

Medical Family Therapy Program

Student Handbook

2023-2024



SAINT LOUIS
UNIVERSITYTM
— EST. 1818 —

**Department of Family and Community Medicine
School of Medicine
Saint Louis University**

Welcome to the Medical Family Therapy program within the Department of Family and Community Medicine at Saint Louis University. This manual provides information about the following degrees: Master of Arts (referred to from this point forward as M.A.) in Couple & Family Therapy and Doctor of Philosophy (referred to from this point forward as Ph.D.) in Medical Family Therapy. We have prepared this handbook for individuals who are considering or who are currently enrolled in the program to answer some of the commonly asked questions in the program.

This edition of the Medical Family Therapy Student Handbook is effective for the 2023-2024 academic years and follows COAMFTE V. 12.5 standards. It should be noted that changes in policies and procedures occur in the course of the academic year and this Student Handbook is intended for general purposes only. The Graduate Education Catalog takes precedence over the Medical Family Therapy Student Handbook, and Saint Louis University policies and procedures take precedence over The Graduate Education Catalog.

Saint Louis University specifically reserves the right to make any changes it deems necessary at any time without advance notice in the University's policies, practices, academic programs, courses, schedules, or calendars, including without limitation, the elimination of programs, departments, courses, institutes, the modification of the content of any of the foregoing, and the cancellation or rescheduling of classes or other academic and University activities. Matriculation at Saint Louis University is a privilege and not a right. The University reserves the right in its discretion to separate any student who does not meet academic requirements or maintain acceptable standards of conduct or character consistent with the University's Jesuit Catholic values, including specific standards established by particular schools or departments of the University.

If you have any questions about information in this handbook, please feel free to contact the program at 314-977-7108.

I. Introduction

Saint Louis University

Saint Louis University (SLU) is a Catholic, Jesuit University and leading research institution. Founded in 1818, the University strives to foster the intellectual and spiritual growth of its approximately 14,000 students through a broad array of undergraduate, graduate and professional degree programs on campuses in St. Louis, Missouri, and Madrid, Spain. SLU is one of only 28 private Jesuit colleges and universities in the United States.

Mission Statement

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God's creation, and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, the pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

In support of this mission the University:

- Encourages and supports innovative scholarship and effective teaching in all fields of the humanities, the natural, health and medical sciences, the social sciences, the law, business, aviation, and technology.
- Enables an academic environment, which values and promotes free, active and original intellectual inquiry among its faculty and students.
- Maintains and encourages programs which link the University and its resources to its local, national, and international communities in support of efforts to alleviate ignorance, poverty, injustice, and hunger, to extend compassionate care to the ill and needy, and to maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity, and to promote activities which apply that intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community which facilitates their development as men and women for others.
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

History

Saint Louis University (SLU) is a Catholic, Jesuit institution founded in 1818 and the first institution of higher learning west of the Mississippi River. SLU traces its origins to the Saint Louis Academy that was founded by the Right Reverend Louis William DuBourg, Bishop of Louisiana, in 1818.

Bishop DuBourg requested that the Society of Jesus take over the direction of Saint Louis Academy in 1827. The small college under the direction of the Jesuits received its charter as Saint Louis University in 1827. SLU conferred its first master's and doctoral degrees in 1834 and 1880 respectively.

Graduate Education

Mission Statement

The Mission of Saint Louis University's Graduate Education is to advance the frontiers of knowledge and technical expertise and to prepare students to make their own contributions to such advances in their disciplines and professions by helping them carry out their responsibilities in an ethical and professional manner. In realizing this mission, Graduate Education at Saint Louis University is committed to specific goals and objectives:

- To articulate a vision of excellence for the graduate community
 - To bring an institution-wide perspective to all post-baccalaureate endeavors
 - To maintain high academic standards across all academic disciplines
 - To promote the ideals of a Catholic, Jesuit education
 - To promote the research mission of the University
 - To enhance the community of scholars among both graduate students and faculty
- To develop strategies for graduate education that contribute to and enhance undergraduate education
 - To serve as an advocate for graduate education
- To emphasize the institution-wide importance of educating future college, university and high school teachers, and professionals in a variety of fields
 - To serve as an advocate for issues and constituencies critical to the success of graduate education
 - To support and further the non-academic interests and needs of graduate students

Graduate Education Catalogue

For a listing of Graduate Education policies please see The Graduate Education Catalog at website: <http://www.slu.edu/academics/graduate>. The Graduate Education Catalog includes but is not limited to policies related to student categories, admission procedures, curricula and courses, academic standards, transfer of credit, graduation requirements, and financial aid.

Graduate Education Online Forms and Petitions

Various forms and petitions are available on the Graduate Education's website using Acrobat Reader. Instructions for completion and routing of each form appear at the top of the form. Once completed, you will need to print the form, sign it, and route it to the appropriate individual. Types of forms include: petition forms, faculty forms, candidacy forms, graduation forms, thesis/project/dissertation forms, and a petition to defer graduation.

Medical School

Mission Statement and Values

The mission of Saint Louis University School of Medicine is to educate future professionals from diverse backgrounds to practice and advance knowledge in medicine and the sciences relevant to medicine. The educational approach embraces integrated activities in basic and clinical research, in provision of patient-centered, compassionate, culturally competent health care, and involvement with the community through public service. These diverse educational experiences prepare individuals for careers and leadership roles in medicine and the medical sciences through training grounded in an understanding of the scientific method and an appreciation for personal commitment and service to others.

In pursuit of its mission, the Saint Louis University School of Medicine seeks to impart to its students the following values:

- A concern for the sanctity of human life.
- A commitment to dignity and respect in the provision of medical care to all patients.
- A devotion to social justice, particularly as regards inequities in availability of and access to health care.
- Humility in awareness of medicine's inherent limitations in the cure of illness.
- An appreciation for all of the factors that affect a person's state of health or illness.
- A mature and well-balanced professional behavior that derives from comfortable relationships with members of the human family and one's Creator.

Department of Family and Community Medicine

Mission Statement and Values

To train current and future family physicians, provide the highest quality primary and preventative care in our communities, and advance the field of family medicine through population-based and primary care research

- Altruism and service that guides us in helping those in our communities
- High quality, evidence-based primary care
- Diversity in the communities we serve
- Social justice and barrier free access to primary care
- The promotion of wellness and prevention of disease and disability
- The whole person and their culture, values and beliefs
- Research that provides evidence-based approaches to the practice of primary care
- Innovation and enthusiasm in medical education that supports and develops students and promotes careers in family medicine.

II. Medical Family Therapy Program

Mission Statement

The mission of the Medical Family Therapy Program is to train family therapists who are engaged in service to individuals, couples, families, and the community. Through a scholarly and reflective process, we are involved in the development of professional clinicians who understand and recognize the primacy and importance of scientific inquiry, diversity, social justice; who respect and accept multiple perspectives; and strive to practice in a collaborative engagement with other professionals and the community.

Institutional Accreditation/Oversight

COAMFTE master's and doctoral programs that reside in educational institutions have legal authority to confer higher education degrees. This version of the handbook follows the guidelines set forth in version 12.5. The following links describe the details of both regional accreditation and documentation of a governance board:

Regional Accreditation: <https://www.slu.edu/provost/accreditation-compliance/accreditation.php>

Governance Board of Leadership: <https://www.slu.edu/about/leadership/board-of-trustees.php>

Program Goals/Student Learning Outcomes/MFT Core Competencies

The program has established overall goals and student learning outcomes that reflect the expectations and competencies established by the profession. These learning outcomes are derived from the MedFT Program Goals & Objectives which are, in turn, derived from the five dimensions of the Saint Louis University Experience.

Program Goals:

Scholarship and Knowledge. To train sound clinicians who are equipped to work with a wide variety of presenting problems and a diverse array of families.

Intellectual Inquiry and Communication. To foster and develop rigorous and original scholarship for both faculty and students.

Community Building. Students will be trained to be adept at understanding and working with clients from a variety of multicultural backgrounds, with a specific emphasis on the concerns of poor and underserved populations.

Leadership and Service. To educate professionals who are knowledgeable and skilled clinicians and leaders in their profession and community; and promote social justice among all people.

Spirituality and Values. To prepare reflective practitioners who understand themselves in relation to those they serve and who incorporate spiritual, moral, and ethical principles into their personal and professional lives.

PhD Student Learning Outcomes

SLO #1.A: Graduates will be able to compare and contrast the major theoretical orientations related to the field of marriage and family therapy.

SLO #1.B: Graduates will attain competency in entry-level marriage and family therapy skills.

Sub-objectives:

- Admission, Assessment and Diagnosis
- Treatment Planning and Case Management
- Therapeutic Interventions
- Legal Issues, Ethics and Standards
- Use of Supervision and Practicum
- Social Justice Issues and Self-Awareness

SLO #1.C: Students will demonstrate competency in a student-selected area of clinical specialization or expertise.

SLO #2.A: Graduates will be able to extend the knowledge base of MFT through original research and intellectual inquiry

SLO #2.B: Graduates will contribute to the field through the development of effective teaching skills.

SLO #2.C: Graduates will attain basic competency in providing clinical supervision.

SLO #3.A: Graduates will attain an increased cultural competence in working with diverse populations.

SLO #4.A: Graduates will be able to demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.

SLO #5.A: Graduates will be able to effectively communicate their values and demonstrate how they guide their personal and professional lives.

MA Student Learning Outcomes

SLO #1.A: Graduates will be able to compare and contrast the major theoretical orientations related to the field of marriage and family therapy.

SLO #1.B: Graduates will attain competency in entry-level marriage and family therapy skills.

Sub-objectives:

Admission, Assessment and Diagnosis
Treatment Planning and Case Management
Therapeutic Interventions
Legal Issues, Ethics and Standards
Use of Supervision and Practicum
Social Justice Issues and Self-Awareness

SLO #2.A: Graduates will be able to understand and use research in clinical practice.

SLO #2.B: Graduates will be able to contribute to competent clinical services and the profession through professional and scholarly modes of communication.

SLO #3.A: Graduates will attain an increased cultural competence in working with diverse populations.

SLO #4.A: Graduates will be able to demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.

SLO #5.A: Graduates will be able to effectively communicate their values and demonstrate how they guide their personal and professional lives.

MFT Core Competencies

The program also incorporates specific MFT Core Competencies set by COAMFTE (version 12.5) to meet certain requirements and benchmarks in students' learning. These competencies should be incorporated and evaluated in courses, clinical training and other student outcomes. These competencies that the program implements in the program include:

- 1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
- 2.1.5 Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
- 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
- 5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
- 6.3.2 Use current MFT and other research to inform clinical practice.

Faculty and Staff

Core Faculty



Max Zubatsky, Ph.D., (314)977-2496
[\(max.zubatsky@health.slu.edu\)](mailto:max.zubatsky@health.slu.edu)

**Associate Professor, Program Director, Interim Director
of Clinical Services**

Max Zubatsky, PhD is an Associate Professor in and the Program Director of the Medical Family Therapy Program in the Department of Family and Community Medicine. He is a licensed Marriage and Family Therapist in Missouri and Illinois, an approved state supervisor in Missouri and a clinical fellow of the American Association of Marriage and Family Therapy. Max received his Masters in Marriage and Family Therapy at the University of San Diego and his PhD in Family Social Science (with an MFT Concentration) at the University of Minnesota. He received additional training through a post-doctoral fellowship at the University of Chicago-Chicago Center for Family Health. Prior to his post-doctoral training, he was an adjunct faculty member at St. Mary's University in their Marriage and Family Therapy Program. Max's research interests include caregiving, Alzheimer's Disease, behavioral health in primary care, community health disparities, medical education and couples therapy.



Katie Heiden-Rootes, Ph.D., (314)977-8196
[\(katie.heidenrootes@health.slu.edu\)](mailto:katie.heidenrootes@health.slu.edu)

Associate Professor, Assistant VP of DICE

Katie is an Assistant Professor in the Medical Family Therapy Program in the Department of Family and Community Medicine. She is the Director of Clinical Services for the Center for Counseling and Family Therapy. She received her Master's in Counseling Psychology from Bethel University (2006-2009) and Post-Graduate Certificate in Marriage and Family Therapy (MFT) from Bethel Seminary (2009-2010), both in St. Paul, Minnesota. She completed her Ph.D. in Family Therapy from Saint Louis University in (2011-2014). She joined the program as faculty in the fall of 2015. Katie is licensed as a MFT and approved supervisor for MFT in the state of Missouri. She is a Clinical Fellow and Approved Supervisor in the American Association of Marriage and Family Therapy (AAMFT). Katie is also a former Minority Fellow from AAMFT's Minority Fellowship Program. Her primary areas of research interest include sexual health in integrative care, parent-child relationships, queer youth and their families, and training culturally attuned family therapists.



Dixie Meyer, Ph.D., (314)977-7114
(dixie.meyer@health.slu.edu)

Professor

Dixie is an Associate Professor in the Medical Family Therapy Program in the Department of Family and Community Medicine. She received her Masters in Marriage and Family Counseling and PhD in Counseling from the University of Missouri- Saint Louis. Dixie is a Licensed Professional Counselor in the state of Missouri. She has been in the department since 2011 and prior to joining the faculty at Saint Louis University, she was an assistant professor at Regent University for three years. She also teaches psychopharmacology as adjunct faculty at Webster University. She is also involved with Drama Therapy Projects at Fox High School with their Theatre Troupe. Dixie's research interests include: drama therapy, neurobiological applications in counseling, couples counseling, attachment, and affect regulation.



Shelly Dalton, Ph.D.
(michelle.dalton@health.slu.edu)

Assistant Professor

Shelly Dalton, Ph.D., LPC is an assistant professor in the medical family therapy program in the Department of Family and Community Medicine. Dr. Dalton received their doctorate from Texas Woman's University in marriage and family therapy. Dr. Dalton completed a post-doctoral fellowship in the Department of Psychology at Syracuse University in the field of health psychology. They direct the social determinants research lab. Dr. Dalton's clinical and research interests include developing interventions for reducing minority stress, social determinants of health for the TGNC community, HIV, alcohol use, and attachment processes within couple and family relationships.

Adjunct Faculty



Megan Ferber, Ph.D.
(megan.ferriby@health.slu.edu)

Megan Ferber, PhD is an Adjunct Professor in the Medical Family Therapy Program in the Department of Family and Community Medicine. She is a pre-clinical fellow and a supervisor in training within the American Association of Marriage and Family Therapy, as well as a member of Obesity Society. Megan received her master's and PhD in Human Sciences (Specialization in Couple and Family Therapy and Graduate Interdisciplinary Specialization in Obesity Science) at the Ohio State University. She completed her internship at Ohio State's Comprehensive Weight Management Center as the inaugural Behavioral Health and Family Therapy Intern. Megan's research interests include understanding the psychosocial processes that surround weight loss and maintenance within patients and family members with particular interest in romantic relationships and the bariatric surgery population, examining weight stigma and its impact on patient-provider interactions, and developing couple-based interventions to bolster patients' long-term health behavior change, weight loss, and romantic relationships quality.



Doug Pettinelli, PhD, LMFT
(doug.pettinelli@health.slu.edu)

Dr. Pettinelli is an Adjunct Professor in the Department of Family and Community Medicine. He received his M.S. (1971) and Ph.D. (1973) in Developmental-Social Psychology from Kansas State University (Manhattan). Doug is a Licensed Psychologist in Missouri, as well as a Clinical Fellow and Approved Supervisor of the American Association of Marriage and Family Therapy. Doug has been an Adjunct Assistant Professor in the department since 1981; and an Adjunct Assistant Professor in the Department of Psychiatry since 1990. He has been active teaching family systems therapy since 1979 at several St. Louis facilities, in addition to SLU. He is a consultant to several schools, programs and agencies that serve children. Doug's main areas of interest are child and family development. He is interested in prevention programs for children and youth, brain development, attachment processes, affect regulation, shame,

sibling relationships, adoption, and an overall eco-systemic view of human development in context.



Brittany Robinson, PhD, LMFT
(brittany.robinson@health.slu.edu)

Dr. Robinson is an Adjunct Professor in the Department of Family and Community Medicine. She received her MA in Marriage and Family Therapy from Saint Mary's University in Minnesota and her doctorate in Medical Family Therapy from Saint Louis University. She is a Missouri Approved MFT Supervisor and a Licensed Marriage and Family Therapist. Her primary research and clinical interests include: Preventative Measures for sexual minorities with HIV/AIDS, Sexual health among African American men, Family coping after an HIV/AIDS diagnosis, Clinical effectiveness for therapists treating members of the LGBTQI community, and LGBTQI youth within heterosexual/traditional families. She currently teaches several courses in the master's program and supervises practicum for students beginning their clinical training in the program.



Jeanna R. Knight, Ph.D., LMFT, LPC
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Dr. Knight is an adjunct professor in the Medical Family Therapy Program. She is a licensed marriage and family therapist in Missouri, and a licensed professional counselor in Missouri and Illinois. She received her M.A. in marriage and family therapy from Indiana Wesleyan University and her doctorate in medical family therapy from Saint Louis University. Dr. Knight is an approved MFT supervisor in Missouri. She is the owner of an independent private practice where she serves individuals, couples and families and offers talks on a variety of behavioral health issues. Her primary research interest is maternal health and wellness of African American women. She is also an adjunct instructor at the University of San Diego.



Christine Schneider, Ph.D., LCSW
cschneider@integrativemindinstitute.com

Dr. Schneider is an adjunct professor in the Medical Family Therapy Program. She is a licensed clinical social worker and certified in EMDR. She has her Ph.D. in marriage and family therapy from Saint Louis University and interned at SLUCare Family Medicine. She currently provides therapy services at the Integrative Mind Institute.

Staff



Mary Donjon, (314)977-7108
mary.donjon@health.slu.edu
Program Administrative Secretary

Mary is the Administrative Secretary for the Medical Family Therapy Program in the Department of Family and Community Medicine. She received her BS in English, Secondary Education and Speech Communication from Southern Illinois University – Edwardsville (2012). She had a collection of short stories, “Predilection,” published in 2009 and her work has also appeared in two anthologies; she is also a freelance horror journalist and screenwriter.



Laurie Taylor (314-977-2505)
laurie.taylor@health.slu.edu
CCFT Lead Coordinator

Laurie is the Center for Counseling and Family Therapy Lead Clinic Coordinator. She is responsible for overseeing scheduling, management of files, phone calls, training of student interns, and collection of payments. Laurie has over 20 years of previous healthcare experience in administrative roles in St. Louis.

Description of Faculty Roles & Alignment with Program Goals

Core Faculty

The Medical Family Therapy core faculty serves several key roles in carrying out the mission, program objectives and student learning outcomes of the program. Faculty whose academic appointment is within the Department of Family & Community Medicine, whose workload responsibility is predominantly associated with the Medical Family Therapy Program, whose teaching responsibility is comprised of 50% effort, teaching program courses and training systemically-based therapists. Core faculty have primary instructional responsibility of the MFT curriculum, demonstrate competence as MFTs, and identify primary as MFTs.

- **Teaching**- (50% effort, 12.5% effort per class) Striving to educate master's and doctoral students who will look to become clinicians and healthcare providers providing mental health, medical and/or family services. Faculty cover several courses including family theories, diagnosis and assessment, evidenced-based research, law and ethics, social justice, multicultural issues, and health-related topics. Core faculty can get recovery effort from teaching a course on the scale of: (25%-49% effort= 1 course buyout, 50%-74% = 2 course buyout, 75% or more equals a 3 course buyout). *Faculty aligns teaching responsibilities with all five program goals.*
- **Research**- (25% effort) Conducting quality research and scholarly work, including submission for external funding, publishing in peer-reviewed journals, conducting IRB-approved studies and mentoring students in both their research skills and qualifying exams (e.g. dissertation proposal, dissertation defense). *Faculty aligns research responsibilities with Program goals 2 and 4.*
- **Clinical/Supervision**- (15% effort) Providing quality clinical services to patients, families and community members in a variety of practice settings. Faculty also serve as supervisors to students who practice in several mental health and medical settings during their training. Faculty also provide mentorship for students in their course of study and other academic responsibilities. *Faculty aligns clinical responsibilities with program goals 1, 3, 4 and 5.*
- **Service**- (10% effort) Carrying out the mission of Saint Louis University, faculty engage in outside mentorship, community collaborations and volunteer work within the program, department, school of medicine and university. This includes any non-paid administrative or leadership duties. *Faculty aligns service responsibilities with program goals 3, 4 and 5.*
- **Leadership**- Serving on several leadership positions across both the university and other regional/national organizations. Core faculty are encouraged to become leaders in their respective areas in the field and the communities that they serve. *Faculty aligns leadership responsibilities with program goals 2 and 4.*

Adjunct Faculty

The Medical Family Therapy adjunct faculty teach several master's and doctoral courses, including family studies, family theories, assessment and diagnosis, internship and practicum supervision. Adjunct faculty supervise both master's and doctoral students in their clinical work in the Center for Counseling and Family Therapy. Although adjunct faculty cannot serve as advisors for students, they can serve on dissertation committees and help consult students around papers, research and other scholarly activities. Adjunct faculty are active participants in program faculty meetings. Adjunct faculty teach effectively and support the program's mission, goals and outcomes. *To be an active adjunct faculty member, one MUST teach at least one core course per year in the program.*

Description of the Program Director

The Program Director for the Medical Family Therapy Program is Max Zubatsky. The program director oversees the operations, duties, resources, and curriculum of the program. In addition, the program director communicates and corresponds with division directors routinely within the Department of Family and Community Medicine. Specific roles and responsibilities of the program director include:

- Continually assess and make any necessary adjustments to curriculum and/or course of study for the MA and PhD programs (including program objectives, student learning outcomes, and assessment of these outcomes)
- Approves decisions around any substantive changes taking place in both programs
- Monitors the program budget around fiscal year income and expenditures
- Oversees resources and facilities in the Medical Family Therapy Program
- Helps assist and support the Director of Clinical Services around operational and/or training decisions with students in their clinical work
- Provides input to the Department Chair around changes, opportunities, or expansion of services in behavioral health division of the department
- Performs continuous quality improvement and review of feedback from students, faculty, and supervisors in efforts to maintain and enhance the necessary goals of the program.

Description of the Director of Clinical Services

The Director of Clinical Services in the Medical Family Therapy Program is Katie Heiden-Rootes. The Director of Clinical Services is responsible for the oversight of the operations of the on-campus clinic (The Center for Counseling and Family Therapy). Additionally, the Director of Clinical Services is responsible for managing and coordinating off-site locations and practice settings for students to provide clinical services in the program. Specific roles and responsibilities of the Director of Clinical Services include:

- Directs and oversees the day-to-day operations of the Center for Counseling and Family Therapy
- Mentors the clinic coordinators about operational tasks needed to be accomplished in the clinic
- Consistently monitors the clinic budget and incoming revenue/expenditures of the clinic
- Collaborates and makes new initiatives with off-campus sites for placements of internship for students in both programs
- Advises and approves internship agreements with MA and PhD students

Center for Counseling and Family Therapy



Mission Statement

The Center for Counseling and Family Therapy (CCFT) was established in 1993 through the "Focus on Families" grant funded by the Danforth Foundation. The mission of the CCFT is to serve as a training clinic for students in Medical Family Therapy. CCFT also serves as a resource for individuals and families in the St. Louis area by providing affordable counseling and outreach services.

Services Provided

The Center for Counseling and Family Therapy (CCFT) provides individual, couple, and family therapy. The CCFT also provides enrichment and prevention programs for individual and family growth and development. Preliminary assessment and referral to other service units either at Saint Louis University or in the greater St. Louis area are also provided. The CCFT is part of the Paul C. Reinert S.J. Clinic for Family and Child Development. Any individual or family desiring counseling or referrals is eligible for services at the CCFT; however, the parents or guardians must approve for children and adolescents to receive services.

Graduate students in the M.A. and Ph.D. programs provide clinical services and program faculty supervise student therapists. The services are provided on a sliding scale based on client's ability to pay. Sliding scale goes as low as \$15 per session, with a lower rate based on the approval of the Director of Clinical Services. Services are offered both in-person and virtual formats. All sessions, regardless of format, must be performed in the CCFT at all times.

Specialty Clinics:

We have three specialty clinics that are led by faculty within the program. Each clinic not only provides quality clinical services to populations in our community but helps train students to serve clients in these clinics.

The Aging and Memory Clinic- Is a comprehensive clinic that provides group services and consultations for the aging population. Groups are aimed to address areas around memory loss, loneliness, caregiving, and other health issues. Groups are offered by in-person and virtually. The clinic also provides referrals to the new SLU Mobile van, which will offer half day assessments to partnering organizations in the community.

The Queer and Trans Clinic (QT Clinic)- The Queer and Trans Wellness clinic provides LGBTQIA+ affirming mental health services, works with families and partners of LGBTQIA+ people, provides telehealth services to expand reach to rural areas across Missouri, and advocate for LGBTQIA+ people through changes in policy, research, social structures, and resource building.

The MOMs Clinic- T overarching goal is to improve the mental well-being of pregnant women and birthing persons, parents, and their families across pregnancy, adverse pregnancy events, and the first two years postpartum. We seek to offer culturally-affirming mental healthcare to women, birthing persons, and their families during pregnancy, during adverse pregnancy events, and during the first two years postpartum through a coordinated effort from clinics providing women's and obstetric healthcare and psychological services.

Supervision/Observation of Students

Medical Family Therapy faculty have a commitment to clinical training and supervising student interns in CCFT. There is significant use of observable data that is used to supervise and provide feedback to students during their clinical training. This data includes live supervision, video and audio supervision, observation of therapy and supervision courses. Students have access to technology to videotape and review clinical cases as part of their professional growth as a therapist.

Crisis Situations and Communication

If there is a safety or health issue that occurs in the clinic at any time (e.g. any client that is a danger to themselves or others, a report of any type of abuse, a medical emergency, a client going into labor), the student MUST communicate with their supervisor and the CCFT Director immediately. Students need to make sure that the appropriate documentation is completed and that the student takes the appropriate steps for assessing and following up on the risk or crisis concern.

Revenue Sharing

Starting in Fall of 2023, second- and third-year students in both programs will have the opportunity to use a percentage of their revenue generated from seeing clients in CCFT.

Revenue sharing will be eligible each year for ONLY second year PhD students and MA students who are second year or beyond to withdraw funds. This amount can be used to reimburse items such as books, conference registration, workshops, classroom resources. Students MUST be an active student to be reimbursed for this money. Students must submit a request to withdraw funds from their account from the administrative secretary in the program. **These requests MUST be made in the months of September and January within the calendar year. Any requests outside of the months will not be allowed.**

III. Program Information

Tuition/Fees

At Saint Louis University, students enrolled in Fall, Spring and Summer courses are assessed tuition and fees associated with their degree-granting program. In the Medical Family Therapy program, students pay tuition per credit hour of coursework.

As of the 2023-2024 academic year, the cost per credit in the School of Medicine at Saint Louis University is \$1,310 per credit. Other fees may apply in addition to the costs of tuition credits. Please refer to the table below for a breakdown of tuition and fees in the School of Medicine. You can also refer to this link for more information:

Tuition/Fee	Per Semester	Per Credit
Tuition		
Doctor of Medicine	\$27,880	
SOM/SLUCOR		\$840
Graduate Programs		
		\$1,310
Fees		
University Fee	\$297 full-time / \$175 part-time	
Student Government Activity	\$30	
Resource Fee (MED Year 1)	\$243	
2nd year student USMLE World	\$339 (one-time)	

Refunds

If a student reduces registration credits or withdraws completely from all classes within an enrollment period, the student's awarded scholarship/financial aid assistance may be subject to adjustments in order to comply with funding agency/program regulations (University, Federal, State, Private). Please refer to the university website to find more information in how to follow the university procedures for refunds and/or reimbursement:

<https://catalog.slu.edu/academic-policies/student-financial-services/refunds/>

Funding Opportunities

Master's Program

Master's students can receive funding during their time in the program. Tuition offers are often made to incoming students who enter the program each year. Incoming students can apply for funding through student assistantships or scholarships. This amount granted for the student may vary based on availability of funds in the program and department. **Students must apply for this scholarship offering by June 1st to be eligible for this funding for the following academic year. The program does not offer summer financial coverage for student tuition under any circumstance.**

Doctoral Program

Doctoral students are eligible to receive assistantships and scholarships during the program. This amount granted for the student may vary based on availability of funds in the program and department. Students must apply for this scholarship offering by June 1st to be eligible for this funding for the following academic year. **Students must apply for this scholarship offering by June 1st to be eligible for this funding for the following academic year. The program does not offer summer financial coverage for student tuition under any circumstances.**

Students are also eligible to apply for the pre-doctoral fellowship that is offered through the Department of Family and Community Medicine. This position is 50% clinical and 50% research, where students get several clinical experiences working as a MedFT in integrated care and primary care settings. Interviews for this position are normally in early March and students must be at least in their third year of the program to be eligible for this position.

During the second year in the program, students can also receive funding through revenue sharing in the Center for Counseling and Family Therapy (CCFT). This revenue can be used by

the student in the form of conference reimbursement, travel reimbursement, books, resources, tuition remission, or other academic related expenses. Please refer to Policies and Procedures Manual of CCFT to find the breakdown of the amount that student receive from generating revenue in the clinic.

Recruitment

Master's Program

The Medical Family Therapy Program seeks students for the master's program who strive to be relational, systemic and culturally competent clinicians. The program looks for students who not only excel in the classroom but have the capacity and motivation to work with diverse individuals, couples, and families with a range of emotional, psychological, familial and/or medical issues. The faculty promotes the master's program through several different areas. Faculty and student representatives speak at conferences and exhibitor booths about information of the program and what students can expect in the program. Faculty and supervisors also provide webinars and video presentations to undergraduate programs about the program and how to apply.

Doctoral Program

The Medical Family Therapy Program seeks students for the doctoral program who strive to be relational, systemic, and culturally competent clinicians. Additionally, students should have an emphasis on becoming research-informed clinicians and have an interest in providing their skills and experience in healthcare and medical-oriented settings. Students are encouraged to work from a biopsychosocial approach to care, seeing the holistic perspective of clients and families to produce the best possible outcomes, both clinically

Admission

The Medical Family Therapy program has one application deadline every year (January 3rd). After an initial screening, applicants may be invited to campus for group and individual interviews with program faculty. Admission recommendations are made after the interviews and when all application documents have been received by the Graduate Education Admission Office: transcripts, three letters of recommendation, resume, and a professional goal statement. Doctoral applicants are also required to submit a Scholarship Sample (e.g., Thesis, Manuscript, Journal article). *The program has waived GRE scores from an application requirement for the 2022-2023 academic year.*

Transcripts are to be sent to: SLU Graduate Admissions, 1 N Grad Blvd, DuBourg Hall - Room 450, St Louis, MO, 63103 or electronically can be sent to graduateeducation@slu.edu. Our program office and email cannot accept transcripts.

