours per week.

	From	To	# of hours
Monday	_____	_____	_____
Tuesday	_____	_____	_____
Wednesday	_____	_____	_____
Thursday	_____	_____	_____
Friday	_____	_____	_____
Saturday	_____	_____	_____

Internship Experiences

Indicate the various experiences the student will be involved in and the approximate number of hours devoted to each per week.

- _____ Family Therapy
- _____ Individual Therapy
- _____ Intake Interviewing
- _____ Case Conferences/ Staff Meetings
- _____ Couples/Marital Therapy
- _____ Group Therapy (leading/co-leading)
- _____ Supervision (individual/group/peer)
- _____ Other: _____

Types of clients served at this site (include socio-economic status, ages, race/ethnicity, gender, presenting concerns, and other pertinent information). Please feel free to write in detail and/or add an extra page.

Treatment Philosophy: Does this site use systemic family therapy theories and approaches to working with families, couples, individuals, and groups? Please describe the treatment approaches used, theory(ies) on which the approaches are based, approaches to supervision/training, etc. Please include any additional information pertinent to providing a family therapy internship experience at this site (e.g., specific learning opportunities, special expectations of the students who will work with clients at this site, etc.)

After the student has completed this form, received approval for this site from faculty, and been accepted for Internship at this site, she/he will turn in this form with the site supervisor's vita attached, along with the signed Off-Campus Internship Site Agreement form, to the Family Therapy Program Coordinator.

Revised 11-7-2014

OFF-CAMPUS INTERNSHIP SITE AGREEMENT
DEPARTMENT OF FAMILY SCIENCES

FAMILY THERAPY
Requirements Agreed Upon by the Site, Student, and University

Site Supervision

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

Video Capabilities--Permission and Releases

The internship student will be allowed to video-record their sessions with clients, with written client permission at the site. The students should video-record all therapy sessions, following client approval of this process (clients who do not approve will not be video-recorded, and will be processed according to the clinical site requirements). The student will transport these video-recordings to TWU for group and individual supervision with the university professor. Therefore, your site video-recording release form must cover "transporting the video-recordings to TWU for viewing during supervision and consultation purposes" (or equivalent wording).

HIPAA-Compliant technology: All students are issued a TWU HIPAA-compliant password protected thumbdrive and should use this thumbdrive to record sessions and transport videos (under an additional lock) for supervision and internship purposes. Alternatively, students may be required by sites to use site-specific HIPAA-compliant technology to record and transport therapy sessions. Supervisees should follow the direction of their site supervisors, as well as the AAMFT Code of Ethics and state regulations specific to confidentiality and HIPAA regulations.

Client Contact Hours

The internship student will average 10-15 direct client contact hours per week per semester. The student is required to complete 300 hours of face-to-face therapy sessions, 150 of which must be with couples and families, across the total semesters of his/her Internship experience.

Access to All Staff Functions

Because students need a global professional orientation, they will be allowed to attend staffings for clients, including treatment planning, case reviews, and all clinical training. The student will be given exposure to all applicable professional experiences at this site.

Type of Site

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

I HEREBY AFFIRM THAT THE REQUIREMENTS ABOVE HAVE BEEN MET AND WILL BE KEPT THROUGH THE STUDENT'S INTERNSHIP EXPERIENCE.

Student's Signature

Date

Signature of Site Supervisor

Date

Signature of Site Director or Administrator

Date

Signature of Family Therapy Program Coordinator, TWU

Date

Texas Woman's University - Family Therapy Internship

VIDEO RECORDING FORM

I understand that an important part of the training process for therapists involves having their clinical work observed by supervisors and consultants. This is accomplished in two ways. Sometimes supervisors observe therapy sessions by sitting in the room or from behind a one-way mirror. Other times sessions are recorded on video or audio tape for later playback in individual or group supervision sessions. The use of observation and recordings ensures that the therapy received is of the absolute highest quality.

The profession of marriage and family therapy has clear and strict ethical standards concerning the confidentiality and protection of privacy. Consequently, TWU has strict policies concerning the discussion of cases during individual and group supervision sessions. Your case will not be discussed outside of the clinical setting without your written permission to do so. All trainees are prohibited from watching recordings of anyone they know even remotely.

In addition, all family therapy students are issued a password-protected thumb drive and will use this thumb drive (or other site-specific HIPAA-compliant technology) to record and transport videos of your sessions for training and supervision purposes. Recordings will be permanently deleted at the end of the therapeutic relationship or on the expiration date specified below unless special permission has been obtained from you to maintain the recordings for educational or research purposes.

