



Marriage and Family Therapy Program Handbook

This document provides information, policies, and procedures about the COAMFTE accredited Marriage and Family Therapy doctoral program in the department of Human Development and Family Science at Florida State University.

MARRIAGE AND FAMILY THERAPY PROGRAM HANDBOOK 2024– 2025

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Marriage and Family Therapy Program Overview

The Marriage and Family Therapy (MFT) doctoral program at Florida State University is accredited by the Commission on Accreditation for Marriage and Family Therapy (COAMFTE). The program's most recent re-accreditation was in 2020; our re-accreditation renewal date is May 1, 2027.

The MFT doctoral program is housed in the Department of Human Development and Family Science (HDFS) at Florida State University (FSU). FSU is accredited by the Southern Association of Colleges and Schools, Commission on Colleges.

To promote accuracy and program transparency in publications, in accordance with COAMFTE, this manual has been prepared to provide information about the educational outcomes, policies, procedures, and expectations associated with the MFT doctoral program. The information provided here adds to that which is covered in the Florida State University General Bulletin – Graduate Edition, and the Department of Human Development and Family Science Graduate Manual.

Florida State University Mission

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

Marriage and Family Therapy Program Mission

The mission of our program is to produce Marriage and Family Therapy (MFT) leaders through engagement in programmatic research and advanced clinical preparation. The program addresses family processes and evidence-based relational interventions for today's diverse families. We accomplish the program mission through active and integrated engagement in research, teaching, and clinical experiences consistent with professional marriage and family therapy principles.

Program Focus

We address family processes and empirically-supported relational interventions. Our research, clinical, and teaching activities address three areas:

- Relational enhancement in youth, couples, and families;
- Relational interventions for marginalized and underserved communities;
- The link between family processes and relational outcomes.

MFT Educational Outcomes

Program Goals

1. Graduates will be able to conduct and disseminate relational/systemic research within a focused program of research.
2. Graduates will demonstrate advanced, multiculturally-informed, and ethical clinical practice competencies and supervision skills to meet the needs of diverse individuals, couples, and families.
3. Graduates will demonstrate knowledge and skills of effective teaching in traditional or non-traditional instructional formats.

Program Goal 1: Graduates will be able to conduct and disseminate relational/systemic research within a focused program of research.

Student Learning Outcome 1.1: Graduates will demonstrate in depth knowledge in research methods and statistics relevant to MFT research. Accomplishment will be assessed through the rubrics for the final projects in Intervention Research (FAD6930r), MFT Outcomes Research (FAD6916), and Portfolio ratings on the *Developmental Review* section, item 2.

Benchmark: 80% of students will earn a B or higher on the final projects for Intervention Research and MFT Outcomes Research.

Target: 80% of students will earn an evaluative rating of “clear evidence of research progression” on the portfolio *Developmental Review* section, Part II.

Student Learning Outcome 1.2: By graduation, students will submit at least 3 conference presentations and 3 manuscripts for publication within a focused and systemic program of research, of which the student will be the lead author on at least of 1 of those presentations and 1 publication as evidenced on rating for portfolio items 3 and 4.

Benchmark: By graduation, 80% of students will submit at least 3 presentations and 3 manuscripts for publication, of which the student will be the lead author on at least of 1 of those presentations and 1 publication.

Target: By graduation, 100% of students will submit at least 3 presentations and 3 manuscripts for publication, of which the student will be the lead author on at least of 1 of those presentations and 1 publication.

Student Learning Outcome 1.3: Students will produce a draft of a grant application relevant to their area of research. The student’s committee, via item 2 on the student portfolio, will indicate accomplishment of this SLO.

Benchmark: By graduation, 80% of students will produce a draft of a grant application relevant to their area of research.

Target: By graduation, 100% of students will produce a draft of a grant application relevant to their area of research.

Program Goal 2: Graduates will demonstrate advanced, multiculturally-informed, and ethical clinical practice competencies and supervision skills in meeting the needs of diverse individuals, couples, and families.

Student Learning Outcome 2.1: Students will gain advanced, mentored clinical experiences and demonstrate behaviors of ethical practice and cultural sensitivity consistent with the COAMFTE requirements and the American Association for Marriage and Family Therapy Code of Ethics. Accomplishment will be assessed through the Practicum (FAD6940) evaluation criteria rubrics, the Internship (FAD8944) final evaluation criteria rubric, and item #11 on the student's portfolio.

Benchmark: Benchmark: 80% of students will meet or exceed expectations on annual evaluations on item #11 on the student's portfolio.

Target: Target: 100% of students will meet or exceed expectations on annual evaluations on item #11 on the student's portfolio.

Student Learning Outcome 2.2: Students will demonstrate knowledge of core MFT clinical competencies through either successfully passing the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) national or practice exam. Accomplishment of this SLO will be assessed upon admission to MFT Internship (FAD8944).

Benchmark: 80% of students will successfully pass the AMFTRB exam.

Target: 100% of students will successfully pass the AMFTRB exam.

Student Learning Outcome 2.3: Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding. Accomplishment of this will be assessed via the rubric for Advanced Clinical Theory final project.

Benchmark: 80% of students will earn a B or higher on the final project for Advanced MFT Theory (FAD6605).

Target: 100% of students will earn a B or higher on the final project for Advanced Clinical MFT Theory (FAD6605).

Student Learning Outcome 2.4: Students will demonstrate supervision skills consistent with professional marriage and family therapy principles through successfully completing the supervision philosophy assignment and case presentation assignments in Supervision in MFT (FAD6606) with Bs or higher.

Benchmark: 80% of students will successfully complete the supervision philosophy assignment and case presentation assignments in Supervision in MFT (FAD6606) with Bs or higher.

Target: 100% of students will successfully complete the supervision philosophy assignment and case presentation assignments in Supervision in MFT (FAD6606) with Bs or higher.

Program Goal 3: Graduates will demonstrate knowledge and skills of effective teaching in traditional or non-traditional instructional formats.

Student Learning Outcome 3.1: Students will successfully complete a college teaching course (FAD5481, College Teaching in Family Science) and supervised teaching experience (FAD5942, Supervised College Teaching). Accomplishment of this SLO will be assessed from student transcripts.

Benchmark: 80% of students will successfully complete College Teaching and Supervised College Teaching with a grade of satisfactory.

Target: 100% of students will successfully complete College Teaching and Supervised College Teaching with a grade of satisfactory.

Student Learning Outcome 3.2: Students will successfully teach at least one undergraduate course in a traditional or online format and in doing so will demonstrate knowledge and skills of effective teaching in traditional or non-traditional instructional formats. Accomplishment of this SLO will be determined by evaluations of “meets” or “exceeds expectations” on Item 6 of the Student Portfolio.

Benchmark: By graduation, 80% of students will meet or exceed expectations on Item 6 of the Student Portfolio.

Target: By graduation, 100% of students will meet or exceed expectations on Item 6 of the Student Portfolio.

Academic Requirements

Standard and Advanced Curriculum

Students are referred to the Department of Human Development and Family Science [Graduate Manual](https://healthandhumansciences.fsu.edu/wp-content/uploads/2024/08/HDFS-Grad-Student-Handbook-2024-2025final.pdf) (found here: <https://healthandhumansciences.fsu.edu/wp-content/uploads/2024/08/HDFS-Grad-Student-Handbook-2024-2025final.pdf>) for a detailed description of curricula requirements. Graduates from Commission on Accreditation in Marriage and Family Therapy Education (COAMFTE) accredited programs will have met the Foundational Curriculum and will take requisite course for the COAMFTE Advanced Curriculum. Graduates from Master’s programs not accredited by the COAMFTE must complete the Foundational Curriculum. The program director will review transcripts of students from non-accredited programs to determine what additional coursework is required. Students can request to count Master’s level courses toward the Foundational Curriculum requirements. To do so, students must complete a course substitution form available from the program director

and attach syllabi. The program director will review these materials and determine which courses may be counted toward the Foundational Curriculum. No Foundational Curriculum course will be waived. Students must complete the Foundational Curriculum before taking the preliminary doctoral examination.

Students will prepare an initial Program of Study that includes the additional required courses which may not be counted toward meeting the required minimum credit hours for the doctoral degree. The POS should be completed before the end of the second semester. The curriculum is designed and sequenced to be consistent with the program’s mission, goals, and outcomes and COAMFTE Professional Marriage and Family Therapy Principles. Table 1 displays alignment between the Advanced Curricular Requirements, Practice of Marriage and Family Therapy Principles (PMFTPs) and Core Competencies, and the program’s minimum course requirements.

Table 1. FSU COAMFTE Advanced Doctoral Curriculum Didactic Requirements

Advanced Curriculum	Core Competencies	Minimum Course Requirements
ACA 1 - Advanced Research *some courses shared with ACA 3	Domain 2 - Clinical Assessment and Diagnosis Domain 4 - Therapeutic Interventions Domain 6 - Research and Program Evaluation	FAD 6706 - Intervention Research FAD 6916 - MFT Outcome Research
ACA 2 - Advanced Relational/Systemic Clinical Theory *some courses shared with ACA 3	Domain 4 - Therapeutic Interventions	FAD 6605 – Advanced Clinical MFT Theory FAD 6610 – MFT Social Justice and Diversity
ACA 3 - Advanced Relational/Systemic Applications to Contemporary Challenges *some courses shared with ACA 1 or ACA 2	Domain 1 – Admission to Treatment Domain 2 - Clinical Assessment and Diagnosis Domain 3 – Treatment Planning and Case Management Domain 4 - Therapeutic Interventions Domain 5 - Legal Issues, Ethics, and Standards Domain 6 - Research and Program Evaluation	FAD 6940 - Practicum FAD 8944 - Internship
ACA 4 - Foundations of Relational/Systemic Teaching, Supervision, Consultation, and/or Leadership	Domain 4 - Therapeutic Interventions Domain 5 – Legal Issues, Ethics, and Standards	FAD 5481 - College Teaching FAD 6606 - Supervision in MFT
Other Curricular Requirements		Minimum Requirements
Doctoral level skills	Domain 6 - Research and Program Evaluation	HOE 6366 - Research Best Practices CHD 5617 - Professional Dev. CHD 5915 - Methods of Research FAD 5700 - Applied Research FAD 5942 - Supervised Teaching FAD 5705 - Qualitative Methods FAD 6917 - Research Methods FAD 6980 - Dissertation

The Ph.D. degree program in Marriage and Family Therapy (MFT) requires a minimum of 85 credit hours of which 21 are clinical/supervision and 24 are dissertation. A Program of Study is developed in consultation with and approved by the Supervisory Committee; these must be filed within the first two semesters of enrollment in the program.

<u>Required Core Courses:</u>		<u>17-18 credit hours</u>
HOE 6366	Research Best Practices in Human Sciences	2
CHD 5617	Professional Development in FCS	1
FAD 5481	College Teaching in Family Sciences	2-3
FAD 5942	Supervised Teaching	3
FAD 6916	Outcome Research in MFT	3
FAD 6605	Advanced Clinical MFT Theory	3
FAD 6610	MFT Social Justice and Diversity	3
<u>Required Research and Statistics:</u>		<u>41 credit hours</u>
CHD 5915	Methods of Research I	4
FAD 5700	Applied Research in Human Sciences	4
FAD 5705	Qualitative Methods in FCS	3
FAD 6917	Research Methods in FCS	3
FAD 6706	Intervention Research	3
FAD 8964r	Preliminary Doctoral Exam	0
FAD 6980r	Dissertation	24
FAD 8985r	Dissertation Defense Examination	0
<u>Research and Data Analytic Electives – Examples:</u>		<u>3 credit hours</u>
FAD 6608	Effectiveness and Translation Research in MFT	3
COM 5317	Content Analysis in Communication Research	3
EDF 5402	Adv. Topics in Analysis of Variance Apps.	3
EDF 5406	Multivariate Analysis Applications	3
EDF 5409	Causal Modeling	3
EDF 5410	Nonparametric Analysis Applications	3
FAD 6935r	Dyadic Data Analysis	3
FAD 6935r	Longitudinal Analysis	3
<u>Clinical Practice Requirements:</u>		<u>21 credit hours</u>
FAD 6606	Supervision in MFT	3
FAD 6940r	Practicum in MFT	12
FAD 8944r	Internship in MFT	6
<u>Elective Courses – Examples:</u>		<u>5 credit hours</u>
CHD 5266	Advanced Child Development	3
CHD 5919	Grant Writing in FCS	3
FAD 5263	Advanced Family Studies	3
FAD 5906r	Directed Individual Study (topics vary)	1-3
TOTAL MINIMUM (includes 24 credits for dissertation)		87

Graduates of Non-COAMFTE Master's Programs

Graduates from MFT Master's programs not accredited by the COAMFTE must complete the Foundational Curriculum. The program director will review transcripts of students from non-accredited programs to determine what additional coursework is required. Students can request to count Master's level courses toward the Foundational Curriculum requirements. To do so, students must complete the non-accredited program worksheet available from the Program Director and attach syllabi. The program director will review these materials and determine which courses may be counted toward the Foundational Curriculum. No Foundational Curriculum course will be waived. Students will then prepare an initial Program of Study by the middle of their first semester that includes the additional required courses which may not be counted toward meeting the required minimum credit hours for the doctoral degree. Students must complete the Foundational Curriculum before taking the preliminary doctoral examination. There are additional clinical requirements and those are detailed in the Clinical Training section of this handbook.