For more information about the application process, please visit the program website:
<https://www.slu.edu/medicine/family-medicine/mft/apply.php>

Retention/Student Achievement Criteria

The program helps in mentoring and supervising in the course of study upon graduating the program. Faculty makes a concerted effort to help students with questions not just around

requirements for graduation, but also preparing for the national licensure exam. Additionally, faculty help mentor students in both programs around job searching and job placement upon graduating. Below is the Student Achievement Criteria for both programs, with outcomes of graduation rates, job placements and national exam pass rates listed.

Master's Program Graduate Achievement Data Table (GAD)

Cohort Year Students Entered Program*	Number of Students in Program	Graduation Rate (%)**	Job Placement Rate (%)**	National Exam Pass Rate (%)****	Licensure Rate (%)
2010-2011	N/A	N/A	N/A	N/A	N/A
2011-2012	N/A	N/A	N/A	N/A	N/A
2012-2013	N/A	N/A	N/A	N/A	N/A
2013-2014	N/A	N/A	N/A	N/A	N/A
2014-2015	FT: 4	FT: 100%	FT: 100%	FT: 100%	FT: 100%
2015-2016	FT: 4 PT: 1	FT: 100% PT: 0%	FT: 100% PT: 0%	FT: 100% PT: 0%	FT: 100% PT: 0%
2016-2017	FT: 5	FT: 100%	FT: 100%	FT: 80%	FT: 80%
2017-2018	FT: 5 PT: 1	FT: 100% PT: 100%	FT: 100% PT: 100%	FT: 100% PT: In Process	FT: 100% PT: In Process
2018-2019	FT: 2	FT: 100%	FT: 100%	FT: 100%	FT: 100%
2019-2020	FT: 6	FT: 100%	FT: 100%	In process	In process
2020-2021	FT: 8	FT: 100%	FT: 100%	In process	In process
2021-2022	FT: 8 PT: 2	In process	In process	In process	In process
2022-2023	FT: 8 PT: 2	In process	In process	In process	In process

Student/Graduate Achievement Disclosure

FT=Full-time

PT=Part-time

* Programs are only required to provide data on the past 10 years/cohort or since the program was initially accredited, whichever is shorter.

** Programs should report graduation rates for the program's Advertised Length of Completion. The Advertised Length of Completion is how long the program is designed to complete as written.

***This is defined as the percentage of graduates from the cohort year listed that are employed within three years of their graduation utilizing skills learned in the COAMFTE accredited program. Masters and Doctoral programs are required to provide this information. Post-Degree programs are encouraged to share this with the public.

**** Master programs are required to provide this information. Doctoral and Post-Degree programs are encouraged to share this with the public. For Master's programs only, COAMFTE has established a benchmark of 70% pass rate for each cohort. Programs in California can use the California Law and Ethics exam for MFTs to meet this requirement.

***** The program was accredited beginning in the 2014-2015 year, so no information is available for previous years.

***** The advertised length of the full-time M.A. program completion is 2.75 years and the maximum time for completion is five years. The advertised length of the part-time M.A. program completion is four years, and the maximum time for completion is five years.

Doctoral Program Graduate Achievement Data Table (GAD)

Cohort Year Students Entered Program*	Number of Students in Program	Graduation Rate (%)**	Job Placement Rate (%)***	National Exam Pass Rate (%)****
2010-2011	FT: 5 PT: 3	FT: 100% PT: 100%	FT: 100% PT: 100%	No data
2011-2012	FT: 6 PT: 0	FT: 100% PT: 0	FT: 100% PT: 0	No data
2012-2013	FT: 7 PT: 0	FT: 100% PT: 0	FT: 100% PT: 0	No data
2013-2014	FT: 4 PT: 0	FT: 100% PT: 0	FT: 100% PT: 0	No data
2014-2015	FT: 6 PT: 1	FT: 50% PT: In process	FT: 100% PT: In process	No data
2015-2016	FT: 6 PT: 0	FT: 67% PT: 0	FT: 67% PT: 0	No data
2016-2017	FT: 3 PT: 0	FT: 33%	FT: 33%	No data
2017-2018	FT: 6 PT: 0	FT: 67% PT: 0	FT: 67% PT: 0	No data
2018-2019	FT: 2 PT: 0	FT: 100%	FT: 100%	No data
2019-2020	FT: 2 PT: 1	FT: 50% PT: 0%	In process	No data
2020-2021	FT: 3 PT: 0	FT: 33%	In process	No data
2021-2022	FT: 2 PT: 0	In process	In process	No data
2022-2023	FT: 5 PT: 0	In process	In process	No data

FT=Full-time

PT=Part-time

* Programs are only required to provide data on the past 10 years/cohort or since the program was initially accredited, whichever is shorter.

** Programs should report graduation rates for the program's Advertised Length of Completion. The Advertised Length of Completion is how long the program is designed to complete as written.

***This is defined as the percentage of graduates from the cohort year listed that are employed within three years of their graduation utilizing skills learned in the COAMFTE accredited program. Masters and Doctoral programs are required to provide this information. Post-Degree programs are encouraged to share this with the public.

**** Master programs are required to provide this information. Doctoral and Post-Degree programs are encouraged to share this with the public. For Master's programs only, COAMFTE has established a benchmark of 70% pass rate for each cohort. Programs in California can use the California Law and Ethics exam for MFTs to meet this requirement.

*****The advertised length of the full-time Ph.D. program completion is four years and the maximum time for completion of the full-time program is eight years. Students can also choose a part-time option in the Ph.D. program. The advertised length of the part-time Ph.D. program completion is five years, and the maximum time for completion of the part-time program is eight years.

Transfer of Degree

Master's Program

Students who are admitted into the master's program in Couple and Family Therapy cannot waive any courses within their course of study. **Students who are transferring from another COAMFTE accredited master's program may waive up to nine credits at the discretion of the Program Director.** Saint Louis University allows credits to be transferred from one graduate program to another. Faculty must approve the transcript of the transferring student where courses may be waived. Students cannot replace any of the program's core courses from courses in outside programs. There are no elective courses in the program.

Doctoral Program

Students who are admitted into the doctoral program cannot waive any core course credits within their course of study. Students who are not coming in with a master's degree from a COAMFTE accredited program may need to take 'leveling' courses to meet educational and program requirements. **Students who are transferring from another COAMFTE accredited doctoral program may waive up to nine credits at the discretion of the Program Director.** Saint Louis University allows credits to be transferred from one graduate program to another. Prior to beginning to take courses, students must speak with their advisors about whether leveling courses need to be taken. The Program Director will need to approve if there are waivers to any courses for students not coming from a COAMFTE accredited program.

Students cannot replace core courses with courses from outside programs. Only the research elective quantitative research course can be taken outside of the program.

For more information, please refer to the university webpage on transfer of credits:
<https://www.slu.edu/admission/transfer/requirements.php>

Educational Training Opportunities

Students

Both master's and doctoral students have several training and educational opportunities outside of the curriculum and clinical training in the program. Students get trained in CITI training (to serve on IRB studies), Learning Space (video software to record sessions), and Foliotek (to upload program-related documents and assignments). Additionally, students in the doctoral program receive training on electronic health records (EHR) upon entering the clinics to provide therapy services.

Faculty

Faculty (both core and adjunct) in the program have several opportunities for continuing education units for licensure, approved supervisor status and informing teaching/research/clinical skills in the program. Faculty are encouraged to engage in research, clinical and scholarship trainings at SLU. Faculty are also required to be compliant with ethics, research and HIPPA training under the university requirements for online trainings.

Supervisors

Faculty and outside supervisors continue to seek seminars, workshops and other continuing education experiences to improve their supervision skills. Supervisors are required to maintain their approved state and/or AAMFT approved supervision status. Supervisors must either take the refresher course or online course provided by AAMFT to be active as an approved supervisor. Instructors of all internship and practicum courses at both levels must either be a state approved or AAMFT approved supervisor.

Links for Students, Faculty and Supervisors

AAMFT CE Courses:

<https://www.aamft.org/Courses/Courses.aspx>

AAMFT Online Fundamentals of Supervision Course:

https://www.aamft.org/Supervision/supervision_fundamentals.aspx

IRB mandatory training for Research (CITI): <https://about.citiprogram.org/en/homepage/>

St. Louis Association of Marriage and Family Therapy:

<https://networks.aamft.org/missourikansas/chapters/slamft>

MO/KAN Marriage and Family Therapy Network

<https://networks.aamft.org/missourikansas/home>

Training and Quality Assurance

<https://www.slu.edu/research/faculty-resources/research-integrity-safety/institutional-review-board-irb/training-education.php>

Diversity of Students, Faculty and Supervisors

The Medical Family Therapy Program is inclusive of all backgrounds and ethnicities of its students, faculty and supervisors. Additionally, the program not only prepares MFTs for

today's diverse and ever changing global society, but creates a stimulating learning environment and context for students, faculty and supervisors from different life experiences. There is always respect for inclusion, diversity, non-discrimination and social responsibility that appreciates the effects of larger sociocultural factors.

Below is a breakdown of the demographics of current students, faculty, and supervisors in the program (as of August of 2019).

Ph.D. PROGRAM DEMOGRAPHICS (2023-2024)									
Ethnicity									
	Non-Resident	Asian or Pacific Islander	African-American/African/Black	White/Non-Hispanic	Hispanic/Latino/Chicano	Multiethnic	Am. Indian or Alaska Native	Other	Total
Faculty			1	9					10
Super.				7					7
Students		1	4	3	2	2			12

Please note that the sum of the first eight columns must equal the total in the final column.

- In the faculty row, please include core and adjunct faculty currently at the program.
- In the supervisors row, please include on-site and off-site supervisors currently at the program.
- In the students row, please include full and part-time students currently enrolled at the program.

Gender	Male	Female	Non-Binary	Total
Faculty	2	7	1	10
Supervisors	2	4	1	7
Students	3	9	0	12

Please note that the sum of the first two columns must equal the total in the final column.

- In the faculty row, please include core and adjunct faculty currently at the program.
- In the supervisors row, please include on-site and off-site supervisors currently at the program.
- In the students row, please include full and part-time students currently enrolled at the program.

MA PROGRAM DEMOGRAPHICS

Ethnicity									
	Non-Resident	Asian or Pacific Islander	African-American/African/Black	White/Non-Hispanic	Hispanic/Latino/Chicano	Multiracial	Am. Indian or Alaska Native	Other	Total
Faculty			1	9					10
Super.			1	12				1	14
Students	2		5	10	3	4		1	25

Please note that the sum of the first eight columns must equal the total in the final column.

- In the faculty row, please include core and adjunct faculty currently at the program.
 - In the supervisors row, please include on-site and off-site supervisors currently at the program.
 - In the students row, please include full and part-time students currently enrolled at the program.

Gender				
	Male	Female	Non-Binary	Total
Faculty	2	7	1	9
Supervisors	4	9	1	14
Students	3	21	1	25
Please note that the sum of the first two columns must equal the total in the final column.				

	<ul style="list-style-type: none"> • In the faculty row, please include core and adjunct faculty currently at the program. • In the supervisors row, please include on-site and off-site supervisors currently at the program. • In the students row, please include full and part-time students currently enrolled at the program.
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Implementation of Student Feedback

Every year, the program asks for both graduating and current students for survey feedback about different areas of the program. Faculty and supervisors pay close attention to these surveys to make sure that information and suggestions are considered and potentially implemented in the program. Over the past year, the faculty has made two immediate changes to implement concerns and feedback from students in making the program stronger and more collaborative.

For data from the 2021-2022 focus group feedback, the master's students suggested more preparations for the licensure examination upon graduating from the program. The faculty have scheduled to bring in more guest speakers, in addition to a professional development series for students to get more information. For the doctoral program, students mentioned more preparation for the dissertation process earlier in the program. The faculty have discussed more research topics and preparation earlier in the program. Doctoral students have also mentioned more involvements in medical settings outside of just primary care. Even though the COVID-19 pandemic has postponed more training opportunities, the program will offer more opportunities for students to practice in the residency program and other departments.

For data from the 2022-2023 academic year, MA students and PhD students noted areas of strengths in the program included quality of instructors, emphasis on diversity and culture in classes, more off site assignments, quality of off-site internship and clinical sites, and the mentorship provided by advisors. Students noted sub-themes on the time faculty dedicate to help with advising issues, quality of adjunct instructors, and feeling appreciated for the work done in the program. MA Students reported challenges/ areas of growth as: 1.) more agreement of timeline and course of study requirements across advisors, 2.) more work on professional learning, 3.) better communication about program requirements upfront, and 4.) updates on policies in the CCFT. To address these areas, the program has now developed a consistent Professional Development series to help provide students professional growth areas around topics and skills needed in the field. The program director now sends out the weekly program updates, with specific timeline information for courses, advising, graduation, and other program related deadlines. The faculty have also discussed more in faculty meetings about a consensus on timelines and requirements for work. The program has now changed the MA thesis course from Oral Examination to a dedicated three credit thesis research course in the last semester of graduating. The program now has a lead clinic coordinator to help streamline scheduling and coordination in the CCFT to help address collaboration across students and staff.

The PhD program provided the following challenges/areas for improvement: 1.) earlier on-boarding for the SLUCare sites, 2.) more opportunities to take part in research outside of the faculty and program, 3.) more information earlier about the dissertation process in the program. The program has addressed these issues through courses, trainings, and additional prep work earlier in the student's timeline. The Program Director has started EPIC training and site observing earlier in the Spring semester of the first year to help with early scheduling.

Faculty have also required students to attend “Inspire” which is the Research Division’s development series for skill acquisition and learning. Students have also worked with the department faculty through GA and other research positions. Finally, the orientation course and advising meetings have emphasized more information on the dissertation steps and ways that students can start this process earlier.

IV. Master of Arts in Family Therapy



Program Overview

The Master of Arts in Family Therapy fulfills the course and practicum requirements toward licensure in the State of Missouri as a Licensed Marital and Family Therapy (LMFT). A minimum of 60 semester hours of coursework is required. Courses cover a range of areas to prepare students as systemic clinicians in the field, including theory, diagnosis, family studies, ethics, multiculturalism, and practicum supervision for clinical work. The program requires an Oral examination and presentation as a requirement for the program. **Students must complete all course work and achieve 500 clinical hours in the program prior to presenting their oral examination paper and presentation to their committee. 100 of these hours must be relational hours (with a couple, family, or other person in the room connected to the treatment of the client.)**

Goals, Objectives, and Student Learning Outcomes

In the course of your program of study you will be working toward the attainment of clearly defined learning outcomes that are based upon established professional competencies and the missions of Saint Louis University and the Medical Family Therapy Program. The table below outlines these student learning outcomes and their fit with the Program’s goals and objectives. The method of assessing these outcomes is described in the section, Assessment of Learning Outcomes in this Handbook. These goals, objectives and student learning outcomes can also be found on the program website:

<https://www.slu.edu/medicine/family-medicine/mft/index.php>

MA Program in Family Therapy

SLU Dimensions	MFT Program Goals	Program Objectives	Student Learning Outcomes
Scholarship and Knowledge By developing a well- rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.	1. To train sound clinicians who are equipped to work with a wide variety of presenting problems and a diverse array of families. 2. To foster and develop rigorous and original scholarship for both faculty and students	Ground students in multiple theoretical orientations related to the field of MFT. b. Teach students the basic clinical skills and competencies for entry into the field a. Develop students to use research-based skills and interventions to inform one's clinical work	SLO 1a. Students will be able to compare and contrast the major theoretical orientations related to the field of MFT. SLO 1b. Students will attain competency in entry- level marriage and family therapy skills. Sub-objectives: a. Admission, Assessment and Diagnosis b. Treatment Planning and Case Management c. Therapeutic Interventions d. Legal Issues, Ethics and Standards e. Use of Supervision and Practicum f. Social Justice Issues and Self-Awareness SLO2a: Graduates will be able to understand and use research in clinical practice. SLO2b: Graduates will be able to contribute to competent clinical services and the profession through
Intellectual Inquiry and			

SLU Dimensions	MFT Program Goals	Program Objectives	Student Learning Outcomes
Community Building By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.	3. Students will be trained to be adept at understanding and working with clients from a variety of multicultural backgrounds, with a specific emphasis on the concerns of poor and underserved populations.	<p>a. Increase students' knowledge, awareness and sensitivity of cultural injustices that occur in our local, national, and global community.</p> <p>b. Foster opportunities for our students to engage in activities that will build the community and offer services to poor and underserved populations.</p>	<p>SLO 3a: Graduates will attain an increased cultural competence in working with diverse populations.</p> <p>SLO #4.A: Graduates will be able to demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.</p> <p>SLO #5.A: Graduates will be able to effectively communicate their values and demonstrate how they guide their personal and professional lives.</p>
Leadership and Service By serving others and by promoting social justice, students become men and women for others who lead by their example.	4. To educate professionals who are knowledgeable and skilled clinicians and leaders in their profession and	a. The Program will foster leadership and service through the exercise of personal and professional skills that promote social justice. Personal	SLO4a: Students will demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.

Spirituality and Values By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.	5. To prepare reflective practitioners who understand themselves in relation to those they serve and who incorporate spiritual,	a. The program will create a context that incorporates spiritual, moral, and ethical principles into its curriculum and clinical experiences thus enabling students to safely	SL05a. Students will effectively communicate their values and demonstrate how they guide their personal and professional lives.
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Course Work (M.A. Program)

New Course of Study for Cohorts of Fall 2020, Fall 2021, Fall 2022 (FULL TIME)

Suggested Course of Study M.A. Couple & Family Therapy Program Full-Time Status		
Year 1		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 5210 – Introduction to Family Therapy (3)	MFT 6560 – Foundations in Couple and Family Therapy (3)	MFT 5410 –Practicum in Family Therapy (3)
MFT 6530 – Ethical & Legal Issues (3)	MFT 5410 –Practicum in Family Therapy (3)	MFT 5320 - Group Counseling (3)
MFT 6660 – Intro. to Family Studies (3)	MFT 6550 Diagnosis & Assessment in Family Therapy (3)	MFT 5380- Theory and Intervention in Human Sexuality (3)
MFT 5770 – Foundations of Multicultural Family Therapy (3)	MFT 5700- Human Growth and Development (3)	**MFT 6570- Medical Family Therapy Externship (1)
Year 2		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 5915 – Internship in Family Therapy (3)	MFT 5915 –Internship in Family Therapy (3)	MFT 5915 –Internship in Family Therapy (1)
MFT 6730-Research Practicum (1)	MFT 6650- Advanced Couple and Family Therapy (3)	
**MFT 5600- Family Research Methods (3)	MFT 6710- Integrated and Evidence Based Models in Couple and Family Therapy (3)	
MFT 6760- Families, Health and Illness (3)	MFT 5990 Oral Examination and Thesis (3)	
**MFT 6790- Self of the Therapist- A Sociocultural Perspective (3)		
**New Course Program of study consists of (60) credit hours, including thesis credits for M.A.(R).		

New Course of Study for cohorts of Fall 2020, Fall 2021, and Fall 2022 (PART TIME)

Suggested Course of Study M.A. Couple & Family Therapy Program Part-Time Status		
Year 1		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 5210 – Intro to Family Therapy (3)	MFT 6560 – Foundations in Couple and Family Therapy (3)	MFT 5410 –Practicum in Family Therapy (3)
MFT 6660 – Intro. to Family Studies (3)	MFT 5410 –Practicum in Family Therapy (3)	MFT 5320 - Group Counseling (3)
MFT 5770 – Foundations of Multicultural Family Therapy (3)	MFT 5700- Human Growth and Development (3)	
First Semester Orientation (0)		
Year 2		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 5915 – Internship in Family Therapy (3)	MFT 5915 –Internship in Family Therapy (3)	MFT 5915 –Internship in Family Therapy (1)
MFT 6530 – Ethical & Legal Issues (3)	MFT 6650- Advanced Couple and Family Therapy (3)	MFT 5380- Theory and Intervention in Human Sexuality (3)
MFT 6730-Research Practicum (1)	MFT 6550 Diagnosis & Assessment in Family Therapy (3)	
Year 3		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
**MFT 5915 – Internship in Family Therapy (0)	**MFT 5915 – Internship in Family Therapy (0)	**MFT 5915 – Internship in Family Therapy (0)
MFT 6760- Families, Health and Illness (3)	MFT 6710- Integrated and Evidence Based Models in Couple and Family Therapy (3)	*MFT 6570- Medical Family Therapy Externship (1)
*MFT 6790- Self of the Therapist- A Sociocultural Perspective (3)		
Year 4		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
**MFT 5915 – Internship in Family Therapy (0)	**MFT 5915 – Internship in Family Therapy (0)	
*MFT 5600- Family Research Methods (3)	*MFT 5990 Oral Examination and Thesis (3)	
<p>*New Course</p> <p>** Students taking MFT 5915 beyond the one full year of internship must be enrolled for zero credit for every remaining semester</p>		
<p>Program of study consists of minimum 60 credit hours, including thesis credits for M.A.(R).</p>		

New Course of Study for Fall 2023 Cohort (FULL TIME)

2023-2024 Suggested Course of Study M.A. Couple & Family Therapy Program Full-Time Status
Year 1

Fall Semester	Spring Semester	Summer Sessions
MFT 5210 – Introduction to Family Therapy (3)	MFT 6560 – Foundations in Couple and Family Therapy (3)	MFT 5410 –Practicum in Family Therapy (3)
MFT 6530 – Ethical & Legal Issues (3)	MFT 5410 –Practicum in Family Therapy (3)	MFT 5320 - Group Counseling (3)
MFT 6660 – Intro. to Family Studies (3)	MFT 6550 Diagnosis & Assessment in Family Therapy (3)	MFT 5380- Theory and Intervention in Human Sexuality (3)
MFT 5770 – Foundations of Multicultural Family Therapy (3)	MFT 5700- Human Growth and Development (3)	MFT 6700- Medical Family Therapy Externship (1)
First Semester Orientation (0)		
Year 2		
Fall Semester	Spring Semester	Summer Sessions
**MFT 5915 – Internship in Family Therapy (3)	**MFT 5915 –Internship in Family Therapy (4)	
MFT 6730-Research Practicum (1)	MFT 6710- Integrated and Evidence Based Models in Couple and Family Therapy (3)	
MFT 5600- Family Research Methods (3)	*MFT 5990 Thesis Research (3)	
MFT 6760- Families, Health and Illness (3)		
MFT 6790- Self of the Therapist- A Sociocultural Perspective (3)		
*MFT 5990 Thesis Research (3)		
*Six Thesis Research credits need to be taken across multiple semesters **Students have the option to take up to 4 credits of internship in one semester, which students must reach 7 total credits. If students reach 7 credits, they can register for 0 credit hours for subsequent semesters. Program of study consists of 60 credit hours, including thesis research credits for M.A.(R).		

New Course of Study for Fall 2023 Cohort (PART TIME)

2023-2024 Suggested Course of Study M.A. Couple & Family Therapy Program Part-Time Status		
Year 1		
Fall Semester	Spring Semester	Summer Sessions
MFT 5210 – Intro to Family Therapy (3)	MFT 6560 – Foundations in Couple and Family Therapy (3)	MFT 5320 - Group Counseling (3)
MFT 6660 – Intro. to Family Studies (3)	MFT 5700- Human Growth and Development (3)	

MFT 5770 – Foundations of Multicultural Family Therapy (3)		
First Semester Orientation (0)		
Year 2		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6530 – Ethical & Legal Issues (3)	MFT 5410 –Practicum in Family Therapy (3)	MFT 5410 –Practicum in Family Therapy (3)
MFT 6730-Research Practicum (1)	MFT 6550 Diagnosis & Assessment in Family Therapy (3)	MFT 5380- Theory and Intervention in Human Sexuality (3)
Year 3		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
**MFT 5915 – Internship in Family Therapy (0)	**MFT 5915 – Internship in Family Therapy (0)	**MFT 5915 – Internship in Family Therapy (0)
MFT 6760- Families, Health and Illness (3)	MFT 6710- Integrated and Evidence Based Models in Couple and Family Therapy (3)	MFT 6570- Medical Family Therapy Externship (1)
MFT 6790- Self of the Therapist-A Sociocultural Perspective (3)		
Year 4		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
**MFT 5915 – Internship in Family Therapy (0)	**MFT 5915 – Internship in Family Therapy (0)	
MFT 5600- Family Research Methods (3)	*MFT 5990 Thesis Research (3)	
*MFT 5990 Thesis Research (3)		
<p>*Six Thesis Research credits need to be taken across multiple semesters **Students have the option to take up to 4 credits of internship in one semester, which students must reach 7 total credits. If students reach 7 credits, they can register for 0 credit hours for subsequent semesters. Program of study consists of 60 credit hours, including thesis credits for M.A.(R).</p>		

Completion of Degree Requirements

- 60 credit hours (courses listed above)- **No exceptions in meeting this requirement.**
- Maintain student membership in American Association of Marriage and Family Therapists throughout the program
- Obtain professional liability coverage
- Complete a background check through Castlebranch
- Complete HIPAA training during first semester
- Complete CITI training in the first semester
- Enroll in a 9-12 month internship during the program, **which the primary site must be off-campus.**
- Attain a minimum of 500 hours of direct clinical contact (**at least 100 hours must be relational and 50 must be telehealth**)
- Successfully defend oral examination as the last benchmark of the program (with all

requirements complete prior to defending)

Program of Study Worksheet

See Appendix A to review the program of study forms for the M.A. in Family Therapy.

Practicum

The practicums in family therapy (MFT 5410) are the courses in which students begin their work directly with clients. Prerequisites for this course are Introduction to Family Therapy (MFT5210) and Ethical and Legal Issues in Family Therapy (MFT 6530). In addition, students must be approved by the faculty to register for the Practicum in Family Therapy.

The major goals of the practicum experience are for students to practice their skills in joining, assessment, and effective intervention with clients.

The Practicum in Family Therapy requires a considerable time commitment from students:

- Weekly class session ranging from 2-1/2 to 4 hours per week.
- Time at the CCFT in seeing clients may range from 5-8 hours per week.
- One hour per week of individual clinical supervision.

Students will fulfill their practicum in the Center for Counseling and Family Therapy and other community sites as appropriate. **An adequate caseload of clients is required in the CCFT is expected during the practicum experience.**

Telehealth Competencies

One of the new additions to the COAMFTE V. 12.5 standards is tracking student competencies for telehealth. Master's students will receive a pre-assessment of their skills in their first year, prior to seeing clients in the clinic. The student will continue to gain competencies in this area throughout the program. The student will then take a post-assessment at the end of the program on the same telehealth competency questions.

Students are required to have 50 hours (10% of total clinical contact hrs) as telehealth sessions with clients. Students need to report this at the end of the program to the Administrative Secretary.

Internship

Although like the practicum experience, the master's level internship is a much more extensive experience involving more involvement with clients. The purpose of the internship is to provide an opportunity for the master's level student to receive practical experience by working in a mental health or medical setting outside of the University clinic. This setting should be consistent with the student's career interests and goals. A total of **500 client contact hours of total hours** must be accrued during the **practicum and internship experience**. All students must be active for a minimum of ten hours per week

100 of those contact hours must be relational, consisting of therapy with couples and/or families present in the room. Relational hours are those where multiple family members or individuals connected to the identified client are in the room. Students can conduct "co-therapy" sessions to collect relational hours. Students can also observe relational hour sessions in their practicum and/or internship courses. **Students MUST**

carry a minimum of five clients in their caseload for any semester enrolled in internship. It is mandatory that students are enrolled in summer internship, even if they have reached the maximum amount of credits.

According to the COAMFTE Standards Definition of a Client Contact Hour:

*"Direct Clinical Contact Hours are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision **are not** considered direct client contact." (V 12.5, effective Jan 1, 2022)*

Students should consult with the Director of Clinical Services to discuss internship options during the Spring semester of their first year. **The Internship Rank List (See Appendix L)** should be used for students to rank these sites. The rank list is for *only* primary internship sites. The program requires a primary internship site so that students learn the process of applying and interviewing with off-site locations for professional development purposes. Off-site training also increases competencies of working for an organization or clinic outside of SLU. The criteria for primary and secondary internship sites are the following:

Primary Internship Site Requirements (must have an agreement between the site and the program)

- 1.) An organization that is off-campus for students to sign an agreement with
- 2.) The ability to get individual and relational psychotherapy hours
- 3.) Having a mental health professional present at the site for any coverage needs
- 4.) Opportunities for students to manage their caseload at the sites
- 5.) Commit to *a minimum of ten hours per week at the site* (including both clinical and professional hours)

Secondary Internship Site Requirements (must be a consistent site that the student is accumulating hours from):

- 1.) Can be any off- site location or affiliated site with CCFT (e.g. MOMS Clinic, QT Clinic, Aging and Memory Clinic).
- 2.) Has a supervisor who can review and look over any cases for the student
- 3.) *Does not go over ten hours per week of total work* (allowing for students to commit more time at their primary site).

4.) Must constitute clinical experience where the student is serving as a therapist. Examples that would not fall under an internship site hours include being a coach, camp counselor, teacher, medical site observer, volunteer, or other non-therapy role at an off-site location.

Professionalism & Policies for Remediation in the Program

Student Professionalism

It is expected that students show professionalism at all times while in the program. This not only includes conduct in the classroom, but professionalism in clinical work and in the community. In line with the SLU mission statement, one of the key principles around conduct that students strive to adhere to is: "*Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.*"

SLU Mission Statement: <https://www.slu.edu/about/catholic-jesuit-identity/mission.php>
SLU Mission, Vision, and Core Values: <https://www.slu.edu/education/about/mission.php>

The Medical Family Therapy Program takes professionalism, conduct, and overall values of students very seriously. We strive not only to incorporate these values in our program goals and student learning outcomes, but in the development of students becoming ethical and responsible leaders in our communities. When an unprofessional, unethical, or competency problem arises, the program creates levels of remediation to help guide the student to address this issue in a timely manner.