Client(s) or parent(s) should initial each line below and sign at the bottom of the form.

- I understand the information regarding live observation and audiovisual recording and its use.
- I consent to the audio and/or video recording of my therapy sessions and understand that live observation may occur.
- I understand that the audio and/or video recordings may be transported to a location outside of the immediate clinic.
- I understand that I may revoke my consent at any time in writing, and that it will not impact my clinical care.

This release will expire on _____.

Special permission:

- I consent to the maintaining of the audio and/or video recording of my therapy sessions for educational or research purposes.

Client or Parent signature

Date

Client or Parent signature

Date

Client signature

Date

Client signature

Date

Client signature

Date

Witness

Date

I wish to **revoke** my consent at this time: _____

Client Signature

Date

**APPLICATION FOR FAMILY THERAPY
M.S. FINAL EXAMINATION**

Today's Date _____ *Deadline:* 1st week of the semester applying to take the exam

Applying to take the exam: SP 20____ SU 20____ FA 20____

Name _____ Email _____ Phone _____

Major professor/advisor's name _____

Expected semester of graduation _____

- The Final Exam graduation requirement applies to *all* students who were accepted into the M.S. program for fall 2011 and after. Students accepted into the program in prior semesters may choose to take the Final Exam or to complete the final requirement in place during the semester when they began their program of study.
- The exam may be taken during the semester of graduation or during the semester immediately before expected graduation.
- The Family Therapy M.S. Final Examination will be offered mid-semester (March, July, October) of each semester for students who have turned in their application for the exam during the *1st week of that semester or before.*
- It is expected that students will meet in advance with their advisors for more information about preparation for taking the exam.
- **Application deadline:** *first week of classes* in the semester during which the student is applying take the exam. Submit form to FTh Program Coordinator in HDB 115.

The exact date/time and location for the exam will be emailed to the student during the second week of the semester. The student will be notified of her/his score by FTh faculty as soon as possible after the exam has been scored.

TEXAS WOMAN'S UNIVERSITY-GRADUATE SCHOOL GRADUATION CHECKLIST

This checklist is for the student's personal use. It is not submitted to the Graduate School.

Individual Graduation Checklist for: _____

(Student's Name)

Anticipated Date of Graduation: _____

Final Deadline for Submitting Materials to Graduate School: _____

(See Current Calendar of Deadlines on Website.)

Requirements	Date Due	Date Submitted
1. Application for Graduation Form with diploma fee filed in Graduate School (TWU portal)		
2. Data for Commencement Program Form filed in the Graduate School		
3. Completion of all requirements listed on approved degree program on file in the Graduate School		
4. Certification of Final Examination Form filed in the Graduate School		
5. Compliance with Human Subjects Review, Animal Research, or Agency Approval (if required) for research		
6. Prospectus approval letter from the Dean of the Graduate School (for dissertation or thesis ONLY)		
7. Copy of Professional Paper Title Page filed in the Graduate School (for professional paper ONLY)		
8. All required copies of dissertation/thesis filed in the Graduate School (for dissertation and thesis ONLY)		
9. Microfilm/Copyright form filed in the Graduate School		
10. Survey of Earned Doctorates filed in the Graduate School (for dissertation ONLY)		
11. All dissertation/thesis fees paid		

EXAMPLE COURSE SEQUENCING – 2017 SPRING START

Suggested Full Time MS in FT Course Sequencing:		
	Spring 2017	Summer 2017
	FS 5853* Family systems FS 6233* Issues & Ethics in Professional Development FS 5563* Family Therapy 1 Spring 1 units: 9	FS 5003* Lifespan Human Development FS 5553* Principles of Couple Therapy Summer 1 units: 6
Fall 2017	Spring 2018	Summer 2018
FS 5023 Family Sexuality FS 5353* Clinical Diagnosis and treatment planning for counselors FS 5883* Family of Origin Fall 2 units: 9	<u>FS 5123 Theories of the Family</u> <u>FS 5193 Statistics for Research in Family Sciences</u> FS 5363* Prepracticum Spring 2 units: 9	FS 5544 Internship in Family Therapy FS 5693 Research Methods in Family Sciences Summer 2 units: 7
Fall 2018	Spring 2019	
FS 6323 Health Illness & Families FS 5544 Internship in Family Therapy <i>Thesis or Elective (3 units)</i> <i>Thesis or Elective (3 units)</i> Fall 3 units: 13	FS 5143 Addiction Counseling FS 5544 Internship in Family Therapy Take Licensing exam GRADUATE Spring 3 units: 7	Total Program Units – 60