Transferring Graduate Credit

In cases where a graduate student is transferring to our graduate program, the student may request to transfer some graduate credit. Specifically, if graduate courses taken from another institution were not counted toward a previous degree and the student earned a "B" or better, the student may request courses to be posted to his/her FSU transcript. The college limit on transfer credits is 6 hours. These courses will not count toward fulfilling minimum credit hour requirements or count in their GPA calculation. If the student earned a master's degree, the university requires the doctoral student to complete residency (24 hours in a 12-month period), pass the preliminary exam, take a minimum of 24 dissertation hours, and pass the dissertation defense.

If the content covered in the graduate course taken outside HDFS is similar to content addressed in an HDFS required course, as evidenced by the course syllabus and any other requested documentation, the student may request that the course substitute for an HDFS required course. To do this, the student should present the syllabus and any other supporting documentation to their committee chair. If the committee chair agrees the content is similar, the request is then brought to the student's committee for approval. If approved, the student will prepare a POS that reflects the approved substitution.

To transfer credits, students are encouraged to schedule a meeting with the Graduate Academic Program Specialist or Assistant to discuss the steps required to transfer credits. All decisions about transfer of credits and substitutions are made on a case-by case basis. These requests are to be submitted before the end of the student's first semester of HDFS graduate studies.

Scholarly Engagement Requirement

Please consult the current Florida State University (FSU) [Graduate Bulletin](#) for an overview of the Scholarly Engagement requirement for all FSU doctoral students. To meet the Scholarly Engagement requirement, doctoral students in the Department of Human Development and Family Science must submit evidence of Scholarly Engagement via the doctoral portfolio annual

evaluation system. These activities may include presenting at conferences, preparing publishable manuscripts, submitting grant applications, and other scholarly work determined as appropriate by the student's committee. Attending departmental and college guest lectures also is expected. Students are required to fulfill scholarly requirements each year. An action plan will be developed by the student's supervisory committee in instances when a student does not meet this requirement as indicated by an annual evaluation summary that is below "satisfactory." The action plan will enumerate measurable benchmarks that must be completed by the student during the next academic year in order to achieve a satisfactory rating and consequences if those benchmarks are not achieved. This action plan will be signed by the student and major professor. If the benchmarks are not completed the following academic year, the student will not be allowed to progress to the next stage of the degree (e.g., sit for the preliminary exam, prospectus or dissertation defense) until concerns are resolved and benchmarks achieved.

Academic Policies and Procedures

Program of Study Supervisory Committee

Upon acceptance into the program, all graduate students are assigned a temporary advisor at the beginning of the academic year. During the first academic year, students are expected to identify a major professor.

Students must have a major professor from within the department and at least 4 committee members, 3 from the Department and 1 from outside the HDFS department. The outside member serves as the University Representative. For MFT students, 1 of the required departmental members must be designated as MFT clinical faculty. The MFT faculty representative does not have to be the student's major professor. All committee members must hold appropriate Graduate Faculty Status and free from conflicts of interest (see Departmental Handbook).

The major professor assists the student in identifying potential members of the Program of Study Supervisory Committee. It is the responsibility of the student to secure agreement from each member and complete the necessary form designating the constituency of the Program of Study Supervisory Committee. This form is submitted to the major professor, Department Chair, and the Associate Dean for Academic Affairs for approval no later than prior to the third semester. Students will not be allowed to register for the next semester if the Program of Study Supervisory Committee form is not on file in the College Office of the Associate Dean for Academic Affairs. Members of the Program of Study Supervisory Committee should be chosen for their potential contribution to the selection of appropriate content of study required to prepare the students for their professional goals.

Supervisory Committees vary on how they prefer to approve the Program of Study. Some major professors and committee members prefer a face-to-face meeting of all members and the student to discuss the Program of Study and determine the fit between what is proposed

and the student’s professional goals. Other committees prefer to provide approval without such a meeting. The major professor is expected to provide leadership in the process.

Doctoral Portfolio

A requirement for receiving the Ph.D. in HDFS is the completion of the Ph.D. Student Graduation Portfolio. The portfolio covers the domains of teaching, research, service and clinical work. The portfolio will be evaluated each year by the Supervisory Committee at the time of the “Annual Review.” Students will upload required documents to an online portal. The portfolio is developmental in that items are to be added when completed with the requirement that the portfolio be submitted in its entirety at least four weeks prior to the end of the semester in which the student plans to graduate. The annual review of the Portfolio will help you and your advisor keep track of your progress in the program.

Ph.D. Student Graduation Portfolio	
<i>Domain</i>	<i>Portfolio Item</i>
	Current curriculum vitae
Research	A draft of a grant application
	Evidence of publishable manuscripts
	Evidence of research presentations at national or international professional conferences
	Statement of program of research
Teaching	Evidence of successful teaching in traditional or format
	Statement of teaching philosophy
Multicultural Humility	Diversity statement
Service	Evidence of service to the program, department, college, university, or professional organization
Clinical	Evidence of advance clinical competence and professionalism

To build a portfolio, students should log on to the online portal. Once the portfolio has been created, students can share the portfolio with members of their committee (and MFT students should also add the MFT Program Director regardless of whether or not she is a member of the student’s committee because data from the portfolio are linked with MFT Program Student Learning Outcomes that must be tracked annually).

Doctoral Portfolio Rubric

The intent of the annual review is to assure that each student has the opportunity for scholarly engagement and continues to make timely progression toward completion of the degree program. Students are to be evaluated based on their stage in their degree program. Progress is assessed by the doctoral portfolio using the evaluation system below. After review of the portfolio, the appropriate box is to be marked.

Supporting materials must be submitted by the student to the annual evaluation portfolio system by March 1st of each year. A copy of the completed and signed report is due to the department chair and associate dean (1) prior to the end of classes of the graduating semester or (2) the Friday after spring grades post if the student is continuing in the same program. The major (or co-major) professor(s) should also submit a completed and signed copy to the student.

	Not yet applicable	Needs Improvement	Meets Expectations	Exceeds Expectations
1) Current CV				
		- CV not uploaded <i>or</i> - Low quality (e.g., Poorly formatted, lack of information, lack of detail, unnecessary information)	- CV uploaded - Complete information	- Up to date, thoroughly edited and organized with currently accepted formatting
Comments				
2) Draft of a grant application (SLO 1.3) Students will produce a draft of a grant application relevant to their area of research				
		- Grant not uploaded <i>or</i> - Low quality, not suitable for submission	- Grant appropriate to student's research program - Ready for submission	- Grant appropriate to student's research program <i>and was</i> submitted
Comments				
3) Publishable Manuscripts (SLO 1.2) By graduation, students will submit at least 3 manuscripts for publication within a focused and systemic program of research, of which the student will be the lead author on at least				
		- Fewer than three manuscripts submitted to peer-reviewed scientific journals	- Three manuscripts submitted to peer-reviewed scientific journals of which the student is the lead author on at least 1	- More than three manuscripts submitted to peer-reviewed scientific journals and the student is the lead author on at least 1

of 1 of those publications				
Comments				
4) Research presentations (oral or poster) at a national or international professional conference (SLO 1.2) By graduation, students will submit at least 3 conference presentations within a focused program of research, of which the student will be the lead on at least of 1 of those presentations				
		- Fewer than three research presentations submitted to national or international professional conferences	- Three research presentations submitted to national or international professional conferences	- More than three research presentations submitted to national or international professional conferences
Comments				
5) Statement of Program of Research				
		- Program of Research not uploaded <i>or</i> - Poorly written or organized	- Program of Research uploaded with adequate writing - All elements present, clear statement of research	- Focused program of research with exemplary writing and organization
Comments				
6) Evidence of successful teaching in a face-to-face or online format (if student was an instructor of record) (SLO 3.2) Students will successfully teach at least one undergraduate course in a				
		- SPCI mean rating of < 3.0 (if student was instructor of record)	- SPCI mean ratings of > 3.0 (if student was an instructor of record)	-SPCI mean ratings of > 4.0 (if student was an instructor of record) - Nomination for teaching award -PIE Teaching Training Recognition

traditional or online format and in doing so will demonstrate knowledge and skills of effective teaching in traditional or non-traditional instructional formats.				
Comments				
7) Statement of Teaching Philosophy				
		-Statement not uploaded <i>or</i> - Low quality, not suitable for submitting with a job application	- Statement uploaded with adequate writing - All elements present, clear statement of teaching philosophy	- Exemplary writing and organization
Comments				
8) Diversity Statement				
		-Statement not uploaded <i>or</i> - Low quality, not suitable for submitting with a job application	- Statement uploaded with adequate writing - All elements present, clear statement of diversity statement	- Exemplary writing and organization
Comments				
9) Evidence of service to the Department, College, University, or professional organization				
		-Not a member of at least one national professional / scientific association -No events / activities	-Member of at least one national professional / scientific association -Average of at least one service event/activity per year	-More than one event / activity <i>or</i> served as a journal reviewer-in-training <i>or</i> reviewer for conference presentations
Comments				
10) Other career-related applied activities				
		-Little or no activity	-Active in career-related	-Active in career-related activities/service in

			activities/service in community	community and evidence of leadership (e.g., service award, officer, etc.)
Comments				
<p>*Required for MFT Students</p> <p>11) Clinical Development and Professionalism (SLO 2)</p> <p>Goal 2: Students will demonstrate advanced, multiculturally-informed clinical practice competencies and supervision skills in meeting the needs of diverse individuals, couples, and families.</p>				
		<p>-Below satisfactory practicum evaluation assessment on any domain criteria 1-7 on the practicum syllabus or below standard quality performance indicators on internship evaluations;</p> <p>-Inability to maintain requisite clinical load;</p> <p>-Behavior below standards of professional practice</p>	<p>- Satisfactory practicum evaluation assessments on domains 1-7 on the practicum syllabus or adequate quality performance indicators on internship evaluations;</p> <p>- Maintains requisite clinical load;</p> <p>-Behavior represents standards of professional practice</p>	<p>- Evaluation assessments of “very good” on practicum on domains 1-7 on the practicum syllabus or high quality performance indicators on internship evaluations;</p> <p>- Maintains requisite clinical load;</p> <p>-Behavior exceeds standards of professional practice</p>
Comments				

Overall Status of Student’s Progress for Year (Required):

Unsatisfactory	Cause for Concern	Satisfactory

For Students in their 2nd Year or Beyond - Developmental Review:

Whereas an annual evaluation is required, the overall aim is to accrue and use information to assist in students’ professional development through the program. The below criteria are to be used to provide an appraisal of the student’s growth and trajectory.

<p>1) Academic Progression</p>	<p>Academic Progression</p> <p>Apart from grades. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Intentional development of POS • Informed decisions about coursework and opportunities • Capacity to integrate content from different courses to inform command of body of knowledge 		

	-No evidence of academic progression	-Some evidence of academic progression	- Clear evidence of academic progression
Comments			
2) Research Progression	Research Progression Apart from articulating a research program and submitting papers/conference abstracts. Examples include but are not limited to: <ul style="list-style-type: none"> • Independent articulation of research questions and hypotheses • Ability to independently test hypotheses, troubleshoot and manage data • Ability to articulate state of knowledge in research area • Demonstrated progress toward the development of a focused program of research • Articulation of the “so what” of their research program 		
	-No evidence of research progression	-Some evidence of research progression	-Clear evidence research progression
Comments			
3) Professional Development	Professional Development Apart from specific activities like service to the field, completing reviewer-in training. Examples include but are not limited to: <ul style="list-style-type: none"> • Effective time management • Work ethic • Professional conduct both within the FSU community and in the broader professional arenas • Successfully situating oneself for success in future aspirations 		
	-No evidence of growth toward professional aspiration	-Some evidence of growth toward professional aspiration	-Clear evidence of growth toward professional aspiration
Comments			

Program Milestones:

Passed Preliminary Exam	Passed Prospectus Defense	Passed Dissertation Defense
Comments:	Comments:	Comments:

Additional Comments:

Signatures below indicate that this progress report has been reviewed by both the student and the major professor(s) together.

Student Signature: _____ Date: _____

Printed Name: _____

Major Professor: _____ Date: _____

Printed Name: _____

Co-Major Professor: _____ Date: _____

Printed Name: _____

Clinical Comprehensive Evaluation

The Clinical Comprehensive Evaluation assesses the student's advanced clinical competencies. Students must pass the Clinical Comprehensive Evaluation prior to beginning internship. There are two options for completing the Clinical Comprehensive Evaluation requirement.