Policies for Levels of Remediation:

There are four “Levels of Remediation” in the Master’s Program:

- **Level 1: Initial conversation with the Advisor and/or Program Director-**The first level of any unprofessional behavior or misconduct is a conversation with the student’s advisor and/or program director. This conversation would usually be 1:1 between the student and advisor or student and program director. This level would assume that the student would be able to remediate a lower-level issue on their own after this conversation. No further action is needed after this conversation.
- **Level 2: Plan for Faculty oversight-**A student who may continue to show poor decision making in the program, clinical work, or other areas, may warrant a Plan for Faculty Oversight. In this case, the faculty member and program director have a meeting to determine what additional oversight the student needs for their work or behavior. The faculty member then has a conversation with the student, where they create an outline for how their work, behavior, or actions will be addressed over a specific period of time. The faculty will then follow up with the Program Director on the progress of the student remediating their situation (e.g. course grades, clinical behavior as a therapist, professionalism, etc.)
- **Level 3: Personal and Professional Development Evaluation (PPDE)-** If an action by a student needs immediate remediation and warrants program intervention, the

next step for remediation would be a PPDE. A faculty member would need to raise this request at a program faculty meeting, where the majority votes at the meeting would warrant a PPDE meeting. The meeting would then consist of the student, the student's advisor, the program director, and a third faculty member. The Program Director sends a letter to the student outlining the reasons for the meeting and the date/time of the meeting. At the meeting, the faculty outline a six month plan on the stipulations that need to be met by the student. Over the six months, it is the student's responsibility to meet these stipulations and check in with their advisor. At the six-month period, the faculty and student have a follow-up meeting to assure that the stipulations were met. If any stipulations were not met, the faculty may request an additional six-month extension of the requests and follow-up from the student. If the student's performance is deemed unacceptable or an additional issue is added to the PPDE over this time, the Program Director could elevate this to Level 4: Non-Acceptance to an extension of continuation in the program. A copy of the PPDE letter and follow-up information is kept in the student's file.

- **Level 4: Non-Acceptance to an Extension or Continuation in the Program-**There are two situations where students would not be granted any further activity in the program. One, the student has fulfilled their maximum years for "Time to Degree." The program allows for five years + one extension year to complete the program. Leave of absences taken by the student could "pause the clock" for degree completion. The second scenario is where a current student commits an egregious ethical violation or highly unprofessional conduct that reflects poorly on both the individual and the program. This behavior or issue would not give the program confidence to continue to student in the program. In these cases, the Program Director would discuss the matter with the Department Chair, Director of Graduate Programs, and the Associate Provost for Graduate Education. The Program Director has the discretion not to extend a student in the program or request for a dismissal, pending that there is evidence an justification to do so.

Student Appeals Process

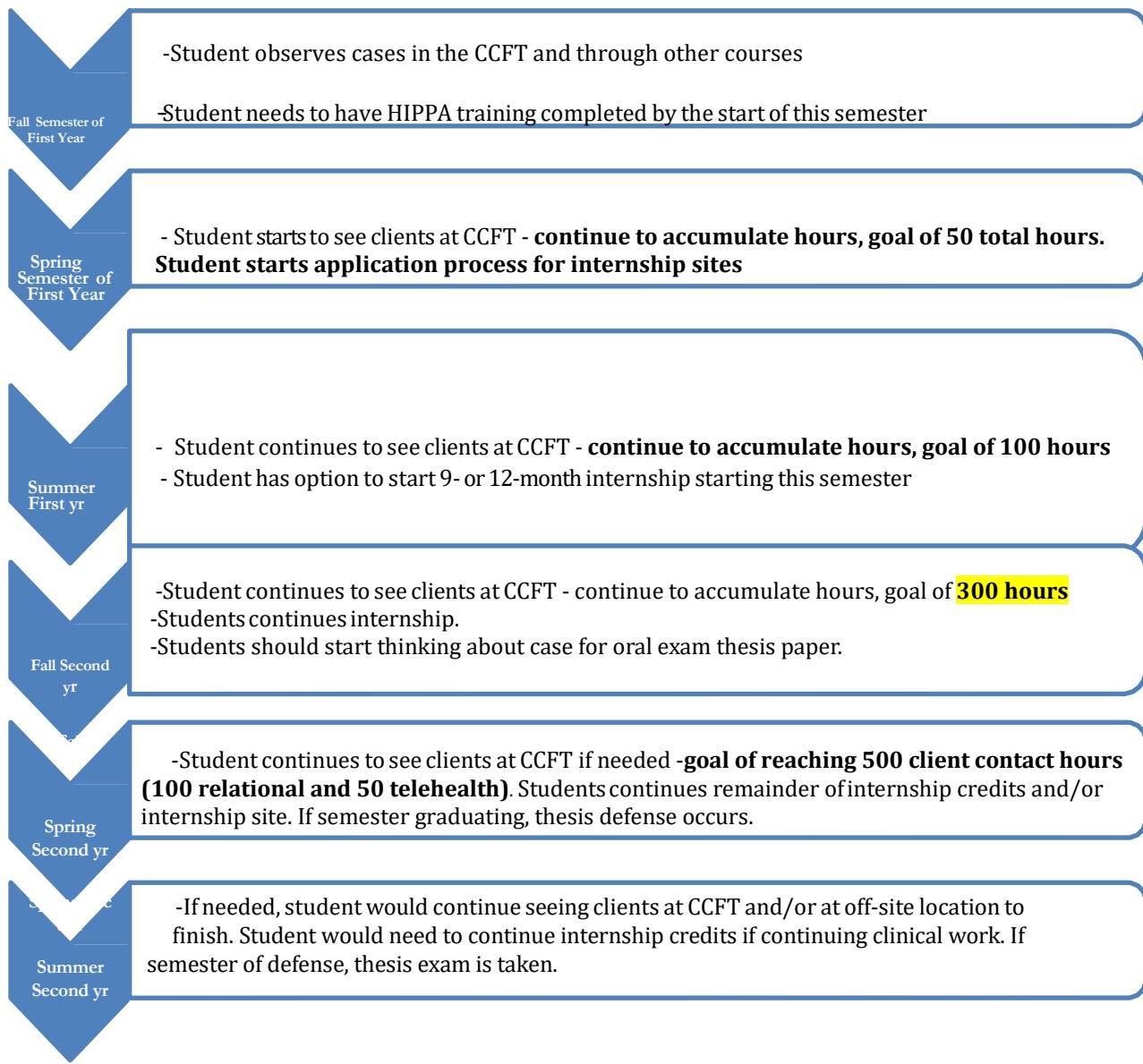
The student has the right to appeal the fourth level of the remediation process (Non-Acceptance for Extension or Continuation in the Program). For any student's that have questions about the appeal, they can contact the Program Director or other individuals about questions or clarifications. More information about the student appeals process can be found on the website link: <https://www.slu.edu/arts-and-sciences/student-resources/policies-procedures.php>

The program follows the School of Medicine Graduate Programs Guidelines for handling any appeals from students. These are the steps that the program follows:

1. The Director of SOM Graduate Programs visit with the student to learn the grounds for the appeal.
2. The Director of SOM Graduate Programs ask the following questions:
 - Did they appeal to the course director (in the case of grade appeals)?
 - Did they appeal to the departmental Program Director?
 - Did they appeal to the Chair of the department?

3. If those steps have been completed and the currently enrolled student wishes to continue their appeal, The Director of Graduate Programs form an ad hoc Appeals Committee made up of minimally 3 members of GPAC (or at large graduate faculty) and provide that committee with whatever documentation they have.
4. The Director of Graduate Programs ask the ad hoc Appeals Committee to consider the student's appeal (and meet with them if they wish) and determine if the decision that was made is consistent with University Policy (as outlined in the Current Graduate Education Manual).
5. Once the ad hoc Committee has reported back to me, The Director of Graduate Programs takes the appeal and the recommendation of the Appeals Committee to the Dean of the School of Medicine for consultation and a decision. The final School of Medicine authority rests with the Dean.
6. If the student wishes to appeal the Dean's decision, they are directed to the Provost for final, university consideration of the appeal.

Suggested Timeline of Clinical Work in the MA Program



HIPPA and IRB Training

Before students can begin seeing clients in the clinics, they must complete HIPPA training. Every August, the MFT administrative secretary gives the names of incoming students to SLU's IT department. Students will then receive a notification under their "Home" tab in MySLU to complete the compliance requirement of HIPPA training. The online training consists of 10-15-minute presentations with short quizzes after. Once the training is completed, students must submit documentation that they have fulfilled the requirement under the "Program Documentation" section of FolioTek.

All students must be up to date in their IRB (Institutional Review Board) training through SLU. This information is found on the student's MySLU page. Students cannot participate in IRB protocol studies or projects without being compliant with this training. Students are strongly encouraged to complete the CITI training for the IRB as soon as they enter the program.

Clinical Supervision

Clinical supervision is a process whereby a less-experienced family therapist meets regularly with a supervisor to enhance the learner's development as a family therapist. Clinical supervision has been called the most significant process in the therapist's own growth as a professional. According to S.

T. Gladding (1992), "supervision is a facilitative experience that combines a mixture of didactic and experiential learning in the context of a developmental relationship" (p. 46). It helps family therapy students to gain a better understanding of family therapy theories and promotes personal growth of the family therapist. Individual (1-2 students) supervision allows for concentrated work on client cases, family therapy practices, and increased self-awareness of the family therapist; group supervision allows for peer and supervisor discussions about cases as well as other topics concerning family therapy and being a family therapist. In the Medical Family Therapy program, all students in practicums or internships receive a mixture of individual and/or group supervision on a weekly basis throughout the semester.

M.A. Practicum: (MFT 5410). In this course students are assigned to a faculty member or an advanced doctoral student for one hour per week of individual supervision. During each practicum class, one or two hours are spent in group supervision.

M.A. Internships in Family Therapy: (MFT 5915). During the internship period, students agree to work in a setting of their choice outside the department. Students receive a minimum of one hour per week of individual clinical supervision from a qualified supervisor at the site of the internship. In addition, the internship class meets regularly on campus for group supervision.

Annual MA Evaluation

In order to help MA students and their advisors know where they stand in the MA process, the Medical Family Therapy Program has developed an annual review process. Students will participate in self-evaluation, and faculty members/advisors will provide students evaluations of their progress and performance. This evaluation process will occur every May. The evaluation forms may be found in Appendix B).

This annual review serves four major purposes:

- To help students and their advisors look at the “big picture” of growth as professionals and scholars.
- To empower students to become more proactive in guiding their progress toward the MA
- To provide students and their advisors a forum for regular feedback so that strengths and accomplishments can be recognized and acknowledged, and areas that need strengthening can be reviewed.
- To meet COAMFTE Version 12 Accreditation standards.

Procedure:

- You are to complete a self-evaluation of your progress and performance during the year. The report will include your vita, current and future educational and professional goals, a report of your progress toward meeting portfolio requirements (which you can obtain from the program’s Administrative Secretary), and a self-evaluation of personal and professional growth.
- The report should be submitted to your advisor electronically by **March 15th**.
- Contact your advisor at the time you submit the report and arrange a meeting.
- Your advisor will complete a faculty evaluation form. (At the discretion of the advisor and in consultation with you, other faculty may be asked to submit an evaluation form.)
- You and your advisor will meet to review the student report and the advisor/instructor evaluation forms. Together, you will discuss the year’s work, progress, and performance, and establish goals and objectives for the next year.

Student 360 Evaluation

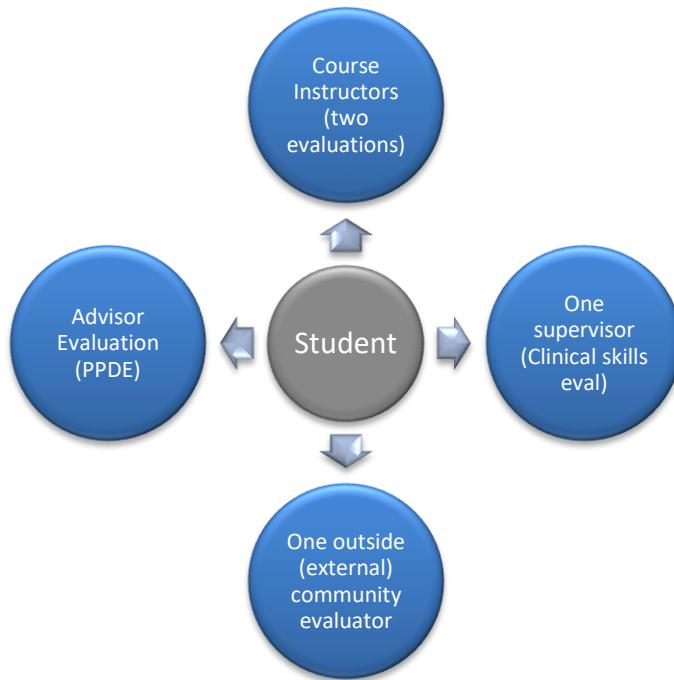
Starting this year, the program has developed a “360 evaluation” for master’s students. The purpose of this evaluation to provide continuous feedback for students to meet specific competencies and benchmarks in the program. The evaluation of competencies will be evaluated in coursework, clinical skills, and professionalism in the first two years of the program.

If a student does not pass one of the evaluations, they will have a remediation plan with their advisor. The student and advisor will work together across the year to make sure that these competencies are met. If a student does not pass two or more evaluations, the student will have a Personal and Professional Development Evaluation (PPDE) meeting with a committee of three faculty. The student will need to follow the PPDE process in the

program, where a six-month timeframe is needed for the student to remediate any issues.

On May 15th, the program will provide a summary to the student of multiple evaluations of the following:

- 1. Course Evaluations-Two instructors will be asked to complete an evaluation of skills of the student.**
- 2. PPDE Evaluation-The advisor completed the professional evaluation of maturity, competency, and other developmental areas.**
- 3. Clinical Skills Evaluation-The student's supervisor will complete the clinical skills of the student.**
- 4. External Evaluation-An outside evaluation will provide an independent perspective of the student's development and progress in the program.**



Oral Examination (Theory of Therapy/Clinical Case Presentation)

Please note: Per Graduate Education guidelines, oral exams will only happen in the fall and spring semesters. All coursework and clinical hours MUST BE completed before a student will be allowed to have their oral exam.

The purpose of the oral examination is for you to demonstrate the depth and breadth of knowledge and understanding you have gained throughout your tenure in the program. The oral exam consists of two parts: 1) a written paper that is described below, and 2) an oral exam.

Oral Exam Paper

The paper is to be between 22-25 pages long. (excluding references and appendices) in length and explains the student's theory and philosophy of family therapy as well as presenting a case example of your clinical work. The paper is both a reflective paper

(reflecting on one's own theory development and growth in this program) and an academic paper (using citations and APA style). The following list specific elements of the paper:

Suggested Elements in the Oral Exam Paper

1. Literature Review- The opening 4-5 pages of the paper should provide evidence-based literature on the theory and presenting issues of the case. The student should be able to synthesize this information, which is a lead-in to the introduction of the clinical case. A portion of this section should provide empirical support of the theory and presenting issue.

2. Introduction/Background of the case- The paper should offer information about the background of the case and the reason(s) for the referral made to therapy.

3. Family Background of the case- A major competency in the program is how the student views the case systemically. This includes information not only about family members in the case, but any social or community areas that are important in the client's life.

4. Description of the Presenting Problems- The paper should clearly state the presenting problem(s) that were the most pressing in the case.

5. Goals and Objectives of the Case- The student should highlight the main goals and objectives that were set forth in therapy.

6. Diagnoses and Assessments- Any diagnoses of the client or family should be included in the paper. The student should also state the specific code for each diagnosis and verify what symptoms were present in the decision of making that diagnosis. Any other assessments or questionnaires used should be noted as well.

7. Theoretical Framework- The case should be guided by a theoretical framework that was used in the case. It will be the student's responsibility to give a brief background of why they chose the theory for this case and what research is noted about this theory that pertains to the client's presenting problems.

8. Course of Treatment- The paper should highlight the entire course of sessions for the case. This usually has a "beginning, middle and end" phases of treatment, with a description of how the therapist progressed throughout these phases in therapy.

9. Cultural Issues-The paper should highlight any cultural issues that are relevant to the case, and how these issues were incorporated into sessions. The student should go beyond a cultural assessment of the case and take a deeper perspective of how culture was discussed and/or considered in the therapy conversation. A portion of this section should provide empirical support of the cultural issues that occurred in therapy and the evidence that the therapist was culturally informed in working with the case.

10. Ethical/Legal Considerations-There should be information noted about any considerations or assessment of ethical/legal issues in the case. Students should also cite any codes from the AAMFT Code of Ethics.

11. Self of the therapist-A good skill for students is to reflect on their own personal and professional reactions in therapy and what considerations they make in working with an individual, couple, or family.

Live Data- Audio or Video data is strongly recommended, but not required on the faculty evaluation of the exam.

References-The paper will require references to help support content and claims in the paper. A quality paper usually incorporates several evidenced-based articles and references that give validity to claims in the paper and connect to the presenting issues in therapy. These citations must follow APA format in the paper.

Appendices-The student is allowed to include any other pieces of information about the case that are pertinent to the work done in therapy. These may include: a family genogram, a diagram of the theoretical intervention, a picture of the client's art).

Preparing for your oral exam begins at the onset of your program and culminates with your oral defense. The formal meeting in which your exam will be held is scheduled near the end of the final semester of your work in the program. The dates for oral exams are scheduled by the program and you will receive notice about the dates near the beginning of the semester. You will be required to submit the first complete draft of your paper to your advisor on the same date your application for candidacy is due to Graduate Education. It is important you complete all revisions in a timely manner. Failure to do so could mean you are not eligible to sit for your exam that semester, which would delay graduation.

Generally, the oral exam lasts for one hour. At that meeting you are expected to present on all areas of your case. After your summary, members of the committee will ask you questions regarding any number of topics. Topics may include, but are not limited to your paper, your experiences within the program, your professional identity, information learned during your coursework, and your clinical work. Students should be prepared to discuss various aspects of their training and how that has influenced their professional identity. Students should demonstrate the ability to integrate information learned across courses and professional experiences into their answers.

Oral Presentation

Part of this oral exam will also be showing video excerpts of a therapy session(s). These excerpts can be of a client from either CCFT or an off-site placement. The purpose of the video clips is for the student to demonstrate an application of a theory, intervention or specific clinical skill in practice and verbalize this to the committee. It is encouraged that the student presents a case with a family systems emphasis. The clip should be a maximum of ten minutes, where the committee will have an opportunity to ask any questions about the session or the student's reflection of their experience.

The presentation part of the oral examination should reflect not only the content of the oral paper but provides deeper explanation of the clinical case. The student should prepare a professional powerpoint to demonstrate their competencies and skills. The presentation time is for one hour, in front of three committee members. The presentation of the case is appx 40-45 minutes, with 5 minutes for an audio or video clip, and 10 minutes of Q&A from the committee. This is a professional presentation, where the student will be evaluated not only on the content of the case, but their presentation and delivery of the case. The student is encouraged to communicate frequently with their advisor about their paper and presentation during their semester of graduation.

After the committee is finished asking questions, you will be asked to leave the room so the committee can make their decision. The paper and oral defense will be evaluated using grading rubrics found in FolioTek. The Office of Graduate Education requires at least two of the three faculty members vote "pass" before you are considered to have completed the exam successfully. You will receive verbal feedback about the results of the examination immediately following the balloting period with formal notification sent from the Office of Graduate Education.

Time to Present: Students who meet the requirements for their oral defense must take

their examination in the final semester of their degree plan (eg: If the student has their final semester of coursework and/or clinical work in the Fall semester of their third year, the student will defend their examination at the end of the Fall semester). The student needs to allow enough time to contact their committee members to schedule the defense time and date.

Provisions for Failure: (also refer to Graduate Education Handbook): Students who do not pass their oral examination will be notified by the committee of this result. If this is the case, the student must contact their advisor to find a time to discuss a plan to re-take the exam and work on developing a revised presentation and/or paper. A student who fails the examination multiple times will need to form a remediation plan with their advisor and the committee will discuss further options with the student regarding a plan for graduation.

Importance of the Theoretical Framework for the Presentation

Understanding why we work with clients the way that we do (theory of therapy) is an important part of the therapeutic process. This understanding is a developmental process that continues throughout our careers as therapists and both influences and is influenced by our personal and professional interactions, as well as materials we encounter. It is also assumed your personal background (gender identity, social class, ethnicity, etc.), belief system, worldviews, and thoughts about diversity and multiculturalism will greatly influence your style of therapy. Therefore, it is crucial these personal aspects are considered before you begin applying a specific theory or theories. Use the following questions to guide your thoughts and discussions for the presentation.

1. Think about how you define a healthy/successful/well-functioning individual, couple, and family (and even what term you would use to capture this concept).
2. How does multicultural issues and each individual's intersectional identity (gender identity, race, ethnicity, nation of origin, socioeconomic status, sexual orientation, age, religion, ability status, etc.) inform that description?
3. What brings individuals/couples/families into therapy?
4. How do individuals/couples/families change?
5. How do you know if clients are getting better?
6. What is your role as a therapist in facilitating that change?
7. What has influenced your approach?
 - a. Think about experiences within your personal life, your family or origin, or your education that may have influenced these beliefs.
8. What is the role of the therapist's use of self in therapy?

The Oral Defense

The following section will discuss the things that need to do to prepare for the actual day of the exam.

1. *Oral Exam Committee:* Each oral exam consists of a committee of 3 faculty members, including your faculty advisor who will serve as committee chair. Once you have been given approval by your advisor, you will contact Mary Donjon to schedule your defense. Once your defense is scheduled, you will be informed which faculty members are on your committee (your advisor will always be a member of your committee).

2. Enroll in MFT 6800: You need to enroll in Oral Examination and Thesis during the semester that you defend your oral. Typically, this is the spring semester of the second year.

3. Review your oral exam paper and presentation with your advisor: Seek guidance and feedback from your advisor to ensure you are understanding and fulfilling the expectations for this assignment and for working through any questions you have.

4. Submit Paper and Case Presentation to FolioTek: You are expected to send the final copy of your paper to Mary Donjon **at least 2 weeks** prior to your oral exam. Any delay of the paper submitted to the committee may result in a delay of the oral examination or a delay in the student presenting that semester.

Materials to Submit to the Program Prior to the master's Oral Exam Defense

These areas are required by the student to complete PRIOR to the defense date that is scheduled for them

1. Degree Audit-The degree audit that is administered by the Graduate School must be approved and signed by the student, advisor, Program Director, and Director of Graduate Programs
- 2.Completion of All Course Requirements-All program credits must be completed prior to the defense presentation. If any remaining dissertation or internship credits are needed, these must be completed in the semester of examination.
- 3.All Items to be Uploaded on Foliotek-The student must make sure that all items in Foliotek are uploaded and completed.
- 4.Completion of Required Clinical Hours- The student must complete 500 clinical hours prior to the oral examination. These hours must be turned into Mary Donjon to keep on record in the program.

Graduation Ceremony for the Program

Each year, the program has two ceremonies for graduation.

- The morning graduation ceremony is sponsored by the program, acknowledging the graduates, and presenting four awards from the program. This is usually on the bottom floor of Morrissey Hall. This is open to any students, family members, faculty, or staff to attend.
- The afternoon ceremony takes place in the Education Union on the Medical Campus. This is the hooding ceremony, where all graduates intending to walk in the ceremony will be present. The student's advisor will hood the student to honor their official graduation status. Attendance for the afternoon graduation may be limited to the graduate's family members, due to space issues and sharing the graduation with other programs.



Graduation

Graduation is an exciting and festive occasion at Saint Louis University. Graduates are honored at the Pre-Commencement Ceremony, and degrees are conferred at the Commencement Exercises subsequent to Pre-Commencement. M.A. students may complete their degrees in December or May. However, only the May graduation includes the Pre-Commencement and Degree Conferral ceremonies and receptions.

You must apply to graduate the semester you will take your oral exam and you must apply by the date the University has set. The deadlines will be sent to students via email and will appear on the program Master Calendar that is distributed to students via email and the program website.

Per Graduate Education guidelines, oral exams will only happen in the fall and spring semesters. All coursework and clinical hours MUST BE completed before a student will be allowed to have their oral exam.

Students apply for graduation via Banner Self-Service.

Banner Self Service Instructions to Apply Online for Graduation

NOTE: You will not be able to receive your diploma until all outstanding financial obligations are satisfied. To resolve financial holds please contact Student Financial Services: stdaccts@slu.edu / (314) 977-2350.

Under Student: Select Student Records Then Apply to Graduate.

Curriculum Term Selection: This page is used to select your most current program before selecting the graduation term (see 4. below). Select **Submit** and you should see your program of study to review. (You may need to drop down to select the most current term.)

Curriculum Selection: After confirming the accuracy of your program of study, select it and **Continue**. **NOTE:** If inaccurate, immediately contact your advisor or department before continuing.

If you do not meet the criteria to apply online for graduation, or you have already applied, this message will appear: No curricula available for graduation application.

If you think you are eligible, and have not already applied, please contact your advisor or department.

Graduation Date Selection: Select the term you expect all your requirements to be completed and your degree awarded.

Diploma Name Selection: You will be able to edit once selected. Please enter your name exactly how it should be printed on your diploma, including any special characters and periods after initials.

NOTE: If you choose a variation of your official Banner name, then the name on your diploma will not match the name on your transcript, unless you change your Banner name with the Office of the University Registrar.

1. **Diploma Mailing Address:** You will be able to edit once selected.
2. **Graduation Application Summary:** Please review for accuracy before selecting **Submit**.
3. After you submit, print out the confirmation web page for your records.

You can view your application at any time by selecting “**View Graduation Applications**” at the bottom of the confirmation page or “**Return to Menu**” to apply for a secondary curriculum, if applicable.

You can view the status of your application on your Self-Service Banner **Academic Transcript**.

Applied to Graduate: Application successful and being reviewed by your dean’s office.

Pending Review: Graduation requirements being reviewed.

Awarded: Congratulations!

NOTE: If you need to change your diploma address or name after your application has been submitted, please send an email from your SLU account to graduation@slu.edu and include your Banner ID.

If you have any difficulty or have feedback you would like to share, please contact Latoya Cash, Master’s Candidacy Specialist, at 314-977-2245 or latoya.cash@slu.edu

FolioTek Requirements for Master's Students

I. Program Documentation

Professional Membership- This is the student’s membership to AAMFT. This needs to be renewed annually, where a copy of the membership is uploaded in Foliotek. The student should be enrolled in the “Student” membership. The membership information can always be found on the AAMFT website (aamft.org).

Professional Liability Coverage- This is verification that the study carries professional liability insurance when practicing in the program and at off-site placements. Students can go through AAMFT for student coverage of liability insurance.

HIPPA Training- The Health Insurance Portability and Accountability Act (HIPPA) is a law designated to provide privacy standards to protect records and other private information. Students will need to complete this training by the first week of starting courses in the program.

CITI Human Subject Training- CITI stands for the Collaborative Institutional Training Initiative. This program is required for students to participate in university or outside sponsored research. At a minimum, students should complete the “Behavioral/Social

Science" training for CITI and provide a copy of competition on Foliotek.

Background Check- Students will need to supply a background check to the program. Please contact Mary Donjon, the Administrative Assistant, to get the accurate site and information to complete this requirement.

Internship Agreement- When students are finishing their first year in the program, they will be signing an agreement to an internship site to begin their internship clinical work. An agreement must be looked over with the Director of Clinical Services before signed and uploaded into Foliotek.

II. Evaluations

PPDE (Personal and Professional Development Evaluation)- The PPDE is an evaluation in Fall and Spring of the student's first year. The evaluation assesses the professionalism, maturity and values of the student during classes, clinic work and other involvements in the program. Students must complete these at the end of each semester and will be evaluated as well by faculty.

Clinical Skills Evaluation- The clinical skills evaluation is completed in the Spring year 1, Summer Year 1, Fall Year 2, Spring Year 2, and Summer Year 2. The evaluation is a way for faculty to assess the ongoing clinical skills of the student in areas such as assessment, theory, ethics, documentation, systemic work, multicultural issues, gender issues and using broader context in therapy. The student should be looking to improve in these competency areas across each semester in the program. These need to be completed at the end of each semester.

Oral Exam- This is the written portion of the Oral Defense. Students will be required to write a 15-20-page case conceptualization of a client, couple, or family that they have provided therapy to in the program. The document must reflect all the required sections in the oral defense. *This must be uploaded into Foliotek a minimum of 10 days prior to the day of the defense.*

III. Theory

Theory of Therapy Assignment- Students will be required to upload a theories paper from one of their courses that reflects either their "theory of therapy" or a constructive critique of theory. This assignment will demonstrate clinical and theoretical competencies of the student as they continue to practice with individuals, couples and families in practice.

IV. Research and Intellectual Inquiry

Research and Intellectual Inquiry- Students are required to meet research and intellectual inquiry. Students can serve on faculty projects and other research-related areas. This verification of inquiry can include a research poster, co-authorship on an article, writing sample submitted to a journal or magazine, or other research contribution that the student has provided. Students can also upload a copy of the ethical decision-making paper as filling this requirement for the program.

V. Leadership and Service

Leadership and Service Inquiry- This competency represents a community involvement or service project that the student was involved in during their time in the program. Students can guest speak for a community organization, provide volunteer effort for a community non-profit, serve in a leadership role at SLU or in the community, or provide evidence of a community service position. Students can upload verification of this role on Foliotek.

VI. Multiculturalism/ Social Justice

Multicultural/ Social Justice Presentation- Students will be required to upload a presentation on social justice or multicultural area of their work. This is covered in the multicultural or self of the therapist class for master's students. This presentation must be uploaded in Foliotek.

IV. Doctor of Philosophy in Medical Family Therapy



Overview

The Doctoral program focuses on systemic relational therapy with individuals, couples and families. Coursework focuses on the “cutting edge” of theory, practice, and research in the field of couple and family therapy with an emphasis on intervention within primary care medical settings and as adjunct health providers in specialty care. The Doctoral program involves a minimum of 54 semester hours of coursework beyond the master’s degree, plus the completion of a clinical portfolio and original research culminating in the dissertation (12+ semester hours). Prerequisites include a master’s degree from a marriage and family therapy program accredited by COAMFTE or a related mental health area with coursework equivalent to a COAMFTE accredited program.

Earning a Ph.D. is a challenging and exciting process. It bears very little resemblance to earning an undergraduate degree or a master’s degree. Doctoral students continually synthesize and integrate knowledge and understanding gained from courses, clinical experience, workshops, and readings outside their course and program assignments. Doctoral students demonstrate their currency in medical family therapy through completion of formative and cumulative evaluations throughout their program of study, and then make original contributions to the field through professional presentations, publications, and their dissertation research. The role of the faculty is different with doctoral students—faculty serve as mentors and teachers.

Goals, Objectives and Student Learning Outcomes

During your program of study you will be working toward the attainment of clearly defined student learning outcomes that are based upon established professional competencies and the missions of Saint Louis University and the Medical Family Therapy Program. The table below outlines these student learning outcomes and their fit with the Program’s goals and objectives. The method of assessing these outcomes is described in the section, Assessment of Learning Outcomes of this Handbook.

