

MFT Program Handbook

2022 Cohort



Marriage and Family Therapy Option¹
Department of Human Development & Family Science
College of Education & Human Sciences
Oklahoma State University
Stillwater, Oklahoma

¹The Marriage and Family Therapy Program at Oklahoma State University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 253-0473, coa@aamft.org.

Table of Contents

Introduction	4
Program Overview	5
Licensure Preparation	9
Program Roles and Responsibilities	12
Student Professionalism and Code of Conduct	15
Technology Appropriate Use Policies	17
Program Organizational Flow Chart	19
Program Components & Degree Requirements	20
Curriculum Requirements & Sequencing	22
Clinical Requirements and Sequencing	28
Student Learning Outcomes	33
Evaluation and Assessment of Educational Outcomes	36
Thesis/Non-thesis Track Requirements	39
Capstone Project Requirements	42
Creative Component Requirements	47
MFT Program and Graduate College Timeline	50
Program Policies	52
Diversity & Inclusivity	52
Program Communication	53
Technology Requirements	53
Vacations & Absences	53
Assistantship & Scholarships	54
Oklahoma State Criminal History Information Request	57

AAMFT Membership & Liability Insurance	59
Student Electronic Files	60
Addressing Student Deficiencies	61
Grievance Policy	64
Getting Involved	67
Appendices	68
Commonly Asked Questions about OSU and the MFT Option	68
Graduate College & University Resources	71
Informed Consent for Clinical Training	74
Request for Alternative Hours Form	77
Clinical Skills Evaluation (with benchmarks)	78
Center for Family Services Monthly Clinical Hours Report	80
Externship Site Requirements	82
Inter-Institutional Letter of Agreement	83
Off-Site Evaluation of Clinical Intern	84
Intern Evaluation of Off-Site	91
Request to Schedule Capstone	99
Annual Check-in Rubrics for 1 st and 2 nd Year Students	100

Introduction

Welcome and congratulations on your continued academic success!

Graduate school is a new educational experience and students are faced with a large amount of complex information. The OSU MFT Program Handbook serves as a resource to help guide students through this experience. This handbook describes expectations from the point of admission to degree completion and provides information about the program's policies and procedures.

All students receive a copy of the OSU MFT Program Handbook upon entrance to the program. In addition, an electronic version of the Handbook is available to students in the form of an easily accessible pdf on the program's [website](#).

It is important for you to be familiar with this handbook and to review it periodically as it is your responsibility to ensure that you are meeting all requirements for continued progress and eventually, graduation.

Program Overview

The Master of Science Degree Option in Marriage and Family Therapy (MFT) in the Department of Human Development and Family Science (HDFS) at Oklahoma State University (OSU) is designed to provide those who are beginning careers in marriage and family therapy with the basic knowledge, skills, and professional identity essential to the practice of marriage and family therapy at the entry-level. Students in this program will be involved in an educational experience that will qualify them to practice in controlled settings, while continuing education, personal growth, and professional experiences are accumulated. Consistent with the guidelines established by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the curriculum includes coursework in human development, marital and family studies, marriage and family therapy, professionalism and ethics, research and statistics, and supervised practicum. Students are required to follow an organized sequence of study in which academic and practicum coursework are integrated. A minimum of 60 graduate credit hours is required across a minimum of two full years for degree completion (see the program's [website](#) for the percentage of students graduating within the advertised 2.5 year and maximum timeframes).

MFT Option Mission Statement

The M.S. in Human Development and Family Science with an option in Marriage and Family Therapy at Oklahoma State University prepares students to provide ethically responsible, culturally competent, personally engaged, research-informed, and integrative-systemic therapeutic services for diverse individuals, couples, families, and presenting problems. Through an immersive, rigorous, and developmentally sequenced training approach—focused on clinical, academic, and professional excellence—this program equips students with the capability to enhance human lives, strengthen relationships, and build communities, through leadership and service in the MFT profession.

Diversity & Inclusivity

OSU's Commitment to Diversity, Equity and Inclusion

At Oklahoma State University, diversity, equity and inclusion (DEI) matter. Providing a wide range of ways to understand and engage with the world, identifying opportunities and creating solutions are core to our mission as a land-grant university. We fulfill our mission and enrich our campus community by maintaining a welcoming and inclusive environment that appreciates, values and fosters a sense of belonging for all.

The definitions of these three key words are important as our campus embraces DEI. Diversity means a variety of different and unique identities, characteristics, experiences and perspectives. Equity is defined as making available to everyone what they need to succeed by increasing access, resources and opportunities for all — especially for those who are underrepresented and have been historically disadvantaged. Inclusion is what we do with them. Inclusion creates a welcoming culture where differences are celebrated and everyone is valued, respected and able to reach their full potential.