Option 1: The Association for Marital and Family Therapy Regulatory Boards (AMFTRB) Examination or AMFTRB Practice Examination

A passing score on the AMFTRB exam or practice exam may count as satisfying requirements of the Clinical Comprehensive Evaluation. If a student would like for their official AMFTRB exam score to count toward this requirement, it is the student's responsibility to notify clinical faculty of this decision and to provide documentation of their passing score. If the student would like to use the practice exam to satisfy this requirement, the student must notify their practicum supervisor. Then the doctoral student, in consultation with the practicum supervisor, establishes the time, date, and location of the practice examination. The exam should be taken in either the Sandels Buildings or at the CCFT and is to be proctored by the practicum supervisor. The exam is to be taken without the use of resources in order to emulate the AMFTRB exam context. If the student is no longer enrolled in practicum, the student is to work the MFT program director to schedule the practice exam.

Option 2: Standard Clinical Comprehensive Examination

Students can meet the requirements for the Clinical Comprehensive Evaluation by passing a Clinical Comprehensive Examination ("clinical comps") administered by the clinical faculty. In order to be eligible for the clinical comprehensive examination, students must have completed 200 client contact hours at the CCFT and passed all practicum terms with an "S".

The procedure for the clinical comprehensive examination is as follows:

- The student will register for Practicum (FAD 6940).

- The student will notify the practicum instructor that they wish to take the clinical comprehensive examination that term.
- By the 12th week of the term, the student will take the clinical comprehensive exam.
- The exam will be administered by the practicum instructor.
- It is a closed book exam.
- The students will be given 5 major MFT models that may be assessed in the exam (e.g., Bowenian, Structural, Solution-Focused, EFT, Narrative).
- One the day of the exam, the student will select 2 MFT models by randomly drawing the names of 2 models.
- In their response, the student will explain model's founders and major contributors, will describe the key concepts of the model, will demonstrate an understanding of the role of the therapist according to the model, describe change from the perspective of the model, and will apply the model to a vignette. The vignette will be provided by the MFT clinical faculty.
- Further, the student will describe their own theory of change attending to: the therapist's personal values/beliefs/assumptions; the theoretical model to understand human problems in relationships; the critical elements in the model; the theory of change (goals of therapy/ interventions); change strategies – identifying stages in change process; the role of the therapist (self of the therapist); several techniques used throughout therapy and the intended outcomes; contraindications (when not to use the model and what are the alternatives); and an application of their model to a provided vignette.
- The exam will be evaluated by the MFT clinical faculty who have 2 weeks to grade the exam.
- An oral defense of the student's responses will be conducted with the clinical faculty by the end of the term.
- The oral defense may be waived by the faculty if the student demonstrated mastery of the MFT models and a coherent systemic theory of change.

A student must pass their clinical competency exam (AMFTRB exam or clinical comps) in order to fulfill their program of studies requirements. Students cannot begin their internship without passing their clinical comprehensive examination.

Evaluation of the Clinical Comprehensive Examination

The Clinical Comprehensive is assessed on two criteria: mastery of the MFT models; and a coherent systemic theory of change. Each criterion is given a numerical rating between 1 and 3.

3 = student successfully demonstrates mastery

2 = student inconsistently demonstrated mastery

1 = student failed to demonstrate mastery

Each criterion is divided into subcategories - each subcategory is given a check when there are fewer than two errors or omissions throughout the response. If there are 2 errors or omissions, the student is given a two. When there are more than 2 errors or omissions in a subcategory,

that category is given an X. Numerical Assessment Per Criterion: One or no Xs = 3, Two Xs = 2, More than 2 = 1. Overall Assessment: "Pass" or "Oral Defense" or "Not Accepted"

Pass = Overall score of 3 on all criteria. No more than 1 criterion having a score of less than 3

Oral Defense = Overall score of 3 on two criteria and overall score of 2 on one criteria

Not Accepted = All other scores

Clinical Comprehensive Exam

Pass (v) Concern (x)

<u>Criterion 1: MFT Model 1</u>			
1.	Named the MFTs associated with the model		
2.	Explained key concepts of the model		
3.	Demonstrated an understanding of the role of the therapist		
4.	Demonstrated an understanding of the model's assumptions about change		
5.	Application of model to vignette		
<u>Criterion 2: MFT Model 2</u>			
6.	Named the MFTs associated with the model		
7.	Explained key concepts of the model		
8.	Demonstrated an understanding of the role of the therapist		
9.	Demonstrated an understanding of the model's assumptions about change		
10.	Application of model to vignette		
<u>Criterion 3: Students Theory of Change</u>			
11.	The therapist's personal values/beliefs/assumptions		
12.	The theoretical model to understand human problems in relationships		
13.	The critical elements in the model		
14.	The theory of change (goals of therapy/ interventions)		
15.	Change strategies – identifying stages in change process		
16.	The role of the therapist (self of the therapist)		
17.	Several techniques used throughout therapy and the intended outcomes		

18.	Contraindications (when not to use the model and what are the alternatives)		
19.	Application of model to vignette.		

Question 1 - Criterion 1: Model _____

1. Name the MFT associated with the model and describe the roles they had in the development of the model.
2. Explain the key concepts of the model.
3. What is the role of the therapist?
4. What does the model say about change?
5. Please read the attached vignette. Demonstrate what therapy would look like using this model to the case.

Question 2 - Criterion 2: Model _____

1. Name the MFT associated with the model and describe the roles they had in the development of the model.
2. Explain the key concepts of the model.
3. What is the role of the therapist?
4. What does the model say about change?
5. Please read the attached vignette. Demonstrate what therapy would look like using this model to the case.

Question 3 - Criterion 3: Your own Theory/Model

1. What are your personal values/beliefs/assumptions about therapy
2. According to your theory – how do problems develop?
3. What are the change strategies – identifying stages in change process?
4. What are the goals of therapy?
5. What are the critical elements of your model – specifically – what makes your model work?
6. What is the role of the therapist (self of the therapist)?
7. Explain several techniques used throughout therapy and the intended outcomes.
8. What are the contraindications (when not to use the model and what are the alternatives)?
9. Please read the attached vignette. Demonstrate what your model would look in relation to the case.

Preliminary Exam

A. To be eligible to take the preliminary examination the student must:

1. Complete all but 9 hours of course work as indicated on the signed Program of Study.
2. Complete the language requirements and other research tool requirements, if applicable.
3. Attain a cumulative grade point average of 3.00 or better.

4. Ensure that any modifications to the Program of Study were filed in the college's Academic Dean's Office.
5. Be registered for the preliminary examination course CHD 8964 or FAD 8964.

Prior to the examination, the student's Supervisory Committee will determine whether the student has progressed sufficiently in the study of the discipline and its research tools to begin independent research in the area of the proposed dissertation. This decision will be based at least on the recency and adequacy of the courses that the student has completed, given the current state of knowledge in the area of concentration.

B. The doctoral student, in consultation with his/her committee, will establish time, date, and place of each part of the preliminary examination. The major professor is responsible for the examination content and will preside over the entire exam.

1. The preliminary examination is given in two parts: written and oral.
2. The student's supervisory committee will determine the preliminary exam questions.
3. Progress toward the oral portion of the exam depends on "passing" the written portion of the exam. Therefore, the oral portion of the exam does not need to occur on the same date as the written portion of the exam, but students must "pass" the oral portion of the exam in the same academic term as the written portion. Content of the oral examination will ordinarily be related to the written part. However, since the preliminary examination is inclusive, the student should be prepared for questions in areas that may not have been covered by the written part of the preliminary examination.
4. Students cannot register for dissertation hours prior to passing both parts of the preliminary examination. An Admission to Candidacy Form must be completed and on file in the College's Academic Dean's office prior to registration for dissertation hours. After being admitted to candidacy, the student may be eligible to retroactively change other hours to dissertation hours for that semester in which the preliminary exam was completed. Retroactive changes are only permitted if the preliminary examination is passed by the mid-point (before the seventh week deadline) of the semester, as posted on the Registrar's calendar.

C. Preliminary examinations should be scheduled no later than September (to meet Spring graduation deadline), January (to meet Summer graduation deadline), or May (to meet Fall graduation deadline) in the semester prior to completion of the degree.

D. Students are expected to provide the department with the following information at least 2 weeks prior to the oral examination so that an email invite to all departmental faculty and graduate students, as well as the Associate Dean and Dean, can be sent: student's full name, major professor's name, degree program (and specialization), location and time (E.S.T.).

E. The supervisory committee serves as the examining committee. Others may be invited to

participate in the oral as follows:

1. The department chair and the academic dean may attend any session of the supervisory or examining committee as a non-voting member.
2. A member may be appointed to the examining committee at the discretion or recommendation of the major professor.

F. Faculty who submit questions for the preliminary examination are to vote pass or fail for each part. A three-fourths majority committee vote renders the final disposition of each part of the preliminary examination. A three-fourths majority vote on both the written and oral parts of the examination means the student has “passed” the preliminary examination and is eligible for admission to doctoral candidacy.

G. The committee will report the outcome of each portion of the exam the examination on the college’s Preliminary Examination Results Form. Possible dispositions for the written portion of the exam are “pass,” “fail,” and “additional work needed.” Possible dispositions for the oral portion are “pass” and “fail.” The appendix provides guidance for differentiating each disposition. The student’s major advisor will submit the Preliminary Examination Results Form to the College’s Office of Academic Affairs within three days of any disposition being assigned to any part of the preliminary examination.

1. If “additional work needed” is the majority disposition, a copy of a memo addressed to the student from the committee explaining the areas of additional work needed, along with the procedure and timeline for reevaluation, must accompany the Preliminary Examination Results Form submitted by the student’s major advisor. Reevaluation following an “additional work needed” disposition must be completed in the same academic term as the original submission.
2. Passed and failed (P/F) examinations are reported to the registrar by the person under whom the student registers for 8964 for inclusion in the student's permanent record.
3. If a student receives a “fail,” on either the written or oral portion of the preliminary examination, re-examination is permissible. However, re-examination is only granted with advance approval of the supervisory committee and the Associate Dean of Academic Affairs. Re-examination cannot occur in the same academic semester as the failed preliminary examination. Also, the re-examination cannot take place in less than six (6) full class weeks (defined as a week with five days during which classes are held) from when the results of the first attempt are shared with the student. Possible outcomes of reexamination are the same as those for all preliminary examinations; pass, fail, or additional work to be completed.
4. Students may attempt the preliminary examination for admission to doctoral candidacy twice. A second failure (F) of any type (e.g., two failures on the written component, a fail followed by a pass on a written component of a re-examination but fail on the oral component of the re-examination) makes the student ineligible to continue in the degree program.

H. After completion of preliminary examination and 24 hours of dissertation, full-time status requires that a doctoral student must enroll for a minimum of 3 hours per semester (of which at least 2 must be dissertation hours) until completion of the degree.

I. The time limit for completion of remaining requirements of the doctoral degree is no less than 6 months and no more than 5 calendar years from the time of passing the preliminary exam.

J. A student may file an Extension of Time Request (EOT) with the Graduate School. If the Graduate School denies the requested EOT, the major professor and Department Chair, in conjunction with the Associate Dean of Academic Affairs, may allow the student to take specific additional coursework and retake the preliminary exam for possible readmission to candidacy. This will be decided on a case-by-case basis and, if granted, a written outline of expectations will be furnished and signed by all parties. If this option is not offered to the student, then the student may no longer be enrolled in that program or at Florida State University. If this option is offered and the student is not able to fulfill the requirements, the student may no longer be enrolled in that program at Florida State University. The preliminary examination procedure is overviewed in the eight-steps defined next. The remainder of this section elaborates the procedure.

1. Meet with your major professor to determine the recency and adequacy of completed courses.
2. If all eligibility criteria have been met, register for FAD 8964r (0 credits).
3. Schedule the examination and reserve the room for the oral defense.
4. Sign a statement that you will work independently on the written responses.
5. Submit a prepared Preliminary Examination Results form to his/her major professor no later than the start of the oral portion of the preliminary exam. Students should not handle completed paperwork that records a vote.
6. Receive the questions from the major professor and confirm receipt.
7. Write and submit the written responses to the committee within 7 calendar days of question receipt.
*Note, there should be at least a two-week window between submitting the answers to your questions and the oral examination/defense.
8. Participate in the oral examination.

The Program of Study Supervisory Committee will design the examination questions covering 3 areas: Theory, Content, and Methods (i.e., the student's area of research). Department faculty who teach doctoral level courses may be invited to contribute to the writing of the exam questions. Because the preliminary examination is inclusive of the student's academic program, the student should be prepared for questions in areas that may not have been covered by the written part of the examination.