PhD Program

SLU Dimensions	MFT Program	Program Objectives	Student Learning Outcomes
Scholarship and Knowledge By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.	1. To train sound clinicians who are equipped to work with a wide variety of presenting problems and a diverse array of families.	a. Ground students in multiple theoretical orientations related to the field of MFT. b. Teach students the basic clinical skills and competencies for entry into the field.	SLO 1a. Students will be able to compare and contrast the major theoretical orientations related to the field of MFT. SLO 1b. Students will attain competency in entry-level marriage and family therapy skills. Sub-objectives: g. Admission, Assessment and Diagnosis h. Treatment Planning and Case Management i. Therapeutic Interventions j. Legal Issues, Ethics and Standards k. Use of Supervision and Practicum l. Social Justice Issues and Self-Awareness
Intellectual Inquiry and Communication By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations.	2. To foster and develop rigorous and original scholarship for both faculty and students	a. Develop students to use research-based skills and interventions to inform one's clinical work	SLO #1.C: Students will demonstrate competency in a student-selected area of clinical specialization or expertise SLO2a: Graduates will be able to understand and use research in clinical practice. SLO2b: Graduates will be able to contribute to competent clinical services and the profession through professional and scholarly modes of communication. SLO #2.C: Graduates will attain basic competency in providing clinical supervision.
Community Building By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.	3. Students will be trained to be adept at understanding and working with clients from a variety of multicultural backgrounds, with a specific emphasis on the concerns of poor and underserved populations.	a. Increase students' knowledge, awareness and sensitivity of cultural injustices that occur in our local, national, and global community. b. Foster opportunities for our students to engage in activities that will build the community and offer services to poor and underserved populations.	SLO 3a: Graduates will attain an increased cultural competence in working with diverse populations. SLO #4.A: Graduates will be able to demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities. SLO #5.A: Graduates will be able to effectively communicate their values and demonstrate how they guide their personal and professional lives.

<p>Leadership and Service By serving others and by promoting social justice, students become men and women for others who lead by their example.</p>	<p>4. To educate professionals who are knowledgeable and skilled clinicians and leaders in their profession and community; and promote social justice among all people.</p>	<p>a. The Program will foster leadership and service through the exercise of personal and professional skills that promote social justice. Personal and professional skills to promote social justice.</p>	<p>SLO4a: Students will demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.</p>
<p>Spirituality and Values By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.</p>	<p>5. To prepare reflective practitioners who understand themselves in relation to those they serve and who incorporate spiritual, moral, and ethical principles into their personal and professional lives.</p>	<p>a. The program will create a context that incorporates spiritual, moral, and ethical principles into its curriculum and clinical experiences thus enabling students to safely explore/understand themselves and their values.</p>	<p>SLO5a. Students will effectively communicate their values and demonstrate how they guide their personal and professional lives.</p>

Suggested Course of Study (FULL TIME TRACK)

Suggested Course of Study Ph.D. Medical Family Therapy Program		
Year 1		
Fall Semester	Spring Semester	Summer Sessions
MFT 6720: Integrative Care Practicum (3)	MFT 6720: Integrative Care Practicum (3)	MFT 6720: Integrative Care Practicum (3)
MFT 6760: Families, Health and Illness (3)	MFT 6970: Research Topics in MedFT (3)	MFT 6770: Behavioral Medicine and Integrated Care (3)
MFT 6740: Theories and Models of MedFT (3)	MFT 6500: The Neurobiology of Interpersonal Behavior (3)	
MFT 6830: Couple and Family Research in Healthcare (3)	MFT 6730: Research Practicum (1)	
MFT 6730: Research Practicum (1)		
Year 2		
Fall Semester	Spring Semester	Summer Sessions
MFT 6690: Supervision in Family Therapy (3)	MFT 6140: Phenomenology (3)	MFT 6990: Dissertation (1-4)
***MFT 6870: Clinical Supervision (1)	MFT 6750: Supervision Practicum (3)	MFT 6910: Internship (1)
MFT 6730: Research Practicum (1)	**MFT 6820: Teaching Skills in Medicine (3)	**MFT 6790 Community Health and Health Policy (3)
**Elective Course: Nursing 5200, Psych 5080, ER 500.	MFT 6730 Research Practicum (1)	
	***MFT 6870: Clinical Supervision (1)	
Year 3		
Fall Semester	Spring Semester	Summer Sessions
MFT 6910: Internship (1)	MFT 6910: Internship (1)	
MFT 6990: Dissertation (1-4)	MFT 6990: Dissertation (1-4)	
<p>**New Course: This elective course has replaced the ORES requirement for all cohorts starting Fall 2022 and later. The elective research course can consist of one of the following three courses (Nursing 5200 General Research Methods (online), Psych 5080: Advanced Quantitative Research Methods, or EDR 500. General Research Methods for Education).</p> <p>***Students who need supervision past the two required semesters will sign up for 0 credit supervision. Program of study consists of 54 credit hours of coursework and practicums/clinical supervision/internship and 12 credit hours of dissertation research. Internship credits will only be paid credits if the student requires supervision by a program faculty member. Dissertation credits must be taken in the semester that the student defends their oral examination.</p>		

Suggested Course of Study (PART- TIME TRACK)

**Suggested Course of Study
Ph.D. Medical Family Therapy Program
Part-Time Option**

Year 1

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6720: Integrative Care Practicum (3)	MFT 6720: Integrative Care Practicum (3)	MFT 6720: Integrative Care Practicum (3)
MFT 6760: Families, Health and Illness (3)	MFT 6970: Research Topics in MedFT (3)	
MFT 6830: Couple and Family Research in Healthcare (3)	MFT 6500: The Neurobiology of Interpersonal Behavior (3)	
MFT 6730: Research Practicum (1)	MFT 6730: Research Practicum (1)	

Year 2

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6690: Supervision in Family Therapy (3)	MFT 6750: Supervision Practicum (3)	MFT 6770: Behavioral Medicine and Integrated Care (3)
MFT 6740: Theories and Models of MedFT (3)	***MFT 6870: Clinical Supervision (1)	***MFT 6870: Clinical Supervision (0)
***MFT 6870: Clinical Supervision (1)	MFT 6730 Research Practicum (1)	
MFT 6730: Research Practicum (1)		

Year 3

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
**Elective Research Course:	MFT 6140: Phenomenology (3)	MFT 6910: Internship (1)
***MFT 6870: Clinical Supervision (0)	MFT 6820: Teaching Skills in Medicine (3)	MFT 6790 Community Health and Health Policy (3)
	***MFT 6870: Clinical Supervision (0)	MFT 6990: Dissertation (1-4)

Year 4

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6910: Internship (1)	MFT 6910: Internship (1)	MFT 6990: Dissertation (1-4)
MFT 6990: Dissertation (1-4)	MFT 6990: Dissertation (1-4)	
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6990: Dissertation (1-4)	MFT 6990: Dissertation (1-4)	

**New Course: This elective course has replaced the ORES requirement for all cohorts starting Fall 2022 and later. The elective research course can consist of one of the following three courses (Nursing 5200 General Research Methods (online), Psych 5080: Advanced Quantitative Research Methods, or EDR 500. General Research Methods for Education).

***Students who need supervision past the two required semesters will sign up for 0 credit supervision. Program of study consists of 54 credit hours of coursework and practicums/clinical supervision/internship and 12 credit hours of dissertation research. Internship credits will only be paid credits if the student requires supervision by a program faculty member. Dissertation credits must be taken in the semester that the student defends their oral examination.

Additional Degree Requirements

- Maintain student membership in AAMFT throughout program
- Obtain professional liability coverage and maintain throughout program
- Arrange for a criminal background check through the Office of Clinical Education Compliance within the first four weeks of entering the program.
- Complete HIPAA training (First year in the program)
- Complete IRB training (First year in the program)
- Complete EPIC training (First year in the program)

Portfolio Requirements

Students complete their portfolio requirements throughout their time in the program. The procedures for the portfolio are included in appendix E.

Preliminary Oral Examination

The oral exam is used as a defense of the dissertation proposal.

Dissertation research (12 hours)

Doctoral students conduct original research that culminates in an approved dissertation that contributes to the knowledge of the field. A minimum of twelve credits of dissertation work (MFT 6990) is required for graduation. However, additional credits are required if the dissertation has not been completed within those twelve credits. You must be registered for dissertation credits in the semester in which you defend your dissertation.

Annual PhD Evaluation

In order to help PhD students and their advisors know where they stand in the PhD process, the Medical Family Therapy Program has developed an annual review process. Students will participate in self-evaluation, and faculty members/advisors will provide students evaluations of their progress and performance. This evaluation process will occur every May. The evaluation forms may be found in Appendix F).

This annual review serves four major purposes:

- To help students and their advisors look at the “big picture” of growth as professionals and scholars.
- To empower students to become more proactive in guiding their progress toward the Ph.D.
- To provide students and their advisors a forum for regular feedback so that strengths and accomplishments can be recognized and acknowledged, and areas that need strengthening can be reviewed.

Procedure:

- You are to complete a self-evaluation of your progress and performance during the year. The report will include your vita, current and future educational and professional goals, a report of your progress toward meeting portfolio requirements (which you can obtain from the program’s Administrative Secretary), and a self-evaluation of personal and professional growth.
- The report should be submitted to your advisor electronically by *March 15th* of every year
- Contact your advisor at the time you submit the report and arrange a meeting.
- Your advisor will complete a faculty evaluation form. (At the discretion of the advisor and in consultation with you, other faculty may be asked to submit an evaluation form.)
- You and your advisor will meet to review the student report and the advisor/instructor evaluation forms. Together, you will discuss the year’s work, progress, and performance, and establish goals and objectives for the next year.

The evaluation process is to be completed by April 1.

Parts of the Doctoral Annual Evaluation

- Coursework areas
- Assistantships
- Research
- Clinical
- Teaching
- Foliotek Areas
- Supervision
- Internship
- Professional Development

The student must schedule a time with their advisor to meet about these elements. The advisor will then complete the evaluation and email to the student to sign. The student will be responsible to addressing any areas where competencies are not meeting minimum requirements.

Practicum Courses and Clinical Experience

The Ph.D. program is both a clinical degree and an academic degree. Consequently, the clinical practicum courses and research practicum courses are both integral parts of the program designed to assist the students in their development as clinicians and researchers. All students in the doctoral program take:

- Three consecutive semesters of MFT 6720 – Integrative Care Practicum (3)
- Two consecutive semesters of MFT 6870 – Clinical Supervision (1)
- Doctoral Internship – MFT 6910
- Four semesters of MFT 6730 – Research Practicum (1).

Clinical: Each student seeing clients during the program will have weekly sessions with an approved clinical supervisor or equivalent. Practicum students see clients (individuals, couples, families) at the Center for Counseling and Family Therapy, one of the Medical Clinics associated with the department and optionally an approved off-campus site. This is followed by continued clinical activity through MFT 6870: Clinical Supervision until internship is begun. The internship must be approved by each student's advisor/mentor and the director of clinical services, Dr. Katie-Heiden-Rootes, prior to starting internship. If you do not have an approved supervisor on site you will need to register for Clinical Supervision throughout your internship.

Research: Students who are successful in research become involved in the process early, rather than waiting until the end of their program. The research practicum is an opportunity for students to become involved in faculty research projects, as well as share and receive feedback on their own research endeavors. We believe there is value in learning not only from your own experiences but hearing about the research of others. Therefore, the research practicums will also offer opportunities to learn from peers and to become connected to the larger research community at Saint Louis University through invited speakers. Finally, it is our hope that this will begin the process of becoming engaged in a community of scholars who can provide support, connections, and encouragement to one another through the process. Students should begin thinking about their dissertation from the first year in the program. We encourage you to use courses, program requirements, and other learning opportunities to develop and inform your research agenda.

Practical Experience

One of the benchmarks in the doctoral program is tracking competencies in professional experience that will help prepare students for well-rounded careers. Students must meet at least 500 hours of a combination of experiences over *at least nine months*. Students will have multiple opportunities to collect these hours in the program through coursework, clinical work, research, teaching, and other community experiences. The professional hours has now replaced the previous requirement for doctoral students in having to attain clinical hours.

The following categories can be used towards these 500 hours:

- **Clinical-** Direct clinical hours, observation of sessions, team meetings in a clinical site, rotations at medical or healthcare settings
- **Research-** work on articles, grants, IRBs, research meetings, research presentations, data analysis for faculty
- **Teaching-** guest speaking for courses, observations of teaching in courses
- **Supervision-** supervising master's students, supervision-of-supervision training
- **Consultation-** Consulting with clients, professionals or other organizations on professional issues
- **Program Development-** Assisted in work with COAMFTE materials, program tasks or CCFT policies and procedures
- **Policy-** policy briefs, policy articles, attendance at advocacy day

Student 360 Evaluation

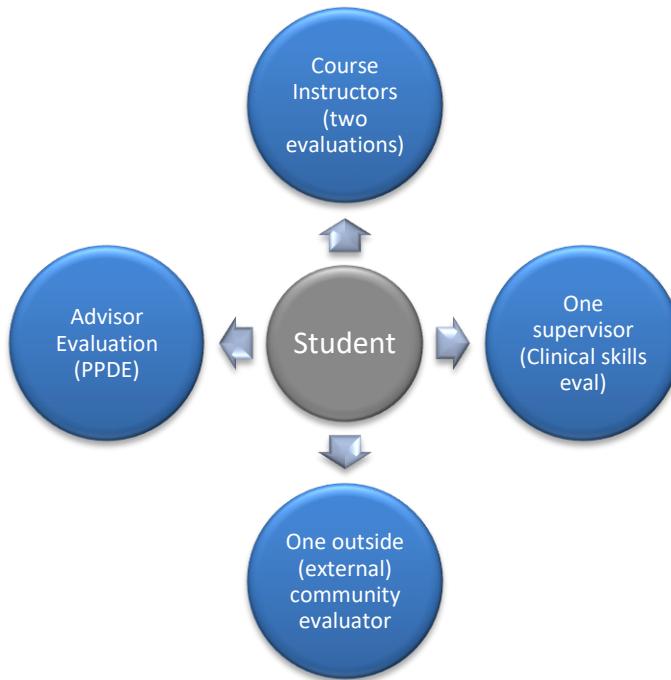
Starting this year, the program has developed a “360 evaluation” for master’s students. The purpose of this evaluation to provide continuous feedback for students to meet specific competencies and benchmarks in the program. The evaluation of competencies will be evaluated in coursework, clinical skills, and professionalism in the first two years of the program.

If a student does not pass one of the evaluations, they will have a remediation plan with their advisor. The student and advisor will work together across the year to make sure that these competencies are met. If a student does not pass two or more evaluations, the student will have a Personal and Professional Development Evaluation (PPDE) meeting with a committee of three faculty. The student will need to follow the PPDE process in the program, where a six-month timeframe is needed for the student to remediate any issues.

On May 15th, the program will provide a summary to the student of multiple evaluations of the following:

- 1. *Course Evaluations-Two instructors will be asked to complete an evaluation of skills of the student.***
- 2. *PPDE Evaluation-The advisor completed the professional evaluation of maturity, competency, and other developmental areas.***
- 3. *Clinical Skills Evaluation-The student’s supervisor will complete the clinical skills of the student.***
- 4. *External Evaluation-An outside evaluation will provide an independent perspective of the student’s development and progress in the program.***

The Elements of the Student 360 Evaluation



Second Year Portfolio Exam

As a pre-requisite to the dissertation, the program requires a portfolio examination for all students. The exam serves as a program benchmark to track specific competencies of student learning and professional development. The examination also assesses for Medical Family Therapy research and clinical competencies for students conceptualization of work with families and health.

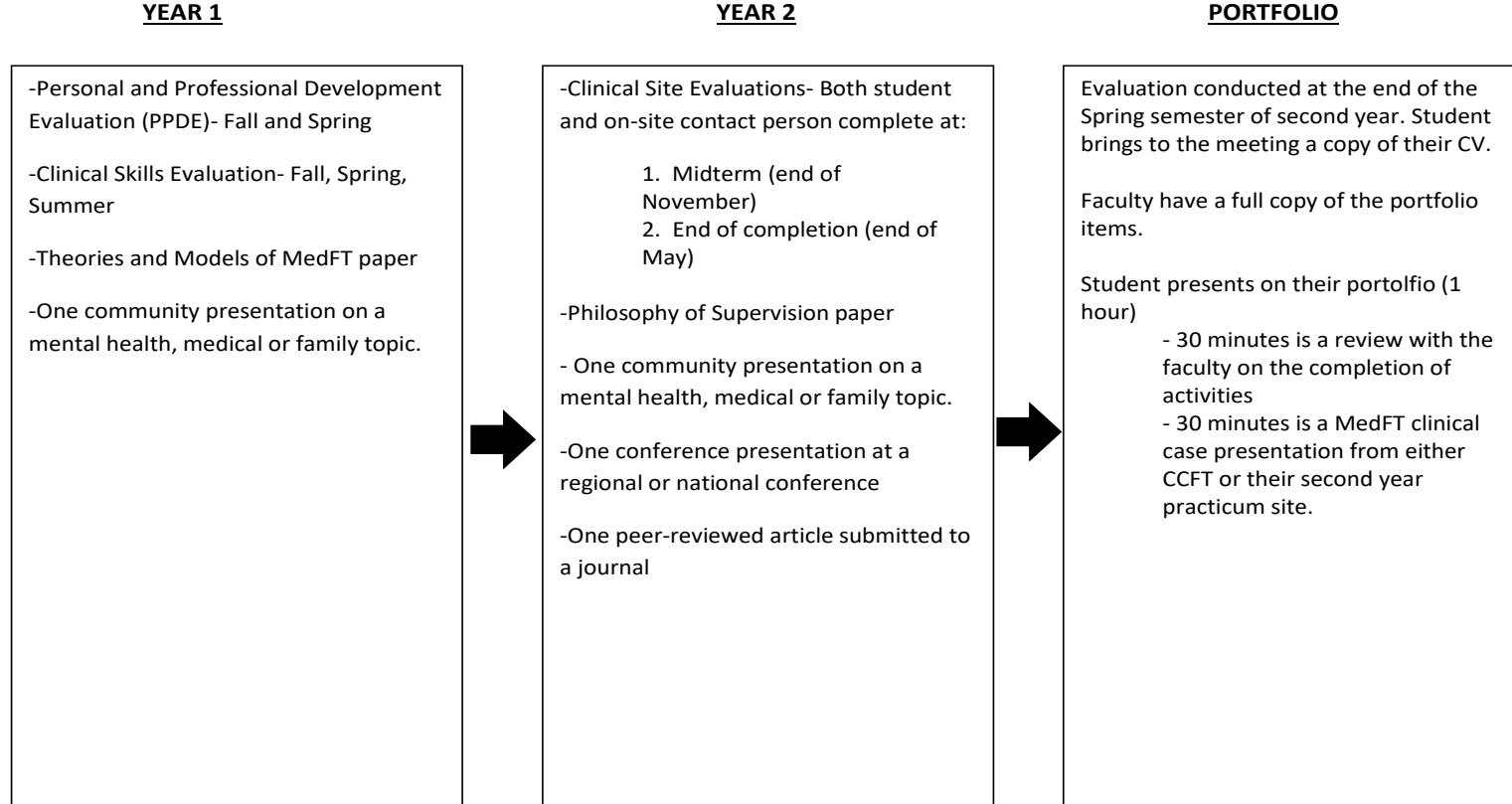
All doctoral students are required to develop a “Medical Family Therapy Portfolio” during their time in the program. This portfolio helps track specific requirements while developing the professional resume of the student. The exam consists of two parts 1) A 15-minute review with the committee of the portfolio items and benchmarks achieved in the program, and 2.) A paper and 45-minute presentation of a MedFT case seen in practice (either in CCFT or in Primary Care).

Portfolio Presentation

1. Completion of Activities (15 minutes): The student will be asked to present a summary of Foliotek items completed to that point in the program. The committee can ask questions about not only any missing or incomplete items, but also items that have been uploaded for evaluation.

2. MedFT Clinical Case Presentation (45 minutes): Students will be asked to prepare a paper of no more than 12 double spaced pages (excluding references) of a summary of a MedFT case that they provided services for. Additionally, the student will have 30 minutes to present a powerpoint that reflects this case, highlighting areas such as assessment, diagnosis, treatment, evidenced based models of care, cultural considerations, collaboration with medical team and self of the therapist areas.

MedFT Portfolio and Presentation for PhD Students



Doctoral Internship

Internship consists of a nine to twelve month supervised full-time experience. The internship may be paid or unpaid and must be approved by the Director of Clinical Services. The Internship Plan and Agreement must be completed prior to beginning the internship. The Internship Plan and Agreement forms can be obtained from the Internship Field Coordinator. An Internship Plan and Agreement is designed in consultation with your advisor/mentor. Upon completion of an acceptable plan, approved by the mentor, an internship agreement and internship plan is completed.

Once these forms are completed and signed by all involved parties, the forms are submitted to the Director of Clinical Services for approval. Your internship report should be uploaded to FolioTek and evaluated by your supervisor and the Director of Clinical Services. The following standards concerning internship and internship sites are from the Educational Guidelines of the Commission on Accreditation for Marriage and Family Therapy Education:

- There will be an internship, not to be counted toward the didactic course requirements.
- The internship is to provide doctoral students with a supervised full-time experience of at least nine months duration, emphasizing relationally focused

practice and/or administrative/academic/research.

- The majority of requirements in Areas VII, VIII, IX, and XI will be completed before the beginning of the internship.
- An AAMFT Approved Supervisor, State Approved Supervisor, or the equivalent will supervise the intern's clinical work.

Site Requirements

- The program will maintain clear and ongoing relationships with all internship site(s) which will be specified in a written document.
- Activities of each intern will be documented at the internship site(s). These records will be made available to the marriage and family therapy program.
- The institution sponsoring the internship site(s) will have been in operation for at least two years.
- Internship site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities.
- Mechanisms for student evaluation of internship site(s) and supervision, and site evaluation of the intern's performance, will be demonstrated.
- Documentation of liability insurance for interns will be confirmed. Liability insurance may be provided by the internship site(s), the marriage and family therapy program, or the intern.
- Internship site(s) will publish and adhere to policies prohibiting discrimination on the basis of age, culture, ethnicity, gender, physical ability, race, religion, sexual orientation, and socioeconomic status.
- The internship supervisor will be available to the intern for at least one hour of supervision per week
- The internship supervisor will be clearly senior in experience to the intern.

Revised on 3/7/2019

Upon completion of the internship you will submit a report of your activities to the Director of Clinical Services and your mentor.

Practicum Site Criteria

Sites that qualify as Practicum sites for doctoral students in the Department of Family and Community Medicine need to meet the following criteria:

1. Be willing to maintain a clear relationship and regular liaison with the appointed faculty in the Medical Family Therapy Program at Saint Louis University.
2. Be willing to engage in a written agreement for the duration of the time that the student is seeing clients at the site, i.e. the site needs to sign and agree to the standard practicum agreement that shows a relationship between the site and the university.
3. The site needs to offer opportunities for direct client contact.

Direct client contact is defined as face-to-face (therapist and client) therapy with individuals, couples, families, and/or groups from a relational perspective.

4. The site will provide an on-site supervisor who will provide supervision for all site related activities and concerns. This supervisor will be clearly senior in experience to the intern.

If the on-site supervisor does not qualify as an AAMFT approved supervisor or a Missouri Marriage and Family Therapy State Board approved supervisor, the hours at the site will also need to be supervised by one of the program faculty who holds AAMFT Approved Supervisor designation. The site will need to agree to this supervisory arrangement. These supervision hours will be in addition to the supervision hours obtained from the on-site supervisor.

Supervisor Criteria: We may designate a person who is not an AAMFT Approved Supervisor as equivalent to that status, for purposes of supervision if the person is an AAMFT Supervisor-in-Training. We may designate a person who is not an AAMFT Approved Supervisor or Supervisor-in-Training as equivalent to an AAMFT Approved Supervisor for purposes of supervision if (1) the equivalent supervisor has demonstrated training, education and experience in marriage and family therapy. This may be demonstrated by state MFT credential, AAMFT clinical membership, or other documentation of training, education, and experience in marriage and family therapy, and (2) demonstrated training, education and experience in marriage and family therapy supervision. This may be demonstrated by state credential to provide MFT supervision, completing coursework or continuing education in MFT supervision, significant MFT supervised supervision experience, or more than 10 years of experience supervising MFT students (Equivalency criteria must include training in MFT supervision.).

5. Access to data at site

In order to supervise your work, the designated faculty in the Department of Family and Community Medicine at Saint Louis University needs to have access to clinical work at the site conducted by the student. This access can occur through one or all of the following: videotape, audiotape, or direct observation of clinical work at the site.

6. The institution sponsoring the internship site(s) will have been in operation for at least two years.
7. Internship site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities.
8. Each semester, students are to evaluate the internship site(s) and supervision, and the site will evaluate the intern's performance.
9. Internship site will offer its services to the public on a 12-month calendar year basis.

Student Responsibilities at the Site

1. Keep careful records of all clinical activities at the internship site(s). These records should include the number of client/s seen at the site; whether they are individual, couple, or family; and supervision hours, and the like.
2. All student interns are to carry liability insurance. This is generally inexpensive with student rates, and available through any one of your professional organizations.
3. Student must adhere to all clinical and personnel policies of the internship site.

If you are considering a site, write a detailed memorandum to Katie Heiden-Rootes, Director of Clinical Services, Medical Family Therapy Program addressing the above criteria.

1. Attach a letter from the site detailing its agreement to work with you as an intern and to meet the above criteria.
2. Complete the Practicum Clinical Experience Agreement, complete and signed by all parties.

Please see Appendix K for practicum and internship forms.

FolioTek Requirements for Doctoral Students

I. Program Documentation

Doctoral Readiness- This is an initial meeting with the advisor at the beginning of the program to determine readiness to begin courses and other activities.

Professional Membership- This is the student's membership to AAMFT. This needs to be

renewed annually, where a copy of the membership is uploaded in Foliotek.

Professional Liability Coverage- This is verification that the study carries professional liability insurance when practicing in the program and at off-site placements. Students can go through AAMFT for student coverage of liability insurance.

HIPPA Training- The Health Insurance Portability and Accountability Act (HIPPA) is a law designated to provide privacy standards to protect records and other private information. Students will need to complete this training by the first week of starting courses in the program.

CITI Human Subject Training- CITI stands for the Collaborative Institutional Training Initiative. This program is required for students in order to participate in university or outside sponsored research. At a minimum, students should complete the "Behavioral/Social Science" training for CITI and provide a copy of competition on Foliotek.

Background Check- Students will need to supply a background check to the program. Please contact Mary Donjon, the Administrative Assistant, to get the accurate site and information to complete this requirement.

Internship Agreement- When students are finishing their first year in the program, they will be signing an agreement to an internship site to begin their internship clinical work. An agreement must be looked over with the Director of Clinical Services before signed and uploaded into Foliotek.

II. Evaluations

PPDE (Personal and Professional Development Evaluation)- The PPDE is an evaluation in Fall and Spring of the student's first year. The evaluation assesses the professionalism, maturity and values of the student during classes, clinic work and other involvements in the program. Students must complete these at the end of each semester and will be evaluated as well by faculty.

Clinical Skills Evaluation- The clinical skills evaluation is completed in the Spring year 1, Summer Year 1, Fall Year 2, Spring Year 2, and Summer Year 2. The evaluation is a way for faculty to assess the ongoing clinical skills of the student in areas such as assessment, theory, ethics, documentation, systemic work, multicultural issues, gender issues and using broader context in therapy. The student should be looking to improve in these competency areas across each semester in the program. These need to be completed at the end of each semester.

Integrated Behavioral Health Skills Evaluation- These evaluations are of students' second year training in primary care at 6 months and 12 months of their work. The evaluation is assessed both by the student and their supervisor around clinical skills, collaborative skills and other MedFT competencies in their work.

III. Clinical and Supervision Practice

Clinical Portfolio Presentation- This presentation is a pre-requisite for the clinical internship in the doctoral program. Students must pass this qualifying exam by submitting a paper and presenting on a case in practice that reflect certain competencies in theory, assessment,

treatment planning, multiculturalism, self of the therapists, ethics, and community systems of the case. For students entering the program prior to 2019, they will need to upload their Clinical Case Paper and Presentation. For students entering the program from Fall 2019 and beyond, they will upload their Clinical Portfolio paper and presentation in Foliotek.

Philosophy of Supervision Paper- Students are required to upload the supervision paper in Foliotek. This paper is developed in the Supervision course in the second year of the program.

IV. Research and Intellectual Inquiry

Theories and Models of Therapy Paper- Students will demonstrate their knowledge of different theories and models of MedFT through a paper in the Theories and Models Course (MFT 6740). Students will need to upload their final paper in Foliotek.

Article 1- Students are required to submit a manuscript or writing piece where they are the first author. This submission can be to a journal article, book chapter, case report, magazine article or other outlet that has been peer-reviewed. The student will be required to submit this manuscript to the source as being the lead author.

Article 2- Students are required to submit a manuscript or writing piece where they are a co-author (any order of author). This submission can be to a journal article, book chapter, case report, magazine article or other outlet that has been peer-reviewed.

Regional/National Presentation-Students are required to present at one regional or national conference, presenting on work that demonstrates their clinical work, research work or other scholarly activity in the program. This presentation can consist of a plenary talk, seminar talk, lecture talk, roundtable discussion talk or poster presentation (where a presentation at the poster to the audience is required). A copy of the powerpoint or presentation materials will need to be uploaded in Foliotek. During the COVID-19 pandemic, these presentations can be delivered online.

V. Teaching Portfolio

Teaching Portfolio Assignment- Students who entered the program prior to Fall 2020 will need to submit either 1.) evidence of completing the CUTS program (or greater than 50% completion of the CUTS classes) or 2.) two teaching presentation(s) as a guest speaker in a class outside of the program (graduate program, undergraduate program, residency program, medical school, etc.). For students entering the program starting in Fall 2020 will have a teaching assignment in the “Teaching Skills in Medicine” class that can fulfill this requirement. During the COVID-19 pandemic, guest speaking presentations or teaching a course can be offered online.