EXAMPLE COURSE SEQUENCING – 2017 FALL START

Suggested Full Time MS in FT Course Sequencing:		
	Fall 2017	Spring 2018
	FS 5003* Lifespan Human Development FS 5023 Family Sexuality FS 5563* Family Therapy 1 Fall 1 units: 9	FS 5123 Theories of the Family FS 5553* Principles of Couple Therapy FS 5853* Family Systems Spring 1 units: 9
Summer 2018	Fall 2018	Spring 2019
FS 5353* Clinical Diagnosis and Treatment Planning for Counselors FS 6233* Issues & Ethics in Professional Development Summer 1 units: 6	FS 5363* Prepracticum FS 5883* Family of Origin FS 6323 Health Illness & Families Fall 2 units: 9	FS 5193 Statistics for Research in Family Sciences FS 5544 Internship in Family Therapy FS 5693 Research Methods in Family Sciences (online) Spring 2 units: 10
Summer 2019	Fall 2019	
FS 5544 Internship in Family Therapy <i>Thesis or Elective (3 units)</i> <i>Thesis or Elective (3 units)</i> Summer 2 units: 7	FS 5143 Addiction Counseling FS 5544 Internship in Family Therapy Take Licensing exam <i>**If take licensing exam, thesis or elective must be in Summer 2019 or earlier.</i> GRADUATE Fall 3 units: 10	Total Program Units – 60

SUGGESTED COURSE SEQUENCING – 2018 FALL START (FULL TIME)

Suggested Full Time MS in FT Course Sequencing:		
	Fall 2018	Spring 2019
	FS 5543* Prepracticum FS 5853*** Family Systems FS 5883** Family of Origin Fall 1 units: 9	FS 5913* Clinical Practicum with Diverse and Underserved Populations FS 5863* Issues & Ethics in Professional Development 5563** Foundations of Family Therapy Spring 1 units: 9
Summer 2019	Fall 2019	Spring 2020
FS 5544 Internship in Family Therapy FS 5693 Research Methods in Family Sciences (online) Summer 1 units: 7	FS 5544 Internship in Family Therapy FS 5023 Family Sexuality FS 5193 Statistics for Research in Family Sciences Fall 2 units: 10	FS 5544 Internship in Family Therapy FS 5553 Principles of Couple Therapy FS 5903 Applications of Diversity and Social Context in Family Therapy Spring 2 units: 10
Summer 2020	Fall 2020	
FS 5003 Lifespan Human Development FS 5353 Clinical Diagnosis and Treatment Planning for Counselors <i>Thesis or Elective (3 units)</i> Summer 2 units: 9	FS 5123 Theories of the Family <i>Thesis or Elective (3 units)</i> Fall 3 units: 6	Total Program Units – 60 *Must take before Internship **Must take one or the other before Practicum ***Must take before/with Prepracticum

SUGGESTED COURSE SEQUENCING – 2018 FALL START (PART TIME)

Suggested Part Time MS in FT Course Sequencing:		
	Fall 2018	Spring 2019
	FS 5853*** Family Systems FS 5883** Family of Origin Fall 1 units: 6	5563** Foundations of Family Therapy FS 5863* Issues & Ethics in Professional Development Spring 1 units: 6
Summer 2019	Fall 2019	Spring 2020
FS 5693 Research Methods in Family Sciences (online) Summer 1 units: 3	FS 5023 Family Sexuality FS 5543* Prepracticum Fall 2 units: 6	FS 5913* Clinical Practicum with Diverse and Underserved Populations FS 5553 Principles of Couple Therapy Spring 2 units: 6
Summer 2020	Fall 2020	Spring 2021
FS 5544 Internship in Family Therapy Summer 2 units: 4	FS 5544 Internship in Family Therapy FS 5353 Clinical Diagnosis and Treatment Planning for Counselors Fall 3 units: 7	FS 5544 Internship in Family Therapy FS 5193 Statistics for Research in Family Sciences Spring 3 units: 7
Summer 2021	Fall 2021	Spring 2022
FS 5003 Lifespan Human Development Summer 3 units: 3	FS 5123 Theories of the Family <i>Thesis or Elective (3 units)</i> Fall 4 units: 6	FS 5903 Applications of Diversity and Social Context in Family Therapy <i>Thesis or Elective (3 units)</i> Spring 4 units: 6 Total Program Units – 60 *Must take before Internship **Must take one or the other before Practicum ***Must take before/with Prepracticum

EXAMPLE DEGREE PLAN – 2019 SPRING START (FULL TIME)