The major professor will electronically provide the 3 exam questions to the student. The student will confirm receipt of the questions and will then have one week (7 calendar days) to

complete the written portion of the exam. The student may submit a reference list in advance for the major professor's input and approval; however, draft responses will not be reviewed by faculty. The student may rely on published materials, texts, and internet resources, but it is required that the student complete the exam independent of any outside assistance (see the Appendix), and the student will be required to sign a statement attesting to their understanding of this policy before taking the written exam. By 5pm EST on the 7th day, the student will email the written responses to all the committee members. The committee will have 2 weeks to review the exam before the oral defense date.

The Doctoral Program of Study Supervisory Committee serves as the examining committee. The Dean of CEHHS, the CEHHS Associate Dean of Academic Affairs, the Chair of the Department of Human Development and Family Science, the Director of the MFT Program (if the student is in the MFT program) may attend any session of the Supervisory committee as a non-voting member, including the oral defense of the preliminary examination.

The preliminary examination is graded on a pass/fail (P/F) scale.

Following successful completion of the preliminary examination, student responsibilities include:

1. Notifying the CEHHS Office for Research and Graduate in a timely manner of their intent to switch courses to dissertation (see eligibility below) and will work with that office on paperwork to process that request.
2. Selecting a Dissertation Supervisory Committee for the dissertation.

The major professor will submit the exam and completed Prelim Results form (status selected and committee signatures obtained) to the Department Chair within 1 week, who will forward the form to the Associate Dean for Academic Affairs. Upon receiving the Preliminary Examination Results Form marked as "passed," the CEHHS Office for Academic Affairs will present an Admission to Candidacy Form to the Department Chair for signature.

Once admitted to candidacy, the student may retroactively add dissertation hours during the semester in which the preliminary examination is passed, but this **MUST BE** done before the 7th week of classes. That is, students may receive credit toward the required 24 hours of dissertation by having enrolled in 1-12 hours of a directed independent study (DIS) and/or readings course and then convert those hours to dissertation hours. To do so, students must register for the DIS or Readings during the same semester they pass the exam, and all necessary forms must be completed no later than the 7th week of classes. These courses to be switched to dissertation must not separately be required for the completion of the degree (listed in the Doctoral Program of Study form on file).

Additional information about the preliminary exam questions and grading rubric can be found in the Departmental Graduate Manual.

Dissertation

When all required course work has been completed and preliminary written and oral exams passed, formal application may be made for admission to candidacy for the doctoral degree. Only when the student has been admitted to candidacy, they must submit a research dissertation prospectus on a topic within the student's major field of study to the Dissertation Supervisory Committee. The dissertation must be an achievement of original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student. (Note: Pre-prospectus meetings are allowed but not required of students.)

Doctoral students admitted to the program after earning a Master's degree have a limit of 5 years from beginning coursework to be admitted to candidacy. Once candidacy is conferred when the student successfully passes the preliminary examination, students in all doctoral degree programs have a limit of 5 additional years to complete the degree program. Pursuit of a graduate degree must be continuous from the time of entry through the completion of all required course work including the dissertation. Thus, students must enroll in at least three credit hours each semester when completing their dissertation work to maintain continuous enrollment. Failure to meet these time limits will result in termination from the program.

Students are directed to the departmental Graduate Manual for additional information about the dissertation process.

Students work with their Dissertation Supervisory Committee to design an acceptable prospectus. This document will be a contract between the student and Supervisory Committee to be carried out within a limited time frame. Once the major professor has approved the prospectus, it should be sent to the other members of the Supervisory Committee. This committee should have at least 2 weeks to read the prospectus prior to a committee meeting to discuss the proposal. It is the student's responsibility to schedule the proposal meeting when all members of the committee may be present. Defense to be held via distance technology with all members present in real time is allowed. Students are encouraged to email the departmental office administrator with the following information at least 2 weeks prior to the oral defense so that an invite to all departmental faculty and graduate students, as well as the Associate Dean and Dean, can be sent: student's full name, major professor's name, degree program (and specialization), location (or zoom link), and time (E.S.T.). Graduate students are encouraged to attend prospectus meetings to support their colleagues, engage in department scholarly activities, and become familiar with prospectus meeting procedures. Graduate students in attendance must exit the examination room when the committee confers on its evaluation of the defense.

The primary function of the proposal meeting is to evaluate the merits and feasibility of the proposed research. The committee also serves to provide conceptual and technical assistance on selected, limited aspects of the research, but not to help the student develop major aspects of the project from the beginning. After the prospectus has been approved by the Doctoral Supervisory Committee and signatures secured, it will be submitted to the Departmental Chair and the Dean for review and signature. Data collection is not to occur prior to having a signed prospectus and approval of the Institutional Review Board of research involving human subjects.

The primary function of the prospectus defense is to evaluate the merits and feasibility of the proposed research. The committee also serves to provide conceptual and technical assistance on selected, limited aspects of the research, but not to help the student develop major aspects of the project from the beginning. After the prospectus has been approved by the Doctoral Supervisory Committee and signatures secured, it will be submitted to the Departmental Chair and the Associate Dean for review and signature. The student is required to submit proof IACUC protocol and/or IRB Approval letter (when necessary) within 60 days of the prospectus results. Data collection is not to occur prior to having a signed prospectus and approval of the Institutional Review Board (IRB) on research involving human subjects. The student's name must appear on the IRB approval and/or application form as a PI or associate/co-investigator for the period of time when the student's research was conducted.

An approved dissertation prospectus is considered a contract between the student and the Dissertation Supervisory Committee, as the representatives of the University. That is, once the committee approves the rationale, questions, proposed methods and proposed analyses, the committee must accept the outcomes of the research. This protects the student from additional, after-the-fact requirements, unless the project was not conducted in accordance with the prospectus. A digital copy of the approved prospectus is kept on file in the CEHHS Office of the Associate Dean for Academic Affairs.

Dissertation Research Project

The Dissertation Supervisory Committee will supervise the student's dissertation research. The student who has been admitted to candidacy must register for at least three (3) dissertation credits each term until the dissertation is completed (CHD or FAD 6980). The major professor shall determine the exact number of hours based on the proportion of faculty/staff time, facilities, and other resources needed to support the student. The minimum number of dissertation hours for completion of the doctoral degree is 24 semester hours. The student may not register for CHD or FAD 6980 before the semester in which the preliminary examination is passed.

A student is expected to keep the major professor informed as the dissertation progresses and to consult with the major professor and other committee members periodically. Typically, the major professor decides when the written dissertation is sufficiently acceptable and defensible, before giving approval for the student to schedule a meeting of the entire committee. The major professor's decision on this may exceed the student's preferred timetable, but this is the major professor's responsibility. As with the proposal, the final dissertation should not, in the major professor's mind, need major foreseeable renovations. On the other hand, the student should understand that what feels like a final copy is still a draft and that revisions will almost certainly be forthcoming.

A copy of the dissertation must be submitted to the Dissertation Supervisory Committee 4 weeks before the scheduled oral defense. Most faculty members are not on appointment during the summer months, as this time is dedicated to several other professional responsibilities. As such, faculty members are not expected to work with students during the

summer months unless such an agreement has been discussed and agreed upon in advance. Further, students should not schedule their dissertation defense during this period, when faculty members are not required to be available to students. Careful planning is the responsibility of the student.

After the student has successfully completed the oral defense of his or her dissertation, and the dissertation has been signed by the Dissertation Supervisory Committee, it should be submitted to the Department Chair for review and signature (allow 1 week) and to the Office of the Associate Dean for review signature (allow 6 days).

Note: Students should obtain a copy of the [Guidelines for Theses and Dissertations](#). This publication is available free from The Graduate School website <https://gradschool.fsu.edu/academics-research/thesis-treatise-and-dissertation/formatting-guidelines>. It specifies in great detail all of the university requirements for dissertations and graduation. A guide to dissertation research can be found at: <http://diginole.lib.fsu.edu/islandora/object/fsu%3A207241>.

Oral Defense Procedure

The student must register for the dissertation defense (CHD or FAD 8965) during the semester in which the dissertation is to be completed. At least 4 weeks prior to the date of the oral examination in defense of the dissertation, and after discussion with the major professor, the student will present an announcement of the defense (see instruction on The Graduate School website). The announcement should include the dissertation title, the date, and place of the examination. In addition, students are required to announce the time, place, and date of their defense to the faculty and graduate students of the department. Students should ask the office administrator to distribute this information to the department at least 2 weeks before the defense meeting.

The defense must be attended by all committee members and the student. Defense to be held via distance technology with all members present in real time is allowed. Graduate students are encouraged to attend dissertation defense meetings to support their colleagues, engage in department scholarly activities, and become familiar with dissertation defense meeting procedures. Graduate students in attendance must exit the examination room when the committee confers on its evaluation of the defense.

It is the responsibility of the Dissertation Supervisory Committee to determine standards for passing the defense. Approval is based on established criteria for evaluating a dissertation at FSU and the overall scientific merit of the work. Final approval of the dissertation by the Committee is a prerequisite to the awarding of the degree. If acceptable, the dissertation will be given to the Department Chair and the Dean for review and signatures.

Following a successful defense, the student is responsible for having the necessary forms signed by all committee members and turned into the HDFFS Office along with a copy (hard or electronic) of the dissertation.

Institutional Review Board (IRB) and Research Involving Human Subjects

FSU adheres to Federal and state regulations specific to the protection of human subjects in research. Student must adhere to these standards and policies:

<https://www.research.fsu.edu/research-offices/human-subjects/>

Clinical Training

Overview of Clinical Training

Development of advanced clinical skills is integral to the program. Regular and frequent evaluation of a student's progress and performance in the development of advanced marital and family therapy skills is an essential component of the doctoral education process. Students are referred to the Center for Couple and Family Therapy (CCFT) Policy and Procedures Manual (PPM) for a full description of clinical training at the CCFT. The CCFT PPM is distributed to all students engaged in clinical practice at the CCFT every Fall term. The CCFT PPM is also available upon request. Please email the CCFT director to obtain the handbook.

Clinical Requirements

Prior to admission to clinical practicum, students must be admitted into the Doctoral program in Marriage and Family Therapy. The admissibility of applicants will be carefully considered by the MFT clinical faculty regarding applicants' suitability for clinical training and other requirements as part of the interview process. Once admitted and enrolled, each MFT student will be assigned a practicum supervisor who will coordinate with the student the process of clinical training.

Incoming students and faculty will meet for a clinical orientation before the start of fall semester. The Practicum Syllabus identifies expectations of students enrolled in clinical practicum. During the first week of practicum enrollment, the student will have signed the Student Statement of Compliance to the Center's Policy and Procedures, which will be in the student's file retained by the program director.

Before graduating from the doctoral program, students are required to complete 500 hours of direct client contact and will submit the final clinical hours form to the program director. Approved hours accrued through clinical work at the Center for Couples and Family Therapy (CCFT), documented teaming hours earned at the CCFT, and approved internship hours count toward the 500. The final clinical hours form will be retained for a minimum of 5 years in accordance with the College of Education, Health, and Human Sciences policies. Under extenuating circumstances, an exception to the 500 clinical hours policy may be made. Please see the Exception Policy in this section.

To the extent that intakes permit, each practicum therapist must complete a minimum of 40 direct client contact hours per semester. This is to ensure students reach the required 200

hours of direct client contact at the CCFT. There will be a minimum of a 5:1 ratio of client contact hours to supervision hours.

Doctoral students who have successfully completed two semesters of Practicum may be approved to provide telehealth sessions for clients. The Practicum supervisor and/or Clinical Director may delay a student providing telehealth sessions in the event of documented concern of clinical competency. Doctoral students may count up to 75 telehealth hours for the required 200 clinical hours that must be completed at the CCFT. Students need a total of 500 clinical hours for the MFT program, and up to 200 of those hours may be spent in telehealth sessions. If students wish to conduct telehealth sessions outside of the CCFT's operating hours, they must obtain agreement from their Practicum supervisor to be available via phone for potential emergencies or additional supervision. If the supervisor is unavailable, students can obtain approval from either the Center director or assistant director. More policies and best practices about telehealth can be found in the CCFT Policy and Procedures Manual.

The experiences offered through the CCFT and practicum are designed to promote attainment of student learning outcomes. Each semester's final evaluation will be "satisfactory" (S) or "unsatisfactory" (U). Evaluation will be based on the practicum evaluation criteria as specified in the practicum syllabus. Evaluations will be completed mid-term and at the end of the semester. The evaluations will be shared with the student, who will have the opportunity to reply to the evaluations. The end of semester evaluations will be kept by the program director. Any student who fails to complete the requirements of a practicum will be assigned an incomplete or unsatisfactory grade consistent with the practicum syllabus.