VI. Leadership and Service

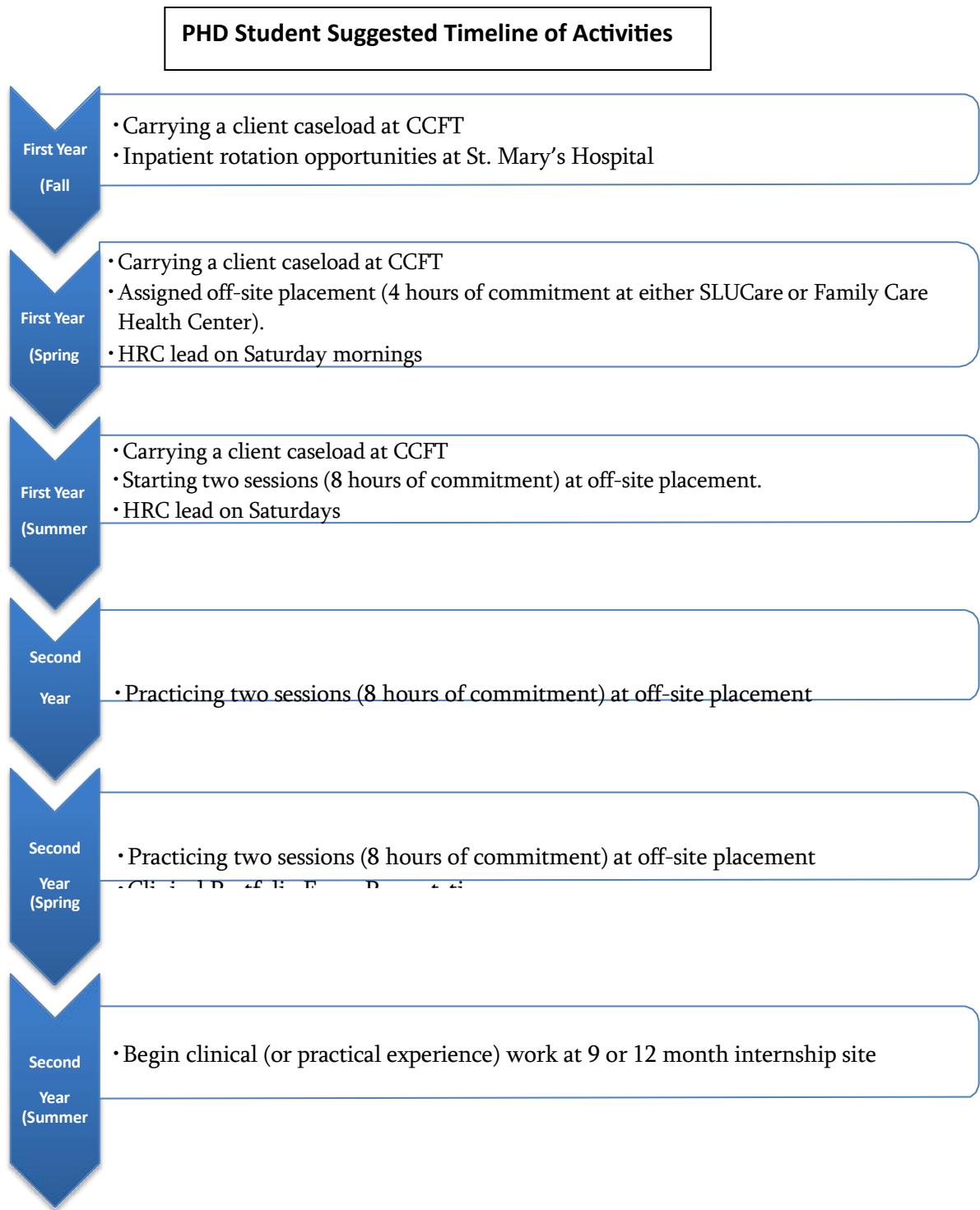
Leadership and Service Inquiry- This competency represents a community involvement or service project that the student was involved in during their time in the program. Students can guest speak for a community organization, provide volunteer effort for a community non-profit, serve in a leadership role at SLU or in the community, or provide evidence of a community service position. Students can upload verification of this role or involvement in Foliotek. Starting for students entering in Fall 2020, students should upload the course assignment from Community Health and Health Policy course.

VII. Multicultural/ Social Justice

Social Justice/Multicultural Inquiry-- Students will be required to upload a presentation on social justice or multicultural area of their work. This can be a paper, presentation or other area of work that demonstrates the student's application and knowledge of using multiculturalism in clinical, policy, service, or research areas of practice. A presentation at a conference (seminar, roundtable, or poster) on a multicultural area of mental health or healthcare will also satisfy this requirement.

VIII. Practical Experience

Practical Experience Verification- Students are required to get at least 500 hours of practical experience in at least two areas of training and competency over a nine month period. This can be in clinical work, research, teaching, supervision, program development, policy or consulting. This form is to be uploaded as the last document prior to the dissertation defense. This document is in Appendix



HIPPA, IRB, and EPIC Training

Before students can begin seeing clients in the clinics, they must complete HIPPA training. Every August, the MFT administrative secretary gives the names of incoming students to SLU's IT department. Students will then receive a notification under their "Home" tab in MySLU to complete the compliance requirement of HIPPA training. The online training consists of 10-15-minute presentations with short quizzes after. Once the training is completed, students must submit documentation that they have fulfilled the requirement under the "Program Documentation" section of FolioTek.

All students must be up to date in their IRB training through SLU. This information is found on the student's MySLU page. Students cannot participate in IRB protocol studies or projects without being compliant with this training.

Prior to the end of the first-year spring semester, all students will need to complete EPIC training. EPIC is an electronic health records system that is used by SLUCare for patient charting and documentation. Completion of this training is done all online in Skillsoft in "myslu." This training will need to be done ***no later than the end of December*** of the student's first year in the program.

Once all trainings are complete, students will then partner with their practicum supervisor, the program's administrative secretary, and the department's business manager to be added as a user into the EPIC system. After verifying that all trainings have been completed, the student's practicum supervisor will refer the student to the administrative secretary, who will help students fill out the necessary paperwork. She will then forward that to the department's business manager, who will authorize the addition of student as a "therapist" in EPIC. The process of being added into EPIC/IDX can take up to a month, so students need to complete this ***no later than the end of December*** of their first year in the program.

Preliminary Written Exam Portfolio

The Preliminary Written Examination Portfolio is intended to assess a student's competencies related to the Student Learning Objectives established for the program. The portfolio meets the requirements of the Office of Graduate Education. The guidelines and policies for the Portfolio may be found in Appendix E.

Extension of Time to Complete Degree

When a student is admitted to the Ph.D. program, that student is given seven years to complete the degree. At the end of seven years, students apply for an extension of time to complete the degree. Applying for an extension involves completing a Petition for an Extension of the Time Period to Complete Degree Requirements form and writing a letter detailing your request, providing a rationale for approval and timetable for completion. The petition is routed for approval through your academic advisor, program director, and Director of Graduate Programs (SOM), Dr. Willis K. Samson. Then forwarded to the Candidacy Advisor in the Graduate Education Office. The extension is granted for a period of one year. No additional extensions are allowed by the Office of Graduate Education.

In addition, if more than five calendar years have elapsed since the student passed his/her preliminary degree examination, the student must redo any portion of the portfolio that exceeds this deadline (was approved five or more years ago). This may include retaking courses. The annual review will be used to evaluate progress and the advisability of granting an extension. Students should work directly with their advisors when an extension is needed.

In circumstances that require a cessation in progress toward the degree (health, family, etc.) it is advisable to consult with your advisor on requesting a Leave of Absence. A Leave of Absence stops the “clock”. A leave of absence is typically for a period of one year and a student can only receive one approved Leave of Absence during their program of study. Please click on this link for more information of the Office of the Registrar at SLU: <http://www.slu.edu/registrar>

Letter of Completion

For any students that file an extension for the doctoral program, they must complete what is called a “Letter of Completion.” Starting in Fall of 2022, the program will require that any student that is filing for an extension to also write a “Letter of Completion” to the program. The student will need to address their timeline for completing the dissertation paper and oral examination. If the student does not complete their timeline within that year, the review committee can determine whether to grant an extension for the student to continue in the program.

Dissertation Process

The dissertation is meant to extend the knowledge base in the student’s major field. Students at this stage in the doctoral program must present substantial evidence of their knowledge in the field to conduct original and independent research to advance the knowledge base in the field of Marriage & Family Therapy, Medical Family Therapy, and Behavioral Medicine.

The Graduate Education Catalog, website, and your advisor can provide more detailed descriptions of the dissertation process.

Types of Dissertation Formats (See appendix F)

Students may choose one of two options for their dissertation examination. Please refer to the bottom of the handbook in Appendix F for detailed information.

Dissertation Proposal

For doctoral students, the preliminary oral exam is used as a defense of the dissertation proposal. Students select one faculty mentor to chair their dissertation committee and two additional committee members. Students work with their mentor to complete a dissertation proposal. When the dissertation chair agrees the proposal is ready for the oral exam, two more readers are selected.

In preparation for the dissertation topic, students must decide on three starting paths:

1.) *What type of study do they want to conduct?* Students will need to decide if they want to propose a qualitative, quantitative, or mixed methods study. For qualitative studies, the student must collect their own data throughout this process. Students will need to submit an application to the IRB for approval for use of qualitative data. For quantitative studies, students should decide if they want to collect their own data or choose to use secondary data. If students collect their own data, they will need to submit an application to the SLU IRB to receive approval for any data collection is decided. If the student uses secondary data, they must use an outside source of data. Students cannot use faculty data as their

secondary data for their dissertation.

2.) What format do they want to choose for their dissertation? Students have the option to choose one of two formats for their dissertation. The first format is a five chapter dissertation. This is the traditional dissertation format, where a student conducts a study that includes five chapters of the dissertation document (Introduction, Literature Review, Methods, Results, Discussion). The second format is a three-article dissertation. The student can conduct one study that consists of several elements to write three separate articles from this study. The articles can be any combination of quantitative, qualitative, mixed methods, or literature review formats. The proposal of the three studies must all be included in the dissertation proposal document.

3.) Who does the student want on their committee? For the dissertation proposal, the student must select a total of five members (3 internal members and 2 readers). The internal members will stay on the dissertation committee throughout the entirety of the student's work. The two readers only have to be present for the proposal as a voting member. The student has the option whether to include the two readers as voting members at the defense. All members, whether internal members or readers, must have "graduate faculty status" in order to serve on the committee. This means that the member must have a faculty appointment at a college or university with academic responsibilities.

The student then works with all five members of the preliminary oral exam committee to schedule a time for the proposal meeting. This meeting should be scheduled for two hours. Students are encouraged to use an online scheduler, like doodle.com, to facilitate this process. Once the date has been scheduled, students should complete the "Doctoral Oral Examination Form." This form needs to be approved by several individuals and received by the Doctoral Candidacy Advisor at least two weeks prior to the meeting. Based on these deadlines, the students should plan on scheduling their proposal at least 4 weeks before submitting the form to their advisor and 6-8 weeks prior to the scheduled preliminary oral exam. In addition, students must send copies of the proposal to all committee members and readers at least two weeks prior to the scheduled oral.

Once the student has agreed with their chair that the defense document is at an acceptable point, they will submit the paper to Mary Donjon (at least two weeks before the proposal date). This is the final and only version of the document that will be reviewed by the committee. The student will then be responsible for developing a powerpoint presentation of the their oral presentation portion of the proposal. The powerpoint is not turned into the committee prior to the presentation.

Results of Exam

Passing/Passing with Distinction: If the student passes the oral exam, s/he is notified of the results and advanced to doctoral candidacy status.

Not Passing: If the student does not pass the oral exam s/he is notified of the results and another exam will be scheduled at an appropriate time. The student may be asked to complete revisions to the document or take other steps to address any deficiencies before scheduling another exam. The second oral exam committee will include an additional committee member who will assure that policies and procedures are appropriately followed.

- If the student passes the second oral exam, s/he will be notified of the results and advance to doctoral candidacy status.

- If the student does not pass the second oral exam, s/he will be notified of the results. A third exam is rarely approved.

Dissertation Syllabi

Starting in Fall of 2020, doctoral dissertation credits will have a syllabus attached to the course. The syllabus will outline the expectations of students starting the bulk of their dissertation credits in the third year of the program. The syllabus will help students maintain accountability in not only working on the parts of the dissertation, but continually checking in with their chair and committee about their progress.

Project Outline and Timeline: By the end of the second week of the Fall semester, the student will provide their dissertation committee with a project outline and timeline (in months).

The outline should cover all five chapters and summarize the major elements included in each chapter (based on the dissertation format selected). Students should not start writing their final dissertation document until the outline has been approved by the committee.

The timeline should outline the major tasks associated with their project and the anticipated time required for each of the tasks. Such tasks may include IRB submission/approval, data collection, data analysis, completion of Dissertation chapters (Note. tasks should be aligned with the student's personal project and the examples provided are by no means an exhaustive list of the tasks needed to complete a Dissertation project).

This timeline should cover the entirety of the Dissertation process including tentative defense date. Below is an example. Be advised: timeline should reflect the student's person project and timeline and should be completed after discussion with their advisor. The example below is a tentative timeline (not a template) for a student looking to complete within one year.

Task	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR
IRB Application	X								
Material Prep		X							
Infrastructure Setup	X	X							
Recruitment			X	X	X	X			
Analysis & Discussion					X		X	X	
Chapters Completed		1		2-3			4	5	
Dissertation Defense								X	

Dissertation Workshop

Every other month, (January, March, May, July, September, November), there will be dissertation workshops that students can attend. These workshops can help students gain more knowledge and skills to help in their writing of the document and/or developing their study. Faculty from the program, department and outside universities will cover a range of topics to help students move along in the writing and conceptualization of the dissertation. **Starting Fall of 2020, students must attend at least one workshop in the semester**

enrolled in dissertation credits to earn full credit.

Productivity to Earn Dissertation Credit Hours

As students continue to enroll in dissertation credit hours, they will be required to continue to work on the dissertation for that semester. Students must provide some level of output to their committee chair by the end of the semester reflecting their timely progress on the dissertation. **Students who do not demonstrate appropriate output of their work at the end of the semester are in danger of getting an “incomplete” and not receiving credit for that semester.**

Dissertation Defense

The final step for completion of the dissertation is the Dissertation Defense. This will be scheduled following completion of the entire dissertation and preliminary approval by the Dissertation Mentor. The document should be formatted according to the most updated Formatting Guide (found on the website of the Office for Graduate Education) prior to submitting it to the whole committee for review. The defense document should be submitted to the internal committee at least two weeks prior to the scheduled defense.

The student and his/her Dissertation Mentor, consulting the committee, will determine the date/time/place of the Dissertation Defense and will inform Graduate Education. The student and Mentor will complete the Readiness for the Public Oral Presentation form; the student will deliver this form to the Office of Graduate Education at least two weeks prior to the scheduled defense.

The convener of the Dissertation Defense will be the student's Dissertation Mentor. Members of the student's Dissertation Committee must be present at the Defense, and other University and Community members will be invited to attend. All MedFT students are encouraged to attend dissertation defenses of fellow students.

The student will begin with a formal presentation of his/her dissertation, speaking for 30 – 45 minutes. This presentation will include at least the following topics: Background and need for the study; summary of the literature review; methodology (both as planned and in actuality); the results; and implications of the research.

Following the presentation, the members of the Dissertation Committee, and then members of the audience, will be invited to ask questions and participate in a conversation about the dissertation. The entire defense, including presentation, questions, and discussion, will not exceed two hours. At the end of the question period, the Dissertation Mentor will poll the committee members for their vote.

Results

Passing/Passing with Distinction: If the student passes, s/he will be notified of the result. The student will then contact the candidacy advisor to schedule a meeting for the format review. All required changes must be made to the document before attending the format review.

Not Passing: If the student does not pass, s/he will be notified of the result. A new defense

will be scheduled at an appropriate time. The student may be asked to complete revisions to the document or take other steps to address any deficiencies before scheduling another exam. The second oral exam committee will include an additional committee member who will assure that policies and procedures are appropriately followed.

Materials to Submit to the Program Prior to the Doctoral Oral Exam Defense

1. Degree Audit-The degree audit that is administered by the Graduate School must be approved and signed by the student, advisor, Program Director, and Director of Graduate Programs
- 2.Completion of All Course Requirements-All program credits must be completed prior to the defense presentation. If any remaining dissertation or internship credits are needed, these must be completed in the semester of examination.
- 3.All Items to be Uploaded on Foliotek-The student must make sure that all items in Foliotek are uploaded and completed.
- 4.Completion of Required Professional Hours- The student must complete 500 professional hours and to have this signed by their advisor prior to graduating.
- 5.Oral Exam Paper Submitted to Program-The Oral Exam Paper must be submitted to Mary Donjon AT LEAST two weeks prior to the defense date. The submission submitted by the student is the final and only version reviewed by the committee.

Graduation

For the doctoral student, the official date of graduation is the date the Office of Graduate Education gives final approval for the dissertation. All doctoral students are invited to participate in the May commencement activities following completion of their degree. The Biomedical Sciences Pre- Commencement Ceremony (May) is the event at which each doctoral student is honored. Students individually walk across the stage with their faculty mentors and are hooded while their names and dissertation titles are announced. This meaningful and festive occasion is concluded with a **r e c e p t i o n** for graduates, their friends and family members. The degrees are conferred at the formal Saint Louis University Commencement Ceremony.

Students must apply for graduation online via Banner Self-Service.

Banner Self Service Instructions to Apply Online for Graduation

NOTE: You will not be able to receive your diploma until all outstanding financial obligations are satisfied. To resolve financial holds please contact Student Financial Services: stdaccts@slu.edu / (314) 977-2350.

9. Under **Student**: Select **Student Records** then **Apply to Graduate**.
10. **Curriculum Term Selection**: This page is used to select your most current program before selecting the graduation term (see 4. below). Select **Submit** and you should see your program of study to review. (You may need to drop down to select the most current term.)
11. **Curriculum Selection**: After confirming the accuracy of your program of study, select it and **Continue**. **NOTE:** If inaccurate, immediately contact your advisor or department before continuing.

If you do not meet the criteria to apply online for graduation, or you have already applied, this message will appear:  **No curricula available for graduation application.**

If you think you are eligible, and have not already applied, please contact your advisor or department.

12. **Graduation Date Selection**: Select the term you expect all your requirements to be completed and your degree awarded.
13. **Diploma Name Selection**: You will be able to edit once selected. Please enter your name exactly how it should be printed on your diploma, including any special characters and periods after initials.

NOTE: If you choose a variation of your official Banner name, then the name on your diploma will not match the name on your transcript, unless you change your Banner name with the Office of the University Registrar.

14. **Diploma Mailing Address**: You will be able to edit once selected.

15. **Graduation Application Summary:** Please review for accuracy before selecting **Submit**.
16. After you submit, print out the confirmation web page for your records.

You can view your application at any time by selecting “**View Graduation Applications**” at the bottom of the confirmation page or “**Return to Menu**” to apply for a secondary curriculum, if applicable.

You can view the status of your application on your Self Service Banner **Academic Transcript**.

Applied to Graduate: Application successful and being reviewed by your dean's office.

Pending Review: Graduation requirements being reviewed.

Awarded: Congratulations!

NOTE: If you need to change your diploma address or name after your application has been submitted, please send an email from your SLU account to graduation@slu.edu and include your Banner ID.

If you have any difficulty or have feedback you would like to share, please contact Kathleen Yepez, Associate Registrar, by email kyepez@slu.edu or phone (314) 977-3198.

Professionalism & Policies for Remediation in the Program

Student Professionalism

It is expected that students show professionalism at all times while in the program. This not only includes conduct in the classroom, but professionalism in clinical work and in the community. In line with the SLU mission statement, one of the key principles around conduct that students strive to adhere to is: "*Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.*"

SLU Mission Statement: <https://www.slu.edu/about/catholic-jesuit-identity/mission.php>

SLU Mission, Vision, and Core Values: <https://www.slu.edu/education/about/mission.php>

The Medical Family Therapy Program takes professionalism, conduct, and overall values of students very seriously. We strive not only to incorporate these values in our program goals and student learning outcomes, but in the development of students becoming ethical and responsible leaders in our communities. When an unprofessional, unethical, or competency problem arises, the program creates levels of remediation to help guide the student to address this issue in a timely manner.

Policies for Levels of Remediation:

There are four "Levels of Remediation" in the Master's Program:

- **Level 1: Initial conversation with the Advisor and/or Program Director-**The first level of any unprofessional behavior or misconduct is a conversation with the student's advisor and/or program director. This conversation would usually be 1:1 between the student and advisor or student and program director. This level would assume that the student would be able to remediate a lower-level issue on their own after this conversation. No further action is needed after this conversation.

- **Level 2: Plan for Faculty oversight-**A student who may continue to show poor decision making in the program, clinical work, or other areas, may warrant a Plan for Faculty Oversight. In this case, the faculty member and program director have a meeting to determine what additional oversight the student needs for their work or behavior. The faculty member then has a conversation with the student, where they create an outline for how their work, behavior, or actions will be addressed over a specific period of time. The faculty will then follow up with the Program Director on the progress of the student remediating their situation (e.g. course grades, clinical behavior as a therapist, professionalism, etc.)
- **Level 3: Personal and Professional Development Evaluation (PPDE)-** If an action by a student needs immediate remediation and warrants program intervention, the next step for remediation would be a PPDE. A faculty member would need to raise this request at a program faculty meeting, where the majority votes at the meeting would warrant a PPDE meeting. The meeting would then consist of the student, the student's advisor, the program director, and a third faculty member. The Program Director sends a letter to the student outlining the reasons for the meeting and the date/time of the meeting. At the meeting, the faculty outline a six month plan on the stipulations that need to be met by the student. Over the six months, it is the student's responsibility to meet these stipulations and check in with their advisor. At the six-month period, the faculty and student have a follow-up meeting to assure that the stipulations were met. If any stipulations were not met, the faculty may request an additional six-month extension of the requests and follow-up from the student. If the student's performance is deemed unacceptable or an additional issue is added to the PPDE over this time, the Program Director could elevate this to Level 4: Non-Acceptance to an extension of continuation in the program. A copy of the PPDE letter and follow-up information is kept in the student's file.
- **Level 4: Non-Acceptance to an Extension or Continuation in the Program-** There are two situations where students would not be granted any further activity in the program. One, the student has fulfilled their maximum years for "Time to Degree." The program allows for seven years + two extension years to complete the program. Leave of absences taken by the student could "pause the clock" for degree completion. The second scenario is where a current student commits an egregious ethical violation or highly unprofessional conduct that reflects poorly on both the individual and the program. This behavior or issue would not give the program confidence to continue to student in the program. In these cases, the Program Director would discuss the matter with the Department Chair, Director of Graduate Programs, and the Associate Provost for Graduate Education. The Program Director has the discretion not to extend a student in the program or request for a dismissal, pending that there is evidence an justification to do so.

Student Appeals Process

The student has the right to appeal the fourth level of the remediation process (Non-Acceptance for Extension or Continuation in the Program). For any student's that have questions about the appeal, they can contact the Program Director or other individuals about questions or clarifications. More information about the student appeals process can

be found on the website link: <https://www.slu.edu/arts-and-sciences/student-resources/policies-procedures.php>

The program follows the School of Medicine Graduate Programs Guidelines for handling any appeals from students. These are the steps that the program follows:

1. The Director of SOM Graduate Programs visit with the student to learn the grounds for the appeal.
2. The Director of SOM Graduate Programs ask the following questions:
 - Did they appeal to the course director (in the case of grade appeals)?
 - Did they appeal to the departmental Program Director?
 - Did they appeal to the Chair of the department?
3. If those steps have been completed and the currently enrolled student wishes to continue their appeal, The Director of Graduate Programs form an ad hoc Appeals Committee made up of minimally 3 members of GPAC (or at large graduate faculty) and provide that committee with whatever documentation they have.
4. The Director of Graduate Programs ask the ad hoc Appeals Committee to consider the student's appeal (and meet with them if they wish) and determine if the decision that was made is consistent with University Policy (as outlined in the Current Graduate Education Manual).
5. Once the ad hoc Committee has reported back to me, The Director of Graduate Programs takes the appeal and the recommendation of the Appeals Committee to the Dean of the School of Medicine for consultation and a decision. The final School of Medicine authority rests with the Dean.
6. If the student wishes to appeal the Dean's decision, they are directed to the Provost for final, university consideration of the appeal.

VI. Program Policies and Procedures



Academic Integrity and Ethics

The following is an excerpt from the Graduate Education Catalog:

“The University is a community of learning, and its effectiveness requires an environment of mutual trust and integrity. As members of this community, students share with faculty and administrators the responsibility to maintain this environment. Academic integrity is violated by any dishonesty in submitting to the instructor for evaluation, an assignment, test, research report, or any other documentation required to validate the student’s learning. In a case of clear indication of such dishonesty, the faculty member or administrator has the responsibility to apply sanctions to protect the environment of integrity necessary for learning.”

Academic Writing Style

Students in the Medical Family Therapy Program are expected to master professional academic writing skills. To help in this process, the writing rubric on the next page is used throughout the program to provide feedback to students. The quality of students’ writing will affect course grades. All students should purchase and use the current edition of the American Psychological Association (APA) Publication Manual and follow these guidelines in their writing. Students needing additional help with their writing skills should consult their professors and/or the Saint Louis University Graduate Writing Center (<https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php>).

Advisors

Upon acceptance to the program, each student will be assigned to a full-time faculty member for an advisor. During the initial advising meeting, advisors will orient the student to the program and to the department. Advisors collaborate with their advisees in the development of a tentative schedule for completing the program. Thereafter, students are expected to meet with their advisors at least twice a year for scheduling classes and other issues. The role of advisors is multi-faceted: they provide knowledge of scheduling and curriculum information, academic support and encouragement, and professional and career information. Hopefully, each student-advisor dyad will develop into a personal mentorship relationship.

Students in all programs may change advisors. The student begins this process by consulting with their current advisor or the Program Director about the proposed change. Upon approval, the student talks with the current advisor as well as the new advisor and comes to an agreement about the change. A change of advisor form must be completed (see Appendix H).

For students in the doctoral program their assigned advisor is considered a temporary advisor. By the end of your first year in the program you should have met with each faculty member and established a Mentor who will chair your dissertation and act as your advisor throughout the remainder of the program. A change of advisor form must be completed (see Appendix K).

Anti-Discrimination Policy

The American Association for Marriage and Family Therapy (AAMFT) code of ethics states the following in regard to non-discrimination: 1.1 Non-Discrimination.

Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

We as a program embrace the spirit and letter of this non-discrimination policy. Therefore, the policies of our Medical Family Therapy program are likewise committed to the following university policy of non-discrimination: Visit the website (<https://www.slu.edu/general-counsel/institutional-equity-diversity/index.php>) of the Office of Institutional Equity and Diversity for information on Saint Louis University's nondiscrimination and equal opportunity policies.

Appeal Process

The following is an excerpt from the Graduate Education Catalog:

"As a general policy, if a student desires to appeal any academic decision, that appeal should first be made to the faculty member or faculty committee involved and, if necessary thereafter, to the department or program chairperson, and the Associate Dean or Center Director of the particular school/college/center, and the Dean, in that order. Should the student wish to pursue an additional level of appeal, the case is taken to the Associate Vice President for Graduate Education who reviews the file to determine if the process was followed. The Associate Vice President does not overturn a decision but may send the case back to the school/college/center if process was not followed."

Please refer to the above sections in the Master's and Doctoral Programs on "Professionalism and Policies for Remediation in the Program" for information on students making an appeal and the steps that the program takes once receiving an appeal.

Please follow these links for all other types of appeals and processes:

For appealing grades: <https://www.slu.edu/registrar/academic-resources/academic-records-revision.php>

Special Circumstances Appeal: <https://www.slu.edu/financial-aid/types-of-aid/student-loan-information/special-circumstances-appeal.php>

Student Complaints/Student Misconduct: <https://www.slu.edu/provost/student-complaints.php>

Contact Information and Email Addresses

Saint Louis University uses the Banner System for records management for all faculty and students. Banner is used for activities such as registration, grades, advising, etc. In addition, each faculty member and student are assigned a SLU e-mail address for university-related business and for communication through Banner's course rosters.

All faculty and students must keep their Banner profile current by updating any changes in contact information (e.g., address, phone numbers, SLU e-mail address) on an annual basis or when changes occur. Attempting to manage changes in everyone's personal e-mail accounts is insurmountable. Therefore, all e-mail correspondence regarding university-related business should be conducted through your SLU e-mail address. **Please do not send emails to program faculty and staff from a personal email account.**

Diversity Statement

Professional education in this pluralistic society demands therapists become knowledgeable about and sensitive to issues surrounding human diversity. Diversity is represented by acceptance of individuals identifying themselves (or as identified by others) as belonging to any combination of ethnic, racial, cultural, gender identity, religious, sexual orientation, age, persons with different categories of disabilities, economic and educational cultures.

The following partial excerpt is taken from Saint Louis University Human Resources policy as it relates to the Americans with Disabilities Act.

Students with Disabilities

“2.0 Services to Students

Saint Louis University opens its programs and educational services to all qualified candidates without regard to their disability. All programs and services provided for students are done in a manner that does not discriminate based on disability. Inaccessible programs will be made accessible either directly or through relocation. Individuals requiring accommodations for student programs should contact the Director of Student Life.

- 2.1 Saint Louis University does not discriminate in the recruitment or admissions of persons based on disability. Individuals requiring accommodations should contact the Director of Undergraduate Admissions or the dean of the respective graduate or professional school for services.

2.2 With respect to individual services, it is the student's responsibility to notify the University of any needs that require accommodations. The student should provide documentation of the disability to the Disabilities Coordinator and meet with the Disabilities Coordinator to begin the process of arranging appropriate accommodations. The Disabilities Coordinator is responsible for reviewing and evaluating the documentation of students with disabilities and assisting departments in accommodating those documented disabilities. Information about services available on campus and points of contact to begin services will be made available in registration packets, University newspapers, student handbooks, and student and University faculty/staff phone books, and informational seminars.

Each University department which provides services to students will review its operations and procedures and if necessary modify its forms and /or procedures to meet the needs of students with disabilities. These departments include but are not limited to: Admissions, Academic Advising, Athletics, Bursar's Office, Campus Ministry, Information Technology Services, Office of Scholarship and Financial Aid, Disabilities Coordinator for Auxiliary Academic Services, Housing, International Programs, the University libraries, Registrar's Office, Student Health Center and Student Life. The point of contact in each department will be the Director, Dean, Coordinator, or Manager of the respective departments, or his or her designee. Each of these departments will be given information regarding specific points of contacts to expedite services to students. The Affirmative Action Officer will periodically review departmental procedures."

Fall Kick-Off

Each August a fall kickoff is held. The student kickoff is designed to welcome new and continuing students to the program and to provide an opportunity for all students and faculty in the program to meet and socialize. The kickoff provides students with information on department policies and procedures, upcoming events, and department and campus resources. **This meeting is mandatory for all first and second year students in both programs to attend.**

This year's program kickoff event will be held in the 360 Room in the second floor of the Medical Library on the South Campus.