Suggested Full Time MS in FT Course Sequencing:		
	Spring 2019	Summer 2019
	FS 5863* Issues & Ethics in Professional Development FS 5863** Foundations of Family Therapy FS 5123 Theories of the Family Spring 1 units: 9	FS 5003 Lifespan Human Development FS 5693 Research Methods in Family Sciences Summer 1 units: 6
Fall 2019	Spring 2020	Summer 2020
FS 5543* Prepracticum FS 5853*** Family Systems FS 5883** Family of Origin Fall 1 units: 9	FS 5913* Clinical Practicum with Diverse and Underserved Populations FS 5353 Clinical Diagnosis and treatment planning for counselors FS 5553 Principles of Couple Therapy Spring 2 units: 9	FS 5544 Internship in Family Therapy FS 5193 Statistics for Research in Family Sciences Summer 2 units: 7
Fall 2020	Spring 2021	
FS 5544 Internship in Family Therapy FS 5023 Family Sexuality Thesis or Elective (3 units) Fall 2 units: 10	FS 5544 Internship in Family Therapy FS 5903 Applications of Diversity and Social Context in Family Therapy Thesis or Elective (3 units) Spring 3 units: 10	Total Program Units – 60 *Must take before Internship **Must take one or the other before Practicum ***Must take before/with Prepracticum

EXAMPLE DEGREE PLAN – 2019 SPRING START (PART TIME)

Suggested Part Time MS in FT Course Sequencing:		
	Spring 2019	Summer 2019
	FS 5863* Issues & Ethics in Professional Development FS 5563** Foundations of Family Therapy Spring 1 units: 6	FS 5693 Research Methods in Family Sciences Summer 1 units: 3
Fall 2019	Spring 2020	Summer 2020
FS 5853*** Family Systems FS 5883** Family of Origin Fall 1 units: 6	FS 5553 Principles of Couple Therapy FS 5353 Clinical Diagnosis and treatment planning for counselors Spring 2 units: 6	FS 5193 Statistics for Research in Family Sciences Summer 2 units: 3
Fall 2020	Spring 2021	Summer 2021
FS 5543* Prepracticum FS 5023 Family Sexuality Fall 2 units: 6	FS 5913 *Clinical Practicum with Diverse and Underserved Populations FS 5123 Theories of the Family Spring 3 units: 6	FS 5003 Lifespan Human Development Summer 3 units: 3
Fall 2021	Spring 2022	Summer 2022
FS 5544 Internship in Family Therapy Thesis or Elective (3 units) Fall 3 units: 7	FS 5544 Internship in Family Therapy FS 5903 Applications of Diversity and Social Context in Family Therapy Spring 4 units: 7	FS 5544 Internship in Family Therapy Thesis or Elective (3 units) Summer 4 units: 7 Total Program Units – 60 *Must take before Internship **Must take one or the other before Practicum ***Must take before/with Prepracticum

EXAMPLE DEGREE PLAN – 2019 FALL START (FULL TIME)

Suggested Full Time MS in FT Course Sequencing:		
	Fall 2019	Spring 2020
	FS 5543* Prepracticum FS 5853*** Family Systems FS 5883** Family of Origin Fall 1 units: 9	FS 5913* Clinical Practicum with Diverse and Underserved Populations FS 5863* Issues & Ethics in Professional Development 5563** Foundations of Family Therapy Spring 1 units: 9
Summer 2020	Fall 2020	Spring 2021
FS 5544 Internship in Family Therapy FS 5693 Research Methods in Family Sciences (online) Summer 1 units: 7	FS 5544 Internship in Family Therapy FS 5023 Family Sexuality FS 5553 Principles of Couple Therapy Fall 2 units: 10	FS 5544 Internship in Family Therapy FS 5193 Statistics for Research in Family Sciences FS 5903 Applications of Diversity and Social Context in Family Therapy Spring 2 units: 10
Summer 2021	Fall 2021	
FS 5003 Lifespan Human Development FS 5353 Clinical Diagnosis and Treatment Planning for Counselors <i>Thesis or Elective (3 units)</i> Summer 2 units: 9	FS 5123 Theories of the Family <i>Thesis or Elective (3 units)</i> Fall 3 units: 6	Total Program Units – 60 *Must take before Internship **Must take one or the other before Practicum ***Must take before/with Prepracticum

EXAMPLE DEGREE PLAN – 2019 FALL START (PART TIME)