A student receiving an unsatisfactory or incomplete for a semester grade will be considered on probation during the next semester. A meeting with the clinical faculty will be held in which all behaviors of concern will be documented, and a behavior change plan will be developed. The clinical faculty will review the student's progress at the middle and end of the following semester. Students receiving two (2) consecutive or nonconsecutive failing semester grades may be asked to leave the MFT program.

In accordance with the doctoral portfolio annual review policies (detailed in the FSU Graduate Handbook), all MFT students are to be evaluated on their clinical development and professionalism. The rubric for evaluation is provided in the portfolio. The evaluation will be conducted by the clinical faculty and written feedback will be provided to the student and the student's major professor. If concerns arise during the review process, remediation steps will be detailed as explained in section 1.2.6.(c) and (d) of the CCFT PPM.

Practicum Therapists in the Marriage and Family Therapy Program will complete a Clinical Comprehensive Preliminary Examination only after they have documented a minimum of 200 direct client contact hours in the CCFT. Passing the Association of Marital and Family Therapy Regulatory Board's (AMFTRB) Examination in Marital and Family Therapy may replace the Clinical Comprehensive Examination. Documentation of passing either the Clinical Comprehensive Examination or the AMFTRB Examination must be provided in order to move into the internship phase of clinical requirements.

In accordance with the AAMFT approved supervisor standards, approved supervisors serve as gatekeepers. If concerns about a MFT therapist arise, the clinical faculty will discuss the issues and decide upon the appropriate action plan. Every effort will be taken to ensure therapist confidentiality. In some instances, the clinical faculty may seek outside guidance from such sources as another AAMFT approved supervisor, AAMFT staff, legal experts and/or subsequent supervisors or licensing boards upon termination of the trainee/supervisor relationship.

If supervisors believe that students may receive an unsatisfactory letter grade, the supervisor should provide a mid-semester evaluation that reflects that possibility. If students are given an unsatisfactory letter grade on the final evaluation that was not reflected in the mid semester evaluation, the activities cited in the final evaluation should have arisen from the latter half of the semester. The mid-semester evaluation should include a discussion of what is necessary to remediate concerns. If at the end of the semester, students are unable to remediate concerns that caused the mid-semester unsatisfactory rating, the supervisor will alert the program director and establish an explicit contract with the student detailing the concerns and steps necessary to ameliorate the issues. Practicum therapists who receive an unsatisfactory grade will be placed on practicum probation and will be given one semester satisfactorily address the concerns. If concerns are not remediated by the end of the probationary semester, Supervisory Faculty will meet and make a recommendation for: dismissal; a leave of absence from the program to engage in educational experiences that will remediate the concerns; transfer to a different academic unit within the University if eligible.

Allegations of ethical violations will result in a report to the appropriate professional, state regulatory and legal entities. If the allegation is of a litigious or grievous nature, the clinical faculty have the option of suspending the student from the practicum until the safety of clients can be ascertained. Founded allegations will result in penalties as determined by regulatory bodies, professional organizations, and the legal systems.

Outside Clinical Activity

Outside clinical involvement is considered any clinical service that is not conducted as a clinical requirement for the MFT Program (i.e., practicum hours, peer supervision at the CCFT, doctoral internship). Students will be asked to list any clinical services they aim to provide during the academic year, including but not limited to in-person or telehealth psychotherapy outside of the CCFT, clinical consultations, or clinical supervision not associated with FAD 6606: Supervision in MFT. Due to liability and ethical concerns, all outside clinical involvement must be approved by the MFT Program Director and Clinical Director prior to starting the activity to ensure that there is no conflict of interest with the University, and that all clinical services provided by the student are in accordance with current guidelines for clinical practice and supervision outlined by AAMFT and COAMFTE. A copy of this agreement will be retained in students' clinical files. See Appendix C.

Clinical Hours Exception Policy

This program adheres to the 500 direct clinical contact hours requirement set forth in previous COAMFTE standards because COIs endorse this standard as one that adequately prepares and positions students well for future employment. However, situations (e.g., COVID-19) will arise that may preclude a student's fulfillment of the 500 clinical hours requirement. In such instances, the student is to write a statement identifying the exception they are proposing and a justification for why the exception is warranted. The student then submits that to the program director who will take it to the clinical faculty for discussion. The student and clinical faculty will then have a discussion about the student's proposal. From there a written response detailing the outcome will be provided to the student for the student's records. Of note, and in accordance with COAMFTE standards, even with an exception, unless the student is already an LMFT, the student must acquire a minimum of 300 direct client contact hours, 150 of which must be relational. Student must also demonstrate clinical competency at a level comparative to the 500-hour requirement as evidenced by final practicum evaluations, internship evaluations, and annual portfolio reviews at the level of meet or exceed expectations. Please know that accruing fewer hours may affect licensure trajectories in the location in which the student intends to practice. Please see the Portability of Degree section in this handbook for information about state licensure requirements.

Other CCFT policies can be found in the CCFT PPM.

Internship – The Advanced Practical Experience Component

The aim of the internship is for MFT PhD students to participate in the required advanced practical experience component consistent with COAMFTE standards emphasizing relationally focused practice and research and/or teaching. Before beginning internships, students must have doctoral candidacy status, have passed the licensure exam or equivalent, and acquired a minimum of 200 clinical hours at the CCFT. Students must accrue 500 total direct client contact hours to satisfy program degree requirements.

The internship provides students the opportunity to obtain the required program Direct Client Contact (DCC) hours in MFT with individuals, couples, and families *plus* experience consistent with our two other MFT program goals related to teaching and/or research. It is intended that decisions about teaching or research experiences to be informed, in part, by the students' progress on their annual reviews via the Portfolio. If, for instance, a student's Portfolio evaluation identified that further development was needed in the student's teaching, then having Advanced Practical Experiences that involved additional teaching may be a good option. Alternatively, if the student aims to bolster their publication record, a research focus may be a good choice. Whether the Advanced Practical Experience involves teaching or research, all students must complete a clinical experience (unless the student is already a LMFT). As such, the Advanced Practical Experience Component helps fulfill the program's mission, goals, and outcomes by supporting student development in areas of need or specialization.

The internship is a variable credit course. However, students must register for, and complete 6 credit hours across a minimum of a 9-month internship experience emphasizing relationally focused practice and research and/or teaching.

A list of internship sites and intern feedback regarding those sites is available from the program director and the internship Canvas site.

Clinical Internship Site Requirements

The clinical internship site will have been in operation for at least two years and the internship site will provide adequate facilities and equipment for the intern to carry out designated responsibilities.

Please note the important change in Florida Statutes: Recent legislation requires “A licensed mental health professional must be on the premises when clinical services are provided by a registered intern in a private practice setting.” The internship supervisor must be available to the intern and be an active participant in her/his internship training. A licensed mental health professional must be on the premises when clinical services are provided by a registered intern in a private practice setting.

Internship Documentation

Internship contracts will be signed by the student, the internship supervisor, and the internship coordinator of FSU. Mid-term and at the end of the internship experience, the internship supervisor will complete an evaluation of the student and submit that evaluation to the internship coordinator of FSU. It is the student’s responsibility to ensure all internship materials are submitted. For a complete list of these materials, please see the internship checklist located on the internship Canvas page. If the required materials are not on file, internship requirements will not be considered fulfilled, and a passing grade cannot be assigned.

Documentation of liability insurance for interns will be confirmed. Liability insurance may be provided by the internship site, the marriage and family therapy program, or the intern.

The internship site must publish and adhere to policies prohibiting discrimination.

Activities of each intern will be documented at the internship site. These records will be made available to the marriage and family therapy program upon request.

Clinical Internship Supervision

An AAMFT Approved Supervisor or the equivalent will supervise the intern’s clinical work. In instances when it is not possible for an intern to be supervised by an approved supervisor, then “equivalency” criteria must be met. Such criteria include:

- 1) Documentation of training, education, and experience in MFT, and
- 2) Documentation of training, education, and experience in family therapy supervision.

Documentation must also confirm one of two criteria as defined by Florida Statute:

- (1) Approved Supervisor Candidate; or
- (2) Requisite education and experience by:
 - a. Designation as an AAMFT Clinical Fellow; or
 - b. Meeting requirements for Clinical Fellow status with the exception of having met the curriculum requirement for the Clinical Fellow designation. If

supervisors do not meet the course requirements for Clinical Fellow designation, then they must demonstrate at least one course or 45 clock hours of CEU training in each educational content area; or be licensed as a MFT;

c. A valid state license as a marriage and family therapist;

d. Demonstrated 5 years of professional work experience in MFT;

e. Demonstrated education and experience in systemic/relational supervision.

Before supervision with a supervisor with “equivalency” status can begin, students must submit and have approved the Approved Supervisor Equivalency Status Form available from the Internship Coordinator and available on the internship course canvas site.

The intern is responsible for documenting that the requisite supervision was provided in accordance with the policies detailed in the MFT Internship syllabus.

Other Internship Considerations

Alternate, non-clinical internship experiences, such as a teaching-research internship combination, will be permitted with approval from the doctoral committee, and MFT clinical faculty, as long as 500 direct client contact hours are also documented before requesting the alternate internship experience. Goals set by each student and approved by their doctoral committee will determine the type of experiences for “alternate” internships. It is the student’s responsibility to provide written documentation of these goals before beginning the alternate internship experience.

Students may continue to obtain direct client contact hours at the CCFT during the internship experience. If the student chooses to do so, it is the student’s responsibility to arrange supervision for these cases. The MFT clinical faculty must approve the supervisor in such instances. A student intern may not see a client at CCFT without a supervision contract on file.

Recommended Timeline for Degree Completion

The recommended timeline for degree completion in 4 years with benchmarks is as follows:

Years 1 and 2:

- Complete 12 credit hours in Fall and Spring terms, and 9 credit hours Summer terms
- Complete 200 hours at the CCFT
- Pass clinical comprehensive examination or equivalent (upon completion of 200 hours)
- Pass preliminary examination (between spring term year 2 and fall term year 3)
- Complete required courses on program of study (between spring term year 2 and fall term year 3)

Year 3

- Pass preliminary examination (between spring term year 2 and fall term year 3)
- Begin internship
- Pass the dissertation prospectus

Year 4

- Complete internship
- Defend dissertation

Progress Toward Degree Completion

The program is structured so that most, if not all, of the required content courses can be completed within the first 2 years of the program. When a student successfully completes all but 9 hours of course work, as indicated on the signed Program of Study, the student is eligible to take the preliminary exam. The preliminary exam procedures are outlined in the Preliminary Exam section of this document. The student enters into doctoral candidacy status after successful passing of the preliminary exam. At that point the student can register for and start the internship and dissertation processes. Internship is complete once a student obtains the requisite clinical hours (outlined in the Internship section) and all required forms are on file. Regarding the dissertation, the student first presents and defends their dissertation prospectus to their committee. Once the prospectus has passed, the student may begin their dissertation research. Once the student successfully defends their dissertation and completes their internship, they are eligible for graduation. Each of these steps is outlined throughout this document.

Length of Program and Time Limits for Degree Completion

The advertised MFT Ph.D. program completion length is four years. Minimum program completion length is 3 years. There are a number of advantages to staying the fourth year and these advantages are discussed with each student on an individual basis.

Students without a COAMFTE-accredited master's degree can take up to five years to complete the MFT Ph.D., due to extra coursework and clinical contact hours needed.

All coursework must be completed within 5 years of enrollment in the program. When students have completed coursework, they must then complete a preliminary examination with an oral defense. Upon successful completion of the exam, the student enters into "candidacy." The period of candidacy is limited to 5 years. Thus, the absolute maximum time to complete the MFT Ph.D. program is 10 years. Failure to meet these time limits will result in termination from the program.

Grading and Assessment

MFT doctoral students receive regular evaluation and feedback through the following mechanisms:

1. Students are evaluated in each course according to the syllabus for that course.

2. Students receive clinical evaluation in each practicum from the practicum supervisor and from their internship supervisor.
3. As stated in the [Florida State University Graduate and Professional Student Handbook](#), students are evaluated annually by their major professor and supervisory committee. All MFT students are evaluated, in part, by the Doctoral Portfolio rubric.
4. Students are evaluated through the clinical comprehensive examination or equivalent.
5. Upon completing required coursework, students are evaluated through the preliminary examination process described above.
6. Students receive evaluation of their dissertations through the prospectus meeting and final defense.

Retention

The MFT Program adheres to FSU policies regarding graduate student retention. “The University reserves the right to exclude at any time a student whose conduct is deemed improper or prejudicial to the interest of the University community or whose academic performance is substandard, regardless of GPA. A graduate student...whose cumulative grade point average for graduate courses (5000 and above) taken at Florida State University falls below 3.0 at the end of a term (not counting courses for which “S” or “U” grades may be given) will be considered not in good standing by the University and will be placed on academic probation. If a 3.0 cumulative grade point average is not attained by the end of the next full term of enrollment, the student will be placed on academic dismissal” (p. 70). Additional information about the university’s retention policies can be found in the [Graduate Bulletin](#). Benchmarks for success are outlined throughout this document.