- **Overview of the upcoming year**
- **New policies and procedures in the program**
- **Outline of the CCFT**
- **Course of Study for new students**
- **Breakout groups to cover program topics**
- **Guest speakers from the program and department, as well as members from our Communities of Interest**

Grading Policy

All core courses in both programs follows a letter grading system. Each instructor is required to clearly outline the grade expectations for the course and a point value for certain assignments.

The Grading Scale exclusive of Thesis or Dissertation Research is as follows:

Undergraduate, Health Science Professional, and master's in social work – Fall
2005-Present; Graduate and Other Professional – Summer 2011 – Present

A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
C-	1.7
D	1
F	0
AF	0 Failure due to excessive
P	0
NP	0

For most graduate level offerings carrying zero or one semester hour of credit, one of these two final grades are assigned:

IP=In Progress

S=Satisfactory

U=Unsatisfactory

Neither of these grades influences the student's term or cumulative GPA.

For Thesis and Dissertation Research registrations, Project Guidance, and for Special Study for Examinations, one of these three grades above may be assigned at the end of the academic term

If a student withdraws from the course ("W"), this stays on the student's transcript and record. The student does not receive credit for withdrawing from a course and must make up this course at a later date.

Substitutions for courses in either program must get approval from the Program Director.

Toward fulfillment of the credit hours required for Thesis or Dissertation Research or Project Guidance, the grade of "S" may be assigned only once: at the close of the final academic term at SLU during which the student has completed both the hours requirement and the thesis/dissertation/project itself. At the close of a prior term, if progress has been made, the "IP" grade is appropriate. When a "U" grade is assigned, no credit toward fulfillment of the hour's requirement is earned. Adjacent to a Special-Study-for-Examinations entry in the student record, "IP," "S," and "U" indicate that the exam was not taken, was passed, and was failed, respectively. None of these three grades affects the student's term or cumulative GPA.

At the end of a term for a course at any level that a student audits, the instructor assigns one of these two grades:

- "AU" Audit (satisfactory)
- "W" Authorized withdrawal (or unsatisfactory audit)

Neither of these entries into the permanent record influences the student's term or cumulative GPA, or counts toward credit hours earned for degree.

Withdrawal from a class between the end of the Late Registration period and mid-term, a designation of "W" is entered into the grade field for that entry in the permanent record. Withdrawals beyond the mid-term date are ordinarily not allowed.

The following temporary course grades may be given:

- "I" All requirements for the course were expected to have been completed, but have not been completed by the student at the time, ordinarily at the close of an academic term, when the Instructor would assign the final grade; the "Incomplete" may remain in the permanent record for a maximum of 12 months, and, if not purposefully amended by then, the grade is transformed into an "F" (failure).
- "X" Student absent from final examination; must be rectified within six (6) weeks of the end of the academic term, or it is replaced by the "F" grade.
- "NR" Student is enrolled in academic work for a term and may not be expected to complete requirements by the close of that term; code for grade "Not Recorded"; the notation remains in place until the Instructor of record communicates a final letter to the Registrar.

The grading scale provided above is a general guideline. Faculty members are responsible for determining their own grading scale and the official grading scale for any individual course will be included in the syllabus and communicated during the course.

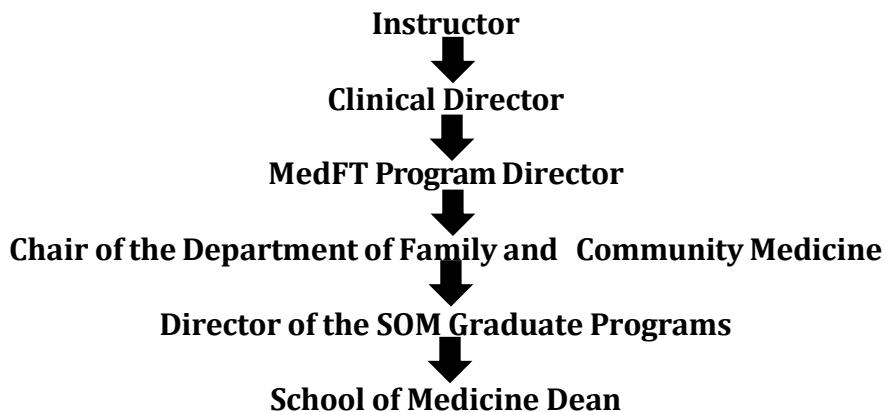
Grievance Procedure

The Medical Family Therapy Program adheres to the established grievance procedures of Saint Louis University and the School of Medicine. The Saint Louis University Office of Student Conduct is available to advocate for and assist students in their efforts to resolve grievances.

The first step in handling any grievance is to discuss the matter with the concerned individual. If this step is unproductive or, in your judgment, inappropriate, you should contact the following persons:

- If the grievance is with an instructor concerning a class matter, the director of the program in which the class is offered should be contacted.
- If the grievance is with your off-campus supervisor, the Director of Clinical Services, Medical Family Therapy Program, should be contacted.
- If the grievance is with an on-campus supervisor, the Director of the Medical Family Therapy Program should be contacted.
- If your supervisor is the MedFT Director, you should contact the Chair of the Department of Family and Community Medicine.
- If the grievance is with another student in the Medical Family Therapy Program, you should contact the MedFT Director.

If these steps do not resolve the problem, then you should proceed to the next level of authority. Below is a figure of the order of levels taken for any student concerns or grievances, should this necessitate a higher degree of decision-making



More information about the university policy on grievances and concerns can be found on this link:

<https://www.slu.edu/provost/accreditation-compliance/student-complaints.php>

Leave of Absence

General Leave of Absence

The University maintains an official policy and process for taking a leave of absence from your program of study. The full policy can be found in the Catalogue for Graduate Education and the form that must be completed to apply for a leave of absence can be found on the Registrar's website, under the link for forms.

From the Catalogue:

"A Classified graduate student may formalize an interruption in progress towards a degree by petitioning the major-field chairperson and the Associate Dean for

Graduate Education or Center Director of their school/college/center for a leave of absence. A leave period is generally for one calendar year. Students on approved leave of absence do not violate the mandatory continuous enrollment policy during the leave period. However, students without matriculation for 3 years or more must apply for admission. Students on approved leave do not have access to University resources."

Parental Leave Policy

The Parental Leave Policy applies to all full-time graduate students enrolled in either a Master's or Ph.D. program. It provides relief from graduate students' responsibilities for a period of six weeks after the birth or adoption of a child. Please see the Catalogue for Graduate Education for full details.

Technology Online Communities

It is the policy of the Medical Family Therapy Program that all on-line or internet-based instructional and interactive activities be conducted through Saint Louis University's approved application, BlackBoard. Any synchronous (chat) or asynchronous (threaded discussion) communications or course/program-related websites that do not reside on BlackBoard or the slu.edu domain are neither sponsored nor supported by the Program and/or Department.

Personal and Professional Development Policy

The Medical Family Therapy Program has a strong commitment to producing "reflective practitioners in the service of others." In this regard, the development of ethical and competent MedFTs and family therapists requires attention to the coursework, the development of therapeutic skills, and a commitment to reflection on the student's interpersonal skills, attitudes, and professional character. Therefore, an integral part of the successful completion of the student's program of study will include the possession of the dispositions necessary for effective therapy as evaluated by the professional judgment of the faculty. Such judgment is critical as graduates from this department are eligible for socially sanctioned positions as licensed marriage and family therapists. The Personal and Professional Developmental Evaluation (PPDE) will be used to assess the student's progress in these areas. *The PPDE must be completed and submitted on FolioTek upon completing the Fall and Spring semester of the first year in both the MA and PhD programs.*

Personal and Professional Development Evaluation

This evaluation will assess whether the student is demonstrating the professional skills, personal characteristics, and professional disposition commensurate with his/her stage of clinical development. The PPDE will be used in three ways throughout the student's educational program. First, during the course of the student's provisional acceptance into her/his program (the first two semesters), the PPDE will be used in all classes taken within the department. Second, the PPDE will be used in all practicum and internship classes taken at any time during the student's program of study. Third, the PPDE may be used at any point of the student's program of study should aspects of a student's personal and/or professional development become an area of concern.

All PPDE's will be completed on FolioTek and the student will have access to view all PPDEs in FolioTek and/or to print off a copy for their personal records. Students are strongly encouraged to review all feedback provided within a timely manner and contact faculty about any questions or concerns. Students have the right to submit a written response to any PPDE completed. Any written responses should be submitted to either the evaluator and Program Director or the Professional Review Committee, if applicable. All PPDEs will be kept as part of the student's permanent program file.

Professional Review Board

A Professional Review Committee (PRC) will be formed to review the personal and professional characteristics of students in the Medical Family Therapy program. There will be two categories of PRCs:

1. **End of Year PRCs:** All new students will be evaluated in each of the courses they take within the program during the first two semesters using the Personal and Professional Development Evaluation (PPDE). At the end of the first two semesters, a PRC will review each student's PPDEs and academic record and will interview the student concerning the student's progress and future status in the program.

The PRC for each first-year student will consist of her/his advisor and two other faculty members. The PRC will determine the readiness of the student to continue in the degree program. The possible decisions of the PRC will be the following:

- a. Removal of "provisional" status (full entry into the Medical Family Therapy program).
 - b. Developmental/Remedial work to correct any deficiencies.
 - c. Denial of full admission to the Medical Family Therapy program. (The person would no longer be affiliated with the program).
2. **Special Professional Review Committees:** At any time during a student's work on a degree or certificate, a faculty member may request a special PRC to review personal and professional concerns about a student. The Program Director would assign three faculty members to serve on this committee; the faculty member/s requesting the review would not be members of this committee. This special PRC would meet separately with the concerned faculty member/s and the student to discuss the reasons for the concern. This committee would decide based on the choices listed below:
 - a. Remain a Classified Student in the Medical Family Therapy program. The committee, after due consideration, would determine the concerns were not serious enough to require a change in student status.
 - b. Developmental/remedial work to correct deficiencies.
 - c. Leave of absence with criteria to be met during that leave (e.g., personal counseling, remediation, solving personal issues that interfere, etc.).
 - d. Removal from the Medical Family Therapy program (the person would no longer be affiliated with the program).

Please see Appendix I for the Personal and Professional Development Evaluation Form.

Programmatic Assessment Process

The Medical Family Therapy Program uses a wide variety of assessment methods to evaluate students, faculty, courses and the program. Students play an integral role in these evaluation processes. At the end of each semester, students evaluate courses and faculty members; in addition, students evaluate advisors once a year and evaluate their clinical supervisors at the end of each practicum or internship. Students also complete exit surveys at the time of graduation, and alumni surveys several years following graduation. All such evaluations are completely confidential.

Assessment of Student Learning Outcomes

Throughout your program of study, you will be assessed on your attainment of professional skills and competencies. The program has established an assessment model that incorporates both formative (developmental) assessments and summative (goal attainment) assessments. The Student Learning Outcomes that comprise this model are based on established professional competencies, the missions of Saint Louis University and the Medical Family Therapy Program. We have developed this assessment program in order to provide you, the student, with a clear and comprehensive means of documenting the attainment of your educational and professional competencies and as a means for the program faculty to clearly and objectively assess your development as a mental health professional. As you proceed through your graduate program you will be able to build a portfolio that clearly demonstrates your professional development. In the process you will also be involved in a program of continuous assessment and improvement of the educational offerings of the Program because your development is entwined with the ongoing development of the Program.

FolioTek

The collection, evaluation, and organization of your learning outcomes is accomplished using an online assessment application called FolioTek. Throughout your program of study, you will be required to submit artifacts demonstrating your attainment of the student learning outcomes.

These artifacts—consisting of documents, evaluation forms, video samples and such, will be from both course requirements and program-level requirements.

VI. Licensure



During students' tenure in their program they will hear terms like, "licensure" and "certification" referring to specific credentials required to provide mental health services. According to the Missouri Department of Economic Development, the term licensure defines the "scope of practice."

Licensed Marriage and Family Therapist

The requirements for licensure as a Marital and Family Therapist include an educational component, a supervised experience component, and a national examination component, www.amftrb.org. The latter two must follow completion of the educational component. The Medical Family Therapy Program has designed coursework in the master's and Doctoral degrees to be consistent with the specific requirements in the educational component. For complete and current information on licensing in Missouri, go to <http://pr.mo.gov/marital.asp>.

Resources:

American Association of Marriage and Family Therapy (AAMFT)

<https://aamft.org/>

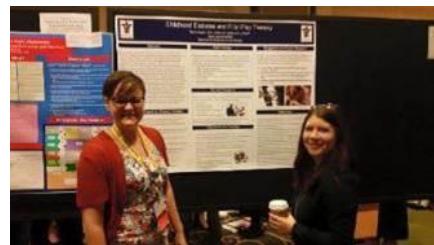
Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)

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

Missouri State Committee of Marital and Family Therapists

<https://pr.mo.gov/marital.asp>

VII. Research



Research coursework is part of each program. Master's students have two required courses in research and may choose to complete a thesis. Doctoral students take at least three additional research courses and research practicum. Students are encouraged to become engaged in research from the beginning of the program. Research practicums offer a good opportunity to become involved in faculty research. Becoming involved in faculty research provides a great chance to learn more about conducting research prior to conducting original research that is part of the dissertation process. In addition, research in the areas of couple, family, and medical family therapy are integral components in all other coursework.

The creation of new knowledge in couple, family, and Medical Family Therapy is only useful if it disseminated to others in the fields. Faculty members are active in disseminating research findings through their presentations at professional meetings, and publishing in academic journals and books. Students are encouraged to publish their own research findings or participate with faculty members in presentations or publishing opportunities. All faculty members encourage this type of research dissemination. Students who are interested should talk with their advisor or other faculty members about various opportunities.

To ensure research is conducted appropriately and ethically, the Saint Louis University Institutional Review Board (IRB) must review all proposals for human subject research by University students and faculty. This is a requirement for all research projects conducted at SLU. Please review the IRB policies and procedures prior to developing a research proposal. The IRB policies and procedures can be viewed at the [Research Services and Administration](#) web site. In addition, students should work directly with their advisors and attend at least one IRB seminar in preparation for submitting an IRB proposal.

SLU Family Medicine Research Division

<https://www.slu.edu/medicine/family-medicine/research/index.php>

University Writing Services

<https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php>

SLU Institutional Review Board

<https://www.slu.edu/research/faculty-resources/research-integrity-safety/institutional-review-board-irb/index.php>

VIII. Student Resources



Bookstore

The Saint Louis University Bookstore is currently located in Busch Student Center, on the corner of Grand and Laclede. Please call 314-531-7925 for hours of operation. Students can access the [bookstore](#) website to view/order books for courses.

Campus Computer Resources

There are several general and specialty computer labs on campus available for students to use. Billiken Printing is available in each of these areas, either for internal printing or as a release point for wireless printing.

Refer to the [ITS website](#) for the most current information regarding services offered and hours of operation.

Campus Libraries

Saint Louis University supports three libraries: Pius XII Memorial Library, the Medical Center Library and the Law Library. SLU Libraries offer extended service hours, chat reference and research consultations. Additional information is available on the [SLU Libraries](#) website. A designated liaison librarian is assigned to work with students and faculty in the Medical Family Therapy program. SLU Libraries allocate money annually that is used to add materials to the library collection that are relevant to couple, family and medical family therapy.

Saint Louis University Libraries hold over 1 million volumes including many DVD's on therapeutic methods and clinical practice, as well as extensive holdings of online journals and access to major bibliographic databases including PsycINFO, Web of Science, Scopus, Dissertations and Theses Full Text and CINAHL. If SLU Libraries do not have a book or journal article that a SLU student or faculty member needs, it can be obtained through MOBIUS the statewide library network of over sixty libraries or through traditional interlibrary loan.

Career Services

Career Services is in the Busch Student Center, Suite 331 (20 N. Grand Blvd., 977-2828). The hours of operation (by appointment) are Monday-Friday, 8:30 am to 5:00 pm. Please call the Career Services for walk-in hours. Their web address is: <http://www.slu.edu/services/cc/>.

CCFT Library

The Center for Counseling and Family Therapy (CCFT) has a library with therapy resources available for students. In addition, play therapy items are available to students. Students may check out most resources. Check with the Director of the Center regarding materials that may be taken out of the clinic.

Center for Transformative Teaching and Learning

The mission of the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning is to support Saint Louis University faculty and graduate students so they can better serve the intellectual, spiritual, and social needs of all learners.

To fulfill this mission the Center:

- Helps faculty and graduate students find their own directions, meaning and pedagogical style in the context of Jesuit traditions of education.
- Develops a community of scholars who encourage and challenge each other through mutual inspiration, mentoring and renewal.
- Supports faculty and graduate students in the development of skills and knowledge of pedagogical approaches using technology and other teaching innovations.

The Center for Transformative Teaching and Learning offers a Certificate in University Teaching. Visit their [website](#) for more information on their certificate program.

Financial Aid

Assistantships

The department has a limited number of assistantships available. These awards include a stipend and tuition scholarships. Recipients may also receive health insurance and extended library privileges. Assistants spend no more than 20 hours per week performing assistantship duties.

Graduate Research Assistants may be appointed in a department with funding from the Office of Graduate Education or by the principal investigator of an externally funded research project.

Graduate Assistants perform other duties in addition to teaching or research. These may include clinical or administrative responsibilities which are inherently related to the student's educational and career objectives.

Annual SLU Fellowships and Scholarships

Dissertation Fellowships

The Saint Louis University Dissertation Fellowship is competitively awarded to Saint Louis University Ph.D. candidates whose work, during their time at Saint Louis University, demonstrates outstanding academic achievement and whose dissertation will significantly extend the body of knowledge within their discipline. Students interested in being nominated should contact their department or Ph.D. mentor. Each 11-month fellowship award carries a stipend of \$26,000, 12 hours of tuition scholarship depending on the number of dissertation hours needed to reach the required 12, and health insurance. Summer attendance is mandatory. No other fellowship, traineeship, assistantship, similar appointment, or employment at the University or outside may be held concurrently with this fellowship.

Diversity Fellowships

The Saint Louis University Diversity Fellowships are awarded to newly accepted master's or doctoral students, or to students in the first year of a program, who have a history of outstanding academic achievement, who espouse a commitment to diversity in their discipline, and whose research trajectory and professional goals have the potential for impact in their field. Each 11-month fellowship award carries a \$26,000 stipend, 18 hours of tuition scholarship during the regular academic year and three hours during the summer session and health insurance for 11 months. Summer attendance is mandatory. No other fellowship, traineeship, assistantship, similar appointment, or employment at the University or outside may be held concurrently with this fellowship. For more information regarding expectations and responsibilities, please read the Diversity Fellowship Expectations and Responsibilities for Recipients and Programs.

Presidential Fellowships

The Saint Louis University Presidential Fellowships are awarded to newly accepted master's or doctoral students, or to students in the first year of a program, who have a history of outstanding academic achievement, who demonstrate potential to contribute to the University mission, and whose research trajectory and professional goals have the potential for impact in their field.

In addition to assistantships, the Office of Graduate Education also offers a limited number of fellowships. The student's department must nominate fellowship applicants. The graduate school offers four types of fellowships: the presidential fellowship, the diversity fellowship, the Brennan summer fellowship, and the dissertation fellowship. Students are encouraged to browse the SLU Graduate Education Fellowships website for more information (<http://www.slu.edu/x32076.xml>) about each Fellowship.

Student Financial Services

Student Financial Services administers a wealth of Federal and alternative bank funded loan programs. The student must submit an application for each new academic year to be considered for any type of financial aid program. Application materials are available from Student Financial Services. Early application is encouraged to better ensure the availability of funds for the academic terms needed.

To apply for any Federal financial aid program, the student must be enrolled for a minimum of three hours and meet all other eligibility criteria and file the Free Application for Federal Student Aid (FAFSA) or the RENEWAL FAFSA. Saint Louis University's FAFSA Address Code number is 002506.

Food and Housing

Dining Services

There are many options for dining on the Frost campus and surrounding vicinity. Several dining options are available in the Busch Student Center. Restaurants in the near vicinity: Nadoz Café, Vito's Pizza, and Triumph Café. Visit the [website](#) for more information regarding on-campus dining services.

Housing Office

Information on residence life (residence halls, campus apartments, and off-campus apartments) can be found at the following web address:
<http://www.slu.edu/services/residence/>.

LearningSpace

Students in both the M.A. and PhD programs will have an account in LearningSpace. Learning- Space is a healthcare audiovisual system that is used to record clinical sessions, research projects and

other academic related activities in a software system. Students will be trained in the first year of the program on how to access and use LearningSpace. Students can only record events from the student lab at Morrissey Hall. No audio or video information can be taken off campus from this software system.

Listserves

The Medical Family Therapy program have multiple email-based mailing lists called listservs. All students are included on three listservs using their "slu.edu" email address. If you would like to receive email from the listserv at another email address, you can have your SLU e-mail forwarded (see the ITS [website](#) for instructions). The listservs are used to communicate to all students in the program. Such communication will include, but will not be limited to, program announcements, updates, job openings, and web sites related to the mental health field. Any member of a listserv can send messages to that listserv: mft-l@list.slu.edu (all students, faculty, staff) mftphd-l@list.slu.edu (all PhD students, faculty, staff), mftma-l@list.slu.edu (all MA students, faculty, staff). In addition, all students, faculty, and staff are included in the Department of Family & Community Medicine listserv. Upon graduation, students will be removed from these listservs and be added to one created specifically for alumni. This listserv allows us to remain connected to you and provide updated information on field related topics and job opportunities.

LMFT Licensure Study Guides

The Medical Family Therapy program has a LMFT licensure study guide for students to review in preparation for the national exam. Students may check out the study materials for up to two weeks. Please see the program secretary for more details.

MySLU and Banner

Students may access their email and academic information (e.g., grades, transcripts, student account) by using Saint Louis University's MYSLU system. To access MYSLU, students should go to myslu.slu.edu and login using their SLU Net ID and password. From the tools tab, select Google Apps for the email log on screen or select Banner Self-Service for your academic information.

Banner also includes information about admission, campus events, the university catalog, financial aid, class schedules, and student services information.

Office of Professional Oversight

The Office of Professional Oversight, was established in 2018, as a joint venture between the Saint Louis University School of Medicine and SSM Saint Louis University Hospital as it pertains to the Learning Environment. At the core of its mission, the Office of Professional Oversight is responsible for providing all stakeholders (students, trainees, faculty and physicians) a fair and neutral environment to seek assistance and support, file a grievance, or report acts of unprofessional behavior or concerns. The university supports students, staff, or faculty who have any complaints or issues to reach out to this office anytime.

Link: <https://www.slu.edu/medicine/professional-oversight/index.php>

Student Affiliated Health and Counseling Services

Student Health and Counseling Services provides medical treatment, psychological counseling, and outpatient services as well as a variety of educational programs for all Saint Louis University full-time, part-time, and graduate students." The Student Health and Counseling Services is in Marchetti Towers East, 3518 Laclede Avenue, First Floor. Please refer to their website for hours of operation or call 314-977-2323.

Student Associations

Graduate Student Association (GSA)

One student, an officer of the student organization, serves as the program representative to the Graduate Student Association. GSA disburses funds to students for conference travel, addresses administrative concerns of graduate students, and organizes the annual Research Day event to showcase graduate student research. Please see the GSA web site for the different ways that GSA can serve you: <http://www.slu.edu/organizations/gsa/>.

President- The GSA president is the group leader and organizes the GSA groups. The president should attend any university GSA meetings and communicate with the group about any updates.

President Elect- The president elect serves this role

Secretary-

Treasurer-

Ad hoc Member-

GSA-Sponsored Awards

Professional Development Awards- The Professional Development Awards are given to graduate students to help cover the cost associated with participating in academic conferences and alternative professional development opportunities. Awards are given to graduate students for attending relevant opportunities as well as for those presenting or speaking at relevant opportunities. Professional development opportunities may include (but are not limited to) workshops, seminars, boot camps, licenses, or other relevant endeavors that enhance a graduate student's professional development.

Brennan Awards- The purpose of the Brennan Fellowship Awards is to provide students with summer supplementary support. There are two types of awards: Exam Preparation Awards and Master's Thesis / Doctoral Dissertation Awards. All awards will require the listing of any and all alternative sources of funding, which will be taken into consideration by the GSA Awards Committee. Falsification of or failure to disclose this information will result in revocation of this award. Each type of award may be received only one time during a student's academic career at Saint Louis University. Eligibility for funding requires that you must not have previously received **either** type of Brennan Summer Fellowship Award, which will be verified with the Office of Student Financial Services (i.e., recipients of the Exam Preparation Award are not eligible for the Thesis or Dissertation Research Award in subsequent years).

Publication Award- The purpose of the Publication Assistance Award is to help cover the cost associated with the publication of a scholarly work. All Publication Award Applications are due within 30 days after the expense is paid. No exceptions! Please read through the Publication Award Application Instructions. You will complete the following two documents and submit along with other requested documents per the instructions to the "Apply Now" link below.

- 1) GSA Award Coversheet
- 2) Publication Award Spreadsheet Application

All publication assistance awards must be submitted online. Please use the link below to submit your publication award application online. If you are having trouble accessing the form, log into MySLU first, click on Tools, click on Google Drive, then come back to this page and click on our link.

The Graduate Student Association Fund- (GSA) This recognizes the profound importance of providing opportunities for graduate students to be able to gather in community with one another, for the purpose of holistic wellness and development. As such, GSA is proposing a Graduate Initiative Fund (GIF) with funding support from the Student Involvement Center (SIC), to provide graduate students the ability to engage in meaningful experiences to promote a sense of belonging, education, professional and/or skill development.



Link:
<https://gsa.slu.edu/home>

Technology

The programs require the appropriate use of technology (both existing and emerging) to enhance communication, instruction, learning, therapy, supervision,, research and community service.

Students entering the Medical Family Therapy program are expected to be computer-literate in terms of word processing, use of e-mail, and use of the World Wide Web. Although additional computer skills are taught in some of the courses, students lacking basic computer skills should obtain the appropriate training prior to entering either of the programs.

Wellness Days

Each academic year, the university supports two Wellness days for students to attend to their mental health and find breaks from the semester work. One wellness day is offered each semester. The program/CCFT usually helps sponsor a booth at wellness days to provide information and resources to the campus about well-being and other ways to improve mental health.

Writing Support

Graduate Student Writing Center

The Graduate Writing Center provides confidential writing instruction to any student enrolled in a SLU graduate program. Their primary goal is to assist students in developing their potential as proficient writers within their disciplines. For more information about the Graduate Student Writing Center's services, office hours or to make an appointment, visit their [website](#) or contact them at 314-977-4302 or by email at writing@slu.edu.

English Language Center

The English Language Center provides specialized writing support for all SLU students whose native language is not English. They provide one-on-one consultations and group workshops designed to provide information and feedback to help improve writing at every stage, from brainstorming to the completion of a polished final draft. Students are encouraged to contact the ELC early enough to be able to revise assignments based on feedback before the assignment is due. For more information about the English Language Center's services, hours, or directions on how to make an appointment, visit their website at [www.slu.edu/english-as-a-second-language-home/english-language-center-\(elc\)](http://www.slu.edu/english-as-a-second-language-home/english-language-center-(elc)) or contact them by email at elc@slu.edu.

Websites and Telephone Numbers

SLU Main Phone Number	314-977-2222	www.slu.edu
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Medical Family Therapy	314-977-7108	http://www.slu.edu/medicine/family-
Center for Counseling and Family Therapy	314-977-2505	https://sites.google.com/a/slu.edu
Department of Family and Community	314-977-8480	http://www.slu.edu/medicine/family-and-community-

Campus Offices		
Career Center	314-977-2828	http://careers.slu.edu
School of Medicine	314-977-9870	www.slu.edu/medicine
Disabilities Services	314-977-8885	http://www.slu.edu/life-at-slu/student-success-center/disability-
Graduate Admissions	314-977-2500	https://www.slu.edu/admission/graduate/
Graduate Education – Master's Candidacy Advisor	314-977-2245	LaToya Cash latoya.cash@slu.edu
Graduate Education - PhD Candidacy Advisor	314-977-2243	Christine Harper christine.harper@slu.edu
Graduate Writing Center	314-977-4302	https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/graduate-
Pius XII Memorial Library	314-977-3580	libraries.slu.edu
Registrar's Office	314-977-2269	http://www.slu.edu/registrar
Student Financial Services	314-977-2350	https://www.slu.edu/financial-
Student Immunizations	314-977-2323	www.slu.edu/services/stuhcc/immunizations.html
Professional Organizations		
American Assoc. for Marriage and Family Therapy		www.aamft.org
Collaborative Family Healthcare Association		www.cfha.net
National Council on Family Relations (NCFR)		www.ncfr.org
American Family Therapy Academy (AFTA)		www.afta.org
International Family Therapy Association		www.ifta-familytherapy.org
Society of Teachers of Family Medicine		www.stfm.org
American Association of Sexuality Educators, Counselors, and Therapists		aasect.org

XI. Appendices

- Appendix A: M.A. Program of Study Worksheets
- Appendix B: Annual M.A. Student Evaluation Form
- Appendix C: Ph.D. Program of Study Worksheet
- Appendix D: Annual Ph.D. Student Evaluation Form
- Appendix E: Policies and Procedures for Preliminary Examination Portfolio
- Appendix F: Traditional Dissertation Checklist
- Appendix G: Multiple-Article Dissertation Policy
- Appendix H: Change of Advisor Form
- Appendix I: Personal and Professional Development Policy
- Appendix J: Graduate Student Travel Policy and Forms
- Appendix K: Ph.D. Internship Agreements
- Appendix L: Site Visit Rank Form
- Appendix M: Practical Experience Hours for the Doctoral Program
- Appendix N: Master's Program Degree Checklist
- Appendix O: Doctoral Program Degree Checklist
- Appendix P: Master's Program Course List Description
- Appendix Q: Doctoral Program Course List Description
- Appendix R: Course Waiver or Substitution Form
- Appendix S: Incoming Doctoral Student Clinical Hours Confirmation

**PLEASE PRINT OUT COPIES OF ANY APPENDICIES THAT
NEED TO BE SIGNED BY FACULTY, SUPERVISORS, OR
OUTSIDE PARTIES.**

Appendix A

Saint Louis University
Family and Community Medicine

Master of Arts in Couple and Family Therapy
Program of Study Worksheet

Student Name: _____

Acceptance Date: _____

Program of Study

Courses	Proj. Sem.	Sem. Comp.
MFT 5210 Introduction to Family Therapy (3)		
MFT 6530 Ethical and Legal Issues in Family Therapy (3)		
MFT 6660 Introduction to Family Studies (3)		
MFT 5700 Human Growth and Development (3)		
MFT 6560 Foundations in Couple and Family Therapy (3)		
MFT 5410 Practicum in Family Therapy (3)		
MFT 6550 Diagnosis and Assessment in Family Therapy (3)		
MFT 5380 Theory and Intervention in Human Sexuality (3)		
MFT 5320 Group Counseling (3)		
MFT 5410 Practicum in Family Therapy (3)		
MFT 6700 Medical Family Therapy Externship (1)		
MFT 5770 Foundations of Multicultural Counseling (3)		
MFT 5915 Internship in Family Therapy (3)		
MFT 6730 Research Practicum (1)		
MFT 5600 Family Research Methods (3)		
MFT 6760 Families, Health, and Illness (3)		
MFT 6790 Self of the Therapist (3)		
MFT 5915 Internship in Family Therapy (3)		
MFT 6710 Integrated and Evidence Based Models (3)		
MFT 5990 Thesis Research (6)		
MFT 5915 Internship in Family Therapy (1)		
Total Credits: 60		

Program First Semester Documentation Requirements – submit document copies for permanent file

- Date of Student membership in AAMFT
- Date of Professional Liability coverage
- Date of HIPAA Training
- Date of Background Check (before entering practicum)
- Date of CITI Training

Program Checklist

The following items MUST be submitted to the Program Administrative Secretary prior to the oral defense examination. Failure to complete these tasks will result in a delay of defense date and/or degree conferral.