We also humbly recognize there are events in the university's 130-year history that at times have not upheld these values; however, we are continually working toward a future that instills pride for all in our community.

Incidents of social injustice — both historical and recent — unfortunately exist within our society but are not welcome on the OSU campus. While the First Amendment allows considerable latitude with respect to free speech, we denounce acts, behavior, language or symbols representing or reflecting intolerance or discrimination towards any subpopulation affiliated with our University. OSU pledges to support and reinforce diversity, equity and inclusion efforts as they are significant to our campus culture and mission, and improve the quality of life for all.

A key value of the Marriage and Family Therapy Program at Oklahoma State University is the understanding, respect, acceptance, and equal treatment of others regardless of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, gender expression, socioeconomic status, disability, health status, religious or spiritual belief or affiliation, national origin, or veteran status in any of its activities or policies relating to students, faculty, including instructors, supervisors, other relevant educators and professional staff.

It is expected that faculty, staff, and students will live by this value, whether it be with each other, with other professionals, or with clients. It is expected that during the program students will strive to learn about and understand the unique life experiences, values, practices, and beliefs of individuals from diverse backgrounds and will learn to respond sensitively and appropriately to client needs. Students will be provided opportunities in program courses, practicum experiences, and staff meetings to be exposed to and discuss issues of diversity. As students examine their own and others' identities with regard to diversity and explore associated beliefs and values, it is imperative that students acknowledge and are respectful of differing perspectives and experiences and maintain a safe environment so that the conversation can be sustained.

As guided by AAMFT values regarding inclusivity, the OSU MFT program aims to be inclusive to all students, volunteers, staff, and clients affiliated with the program and the Center for Family Services to ensure a comfortable, safe, and respectful environment by reflecting the diverse interests of our all parties involved. We are committed to providing an inclusive environment for all, regardless of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, gender expression, socioeconomic status, disability, health status, religious or spiritual belief or affiliation, national origin, or veteran status in any of its activities or policies relating to students, faculty, including instructors, supervisors, other relevant educators and professional staff.

This Inclusivity Statement outlines our expectations for all those who participate in OSU MFT program interactions, as well as the handling of unacceptable behavior.

“MFT Program interactions” in this policy includes, but is not limited to, MFT program events, including meetings, courses, conferences, staff meetings, non-MFT program courses, forums, and any other interaction involving students in the MFT program. The OSU MFT anti-discrimination policy applies to recruitment, admission, codes of conduct, hiring, retention or dismissal of faculty, students, and supervisors or other educators.

Expected Behavior

We expect all parties to abide by this Inclusivity Statement in all venues of OSU and the MFT program, including ancillary or other events in any official capacity.

- Exercise consideration and respect in your speech and actions.
- Refrain from demeaning, discriminatory, or harassing behavior and speech.

- Be mindful of your surroundings and of your fellow participants.
- Alert OSU MFT program faculty if you notice violations of this Inclusivity Statement.

Unacceptable Behavior

- Intimidating, derogatory or demeaning speech, or actions by any member of the OSU MFT program, at all program-related events and in all personal and written communications.
- Discriminating, harmful or prejudicial verbal or written comments or visual images related to race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, gender expression, socioeconomic status, disability, health status, religious or spiritual belief or affiliation, national origin, or veteran status.
- Inappropriate use of nudity and/or sexual images in public spaces (including presentation slides).
- Deliberate stalking or following.
- Harassing photography or recording.
- Sustained disruption of talks or other events.
- Unwelcome and uninvited attention or contact.
- Physical assault (including unwelcome touching or groping).
- Real or implied threat of physical, professional, or financial damage or harm.

Retaliation for reporting an incident is a violation of the Inclusivity Statement. Reporting an incident in bad faith is a violation of the Inclusivity Statement.

Handling of Unacceptable Behavior

Unacceptable behavior from any member of the OSU MFT program will be met with empathy and practicality in a serious manner. To ensure that no member of the OSU MFT program feels unsafe or uncomfortable, these are the parameters for handling the unacceptable behavior explained above.

- The OSU MFT program faculty will provide assistance to those participants to which the incident occurred.
- The OSU MFT program faculty will attempt to resolve the issue in a civil manner for those scenarios which call for such treatment. This means resolving the issue will allow for productive conversation in which both parties may come to a peaceful conclusion.
- The OSU MFT program faculty reserve the right to remove an individual from any MFT program interaction and, if necessary to preserve the integrity of the policies outlined above, to prohibit an individual from future participation in MFT program interactions.