Remediation and Dismissal

Please consult the current Florida State University (FSU) [Graduate Bulletin](#) for an overview of the Scholarly Engagement requirement for all FSU doctoral students. To meet the Scholarly Engagement requirement, doctoral students in the Department of Human Development and Family Science must submit evidence of Scholarly Engagement via the doctoral portfolio annual evaluation system. These activities may include presenting at conferences, preparing publishable manuscripts, submitting grant applications (see <http://ogfa.fsu.edu/> for opportunities and grant development resources), and other scholarly work determined as appropriate by the student’s committee. Attending departmental and college guest lectures also is expected. Students are required to fulfill scholarly requirements each year. An action plan will be developed by the student’s supervisory committee in instances when a student does not meet this requirement as indicated by an annual evaluation summary that is below “*satisfactory*.” The action plan will enumerate measurable benchmarks that must be completed by the student during the next academic year in order to achieve a satisfactory rating and consequences if those benchmarks are not achieved. This action plan will be signed by the student and major professor. If the benchmarks are not completed the following academic year, the student will not be allowed to progress to the next stage of the degree (e.g., sit for the preliminary exam, prospectus or dissertation defense) until concerns are resolved and benchmarks achieved.

Students must pass their preliminary exam to enter into doctoral candidate status. Procedures for the preliminary exam are outlined elsewhere in this document. If the student does not pass either the written or oral portion of the preliminary examination, only one repeat examination is permitted. The report following the reexamination must indicate whether the student passed or failed. The results are reported to the Office of the University Registrar for inclusion in the student's permanent record. Failure on repeat examination will result in dismissal from the program.

Steps for dismissing a student from the program:

Step 1: A graduate student is identified by his/her the department as not making sufficient progress towards the degree, failing to complete the degree within the specified time-period, or whose academic performance is substandard, regardless of GPA.

Step 2: The graduate student meets with his/her major professor and the MFT Program Director to develop a remediation plan for the incomplete degree requirement or scholarly/behavioral objectives.

- The department will provide a written remediation plan or written academic "warning" to the student.
- The academic dean will be notified of the situation, the deficiencies, and the remediation steps presented to the student.

Step 3: If the graduate student fails to resolve/remediate the specified and documented deficiency, the department may initiate a program termination. If the program chooses to terminate the academic progress of the student, the following steps will be completed prior to notification given to the student.

- The department will consult with the academic dean of the intent to pursue program termination. The consultation will include the remediation steps taken, the student's efforts to date to resolve or address the deficiencies and the grounds for the program termination.
- At the time of dismissal, the major professor and/or department chair may petition the academic dean for consideration of special circumstances that the professor/department chair thinks constitute justification for an exception to this termination
- The academic dean's office will inform the Registrar's Office and the Graduate School of its intent to move forward with program termination. In conjunction, the three offices will tailor a letter specific to the circumstances of the student, including language and alternatives, if any.

Step 4: A written letter will be sent to the graduate student being dismissed which specifies the following information:

- The termination reasons,
- Benchmarks missed,
- The fact that an academic hold will be placed on registration on registration and effective date/semester,

- Dismissal from the program constitutes dismissal from the University,
- Any limitations on future enrollment in courses offered by the department/college, should the student reapply to the university in a different program,
- Timeline to complete specific coursework, if any,
- Notification of the right to appeal and information about how to do so, and
- A deadline for any appeal submittal.

Graduation

Note: Students should obtain a copy of the Guidelines for Theses and Dissertations. This publication is available free from The Graduate School website <http://www.gradstudies.fsu.edu/academics-research/thesis-treatise-dissertation>. It specifies in great detail all of the university requirements for dissertations and graduation. A guide to dissertation research can be found at: <http://diginole.lib.fsu.edu/islandora/object/fsu%3A207241>.

All degree requirements must be met before a student will be allowed to participate in the commencement processional. Doctoral students are allowed to use the Ph.D. designation only after the degree has been officially conferred.

Academic Standards

The MFT PhD program adheres to the academic standards set forth by FSU. “A graduate student...whose cumulative grade point average for graduate courses (5000 and above) taken at Florida State University falls below 3.0 at the end of a term (not counting courses for which “S” or “U” grades may be given) will be considered not in good standing by the University and will be placed on academic probation. If a 3.0 cumulative grade point average is not attained by the end of the next full term of enrollment, the student will be placed on academic dismissal” (p. 81).” Additional details about standards can be found in the [Graduate Handbook](#).

Moreover, FSU has standards for teaching assistants (TAs) and MFT students must adhere to those standards as well. These standards are described in the orientation and detailed here: <https://registrar.fsu.edu/bulletin/graduate-information/teaching-assistants-standards> Additional information about the departmental expectations for TAs can be found in the departmental Teaching Manual available from the MFT Program Director.

Academic Conduct

The MFT Program adheres to FSU’s [Academic Honor Policy](#). “The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The Academic Honor Policy is a specific manifestation of this commitment. Truthfulness in one’s claims and representations and honesty in one’s activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.” (Values and moral standards at FSU

retrieved from the current General Bulletin located at <http://registrar.fsu.edu/>.) Guided by these principles, this Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. The Academic Honor Policy Committee may take direct jurisdiction of a case under extraordinary circumstances when it is determined by a majority vote of the committee that taking direct jurisdiction is appropriate."

Violations of academic conduct include plagiarism, cheating, unauthorized group work, fabrication, falsification, and misrepresentation, multiple submission, abuse of academic materials, complicity in academic dishonesty, and attempts to commit any of the above. Please see the [Graduate Bulletin](#) for additional information.

Authenticity of Students' Work

Work submitted by a student is expected to reflect the student's original work. In accordance with FSU policies, "faculty may choose to use appropriate plagiarism checkers and peer review tools with early drafts of manuscripts as an instructional aid in advising students on matters relating to plagiarism" (Graduate Bulletin, p. 75). Violations of this expectation and processes associated with such are outlined in the Academic Standards and Academic Conduct sections of this document.

Anti-Discrimination Policies

Florida State University, including the Marriage and Family Therapy program, is "committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group status" (from the University Equal Opportunity and Non-Discrimination Statement found at: http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf).

Defining Diversity

Moreover, the MFT program embraces COAMFTE's definition of diverse, marginalized, and/or underserved communities as "groups from non-majority populations currently discriminated against and underrepresented due to their race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious and spiritual practices, nation of origin or other social categories, immigration status, and/or language" (COAMFTE Accreditation Standards pp. 44-45).

As such, the MFT program 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 with regard to the

recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff.

MFT Program Climate

The MFT Program is a unique, applied learning context committed to promoting a safe, inclusive, and professional learning environment. We hold as an expectation that as professionals we treat each other with courtesy such that all students and students' experiences are equally recognized and treated with respect. This is an explicit element of our definition of professionalism. We expect every member of our program to behave professionally in terms of how they carry themselves and treat others, and professionalism is an indicator of academic performance in the MFT Program.

It is expected that members of the MFT program reflect the program's core values in communications, including via social media. Please see the CCFT Policies and Procedures Manual for the CCFT Social Media policy.

In accordance with policies described in this handbook in the doctoral portfolio annual review section, all MFT students are to be evaluated on their clinical development and professionalism. The rubric for evaluation is provided in the portfolio (please see the Portfolio section, pages 11-17, item 10: Clinical Development and Professionalism). The evaluation is conducted by the clinical faculty and written feedback will be provided to the student and the student's major professor. If concerns arise, they will be addressed at that time and, if necessary, remediation steps will be detailed as explained in "remediation and dismissal" section of this Handbook. Processes to submit concerns about student violations related to creating a safe climate are detailed below in the "complaints and grievances" section.

The nature of clinically-focused training sometimes requires participants to engage in self-reflection and, in many cases, self-disclosure as it involves professional matters. Students are never required to make personal self-disclosures. If a student chooses to self-disclose in class, we expect that other students will treat those disclosures as confidential; however, we cannot guarantee that. All students are required to subscribe to the standards set forth in the AAMFT Code of Ethics. Thus, all clinical materials discussed or viewed in class must remain confidential.

Complaints and Grievances

The University expressly prohibits unlawful discrimination, harassment, or retaliation, whether in assumption, attitudes, acts, or policies. Conduct that intimidates by threat, brings about adversity, or creates a hostile environment, is contrary to the University's commitment of maintaining a harmonious, high-performance work and educational environment and the program's climate focused on safety. Retaliation against an individual, who in good faith brings a discrimination or harassment complaint, participates in the investigation of a complaint, or engages in some other protected activity, is expressly prohibited and will be regarded as a

separate and distinct cause for discipline under these procedures. More information about FSU's anti-discrimination policies can be found here:

<https://policies.vpfa.fsu.edu/policies-and-procedures/faculty-staff/equal-opportunity-and-compliance-eoc#13>

The University prohibits acts of harassment against students (or other members of the university community) based on membership in one of these protected groups (See Non-Discrimination Policy and Grievance Procedures posted by the Dean of Students Department at <https://dos.fsu.edu/sdrc/services/grievancecomplaint-procedures-for-persons-with-disabilities> for full details). A student seeking to file a grievance may contact the Dean of Students Department, the Director of Multicultural Affairs, and/or the Office of Diversity and Compliance in University Human Resources (see the Non-Discrimination Policy & Grievance Procedures Statement at <https://dos.fsu.edu/sdrc/services/grievancecomplaint-procedures-for-persons-with-disabilities>).

Students may also have grievances not related to their membership in a protected group. The procedures for filing general academic appeals can be found at: <https://dos.fsu.edu/resources/student-handbook> (click on "General Academic Appeals")

Student *concerns* are considered those expressed via an informal disagreement about a program policy, grade, instructor, etc. Informal concerns are handled collaboratively between the student and the appropriate representative of the MFT Program (e.g., instructor of a course). To express a concern about a course or program-related issue, students are expected to: (a) first, communicate their concerns with the course instructor/faculty member/staff member/student involved. If that does not resolve the issue, students may then (b) bring it to the attention of their major professor or the MFT Program Director. If that does not resolve the matter, students may (c) talk to the Department Chair.

Our MFT student-faculty community meetings are another place to express concerns. Before each meeting, the MFT Program Director will send an email reminder about the meeting. Students are encouraged to add agenda items. They may do so by notifying the MFT Program Director in advance of, or during the meeting.

The annual stakeholder surveys are yet another format via which concerns about program-related issues may be expressed. All stakeholder responses are de-identified and data are shared in aggregate with the MFT faculty and department chair.

In instances when student concerns expressed directly to the program director and come with expected changes, the following steps will be taken: (a) the program director will arrange a meeting with all involved parties to discuss the issue(s) and potential solutions; (b) the program director will bring these discussion points to the next MFT faculty meeting for further input and discussion; (c) the program director will communicate planned solutions to involved parties. If these steps do not satisfactorily address the issue, the student may discuss the matter further

with the department chair or University Graduate Ombudsman, Dr. Judy Devine, JDevine@admin.fsu.edu.

Student *grievances* are formally documented between the student and MFT Program Director. The student should submit a written description of the grievance and schedule a meeting with the parties involved (e.g., instructor, Program Director, student). A record of the meeting and the outcomes that were achieved will be filed in the MFT Program Director's office and used for on-going program improvement. Before expressing a grievance, students are encouraged to follow the steps for filing a concern: (a) first talk to the course instructor/faculty member/staff member/student involved. If that does not resolve the issue, students are encouraged to then (b) bring it to the attention of their major professor or the MFT Program Director. If that does not resolve the matter, students are (c) encouraged to talk to the Department Chair.

All program grievances will be discussed, and a written response will be prepared and shared with all individuals involved with or affected by the grievance. Minutes from meeting(s) in which the grievance was discussed will be prepared and maintained by the MFT Program Director. The MFT Program Director will store related documents for a minimum of 5 years in keeping with the departmental policies.

Several grievance procedures govern the FSU system and students, staff, and faculty. These are outlined below and can be found in more detail at:

<https://hr.fsu.edu/>

These policies are also published in the FSU Graduate Handbook published each year.

General Academic Appeals for Student Grievances

The MFT Program adheres to FSU's general academic appeal policies and procedures. Specifically, students who allege that academic regulations and procedures have been improperly applied in specific instances may have their grievances addressed through the general academic appeals process. In this process, the student brings a complaint first to the instructor, then to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. If no resolution is reached, the student brings the complaint to the attention of the Vice President for Faculty Development and Advancement for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. A graduate student whose complaint is unresolved must see the Dean of the Graduate School prior to meeting with the Vice President for Faculty Development and Advancement. The Student Academic Relations Committee has the authority to direct, through the Vice President for Academic Affairs, that corrective action be taken when justified.