- Course credits completed (evidenced by the degree audit form)
- Foliotek Requirements have been completed and all documentation is uploaded
- Completion of 500 clinical hours (on file with the Program Administrative Secretary)
- Submission of the Oral Paper to the Program Administrative Secretary at least two weeks before the presentation.

Appendix B



Annual M.A. Graduate Student Review

Department of Family & Community Medicine Medical Family Therapy Program

**Please Print or Complete Electronically to Ensure
Accurate Entry.**

All text boxes are expandable.

Student Information

Date of Evaluation :	
Name: _____	
Email: _____	Phone: _____
Banner ID: _____	Advisor: _____
Graduate Program: _____	Degree: _____

Are you on Academic Leave? - Yes - No
If Yes, please attach a copy of your Leave Agreement to this review.

Academic Coursework

Previous courses: List chronologically all previous courses you have taken since enrolling at SLU in your degree program, including the grades you received. Lines can be added to the table as you progress. (You find this information using Banner.)

Term	Course #	Course Title	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Credits

Future courses: Which courses do you intend to take and when? Lines can be added to the table as you progress.

Term	Course #	Course Title	Credits

Research Activities

Describe your current progress with the dissertation requirement of the program. Provide expected timelines, with dates, for completion of the major components of your dissertation (e.g., proposal meeting, IRB approval, data collection, data analysis, written draft, final written version, committee approval, oral defense).

--

Assistantship Activities

Support: Have you received financial support from either SLU or external organizations? If so, what is the source (e.g., teaching assistantship from the department, research assistantship from NSF grant, etc.)? If none, leave blank.

Term	Source of Support

Teaching: In which courses and semesters have you been a Teaching Assistant? In which courses and semesters have you been the Primary Instructor? If none, leave blank.

Term	Course #	Course Title	Role

Research: On which projects and in which semesters have you been a Research Assistant? If none, leave blank.

Term	Project Title	Role

Progress Toward Degree

Please summarize your progress in completing the program competencies. A copy of your FolioTek report that was sent to you with this evaluation should be attached to the evaluation. Provide an estimated completion date for any requirements that have not been completed.

Clinical Skills

Provide a brief assessment of your clinical skills based on the Clinical Skills Evaluations that you have received (these can be reviewed in FolioTek). Provide a description of the areas of clinical focus in the coming year.

List below all internships or practica that you have had this academic year, indicating the place and time-frame of the program.

Theoretical and Clinical Knowledge

Summarize your progress in the development of theoretical skills in the program.

Clinical Case Presentation

Summarize your progress in completing the Clinical Case Presentation requirement. Provide a timeline for completion of requirements that have not been met.

Theory of Therapy

Summarize your progress in completing the Masters Oral Examination requirement.

Professional Development

List all professional organizations of which you are a student member, including any offices held.

Describe any professional service and/or leadership positions associated with the university, graduate education, department, or program. Indicate your title and dates of service.

List any awards, honors, and achievements you have received this academic year.

Are there any other factors that you would like to have included in your evaluation?

--

Evaluation

To be completed by the Advisor, in conjunction with any additional assistantship supervisory faculty.

Based upon the faculty's discussion, you were rated in each of the following dimensions. (Inadequate: Not meeting expectations, not progressing; Adequate: Meeting expectations, making sufficient progress; Exceptional: Exceeding expectations, exceptional progress).

	Inadequate	Adequate	Exceptional
Academic Quality (in coursework)			
Academic Progress			
Research Quality (in research or assistantship)			
Research Progress			
Professional Skill Acquisition			
Personal & Professional Development			

Evaluation Commentary

--

Student's signature

Date

Mentor or Graduate Director's signature

Date

For students with assistantship assignments apart from their mentor:

Supervisor's signature

Date

Appendix C

Saint Louis University
Family and Community Medicine

PhD in Medical Family Therapy Program of Study Worksheet

I. Prerequisites:

1. Master's degree from a COAMFTE accredited program.

Date of Degree: _____ Institution: _____

OR

2. Completion of a Master's degree in a related mental health field and the required pre-requisite courses for the program. Areas not completed constitute deficiencies and must be completed prior to beginning coursework toward the doctorate.

Degree: _____ Major: _____ Date Awarded: _____

Competency Area	Course Number	Course Name	Date Completed
Introduction to Family Therapy			
Foundational Course in Theory			
Group Counseling Course			
Ethical & Legal Issues Course			
Diagnosis & Assessment Course			
Gender and Sex Course			
Family Studies/Human Development Course			
Families and Health/Health Topics Course			
Self of the Therapist/ Reflective Course			
Research Methods Course			
Culture and Diversity Course			
*Practicum/Internship (min. 9 cr.)			

* The Practicum and Internship must have consisted of experience in treating couples and families for a minimum of 500 client contact hours.

II. Program Requirements

- (Date) AAMFT Student Membership (copy uploaded to FolioTek)
- (Date) Professional Liability Coverage (copy uploaded to FolioTek)
- (Date) HIPAA Training (copy uploaded to FolioTek)
- (Date) Background Check (before entering practicum)
- (Date) IRB Training (copy uploaded to FolioTek)
- (Date) Verification of Master's Clinical Hour Requirements (Foliotek)

*AAMFT Student Membership and Professional Liability Coverage must be kept current throughout your time in the program. You will need to upload updated confirmation of each upon renewal to FolioTek each year.

III. Program of Study

	Year 1	Proj. Sem.	Sem. Comp.
Fall Semester			
MFT 6720 Integrative Care Practicum (3)			
MFT 6740 Theories and Models of MedFT (3)			
MFT 6760 Families, Health, & Illness (3)			
MFT 6730 Research Practicum (1)			
MFT 6830 Couple and Family Research (3)			
Spring Semester			
MFT 6720: Integrative Care Practicum (3)			
MFT 6500: Neurobiology of Interpersonal Behavior (3)			
MFT 6970: Research Topics in MedFT (3)			
MFT 6730 Research Practicum (1)			
Summer Session			
MFT 6720: Integrative Care Practicum (3)			
MFT 6770: Behavioral Medicine and Integrative Care (3)			
	Year 2	Proj. Sem.	Sem. Comp.
Fall Semester			
MFT 6690: Supervision in Family Therapy (3)			
MFT 6870: Clinical Supervision (1)			
Research Elective Course: _____ (3)			
MFT 6730: Research Practicum (1)			
Spring Semester			
MFT 6140: Phenomenology (3)			
MFT 6750: Supervision Practicum (3)			
MFT 6870: Clinical Supervision (1)			
MFT 6820: Teaching Skills in Medicine (3)			
MFT 6750: Supervision Practicum (3)			
Summer Session			
MFT 6790: Community Health and Health Policy (3)			

MFT 6870: Clinical Supervision (1)		
MFT 6990 Dissertation		
Year 3		
Fall Session		
MFT 6910 Internship (0-3)		
MFT 6990 Dissertation		
Spring Session		
MFT 6910: Internship (0-3)		
MFT 6990 Dissertation		

* A minimum of twelve credit hours, including MFT 697 and MFT 697, in research methods and statistics is required. Elective courses may be selected, in consultation with your mentor, that augment your clinical or research interests.

Elective courses:

MFT 6840 Practicum: Teaching in Family Therapy OR
Other electives with approval of Advisor

III. Portfolio (Preliminary Written Examination):

- Courses transferred have been approved by the Office of Graduate Education
- All special requirements for admission have been met
 - Student has participated in the Personal and Professional Development Evaluation
 - Meeting and Provisional Status has been removed
- If grades of B+ or better were not obtained in course work, additional study or tutoring as recommended by advisor have been completed
- If above courses contributed to another degree, an elective was substituted to bring the total to 42 semester hrs beyond prerequisites
- Portfolio requirements have been completed and approved

**Saint Louis University
Medical Family Therapy**

PhD in Medical Therapy Program of Study (Part-time) Worksheet

IV. Prerequisites:

3. Master's degree from a COAMFTE accredited program.

Date of Degree: _____ Institution: _____

OR

4. Completion of a Master's degree in a related mental health field and the required pre-requisite courses for the program. Areas not completed constitute deficiencies and must be completed prior to beginning coursework toward the doctorate.

Degree: _____ Major: _____ Date Awarded: _____

Competency Area	Course Number	Course Name	Date Completed
Introduction to Family Therapy			
Foundational Course in Theory			
Group Counseling Course			
Ethical& Legal Issues Course			
Diagnosis & Assessment Course			
Gender and Sex Course			
Family Studies/Human Development Course			
Families and Health/Health Topics Course			
Self of the Therapist/ Reflective Course			
Research Methods Course			
Culture and Diversity Course			
*Practicum/Internship (min. 9 cr.)			

* The Practicum and Internship must have consisted of experience in treating couples and families for a minimum of 300 client contact hours.

V. Program Requirements

- (Date) AAMFT Student Membership (copy uploaded to FolioTek)
- (Date) Professional Liability Coverage (copy uploaded to FolioTek)
- (Date) HIPAA Training (copy uploaded to FolioTek)
- (Date) Background Check (before entering practicum)
- (Date) IRB Training (copy uploaded to FolioTek)
- (Date) Verification of Master's Clinical Hour Requirements (Foliotek)

*AAMFT Student Membership and Professional Liability Coverage must be kept current throughout your time in the program. You will need to upload updated confirmation of each upon renewal to FolioTek each year.

Program of Study

Year 1-Year 3	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 6720 Integrative Care Practicum (3)		
MFT 6740 Theories and Models of MedFT (3)		
MFT 6760 Families, Health, & Illness (3)		
MFT 6730 Research Practicum (1)		
MFT 6830 Couple and Family Research (3)		
Spring Semester		
MFT 6720: Integrative Care Practicum (3)		
MFT 6500: Neurobiology of Interpersonal Behavior (3)		
MFT 6970: Research Topics in MedFT (3)		
MFT 6730 Research Practicum (1)		
Summer Session		
MFT 6720: Integrative Care Practicum (3)		
MFT 6770: Behavioral Medicine and Integrative Care (3)		
Year 2-Year 4	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 6690: Supervision in Family Therapy (3)		
MFT 6870: Clinical Supervision (1)		
Research Elective Course: _____ (3)		
MFT 6730: Research Practicum (1)		
Spring Semester		
MFT 6140: Phenomenology (3)		
MFT 6750: Supervision Practicum (3)		
MFT 6870: Clinical Supervision (1)		
MFT 6820: Teaching Skills in Medicine (3)		
MFT 6750: Supervision Practicum (3)		
Summer Session		
MFT 6790: Community Health and Health Policy (3)		

Courses in **Bold** are core courses that must be taken in sequence.

* A minimum of twelve credit hours, including MFT 697 and MFT 697, in research methods and statistics is required. Elective courses may be selected, in consultation with your mentor, that augment your clinical or research interests.

Elective courses:

MFT 6840 Practicum: Teaching in Family Therapy OR
Other electives with approval of Advisor

III. Portfolio/Comprehensive Examination:

- Courses transferred have been approved by the Office of Graduate Education
- All special requirements for admission have been met
 - o Student has participated in the Personal and Professional Development Evaluation
 - o Meeting and Provisional Status has been removed If grades of B+ or better were not obtained in course work, additional study or tutoring as recommended by advisor have been completed
 - o If above courses contributed to another degree, an elective was substituted to bring the total to 42 semester hrs beyond prerequisites
- Portfolio requirements have been completed and approved

Appendix D



Annual Ph.D. Graduate Student Review

Department of Family & Community Medicine

Medical Family Therapy Program

**Please Print or Complete Electronically to Ensure
Accurate Entry.**

All text boxes are expandable.

Student Information

Date of Evaluation :	
Name: _____	
Email: _____	Phone: _____
Banner ID: _____	Mentor: _____
Graduate Program: _____	Degree: _____

Are you on Academic Leave? - Yes - No
If Yes, please attach a copy of your Leave Agreement to this review.

Academic Coursework

Previous courses: List chronologically all previous courses you have taken since enrolling at SLU in your degree program, including the grades you received. Lines can be added to the table as you progress. (You find this information using Banner.)

Term	Course #	Course Title	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Credits

Future courses: Which courses do you intend to take and when? Lines can be added to the table as you progress.

Term	Course #	Course Title	Credits

Dissertation Research Activities

Describe your current progress with the dissertation requirement of the program. Provide expected timelines, with dates, for completion of the major components of your dissertation (e.g., proposal meeting, IRB approval, data collection, data analysis, written draft, final written version, committee approval, oral defense).

--

Assistantship Activities

Support: Have you received financial support from either SLU or external organizations? If so, what is the source (e.g., teaching assistantship from the department, research assistantship from NSF grant, etc.)? If none, leave blank.

Term	Source of Support

Teaching: In which courses and semesters have you been a Teaching Assistant? In which courses and semesters have you been the Primary Instructor? If none, leave blank.

Term	Course #	Course Title	Role

Research: On which projects and in which semesters have you been a Research Assistant? If none, leave blank.

Term	Project Title	Role

Progress Toward Degree

Please summarize your progress in completing the program competencies. A copy of your FolioTek report that was sent to you with this evaluation should be attached to the evaluation. Provide an estimated completion date for any requirements that have not been completed.

Clinical Skills

Provide a brief assessment of your clinical skills based on the Clinical Skills Evaluations that you have received (these can be reviewed in FolioTek). Provide a description of the areas of clinical focus in the coming year.

List below all internships or practica that you have had this academic year, indicating the place and time-frame of the program.

Theoretical and Clinical Knowledge

Summarize your progress in completing the requirements in the areas of Research Proposal, Personal Philosophy of Therapy, Clinical Specialization Paper, and Theories and Models of Medical Family Therapy. Provide a timeline for completion of requirements that have not been met.

Clinical Case Presentation

Summarize your progress in completing the Clinical Case Presentation requirement. Provide a timeline for completion of requirements that have not been met.

Intellectual Inquiry

List below all presentations at professional meetings and conferences (use APA style) for the current academic year (Please include any presentations to occur over the rest of the academic year, including summer—if known). Also, provide a timeline for completion of the FolioTek Presentations requirement.

List below all articles or manuscripts submitted for publication this academic year, indicating the journal to which it was submitted and the results of editorial review (use APA style). Also, provide a timeline for completion of the FolioTek Journal Article requirement.

List below all internal or external grant submissions (or your participation in the submission) this academic year, indicating the funding source to which it was submitted and the results of the review if known.

--

Teaching Skills

Describe your progress in completing the Teaching Skills requirement including the title, date and audience of outreach activities and your progress in completing the Reinert Center for Transformative Teaching and Learning Certificate. Provide a timeline for completion of the Teaching Skills requirement.

--

Clinical Supervision

Describe your progress in completing the Clinical Supervision requirement including coursework, practicum, hours of supervised supervision and hours of supervision. Provide a timeline for completion of the Teaching Skills requirement.

--

Internship

Describe your plans for completion of the Internship requirement with projected date for beginning the internship and sites under consideration.

--

Professional Development

List all professional organizations of which you are a student member, including any offices held.

--

Describe any professional service and/or leadership positions associated with the university, graduate education, department, or program. Indicate your title and dates of service.

--

List any awards, honors, and achievements you have received this academic year.

--

Are there any other factors that you would like to have included in your evaluation?

--

Evaluation

To be completed by the Mentor or Advisor, in conjunction with any additional assistantship supervisory faculty.

Based upon the faculty's discussion, you were rated in each of the following dimensions. (Inadequate: Not meeting expectations, not progressing; Adequate: Meeting expectations, making sufficient progress; Exceptional: Exceeding expectations, exceptional progress).

	Inadequate	Adequate	Exceptional
Academic Quality (in coursework)			
Academic Progress			
Research Quality (in research or assistantship)			

Research Progress			
Professional Skill Acquisition			
Personal & Professional Development			

Evaluation Commentary

--

Student's signature

Date

Mentor or Graduate Director's signature

Date

For students with assistantship assignments apart from their mentor:

Supervisor's signature

Date

Appendix E

Medical Family Therapy Department of Family and Community Medicine Policies and Procedures for Preliminary Degree Examination Portfolio

The doctoral degree in Medical Family therapy is a degree representing advanced scholarly and clinical attainment and knowledge. We, the faculty, believe the Ph.D. requires the student to demonstrate scholarly competence, engage in self-directed inquiry, and demonstrate the ability to conduct and report research. We therefore require a preliminary degree examination where students can demonstrate their ability to integrate and synthesize ideas learned from program coursework.

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

As a method of determining students have demonstrated excellence in their chosen discipline, it has been determined that a portfolio of specific papers, presentations and other accomplishments will be required for students. This portfolio serves as a partial fulfillment for the doctoral degree in Medical Family Therapy and will constitute the Preliminary Degree Examination

Expected accomplishments and documentation requirements are outlined below. These requirements are a substantive portion of the student outcome assessment conducted through FolioTek and are contained in the PhD in Family Therapy Directed Response Folio program in FolioTek. The grading criteria, methods, and rubrics for each of the requirements are found in FolioTek.

Students may use portions of this portfolio to prepare a public portfolio that may be disseminated to potential employers or other interested individuals. However, the evaluations, grades and any confidential material that has not been authorized through a signed release will not be available or disseminated to the public; they will be securely kept in the Directed Response Folio in FolioTek.

Timely progress in fulfilling these benchmarks will be evaluated on an ongoing basis; including a review at the time of the student's Personal and Professional Development Interview at the end of their second semester in the program, informal reviews with the advisor/mentor and through annual evaluations at the end of each academic year. Since

many of the required papers and presentations are connected to courses, appropriate feedback and guidance will occur within that context. Failure to accomplish the expected outcomes connected to those courses will be noted and reviewed by the advisor/mentor in consultation with the appropriate faculty member.

All portions of the doctoral Portfolio are to be completed, evaluated and approved prior to Oral Examination. It is the student's responsibility to meet with his or her mentor to review the portfolio and for the mentor to inform the department of completion of the requirements. **All portions of the Portfolio must be completed prior to scheduling the student's final dissertation defense.** Any exceptions to this policy require the consent of both the mentor and program director. Please refer to the Foliotek requirements for portfolio items that need to be uploaded prior to the dissertation defense. **The dissertation defense is the last requirement that is evaluated in the doctoral program.**

Appendix F

Medical Family Therapy Traditional Dissertation Checklist

Preparation for the Preliminary Oral Exam

Throughout the dissertation process, the student must remain in good standing with the University. This means being registered every spring and fall semester, and submitting extensions in a timely manner. Students who have completed seven years in the doctoral program will need to submit annual extension papers through their advisors to the Graduate School. Students need to submit these extension requests on time, and make sure they meet all conditions listed on the approved extension.

***In addition to this checklist, students should consult the Process for Students Pursuing a Doctor of Philosophy document. This provides information about the process for completing all steps necessary for graduation through the office of Graduate Education, including forms that need to be completed and submitted. Delay in submitting forms could result in delayed meetings and graduation.**

- ____ 1. Once students have completed their required number of research practicum hours, they should register for dissertation hours. Students working on their any stage of their dissertation project must register each spring and fall semester for dissertation hours.
- ____ 2. Students select a mentor/dissertation chairperson and two committee members to serve on the Dissertation Committee. Students should be prepared to talk about their dissertation ideas and their expected process with prospective committee members prior to asking them to serve on their Dissertation Committee.
- ____ 3. Topic selection: Students should work collaboratively with the Mentor to develop a workable topic:
 - Dissertation research should contribute new knowledge/understanding to the field
 - The topic should not be too close to personal issues, past or present, of the student
 - Methodology should be appropriate to the research question being asked. Students are encouraged to select research courses that will facilitate their progress on their dissertation; additional coursework may be required if the student is not prepared to use the methodology chosen. (e.g., SPSS course if you plan to use that program).
- ____ 4. Students then work directly with their Mentors to prepare the dissertation proposal. In a traditional dissertation the proposal includes the first three chapters of the dissertation: 1) the rationale for the study, 2) the review of the literature, and 3) the methodology. Please see appendix J for guidance on using the 3-article dissertation format.
- ____ 5. When the Mentor agrees the dissertation proposal is sound and ready to go to committee, the oral exam is scheduled and requisite paperwork is completed. Paperwork must be submitted at

least two weeks prior to the exam. Two additional faculty members are selected to serve as readers on the oral examination committee. Your dissertation proposal document should be submitted to your committee members and readers no later than two weeks prior to your scheduled oral exam.

- Please use “Doodle Group Scheduler” at www.doodle.com to facilitate setting up the oral exam.
- If you will be including committee members and/or readers who are not part of the Saint Louis University community, you will need to acquire approval from the Department. Please see your advisor for more information about the approval process.

____6. The oral exam is a collaborative process to make the proposal as strong as possible. The session is two hours in length, and five faculty members are present.

____7. Upon successful completion of the oral examination, the student submits an IRB proposal.

Dissertation

____8. Students who are collecting data should maintain regular contact with the Mentor throughout this process. At times, changes may be needed in the methodology and this will necessitate a revised proposal to IRB. At the end of data collection, the student and Mentor discuss the data analysis process.

____9. Drafts of chapter 4 (results) and chapter 5 (discussion) are submitted initially to the Mentor for feedback. Several drafts are usually submitted before the student receives clearance to prepare the final draft.

____10. All students will participate in a public defense of the dissertation. This is a two-hour process that includes the student’s presentation of the dissertation (30-60 minutes), questions from the committee and participants, and a celebration at the end. Ask your advisor for details of this process.

____11. After successful defense of the dissertation, student will make any committee recommended changes to the document. The student will then make an appointment with the Doctoral Candidacy Advisor at the office of Graduate Education. She will evaluate the format and style of the draft and suggest changes. Note the office of Graduate Education deadlines each semester. Students should follow the formatting guidelines of APA and the office of Graduate Education in preparing drafts.

Medical Family Therapy
What a Traditional Dissertation Typically
Includes

Ultimately, you and your dissertation committee will determine what does and does not belong in your final product. The outline below should give you some guidelines that are common across most traditional dissertations. Your dissertation must also be formatted according to the most recent University [formatting guidelines](#).

Abstract – This is a summary of the focus, methodology, results and implications of your completed research. Please wait to write this abstract until you have completed all five chapters.

Chapter I – Introduction

- A. Background and Focus of the study
- B. Theoretical perspectives/framework on the topic
- C. Need for the study -2 paragraph
- D. Purpose of the study- 3-4 sentences
- E. Hypotheses (if a quantitative study)
- F. Definition of terms (if appropriate)
- G. Summary & overview of the dissertation- 1 long summary paragraph

Chapter II – Literature Review

The goal of a literature review in a dissertation is to both summarize and evaluate the state of the research in a area, so you can justify why your study is the logical next step. A literature review should also be an evaluation of the quality of research conducted, which allows you to make statements about the status of research in this area. Your outline for this chapter will be determined by the variables you are researching. The chapter should move from general to specific—from studies and theories about the broad sweep of your topics to studies which get closer and closer to the exact kind of research you will be conducting. The focus should be on research studies conducted on your topic rather than anecdotal or clinical descriptions. Research should be summarized by constructs, rather than study by study. Your advisor can suggest resources for learning more about writing an effective literature review.

Chapter III – Methodology

- A. Design of the study
- B. Description of the sample including inclusion/exclusion factors and recruitment procedures
- C. Data collection procedures – step by step description of what the researcher and subjects will do
- D. Instrumentation
 - a. If qualitative, discuss interviewer's credentials, and means for assessing and demonstrating the trustworthiness of the data.
 - b. If quantitative, discuss purposes and nature of each instrument or procedure used, reliability and validity of the instrument, etc.
- E. Research hypotheses/questions for quantitative studies
- F. Methods of data analysis
- G. Ethical Issues

Summary

Chapter IV – Results

- A. Demographic information about the subjects

- B. For quantitative studies: this chapter will usually be organized by hypotheses. Each one will be restated, the data related to that hypothesis will be presented (often with tables), and a brief statement will be made about whether the hypothesis was rejected or accepted. No interpretations or comparisons are included in this chapter.
- C. For qualitative studies, this chapter will be organized around the themes found in the analysis of the data. Direct reports of observations and verbatim quotations should be included to demonstrate the full flavor of the phenomenon under study.

Chapter V – Discussion

- A. Summary of the findings
- B. Discussion of the findings – this is where your interpretations are discussed
- C. Implications of the findings, including how the results confirm or challenge previous theories or studies
- D. Limitations of the study
- E. Recommendations for future research
- F. Conclusion

Appendices- It is useful to include information in this section that was provided to the IRB.

- A. Recruitment Materials**
- B. Questionnaires and Measures (if they are not copyrighted)**
- C. Additional Material**

References – Be sure every citation in the text is in the reference list, and every item in the reference list has a citation in the text

Appendix G

Saint Louis University

Medical Family Therapy Program

Department of Family & Community Medicine

Three Article Dissertation Format
Medical Family Therapy Program
Department of Family and Community Medicine
School of Medicine
Saint Louis University

From the Saint Louis University Graduate Education Catalog:

The Candidate for a PhD. must write a dissertation and present and defend their original and independent research. [A minimum of] twelve semester hours of Dissertation Research are required of each student pursuing the Ph.D. within the ordinary time period to the degree. The written work must follow a composition format within guidelines established by the major field and the Formatting Guide. A 3- paper model is allowed as an alternative to the traditional five chapter dissertation. This model permit[s] the doctoral candidate the option of compiling three (or more) related articles that have been published or approved for publication in one or more peer-review scholarly journals. The articles are related to a central theme. Each article becomes a chapter within the dissertation. The Doctoral Candidacy Advisor completes a format evaluation of the dissertation and abstract by appointment. The student will then submit the abstract and dissertation to ProQuest/UMI.

The Office of Graduate Education has established that each graduate program may establish the policies and procedures for the 3-paper model. The following is the policy and guidelines for the Medical Family Therapy Program. The Office of Graduate Education policy states students who use the Multiple-article Dissertation Format are required to have three fully developed parts. If the dissertation contains articles that have been published previously, the student must follow the copyright requirements outlined in the Office of Graduate Education's 'Formatting Guide: Thesis, and Dissertation'

Medical Family Therapy Multiple-article Policy

It is acceptable to submit a doctoral dissertation composed of at least three published or publishable papers. A student who wishes to use this format should seek the approval of his/her dissertation mentor before beginning the project, at the dissertation proposal stage. The use of the publishable article format is entirely at the discretion of the student's dissertation mentor and committee. Your

dissertation committee, not journal editors or reviewers, will determine whether the chapters substantially meet the content and submission guidelines for a credible submission for publication as well as meeting the program's dissertation goals.

The body of the multiple-article format consists of at least three thematically related original article-length manuscripts.

1. The first chapter provides a statement of the problem, its background and significance, the hypotheses to be tested, the rationale and justification for how the manuscripts are thematically related, an outline of articles that are already in progress, a list of proposed journals and a rationale for why each journal is a potentially good fit for the article, possible co-authors including their roles, an overview of the remaining chapters and a timeline for completion of the work. This constitutes the dissertation proposal (preliminary oral examination) that is presented to the dissertation committee.
2. Subsequent chapters are the article-length manuscripts themselves.
3. The final chapter discusses the implications of those results, draws the appropriate conclusions, and lays out an agenda for future research on the issues addressed in the dissertation.

The student must be the first (or sole) author on at least two of these manuscripts but may be the second author on the remaining manuscript(s). Co-authorship must be established at the outset (to the extent possible) and presented in the dissertation proposal. The Mentor and all involved parties must approve changes to authorship. Fellow students may be co-authors on an article; however, a single article cannot be used for two or more students' dissertations (you can share scholarship but not dissertations).

Articles published prior to the defense of the dissertation proposal **are not eligible** for use in the dissertation.

In the multiple article format, it is important that the first and final chapters be substantive, that the multiple articles be integrated by a theme and include a strong literature review, and that these opening and closing chapters integrate the dissertation while providing a meaningful context for the article chapters. The articles included must be such that it is possible to see a real unity in the content of the dissertation. If the articles are submitted to a journal prior to the dissertation defense the mentor, in consultation with the committee, authorizes submission. The subsequent reviews and editorial decisions of the journal do not take precedence over the recommendations and decisions of the committee.

Formatting of the multiple article dissertation must follow the guidelines of the intended journal(s) and the Office of Graduate Education's, 'Formatting Guide: Thesis, Project and Dissertation'

Suggestions/Guidance for Multiple-article Format

This section contains helpful guidance and suggestions for students and committees and should be seen as advising and orientation rather than formal policy.

Do not force what should be a more “traditional” dissertation into the publishable chapter format. For instance, describing the methodology and approach for your research will not produce a “publishable article.” Journals want original research that contributes new knowledge or tests existing theory.

Often you will spend more time on the research work and analysis in order to successfully produce multiple publishable articles than if you used a more traditional approach to your dissertation.

Students are strongly encouraged to use electronic citation software for their dissertations. In the case of the publishable article format the use of such software is highly recommended. With differing requirements for formatting and the possibility of submissions to multiple journals if not accepted upon the first submission, electronic citation software is very useful.

Advantages of Multiple-article Dissertation Format

- Fosters identity as a reflective practitioner by learning and experience in publishing process.
- Provides an opportunity for publishing for students interested in an academic career.
- Accelerates publishing for competitive job markets.
- Recommendations and comments from reviewer can improve quality, but this can take a lot of time.
- More effective and timely in dissemination of dissertation scholarship.
- Facilitates a variety of methodologies (i.e., qualitative, quantitative, etc).
- Assists in building a research program.