Suggested Part Time MS in FT Course Sequencing:		
	Fall 2019	Spring 2020
	FS 5853*** Family Systems FS 5883** Family of Origin Fall 1 units: 6	5563** Foundations of Family Therapy FS 5553 Principles of Couple Therapy Spring 1 units: 6
Summer 2020	Fall 2020	Spring 2021
FS 5693 Research Methods in Family Sciences (online) Summer 1 units: 3	FS 5023 Family Sexuality FS 5543* Prepracticum Fall 2 units: 6	FS 5913* Clinical Practicum with Diverse and Underserved Populations FS 5863* Issues & Ethics in Professional Development Spring 2 units: 6
Summer 2021	Fall 2021	Spring 2022
FS 5544 Internship in Family Therapy Summer 2 units: 4	FS 5544 Internship in Family Therapy FS 5353 Clinical Diagnosis and Treatment Planning for Counselors Fall 3 units: 7	FS 5544 Internship in Family Therapy FS 5193 Statistics for Research in Family Sciences Spring 3 units: 7
Summer 2022	Fall 2022	Spring 2023
FS 5003 Lifespan Human Development Summer 3 units: 3	FS 5123 Theories of the Family <i>Thesis or Elective (3 units)</i> Fall 4 units: 6	FS 5903 Applications of Diversity and Social Context in Family Therapy <i>Thesis or Elective (3 units)</i> Spring 4 units: 6 Total Program Units – 60 *Must take before Internship **Must take one or the other before Practicum ***Must take before/with Prepracticum

TWU FT M.S. EDUCATIONAL OUTCOMES

Educational Outcomes are: Program Outcomes, Student Learning Outcomes and Faculty Outcomes. Faculty Outcomes, Student Learning Outcomes and Program Outcomes must be measurable and inform the program's mission, and link to each other.

Institution's Mission

Texas Woman's University builds on its long tradition as a public institution primarily for women by educating a diverse community of students to lead personally and professionally fulfilling lives. TWU prepares women and men for leadership and service through high quality undergraduate, graduate and professional programs on campus and at a distance. A TWU education ignites potential, purpose and a pioneering spirit.

Program's Mission

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

Student Learning Outcomes

1. **Admission to Treatment Competencies** – Students will demonstrate competence in activities focused on all interactions up until a therapeutic agreement.
2. **Clinical Assessment & Diagnosis Competencies** – Students will demonstrate competence in activities focused on the identification of the issues to be addressed in therapy based on the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
3. **Therapeutic Relationship Competencies** – Students will demonstrate competence in activities to establish and maintain a therapeutic relationship/alliance with the relevant participants throughout therapy.
4. **Therapy Process Competencies** – Students will demonstrate competence in activities that guide the change process, resulting in appropriate interventions and decisions about treatment goals.
5. **Structuring & Intervention Competencies** – Students will demonstrate competence in activities that direct therapy and facilitate change.
6. **Therapy Evaluation Competencies** – Students will demonstrate competence in activities that involve the systematic analysis of therapy and how it is conducted effectively.
7. **Legal Issues, Ethics, & Standards** – Students will demonstrate competence in activities to ensure therapy complies with statutes, regulations, principles, values, and mores of MFTs.
8. **Professional Development Competencies** – Students will demonstrate competence in activities that use resources to promote professional growth and present oneself as a couple and family therapist.
9. **Overall Competency Rating for Internship** – Students will demonstrate ratings of “expected” or above in their overall competency for Internship.
10. **Competency Ratings by Site Supervisors** – Students will demonstrate “expected” or above competency ratings for each domain.
11. **Cumulative Abilities** – Students will be able to accurately differentiate among theoretical foundations of MFT, as well as among principles and theories of human development; students will also understand how to critically evaluate research.

Program Outcomes

- PO 1:** The TWU Family Therapy Master's Program will focus on the development of successful clinicians by ensuring we first attract and admit high quality applicants to the program.
- PO 2:** The TWU FT MS program will maintain a focus on admitting and retaining a diverse body of students.
- PO 3:** TWU FT Master's students will make timely progress towards graduation.
- PO 4:** TWU FT Master's students and graduates will be prepared to take the licensing exam.
- PO 5:** TWU FT Master's graduates will be prepared to secure employment consistent with their career goals.

Faculty Outcomes

- Domain 1: Teaching:** Faculty will address diversity in the various courses taught, and will demonstrate outstanding teaching skills.
- Domain 2: Supervision:** Faculty will provide outstanding individual clinical supervision that is empowering, supportive, assists in the development of interventions and confidence, and that encourages discussion of multicultural issues.
- Domain 3: Research:** Faculty will progress on their research that contributes to the advance of the family therapy discipline and informs the clinical practice of relational therapy according to the TWU Minimum Standards Guidelines for their rank.
- Domain 4: Professional Activities** – Faculty will be actively engaged in community and professional service.