Procedures for filing a grievance are detailed here:

<http://www.fda.fsu.edu/academic-resources/academic-integrity-and-grievances/general-academic-appeals-student-grievances>

Grievance Policy and Procedures for Persons with Disabilities

The MFT Program adheres to FSU's policies and procedures set forth to protect persons with disabilities. Specifically, FSU's policy is: All members of the University community are entitled to learn, study, and work in an atmosphere free from illegal discrimination. The University's equal opportunity policies prohibit discrimination against students, employees, applicants, or visitors on the basis of their disability as well as race, creed color, sex, religion, national origin, age, veteran or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. Under the Non-Discrimination Policy intent to discriminate is irrelevant, the focus is instead on whether students, employees, or applicants have been treated differently or subjected to an intimidating, hostile, or offensive environment as a result of their disabilities.

Procedures for filing a grievance for persons with disabilities are detailed here:

<https://dos.fsu.edu/sdrc/services/grievancecomplaint-procedures-for-persons-with-disabilities/>

Sexual Harassment or Misconduct

Procedures for filing a sexual harassment or misconduct grievance are detailed here:

<https://hr.fsu.edu/sections/equity-diversity-inclusion/sexual-misconduct-title-ix>

University and Program Resources

There are a host of resources available to FSU graduate students. The [FSU Graduate Student Handbook](#) provides more detailed information about the supports on campus.

Doctoral students have access to University-level teaching supports through the [Center for the Advancement of Teaching \(CAT\)](#). The University also has Professional Development supports through the [Office of Graduate Fellowships and Awards](#) and [the Preparing Future Faculty Certificate Program](#). The University also hosts a wide range of workshops related to graduate students' education and success and the university emails students in advance of these workshops.

The [Congress of Graduate Students](#) (COGS) offers conference presentation grants available on a competitive basis. More information about these opportunities can be found on the COGS website.

FSU offers competitive dissertation grants. Information about these grants and other opportunities can be found at:

<http://gradschool.fsu.edu/Funding-Awards/Graduate-School-Awards/Student-Awards-and-Grants>

FSU's University Libraries are ranked among the best academic research libraries in the nation. The Robert Manning Strozier Library (Strozier), the main library on campus, primarily serves the humanities and social sciences programs, while the Paul A.M. Dirac Science Library (Dirac) houses materials in the sciences. Graduate students have special library borrowing privileges.

There also are University-level facilities and equipment available to graduate students. A comprehensive list of those resources can be found starting on p. 57 of the [Graduate Handbook](#). Such resources include the Scholars Commons, a research center that offers space for research, collaboration, and a computer lab.

Regarding university-level student support services, MFT PhD students have access to the [University Statistical Consulting Center](#). Then center provides statistical support for doctoral students for their dissertations and other research projects. They offer walk-in hours and scheduled appointments.

FSU also has a [Reading Writing Center](#) that offers support to graduate students.

The FSU [Student Disability Resource Center](#) is available to all FSU students with disabilities.

There are several sports and recreation facilities on campus as well. Please visit the [Campus Recreation Office](#) website for a full list.

All MFT students who are on assistantship are eligible for confidential counseling services through the FSU [Employee Assistance Program](#). These services are free to all FSU employees and their dependents.

The College of Education, Health, and Human Sciences has a graduate student computer lab with statistical software and conference poster printing capabilities. The College also has a virtual lab with graduate student access to free applications including SPSS, Mplus, MAXQDA, and AMOS. A description of the college's technology resources can be found here: <https://healthandhumansciences.fsu.edu/it>

Florida State University is richly diverse and has many organizations and groups that may be of interest including: the [Black Graduate Student Association](#), the [Hispanic Graduate Student Association](#), [Pride Student Union](#), and [InternatioNole](#). With over 750 recognized student organizations, there so many opportunities to engage with others from our campus and surrounding communities. For a searchable list of organizations, please visit here: <https://union.fsu.edu/sac/get-involved>.

A more complete list of resources can be found in the appendix.

Technology Requirements and Technical Training

MFT students are required to have access to a computer with sufficient capabilities for word processing. Students should have regular and consistent internet access. The CCFT uses Owl and training on the use of the program will be provided at the CCFT every Fall term. Students are expected to manage confidential client information in a manner that adheres to the AAMFT Code of Ethics and HIPAA rules. All personal electronic devices, which may access confidential information, must be password protected and only accessible to the student. MFT faculty and students are expected to stay current on appropriate uses of technology and competent and secure practices.

The College of Education, Health, and Human Sciences (CHS) has Information Technology Services (ITS) staff who are available for trainings, consultation, and support during business hours. To contact ITS staff, please follow the directions listed [here](#). The CHS ITS website (<https://cehhs.fsu.edu/oijt>) includes detailed information about a variety of technical training issues including how to access the Multimedia Lab, the Citrix receiver and printing research posters for conferences.

The FSU Information Technology Services (ITS) website (<https://tecs.fsu.edu/>) provides support for all technology-enhanced classroom needs. The University uses Canvas as our instructional platform. All FSU students and instructors have access to Canvas.

Fees, Charges, and Refund Policies

Each year, FSU publishes information about student fees, tuition, and other charges on their website (see <http://gradschool.fsu.edu/funding-awards/tuition-waivers-and-fees>). Information about reimbursement of tuition and fees if a course is dropped within the appropriate university timelines can be found in the graduate bulletin.

Student Recruitment and Admission

FSU's MFT Program adheres to the university policies regarding recruitment and admission. As described in the [Graduate Bulletin](#) "Florida State University encourages applications for admission from qualified students regardless of race, creed, color, sex, religion, national origin, age, disability, veteran or marital status, sexual orientation, gender identity, gender expression, or any other protected group status in accordance with all pertinent federal, state, and local laws on non-discrimination and equal opportunity. Admission of students to Florida State University is within the jurisdiction of the University, but subject to minimum standards adopted by the Florida Board of Governors. Preference for admission for any term will be given to those applicants whose credentials indicate the greatest promise of academic success in their chosen program of study."

To apply to FSU's MFT PhD program, applicants must complete an [online](#), self-managed application and pay the application fee. In addition, applicants are required to upload a personal statement outlining their research interests, career goals, and why they are interested in Florida State University specifically. We encourage applicants to familiarize themselves with the research interests of the faculty in their area so the statement can specifically address those faculty members. The statement should include how the applicant's background and prior training make them a good candidate for doctoral work at FSU. Applicants are also required to upload: (a) their resume or vita; (b) contact information for three recommenders; (c) a writing sample; (d) official test scores (GRE and, if required, TOEFL); and (e) official transcripts to the FSU Office of Admissions. Information about this application process can be found on our [program's website](#).

We follow the university admissions policies as specified here:

<https://registrar.fsu.edu/bulletin/graduate-information/admissions>

In order to meet minimum University admission requirements, the applicant must have:

- A bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution, with a minimum 3.0 (on a 4.0 scale) grade point average (GPA) in all work attempted while registered as an upper-division undergraduate student working toward a baccalaureate degree, or
- A graduate degree from a regionally accredited U.S. institution, or a comparable degree from an international institution, and
- Test scores from a nationally standardized graduate admissions test that are acceptable for the academic program to which the applicant is applying.

Students are only admitted to the doctoral program following completion of a clinical Master's program degree. We do not offer this Master's degree.

Student and Graduate Achievements

Graduates of our program have gone on to become leaders in the field through program administration, as MFT faculty members, and administrators and providers of mental health and non-profit agencies. Our students and alumni make us proud! For a list of graduate placements and accomplishments, please contact the MFT program director.

Program Leadership, Composition, and Roles

MFT Program Director

The MFT program director is responsible for the continued quality of the COAMFTE-accredited doctoral program. Responsibilities include oversight and coordination of the MFT Doctoral program, reaccreditation, working with the director of the Center for Couple and Family

Therapy and clinical staff, and representing the MFT program at the department, university, and national levels.

CCFT Director

The CCFT director is responsible for the operation and budget of the CCFT and establishes and monitors clinical operational policies and procedures. In conjunction with the MFT clinical faculty, the CCFT director establishes clinical training goals for students. The director is then responsible for developing and implementing procedures that will lead to the attainment of these goals set forth by the MFT faculty.

CCFT Assistant Director

The CCFT assistant director aids in the operation of the CCFT. The assistant director is responsible for helping to implement procedures that lead to the attainment of goals set forth by the MFT faculty.

MFT Clinical/Supervisory Faculty

The clinical faculty provide input into the MFT curriculum, clinical training, facilities, service, and overall program quality and enhancement. The MFT clinical faculty serve as both practicum supervisors and traditional classroom instructors (as well as committee members, assistantship supervisors, etc), and there are important differences in the roles as supervisor and classroom instructor.

Practicum Supervisors

The practicum supervisors are MFT clinical faculty who, in accordance with COAMFTE requirements, identify professionally as Marriage and Family Therapists and adopt the AAMFT Code of Ethics as a guide for professional conduct. They are licensed or provisionally licensed MFTs, AAMFT Clinical Fellows, and AAMFT Approved Supervisor or AAMFT Supervisor Candidates. MFT clinical faculty supervise student therapists and hold ultimate responsibility for the clients of their supervisees. Practicum teams and supervision assignments are made by the program and CCFT directors each semester.

MFT Classroom Instructors, Mentors, and Assistantship Supervisors

The MFT clinical faculty may also engage with students in their instructional work as teachers, mentors, and assistantship supervisors. The faculty member's roles in these areas is separate and different from their role and responsibilities as clinical supervisors and their actions and responsibilities are guided by FSU policies as outlined in the [FSU Faculty Handbook](#).

MFT Graduate Student Organization (GSO) Leadership

The Marriage and Family Therapy (MFT) Graduate Student Organization (GSO) is a student self-governing organization that serves as a liaison among graduate students and between graduate students, faculty, and administration in the department of Human Development and Family

Science at Florida State University. The GSO leadership team will consist of four regular members. The GSO leadership team will provide service activities to all GSO members. The specific activities will be decided among the GSO leadership team members on an event-to-event basis (e.g., GSO leadership members can take turns spearheading certain tasks with other GSO members' help). The GSO is described in more detail in a following section.

CCFT Therapists

CCFT therapists are doctoral students in the MFT program. Students are required to complete a minimum of 200 direct client contact hours in the CCFT. Therapists are responsible for all aspects of case management and adherence to CCFT policies and AAMFT Code of Ethics.

CCFT Office Staff

The office staff include paid employees and undergraduate students working at the CCFT. They are responsible for carrying out many duties overseen by the CCFT graduate assistant and the director. Examples include scheduling appointments, keeping client contact information updated in TheraManager, accepting client payments, photocopying and answering phones.

Annual Student Learning Competency Review

Procedures on Student and Alumni Outcome Data Collection

Details related to student grading and assessment are described above; however, each year additional data are gathered from MFT students and alumni to assess the sufficiency of resources and the accomplishment of program goals and outcomes. These data are used to inform annual reports and accreditation materials submitted to COAMFTE, and program operations. The program has an assessment plan and that document is available upon request from the MFT program director. Such assessments include the annual student survey, alumni survey, CCFT survey, and other data brought to the program's attention. Members of the MFT program (i.e., clinical faculty and students) will meet each month during the academic year. Attendance at these meetings is required for all students enrolled in practicum; however, all MFT students are welcome to attend. The purpose of these meetings is to discuss ongoing CCFT matters, and program operation, news, and updates. Another purpose of these meetings is to discuss student outcome data and/or ways in which to improve the program. Students are encouraged to add agenda items to each meeting agenda.

The Program Director also gathers specific information from graduates including the extent to which they utilize the skills learned in the program, their satisfaction with their doctoral education, licensure status, and other issues related to preparedness for the workplace. Results of these surveys are shared with the (a) MFT clinical faculty and used in consideration of program effectiveness and attainment of educational outcomes; and (b) the departmental graduate committee. In accordance with COAMFTE some of the data collected from students are posted on our program's website and used in annual reports and accreditation materials.

Finally, every summer the program director completes an annual student learning competency review. To conduct this review, the program director examines every current MFT student's

portfolio assessments and student records, and aggregates data specific to each program goal. A report of these findings is prepared every summer and shared with the MFT clinical faculty. In the fall semesters of each year, the MFT clinical faculty review these data and the results of the annual student learning competency review are used to assess the extent to which the MFT doctoral program is accomplishing the program goals and outcomes.