Disadvantages of Multiple-article Dissertation Format

- Sometimes difficult to determine how to break up projects and the challenges of dissertation that struggles for coherence.
- Not always applicable; some studies are too big or do not divide easily.
- Managing time between dissertation and publishing “revise and resubmit” cycle.
- Risk of more work or longer time (many small projects).

Copyright Issues

Copyright issues may get complicated in the publishable article format. For students who wish to publish the chapter articles after the dissertation has been submitted, ProQuest allows any work submitted to them to be reused by the author without permission from ProQuest. In some cases, a student might choose to “embargo” her/his dissertation. This will allow submitted manuscripts from the dissertation to be published first in a journal. Working closely with the journal editor on these issues is very important in this process. See the Office of Graduate Education, *Formatting Guide: Thesis, Project and Dissertation* for more on the embargo process.

Inclusion of work in the dissertation that has been previously published by the degree candidate is a common practice in research institutions across the country. Students who wish to publish articles before completion of the dissertation should carefully review the *Formatting Guide* sections, “4:

Special Dissertation Options” and “5: Copyrighting Information.” These sections detail the contacts and agreements a student will need to make with journal editors in order to use articles published in these journals in a dissertation. Permission letters from journals will be required at the time of the submission of the dissertation.

Students with questions regarding copyright should review the *Formatting Guide* and contact the Doctoral Candidacy Advisor in the Office of Graduate Education.

Note: Some of the text above has been used or modified from the policies of Saint Louis University, University of Arkansas, University of Illinois at Chicago, University of Illinois Springfield and other sources.

Appendix H

Saint Louis University
Medical Family Therapy

Change of Advisor Form

Directions:

A student is assigned a temporary advisor when entering the MA or PhD program. When a student selects a dissertation committee chairperson/mentor, a change of advisor form should be completed.

1. Complete top portion of form and then meet with your current advisor to notify them that you have chosen the chair of your dissertation committee.
 2. Obtain the signature of your new committee chairperson.
 3. The request should then be forwarded to the department chair for approval.

Student Name: _____ Banner ID: _____
Current Advisor: _____
New Advisor (MA Students) / (PhD Students): _____

Current Advisor Signature

Date

New Advisor/Dissertation Committee Chair/Mentor Signature

Date

Request is: approved denied

Signature of program director

Date

Copies sent to: Student Current Advisor PhD Mentor Student File

Date sent: _____

Appendix I

Personal and Professional Development Evaluation

Professional Responsibility

Please evaluate the criteria according to the scale:

1	2	3	4	N/A
---	---	---	---	-----

1.a. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.

1.b. The student relates to peers, professors, and others in a manner consistent with stated professional standards.

1.c. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.

1.d. The student demonstrates application of legal requirements relevant to training and practice.

Response Legend: **1** = Fails to meet criteria at program level **2** = Minimally meets criteria at program level **3** = Meets criteria at program level **4** = Exceeds criteria at program level

Competence

Please evaluate the criteria according to the scale:

1	2	3	4	N/A
---	---	---	---	-----

2.a. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.

2.b. The student takes responsibility for compensating for her/his deficiencies.

2.c. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.

2.d. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients.

2.e. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.

Response Legend: **1** = Fails to meet criteria at program level **2** = Minimally meets criteria at program level **3** = Meets criteria at program level **4** = Exceeds criteria at program level

Maturity

Please evaluate the criteria according to the scale:

1	2	3	4	N/A
---	---	---	---	-----

3.a. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.

-
- 3.b. The student demonstrates honesty, fairness, and respect for others.
-
- 3.c. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.
-
- 3.d. The student demonstrates the ability to receive, integrate, and use feedback from peers, teachers, and supervisors.
-
- 3.e. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.
-
- 3.f. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.

Response Legend: 1 = Fails to meet criteria at program level 2 = Minimally meets criteria at program level 3 = Meets criteria at program level 4 = Exceeds criteria at program level

Integrity

Please evaluate the criteria according to the scale:

1	2	3	4	N/A
---	---	---	---	-----

- 4.a. The student refrains from making statements which are false, misleading, or deceptive.
-
- 4.b. The student avoids improper and potentially harmful dual relationships.
-
- 4.c. The student respects the fundamental rights, dignity, and worth of all people.
-
- 4.d. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.
-
- 4.e. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Response Legend: 1 = Fails to meet criteria at program level 2 = Minimally meets criteria at program level 3 = Meets criteria at program level 4 = Exceeds criteria at program level

Appendix J

Medical Family Therapy Program - Graduate Student Travel Policy and Reminders

Required Documentation:

- 1) Original receipts for all itemized expenses – meals, lodging, transportation (public, shuttles, taxi), etc.
- 2) Original receipts for Conference Fees.
- 3) Original receipt and Boarding Passes for Airfare
- 4) Conference program cover
- 5) Conference program page with your name listed (if applicable)
- 6) Abstract (if applicable)

When You Return - :

- 1) The “GSA Conference Award Application Instructions and Checklist” are on the GSA google site – <https://sites.google.com/a/sluedu/graduate-student-association/conferenceawards> (Step-by- step instructions are given.)
- 2) After you have completed the “Conference Award Application” spreadsheet and the “Conference Award Cover Page”, please submit to Mary with attached documentation and she will obtain the GSA Rep’s and Department Chair’s signature, and will then submit the application and back up documents electronically as one PDF to gsa@slu.edu (and will CC the student).
- 3) Mary will then process the eSEEPAY DPV or IDO for the department travel award (when applicable).

REMEMBER:

- 1) All Conference Award Applications are due within 30 days after the end of the conference.
- 2) Students must complete the attached (two) forms (prior to the trip) for department use: 1) "MFT Pretrip Request for Travel"; and 2) "Graduate Student Travel Request Form" - submit both forms to Mary at least 4 weeks prior to the trip (and she will obtain signatures).
- 3) Students traveling internationally are also required to 1) complete an "International Travel Approval Form – SOM" prior to the trip. Submit to Mary and she will obtain signatures and forward to the SOM Financial Office; and 2) It is **MANDATORY** that any student receiving support for international travel and who does not have international travel insurance that covers health care, medical evacuation and repatriation, must sign up for insurance through the International Services Web site at <http://www.sluedu/study-abroad-home/health-and-safety/international-health-insurance>. No travel award will be made without proof of existing or purchased insurance.
- 4) Graduate Student travel reimbursement is no longer processed through Central Processing like regular travel, it goes through Student Financial Services. So, if you have a balance, your conference award will be deducted from that balance. If you have a balance of \$0.00, you will be mailed a check. If your student account balance is less than your conference award, you will be mailed a check of the difference. If you would like this check to be directly deposited into your banking or checking account, please log into MySLU, go to the Tools tab, then go to the Payment Suite tab, and then follow the instructions for eRefunds.
- 5) Students will be reimbursed \$75 for in-state conferences and up to \$300 for out-of-state conferences. Students must give a presentation to be reimbursed and must also submit for reimbursement through the GSA.

**Saint Louis University
Medical Family Therapy Program**

Graduate Student Travel Request to Present at a Professional Meeting

Applicant Name: _____	Phone Number: _____
SLU Email Address: _____	
Name of Meeting/Conference: _____	
Sponsoring Organization: _____	
Are you a member of this organization?	Yes
No Location of	
Meeting: _____	Date _____
s of Meeting: _____	
Have you received/been approved for Department travel dollars this year? Yes _____	
Indicate any responsibilities that you will have at this meeting (e.g., presenting paper, organization officer, session chair): 	
If you are presenting, what is the title? 	
If there is more than one author, please list in the order these were submitted to the meeting sponsor: 	
Indicate the type of session: Oral presentation Poster presentation Round table Panel discussion Other, please describe: _____	
Would you be willing to share your presentation with faculty and other students after attending the meeting/conference? Yes _____ No _____	

What would be the benefits for you and the department by attending this meeting?

I have attached a completed MFT Pre-trip Request for Travel Authorization

I will be submitting a GSA Funding Request Form for reimbursement of expenses from The Graduate School

Signatures:

Applicant:	Date:
Advisor/Mentor:	Date:
Department Chair:	Date:

Appendix K

Saint Louis University
Medical Family Therapy Program

**Ph.D. Internship Clinical Experience
Agreement**

University Section

Name of Student:	Date of Practicum:
Practicum Site:	Site AAMFT Supervisor:
CFT Supervisor:	

The Medical Family Therapy Program agrees to assign an **AAMFT Approved Faculty Supervisor or Faculty Supervisor-in-Training** to serve as the university supervisor for the Ph.D. Practicum if an AAMFT supervisor or equivalent is not available at the site.

The university supervisor will:

1. Meet regularly with each practicum student for clinical supervision to discuss the practicum process, cases, and other pertinent issues related to relational practice.
2. Provide the student with all the necessary forms and reports for the practicum.
3. Contact the **Site Supervisor** at the beginning of the student's practicum to discuss the student's specific practicum experiences.
4. Telephone the Site Supervisor and/or visit the practicum site to monitor the student's progress and confer with the supervisor.
5. Provide materials for evaluation of the student and the practicum experience.

The Director of Clinical Services will maintain close contact with the university supervisor of the internship. Saint Louis University ensures all students registered in classes, supervision or internships. The student will also carry his or her own liability insurance.

Max Zubatsky, Ph.D., LMFT
 Internship Field Coordinator, Medical Family Therapy Program, Department of Family & Community Medicine
 (314) 977-2496
max.zubatsky@health.slu.edu

Date

Agency/Practicum Site Section

____ accepts _____
 (Agency/Practicum Site) (Student Name)

for a practicum in couples and family therapy for _____
 (# of months and specific dates)

The Site Supervisor agrees to the following:

1. To provide clinical/practicum experiences to the student named above who is enrolled in the Doctoral Practicum, Medical Family Therapy Program, Department of Family and Community Medicine, Saint Louis University.
2. To be present on-site when the student is on site, or have an assigned designee known to the student, on-site when the student is on-site, to be available if questions or concerns arise.
3. To provide the following student with at least one hour of supervision weekly.
4. To contact the university supervisor, Director, Clinical Services, and/or the Program Director, Medical Family Therapy Program if any question or concerns arise throughout the course of the Internship.
5. To complete the student evaluation forms when requested.

 Designated Agency/Practicum Site Official _____ Date _____

 Designated Site Supervisor _____ Date _____
 (AAMFT Approved Supervisor? yes no)

 Supervisor License Number and Type _____

 Site Address and Telephone Number/s _____

Student Section

Name of Student

To persons concerned – I agree to:

1. Adhere to the policies and procedures for professional personnel in the setting of my practicum.
2. Maintain professional standards in keeping with the ethical standards of the American Association of Marriage and Family Therapists.
3. Cooperate with the site supervisor in my practicum setting and with my Saint Louis University supervisor.
4. Maintain an accurate and complete log of activities as requested by the university and/or site supervisor.
5. To carry liability insurance.
6. Submit required reports/evaluations in a timely manner to the site supervisor, my university supervisor, and any other agencies or persons assigned.
7. Report concerns or problems promptly and completely to site and university supervisors so that these may be resolved.
8. Attend required meetings at both the site and the university.

Date

Signature of Student

Address of Student

Student Telephone Number/s

Appendix L

Saint Louis University
Medical Family Therapy

Master's Program Rank List for Primary Internship Sites

Name _____

Year in Program_____

Please list your top three sites that you would prefer to interview and/or apply for your internship. (1=top choice, 2= second choice, 3=third choice). It is important that you complete this early in the practicum Spring semester to allow for time to interview or connect with your preferred sites. After completing, please send a copy to both your advisor and the Director of Clinical Services. The Center for Counseling and Family Therapy and ANY faculty labs do not count as primary internship sites in the master's program.

Site 1: _____

Reason for Ranking this Site:

Site 2 _____

Reason for Ranking this Site:

Site 3 _____

Reason for Ranking this Site:

Appendix M

Saint Louis University
Medical Family Therapy

Practical Experience Hours for the Doctoral Program

Please use this chart below to track and confirm your total practical experience hours in the program. The form should be signed by the advisor and student prior to the defense of the dissertation. **You must reach a minimum of 500 total hours across at least two of the following domains: research, teaching, supervising, consultation, clinical practice, program development, or policy. You must have reached the 500 hours over a minimum of nine months.**

	Summary of work	Supervisor, Advisor or Mentor	Number of total hours
Research			
Teaching			
Supervising			
Consultation			
Clinical Practice/Experience			
Program Development			
Policy			
Total:			

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Appendix N

Saint Louis University
Medical Family Therapy

Master's Program Degree Checklist of Requirements in the Program *(Effective Fall 2022)*

Competency Area	Completed Competency
<u>Course Credits</u>	
Core Courses completed	_____
Internship completed	_____
 <u>Foliotek Required Documents</u>	
PPDE Evaluations	_____
Clinical Skills Evaluations	_____
Research and Intellectual Inquiry	_____
Leadership and Service Activity	_____
Multicultural/Social Justice Presentation	_____
Theory of Therapy Assignment	_____
 <u>Client contact hours</u>	
Met the 500 client contact hour requirement	_____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Appendix O

Saint Louis University
Medical Family Therapy

Doctoral Program Degree Checklist of Requirements Prior to Dissertation Defense *(Effective May 2022)*

Competency Area	Completed Competency
<u>Course Credits</u>	
Core Courses completed	_____
Internship completed	_____
<u>Foliotek Required Documents</u>	
PPDE Evaluations	_____
Clinical Skills Evaluations	_____
Integrated Behavioral Health Evaluations	_____
Theories and Models Paper	_____
Philosophy of Supervision Paper	_____
Article 1 (Lead Author)	_____
Article 2 (Co-author)	_____
Regional or National Presentation	_____
Leadership/Service Activity	_____
Multicultural/Social Justice Presentation	_____
Teaching Experience Outcome	_____
<u>Practical Experience of 500 Hours</u>	
Met the 500 practical hours over a minimum one year	_____
<u>MedFT Clinical Portfolio Qualifying Exam</u>	
Paper/ Presentation with Passing Grade	_____
<u>Dissertation</u>	
Dissertation Proposal Paper and Presentation	_____
Dissertation Credits Completed (min. 12 credits)	_____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Appendix P

Course Description and Checklist for Master's Couple and Family Program

(Program of study consists of *minimum* 60 credit hours, which includes multiple semesters of practicum and internship)



MFT 5210 – Introduction to Family Therapy (3) _____

This is an introductory course for students in the master's degree program in Family Therapy. The focus of the course is to introduce students to basic therapeutic skills and provide a broad overview of the family therapy field. Didactic and experiential approaches will be utilized to facilitate students' learning of family therapy skills through structuring, empathic listening, reflection, and the use of basic intervention skills. In addition to reflections and course discussion, students take part in role plays in the course to learn about the therapeutic environment.

MFT 6530 – Ethical & Legal Issues (3) _____

This course focuses on helping the therapist-in-training understand the basics of ethical decision-making, legal issues, and professional identity of the couple, marriage and family therapist. Students will learn about the AAMFT Code of Ethics and the process for determining how state statutes guide practice with individuals, couples, and families. A final paper, debates, and class discussions will further students' knowledge about the ethical and legal regulations.

MFT 6660 – Intro. to Family Studies (3) _____

In this course, students will learn about the history and evolution of family frameworks in the field. Students will identify how family varies on certain cultural, generational, and belief systems that can guide clinical work with different populations. Students will also understand how evidenced-based research and literature in the family field can inform clinicians about certain skills and techniques.

MFT 5770 – Foundations of Multicultural Family Therapy (3) _____

The goal of this course is to initiate the process of enacting social justice values and use of multicultural competencies in family therapy. This will include growing self-awareness about implicit and explicit biases, deconstruction of dominant colonial discourses in our modern lives, and construction of alternate and equally valuable discourses. We will explore historical trauma for minority communities, the globalization and connectedness of families, and, perhaps most poignantly, the issues of race, skin color, religion, immigration, and sexuality in the U.S.

MFT 6560 – Foundations in Couple and Family Therapy (3) _____

This course will provide an overview of family therapy. The theoretical framework of general systems theory and post-modernism will provide the basic conceptual perspectives. This course examines the structure and function of families and relationships, connecting theoretical underpinnings to the major models of family therapy. Family development, roles and interactions are studied as foundational in the practices of systemic/relational therapy interventions. Efficacy research for individual models and for common factors across models is presented.

MFT 5410 –Practicum in Family Therapy (6)_____

The practicum course prepares students to work with clients in practice and gain valuable experience to learn therapeutic skills and techniques. Students receive direct supervision from the instructor both in group and individual formats, reviewing cases, clinical topics, and other self of the therapist topics. Students will be evaluated on their clinical skills, case notes, and other therapy management skills. This course is only available to Couple and Family Therapy Students in the program.

MFT 6550 Diagnosis & Assessment in Family Therapy (3)_____

This course will provide an opportunity to examine how to understand a human being in a clinical or therapy context. Particular emphasis will be placed on the centrality of understanding that people live in a complex social context; and, that it is impossible to understand a person separate from their unique social context. Additionally, the course will cover the nature of comprehensive mental health appraisal; how to assess and diagnosis psychopathology using the Diagnostic and Statistical Manual of Mental Disorders (DSM-V). Students will also learn basic skills involved in assessing for couple and relational issues that exist in therapy

MFT 5700- Human Growth and Development (3)_____

This course will provide an opportunity to examine human development from birth to adulthood. Particular emphasis will be placed on development in context and the cultural considerations that impact the life course of humans. Thus, development from birth to adulthood will be examined within the context of the family life cycle, and stages of adult development. In addition, an ecological view of development will be discussed. The course will examine each phase of development with a focus on the clinical application of developmental knowledge to the process of marriage and family therapy.

MFT 5320 - Group Counseling (3)_____

This course is designed to prepare counselors in effective methods of group counseling. The primary focus of the course is to equip students with theoretical and practical approaches to group counseling and group dynamics. The course will include a weekly experiential group designed to demonstrate the application of concepts including: stages of group development, leader's role, and the skills needed to participate in group counseling. The emphasis in the weekly group is to identify and explore personal issues and concerns—especially those that may impede your effectiveness as a counselor. It is important to explore yourself in this process (strengths, “soft spots”, goals, personality style, world view, values, attitudes, biases, familial and cultural background, etc.). Students will have an opportunity to explore these issues through exercises and activities in and out of class, as well as by being a group member

MFT 5380- Theory and Intervention in Human Sexuality (3)_____

This course will familiarize students with theories, research, and therapeutic interventions for addressing human sexuality issues psychotherapy. Topics covered from a biopsychosocial-spiritual perspective include anatomy and physiology of sexual functioning, sexual development, sexual orientation, gender, infidelity, dysfunction and disorders, the social construction of human sexuality, oppression and stigma for special populations, and assessment and intervention. Efficacy research for individual models and specific intervention protocols are also reviewed

MFT 6570- Medical Family Therapy Externship (1)_____

This course is an externship format that introduces the concepts of Medical Family Therapy and family systems in healthcare. Students will learn skills on how to practice in different care settings and how to collaborate with providers for patients. Course content will also highlight the cultural and community issues affect patient and family health, incorporating elements of the biopsychosocial model to cases and vignettes in class.

MFT 5915 – Internship in Family Therapy (7)

Students take the internship course as a requirement of the MFT requirements for clinical hours and supervision. The class will be both group and individual supervision for students who see clients at their internship site and work at the Center for Counseling and Family Therapy. Students will be able to consult with their supervisor on cases, notes, and other administrative areas of their clinical work. This course is only available to Couple and Family Therapy students in the Medical Family Therapy Program. *Pre-requisite: MFT 5410*

MFT 6730-Research Practicum (1)

Students learn the practical experience in the doing of research including creating a literature review, conducting data collection and analysis, writing studies up for publication and professional presentation, responding to reviewer comments, and building a research agenda in particular career interests. Students will take part in all parts of this as assigned by the instructor. This course is usually taken under the advisor or direct mentor of the student.

MFT 5600- Family Research Methods (3)

This course introduces students to the concepts of research in the MFT and mental health fields. Students will learn about introductory concepts that will help track clinical outcomes in practice. Students will also learn specific research concepts such as regression and t-tests to help analyze specific research in the field.

MFT 6760- Families, Health and Illness (3)

This course will provide an opportunity to examine the interpersonal and psychosocial effects of health and illness on individuals and families. Emphasis will be placed on collaborative care in the context of a medical setting. Issues of focus will include: behavioral health, acute and chronic illness, wellness/prevention, death and dying, disability, and infertility. The course will include papers, discussions, and other assignments in a seminar format.

MFT 6790- Self of the Therapist- A Sociocultural Perspective (3)

Students for this course will learn concepts of the “self” in their personal and professional life. Classes will use discussion, case examples, and creative assignments to help students learn how culture, background, and other life experiences can impact clinical work with individuals, couples, and families. Students will be able to incorporate these skills and concepts into their clinical work in the program and in the community.

MFT 6710- Integrated and Evidence Based Models in Couple and Family Therapy (3)

In this course, students will learn how to integrate theories and conceptualize clinical cases and the therapeutic process from the perspective of these integrated theories. Students will learn how to use research in their clinical practice to identify evidence-based practices that promote change in therapy. The content focuses on non-specific, meta-theoretical (also known as “common factors”) research including the therapeutic relationship/alliance, expectancy/hope factors, client-external factors, and current research on particular issues (e.g., domestic violence, childhood sexual abuse, couple conflict).

MFT 5990 Thesis Research (6)

This course prepares students for their oral thesis and examination. The student’s mentor will help review the elements of the paper and presentation, The student must be enrolled in two semesters of thesis research to fulfill this requirement in the work and passing of the oral examination.

Total Credits for Degree Completion: 60

Appendix Q

Course Description and Checklist for Doctoral Medical Family Therapy Program (Program is a *minimum* 66 credits, which includes internship and dissertation thesis credits)

Medical Family Therapy Program



MFT 6720: Integrative Care Practicum (9)_____

The course provides students to opportunity to practice therapy with individuals, couples, and families under the supervision of the instructor. Students will learn advanced techniques to work with clients, while managing case notes and other managerial areas. Students must complete three semesters of practicum in consecutive semesters

MFT 6760: Families, Health and Illness (3)_____

This course will provide an opportunity to examine the interpersonal and psychosocial effects of health and illness on individuals and families. Emphasis will be placed on collaborative care in the context of a medical setting. Issues of focus will include: behavioral health, acute and chronic illness, wellness/prevention, death and dying, disability, and infertility. The course will include papers, discussions, and other assignments in a seminar format.

MFT 6830: Couple and Family Research in Healthcare (3)_____

The purpose of the course is to provide advanced graduate students with foundational knowledge and key resources for designing and implementing research projects within social and clinical science contexts. The course will emphasize the process of conceptualizing a research question based on existing literature, selecting and designing appropriate research protocols (e.g. experimental, observational, qualitative, etc.), and starting a research project (e.g., IRB application, measurement selection, ethical considerations, etc.).

MFT 6730: Research Practicum (4)_____

Students learn the practical experience in the doing of research including creating a literature review, conducting data collection and analysis, writing studies up for publication and professional presentation, responding to reviewer comments, and building a research agenda in particular career interests. Students will take part in all parts of this as assigned by the instructor. This course is usually taken under the advisor or direct mentor of the student.

MFT 6970: Research Topics in MedFT (3)_____

This is a survey course of qualitative, quantitative, and mixed methods approaches to research in medical family therapy, including ways to best answer complex research questions related to the medical family therapy field. This course is introductory and will help prepare you for additional research methods courses. Students will also learn how to develop their questions in preparation for their dissertation thesis.

MFT 6500: The Neurobiology of Interpersonal Behavior (3)_____

This course will provide an opportunity to examine the intersection between neuroscience and interpersonal relationships. Specifically, we will study the reciprocal relationship between the nervous

system and social interactions. Health implications will be addressed considering the interactions between neurobiology and social behaviors. Teaching strategies may include lectures, media, group discussions, and student presentations and projects. This course will primarily be a readings course designed for independent learning. Roundtable table discussions will prevail. This course will predominantly review current literature in the field and students will be responsible for self-education of concepts highlighted in articles unfamiliar to the student. Assignments, discussions, and outcomes papers will evaluate goals and outcomes of the course.

MFT 6690: Supervision in Family Therapy (3)

This is a comprehensive course covering the clinical supervision of marriage and family therapy. Student will learn about the skills and development on becoming a competent supervisor in training. The objectives of this course are the nine objectives identified by the American Association of Marriage and Family Therapy required of individuals pursuing the status of Approved Supervisor as designated by the American Association of Marriage and Family Therapy. This course is designed to meet the requirement of a course of at least 30 hours stipulated by AAMFT.

MFT 6740: Theories and Models of MedFT (3)

This course is designed to introduce you to the theory, fundamentals, and practical applications of medical family therapy. Evidenced-based research and studies will inform students about the various practice models and frameworks to work in the medical environment. Students will be able to identify medical specializations, terminology, cultural areas of practice, assessments, collaborative models and case note formats common to medical settings. A collaborative approach to interdisciplinary healthcare practice and research will be discussed, applied, and reinforced throughout the course.

MFT 6870: Clinical Supervision (2)

Students will have on-site supervision every other week, where the instructor will both supervise the student and shadow periodically on appointments in the clinic. Students will continue to work in integrated care settings, applying behavioral health and tem-based skills with other providers. Additionally, students will meet once per month via secured video conference to discuss practice-related issues. Students will also have the opportunity to present a case study or medical topic to medical residents during Thursday didactic lectures. The course is only for students enrolled in the Medical Family Therapy Doctoral Program.

MFT 6750: Supervision Practicum (3)

The purpose of this Practicum experience is for each student to provide clinical supervision three marriage and family therapists. In this experience, the student(supervisor in training) receives supervision of his/her supervision. Students will be able to integrate theory and concepts in supervision learned through coursework and previous therapeutic work. This experience will begin the student's process of supervision of supervision necessary for the attainment of American Association of Marriage and Family Therapy Approved Supervisor certification.

MFT 6770: Behavioral Medicine and Integrated Care (3)

This course will review the models and intervention methods for altering health behaviors in individuals and families. Specifically, we will examine how relationships influence health outcomes, strategies for implementing interventions, acceptance and commitment therapy methods, and psychopharmacology. Teaching strategies may include lectures, media, group discussions, and student presentations and projects. However, this course will primarily be a readings course designed for independent learning. Roundtable discussions will highlight goals and outcomes around not just clinical topics, but community and cultural areas of health and wellness.

MFT 6140: Phenomenology (3)

This course builds upon prior study in qualitative research methods. The course will examine

phenomenology as a methodology for understanding human actions and for conducting research into human practices and meanings. The hermeneutic turn for developing knowledge for practice disciplines (e.g. education, psychology, family therapy, nursing, social work, public administration, and medicine) will be addressed along with issues and skills in conducting interpretive research. Post-modern conceptions of validity for evaluating interpretive research will also be examined.

MFT 6820: Teaching Skills in Medicine (3)

This course will help develop doctoral students in their teaching skills at different levels of learners in mental health and medicine. Students will learn how to deliver didactics and different pedagogy to mental health students, medical students, medical residents, and physicians. Students will have opportunities to observe lecture and simulations across all levels, including opportunities to give their own didactic lecture to a medical student or medical resident course. Students will observe sample presentations and teaching styles through observation, video, and other virtual forms.

MFT 6790 Community Health and Health Policy (3)

This course will introduce doctoral students to areas of community health and community medicine through lecture, community meetings, and a special project. Students will be able to speak with community stakeholders about important health issues, learning how to develop partnerships for grant writing and other community projects. Students will also learn about policy issues that are impacting health areas of society and certain health disparities that exist. A policy paper and community health initiative topic will be the two outcome assignments for the course.

Research Elective (3)

Students are required to take an elective course in the university that fulfills the competencies for advanced knowledge in Quantitative or Qualitative methodology. The elective research course can consist of one of the following three courses (Nursing 5200 General Research Methods (online), Psych 5080: Advanced Quantitative Research Methods, or EDR 500. General Research Methods for Education

MFT 6910: Internship (3)

This course fulfills the internship experience requirement for students in the Medical Family Therapy Doctoral Program. Students may choose a 9-12 month internship that entails clinical, research, teaching, supervision administrative, or policy areas that help develop advanced skills. Students must complete a mid and end of internship evaluation of their skills to the internship site coordinator.

MFT 6990: Dissertation (12)

Students in the Medical Family Therapy program take ongoing dissertation credits that is under their advisor or mentor for their thesis. This course is only for students in the doctoral Medical Family Therapy Program. Students must meet 12 total dissertation credits, and take at least one credit in the semester which they are defending their dissertation.

Total Credits for Degree Completion: 66

Appendix R

Medical Family Therapy Program Course Waiver or Substitution Form

Please use this form to request any request to waive or substitute a course in the master's or doctoral program.



Name _____

Program _____

Year and Semester That You Entered the Program _____

1. Please list the name of course requested to be waived or substituted

2. Please list the name of course you have taken to fulfill this requirement

3. Please provide a brief description in a few sentences of the previous course you have taken and why it meets the requirements for this course.

4. Please provide a copy of the course syllabus of the course that you have taken along with this form. **Please submit this form and syllabus to Mary Donjon at mary.donjon@health.slu.edu**

Signature of Student _____ Date _____

Approval Signature of Program Director _____ Date _____

Program Policies for Waiving Courses:

For the master's Couple and Family Therapy Program: Students can only waive or substitute courses if the previous course was taken from a graduate level program. Students cannot transfer

in undergraduate course credits. Up to *six* credits can be substituted or waived, pending approval from the Program Director. Students cannot waive “Foundational Courses” in the program that include: 1. Intro to Family Therapy, 2. Intro to Family Studies, 3. Foundations of Multicultural Family Therapy, 4. Research Methods, 5. Families, Health, and Illness, 6. Advanced Couple and Family Therapy,, 7. Diagnosis and Assessment, 8. Ethical and Legal issues, and 9. All Practicum and Internship courses.

For the Doctoral program in Medical Family Therapy: Students can only waive or substitute courses if they 1.) are transferring courses from a previous *doctoral* level program, 2.) have taken our doctoral level courses prior to entering the program, or 3.) have taken the Families, Health, and Illness course while in our program. Students can transfer or waive up to *nine* credits if they meet any of these requirements and approved by the Program Director.

Appendix S



**Medical Family Therapy Program Clinical Hours Confirmation for Incoming
Doctoral Students**

Name _____ Master's Program _____

Month/Year of Graduation _____

Please provide the following information below and have the form signed by the Program Director of your master's program

Clinical Contact Hours

Individual Hours	
Relational Hours	
Total Hours	

Supervision Hours

Individual Hours	
Group Hours	
Total Hours	

Signature of Program Director _____

Date _____

Signature of Student _____

Date _____