Program Governance

The program director is ultimately responsible for the governance of the program. Feedback from our communities of interest (COIs) including students, alumni, and clients is formally collected annually and used for program improvement. Informal feedback is solicited throughout the year. Our Program's assessment cycle is available upon request from the program director. The MFT faculty review these data. If areas for improvement are identified, we first talk about amongst the MFT faculty, next and if appropriate to do so, we take it to a community meeting in which the MFT students and faculty will discuss ideas and strategies for improvements. If potential changes involve alterations to the curriculum or policies that would affect the larger department, the MFT program director will take the suggestions to the departmental graduate committee and the proposed changes are described and discussed. With departmental graduate committee approval, the curricular changes are then brought to the departmental faculty for vote. FSU follows [Robert's Rules of Order](#) and, as such, a majority vote is needed to pass the motion for a curricular or departmental policy change. In accordance with accreditation expectations, a substantive review form will be submitted to COAMFTE for approval before the substantive changes can be implemented. Because the MFT Program Director does not have direct oversight of MFT Program Faculty's Assignments of Responsibilities, the MFT Program Director may need to share program related issues with the Department Chair and/or other college administrator for their input and guidance.

The CCFT director is responsible for the ongoing operation of the CCFT. She represents the CCFT to university stakeholders and handles the CCFT fiscal earnings and expenditures. She monitors clinical operational policies and procedures. The MFT clinical faculty as a whole establishes clinical training goals for students and the CCFT director is responsible for overseeing and implementing procedures that will lead to the attainment of those goals. She is responsible for orienting new students to the CCFT policies and procedures, she teaches the first term practicum in which MFT Florida rules, statutes, and ethics are addressed. She oversees the CCFT annual client stakeholder survey and using the results to inform the operation of the CCFT. She is responsible for quality assurance of CCFT operations including clinical procedures adherence, guidelines, forms management of clinic files, and CCFT front-desk staff. She is also responsible for clinical-related correspondence and community outreach.

Although the program director and CCFT director have primary governance responsibilities, all core faculty are engaged in the governance of the program.

MFT Graduate Student Organization Policies

Organization Mission

The Marriage and Family Therapy (MFT) Graduate Student Organization (GSO) is a student self-governing organization that serves as a liaison among graduate students and between graduate students, faculty, and administration in the department of Human Development and Family Science at Florida State University. It is a source of aid and services to graduate students, as well as a voice for graduate student to express needs, concerns, and ideas. It organizes social events, career-related affairs, and creative endeavors in helping to foster a professional, warm, helping, and collaborative culture in the MFT program.

Organization Compositions and Functions

The GSO includes all current student members in the FSU MFT program. The GSO leadership team will consist of four regular members. The GSO leadership team will provide service activities to all GSO members. The specific activities will be decided among the GSO leadership team members on an event-to-event basis (e.g., GSO leadership members can take turns spearheading certain tasks with other GSO members' help). Here is suggested guidance on regular leadership roles:

- The GSO chair/faculty-student liaison will provide leadership to the GSO, including holding regular meetings and facilitating conversations among leadership team members and between the GSO and the program. The chair will also hold regular meetings with members of each cohort and report information from these meetings to the program leadership or in community meetings. The cohorts will be divided into Year 1, Year 2, Year 3, and Years 4 and above.
- The social media representative will be in charge in connecting program members and branding the program through the program's social media accounts (e.g., Facebook, Instagram). This also includes building a collaborative relationship with the college's social media representative to better promote the program, the department, and the collage together.
- The social events chair will provide leadership in planning and organizing social events and keep program members posted about these events.
- The diversity, equity, and inclusion representative will provide leadership in helping the program promote diversity, equity, and inclusion (DEI) among students, between faculty and students, to the community, and the field. This will include serving as the graduate student representative for the HDFS DEI committee and working with the committee on regular DEI-related activities (webpage, community engagement, speaker series, webinars, etc.), facilitating conversations on DEI issues among students and between faculty and students, identifying needs for improvement in program DEI efforts, and working collaboratively with faculty members and other GSO members to provide resources for those in need.

Service Timeline

Graduate students in the MFT program start their GSO memberships when they enter the program and end their memberships when they leave the program. The GSO leadership team members are expected to serve one-year terms (August to July). In April, the current leadership team will organize an election for the next leadership team. The current leadership team members can elect to serve multiple terms or for different roles on each term.

Suggested Example Activities

- Hold regular meetings among leadership team members to plan, craft, and organize activities that fall within the GSO's mission;
- Organize social gatherings regularly (e.g., each semester);
- Assist in new student recruitment efforts and facilitate communication with incoming students;
- Assist in branding activities of the MFT program;
- Volunteer in DEI events, conduct workshops related to DEI issues for the public, and/or engage in social justice advocacy work for the community;
- Hold regular meetings with cohort members and report information from these meetings to program leadership or in community meetings as needed.

Reporting Procedures

The GSO leadership team has autonomy in deciding regular social and branding events. When issues arise, please contact the GSO Faculty Advisor for guidance. If issues cannot be resolved at this level, the GSO leadership team should follow the grievance policies outlines in the MFT Program Handbook.

Election Procedures

Nomination phase: The GSO leadership team will send out a survey to all MFT students asking for nominations (no forced response, people can nominate as many people as they want). Self-nomination is allowed. The nomination process is anonymous and lasts for two weeks.

Veto procedure: The nominated individuals will receive a notification individually and they can "veto" their nomination before going for election.

Voting phase: The GSO leadership team will send out a Qualtrics survey to all MFT students for an election to vote for the nominated individuals. The election process is anonymous; however everyone only has one vote for one position. The survey will be open for two weeks. When the survey closes, the GSO leadership team will meet regarding the survey results to determine the members of the next GSO leadership team cohort. These individuals, the GSO Faculty Advisor, and the MFT Program Director will be notified of the new GSO leadership team, then all MFT program members will be notified of the new GSO leadership team in May.

If one person is elected for multiple GSO leadership positions, this person can choose to accept all positions or serve on only one. The next person in place for the vacant position will serve in that position (upon his/her agreement).

In rare situations, there may be a need to re-elect for certain positions and a second survey can be sent. In these situations, all potential candidates can be included in the election. If there are too many potential candidates, the GSO leadership team can follow a brief nomination process (e.g., send out an email to students for responses in 3 days) then send out voting for those positions again.

Program Policy Revisions

The MFT program honors the policies set forth by FSU, the College of Education, Health, and Human Sciences, and the department. University level policy revisions are vetted through the FSU faculty senate. Information about the Faculty Senate's processes, procedures, and bylaws can be found here: <https://facsenate.fsu.edu/>. Program policies that are subject to revision are reviewed each summer following the process outlined above. Departmental revisions to graduate policies must be approved by departmental graduate committee and faculty. Once revisions are approved by the departmental faculty, they are submitted to the Graduate School for catalog revision. Finally, the Graduate School regularly reviews graduate policies and notifies programs of policy changes. In such instances, those changes are made and reflected in the Program Handbook.

Entry-Level Practice Requirements

When students interview for the program, they are provided a packet of information regarding Florida registered intern status licensure in Florida. Additionally, Florida licensing laws and intern requirements are reviewed in detail as part of the first year Practicum course. Please see [Florida's Rules and Laws](#) regarding the practice of MFT.

Portability of Degree

MFT licensure is regulated at a state level. A listing of Florida state licensure requirements is available at: <http://floridasmentalhealthprofessions.gov/licensing/licensed-marriage-and-family-therapist/>. A degree from FSU's MFT Ph.D. program will facilitate licensure; however, applicants must review the state requirements for licensure in a state where they are interested in becoming licensed. Licensure requirements by state can be found here: <https://www.mft-license.com/> and here <https://amftrb.org/resources/state-licensure-comparison/>. Students are encouraged to talk with the CCFT Director about questions pertaining to licensure in Florida or other states. This information will be provided to students during orientation before starting the program. Students will be asked to acknowledge that they received this information before starting classes. (See Appendix D).

Important Links

Florida State University Graduate Bulletin:

<https://registrar.fsu.edu/bulletin/graduate/>

The Human Development and Family Science Graduate Manual:

Florida Department of Health MFT Licensure:

<http://floridasmentalhealthprofessions.gov/licensing/licensed-marriage-and-family-therapist/>

The Commission on Accreditation for Marriage and Family Therapy:

<https://www.coamfte.org/>

The Florida State University Academic Calendar:

<http://registrar.fsu.edu/calendar/>

Appendix A

Campus resources

Student organizations:

- The Black Graduate Student Association
<https://nolecentral.dsa.fsu.edu/organization/BGSA>
- Hispanic Graduate Student Association
<https://nolecentral.dsa.fsu.edu/organization/higsa>
- Pride Student Union
<https://nolecentral.dsa.fsu.edu/organization/pride>
- InternatioNole
<https://nolecentral.dsa.fsu.edu/organization/internationole>
- Panamanian Student Association
<https://nolecentral.dsa.fsu.edu/organization/ptyatfsu>
- The National Association for the Advancement of Colored People
<https://nolecentral.dsa.fsu.edu/organization/naacp>
- The Jewish Student Union
<https://nolecentral.dsa.fsu.edu/organization/thejewishstudentunion>
- Gender Odyssey
<https://nolecentral.dsa.fsu.edu/organization/genderodysseyatfsu>

With over 750 recognized student organizations, there so many opportunities to engage with others from our campus and surrounding communities. For a searchable list of organizations, please visit here: <https://union.fsu.edu/sac/involvement>.

Faculty/Staff groups:

- Ombuds Program
<https://hr.fsu.edu/sections/ombuds-program>

Campus Centers

- Center for Leadership & Social Change (The Center)
<https://thecenter.fsu.edu/>
- Center for Global Engagement (CGE)
<https://cge.fsu.edu/>
- Center for Academic Retention and Enhancement (CARE)
<https://care.fsu.edu/>
- Center for Intensive English Studies (CIES)
<https://cies.fsu.edu/student-activities/intensive-english-program>
- Center for Autism
<https://fsucard.com/about/>
- Pepper Institute on Aging and Public Policy

<https://pepperinstitute.fsu.edu/>

- Student Veterans Center

<https://veterans.fsu.edu/>

And more organizations and resources may continue to develop. If you see others not listed, please let us know and we will add them to this list.

Appendix B

Diversity Statements

Diversity Statements for Academic Positions

Here are links to resources that discuss the purpose of diversity statements and provides example content:

- <https://www.insidehighered.com/news/2018/11/19/new-paper-explores-what-faculty-candidates-include-their-diversity-equity-and>
- <https://writingcenter.unc.edu/tips-and-tools/diversity-statements/>
- <https://careerservices.upenn.edu/application-materials-for-the-faculty-job-search/diversity-statements-for-faculty-job-applications/>

Here is a link to some examples:

- <https://www.med.unc.edu/facultyaffairs/wp-content/uploads/sites/427/2021/03/Sample-DEI-Statements.pdf>

Appendix C

Outside Clinical Activity Form

Outside clinical involvement is considered any clinical service that is not conducted as a clinical requirement for the MFT Program (i.e., practicum hours, peer supervision at the CCFT, doctoral internship). Please list any clinical services you aim to provide during the upcoming academic year, including but not limited to in-person or telehealth psychotherapy outside of the CCFT, clinical consultations, or clinical supervision not associated with FAD 6606: Supervision in MFT. Due to liability and ethical concerns, all outside clinical involvement must be approved by the MFT Program Director and Clinical Director prior to starting the activity to ensure that there is no conflict of interest with the University, and that all clinical services provided by the student are in accordance with current guidelines for clinical practice and supervision outlined by AAMFT and COAMFTE. A copy of this agreement will be retained in students' clinical files.

Student Name: _____

Academic Year for Outside Clinical Activity: August, _____ to August, _____

Organization(s) overseeing clinical activity: _____

Clinical activities involved (e.g., family therapy, clinical supervision): _____

Approximate time commitment: _____

Clinical supervisor* overseeing outside clinical activity:

Name and credentials: _____

Email: _____ Phone: _____

**All outside clinical activity must be overseen by a supervisor other than FSU MFT clinical supervisors or as part of an MFT clinical course, such as practicum.*

I certify that the clinical activities listed above are an accurate and comprehensive reflection of my clinical involvement for the academic year.

Student Signature Date

MFT Clinical Director Date

MFT Program Director Date

Appendix D

Acknowledgement of Policies and Licensure Requirements

Program Policies:

Each student will be provided with the FSU MFT Program Handbook during orientation before starting classes. The Program Handbook specifies all program requirements.

MFT Licensure and Regulatory Requirements:

MFT licensure is regulated at a state level. A listing of Florida state licensure requirements is available at: <http://floridasmentalhealthprofessions.gov/licensing/licensed-marriage-and-family-therapist/>. A degree from FSU's MFT Ph.D. program will facilitate licensure; however, students must review the state requirements for licensure in a state where they are interested in becoming licensed. Licensure requirements by state can be found here: <https://www.mft-license.com/> and here <https://amftrb.org/resources/state-licensure-comparison/>. Students are encouraged to talk with the CCFT Director about questions pertaining to licensure in Florida or other states.

Students are asked to acknowledge that they received this information before starting classes.

I acknowledge that I received the MFT Program Handbook and information about MFT licensure and regulatory requirements.

Student Signature

Date

MFT Program Director

Date

Updated 8/2024