Required Trainings for All MFT Students:

In recognition and appreciation for respecting all aspects of diversity and inclusivity, the OSU MFT program **requires** that all MFT students participate in university-approved trainings annually regarding policies and issues relating to Sexual Harassment (Title VII and Title IX) and Reporting policies (Clery Act CSA and Incident Reporting). The program also **recommends** the trainings on Diversity/Inclusion. Proof of completion of these annual trainings will be sent to the Program Director and will become part of your official student file. Failure to complete the **required** trainings will result in your removal from clinical activity until the trainings are completed.

The trainings (specifically for students and graduate students) can be accessed at:
<https://hr.okstate.edu/talent-development/pt-student-training.html>

Goals & Outcomes

The OSU MFT program centers its training around five cornerstones with clear goals for graduates of the program:

1. Systemic & Integrative Knowledge & Practice (THEORY)

Demonstrate knowledge of family systems theoretical models and clinical interventions and be able to apply an Integrative Systemic Therapy approach across diverse client populations and presenting problems.

2. Diversity & Sociocultural Attunement (DIVERSITY)

Demonstrate competence in assessing and treating client systems of diverse backgrounds, contexts, and identities through multicultural competence and humility—guided by principles of sociocultural attunement applied to therapeutic and professional contexts.

3. Ethical Practice (ETHICS)

Demonstrate an understanding of relevant ethical and legal principles and codes of conduct as well as competence in ethical decision-making skills—with sensitivity toward values, diversity, and the systemic context.

4. Research-Informed Practice (RESEARCH)

Demonstrate competence in critically evaluating and applying relevant research to clinical practice, including competence in using measurement and feedback systems to empirically evaluate treatment progress.

5. Personal & Professional Development (PERSONHOOD)

Demonstrate a high degree of self-awareness and self-development to foster the effective and ethical use of self in therapy—including a commitment to continual self-evaluation and improvement.

In the program, no single theory of marriage and family therapy is presented as a primary approach. Rather, students are exposed to a broad range of marriage and family therapy models and encouraged to develop their own integrated systemic approach to treatment. The process of developing proficiency as a marriage and family therapist is viewed as an ongoing integration of growing awareness and development of self, growing skillfulness in the application of various therapeutic methods, and growing knowledge and understanding of individual/family dynamics, diverse family forms, problems, resources, and possibilities for change.

State Licensure Preparation:

The option in Marriage and Family Therapy at OSU is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT); see [current accreditation/approval status](#). As an COAMFTE accredited program, graduates of the OSU MFT program meet qualifications to take the Oklahoma, and most other states' MFT required examinations (some states require additional coursework due to unique requirements) after completion of required post-graduate hours practicing family therapy.

To comply with U.S. Department of Education regulation 34 CFR § 668.43(a)5.v. for institutions enrolling students in programs for which state licensure is required for employment, the OSU MFT program is providing students with clarity concerning the sufficiency of program requirements in meeting the licensure requirements in each state.

The following information outlines our best determination of whether current OSU MFT program requirements meet or do not meet professional licensure requirements (specifically, an application for licensure or qualifying to apply to a licensure associate or candidate status) in other states. The determination for placing a state in each category was made after reviewing state statute requirements for MFT licensure. Many states have provisions for acceptance of applications from graduates of any COAMFTE accredited program. Other states have statutory language requiring applicants to complete courses in specific categories/areas of study, whereby making it difficult to determine whether OSU's MFT courses fulfill the state requirements despite similar course titles outlined in statute requirements. Further, states often have an executive office or state board that reviews course descriptions or syllabi to determine whether the course fulfills the statutory requirements. The requirements for completing clinical hours during graduate study also vary from state to state, often ranging between 300-500 clinical hours, with variation in how many of those hours must be relational.

Although the OSU MFT faculty makes every effort to keep this information current, state requirements may change and/or be updated frequently. The determination for whether the OSU MFT program meets, does not meet, or is undetermined to meet requirements for professional licensure may change without adequate notice to current students, applicants, or incoming students. The information should be used as a general guideline, not an official publication. It is best for students to check current requirements for states of personal interest often while enrolled in the OSU MFT program and work with their faculty advisor to make decisions for enrollment in courses that will ideally fulfill licensure.

M.S. Specialization in Marriage and Family Therapy from Oklahoma State University			
<i>*Meets Requirements for Professional Licensure</i>		<i>*Does Not Meet Requirements for Professional Licensure</i>	<i>*Unable to Determine if Program Meets Requirements for Professional Licensure</i>
Arizona	Nevada	Arkansas; Requires additional 1 hour course on Teletherapy	Alaska
Colorado	New Hampshire	Alabama	California
Connecticut	New Jersey	Florida; Requires additional course on Substance Abuse	Rhode Island
Delaware	New York	Maryland	West Virginia
Georgia	North Carolina	New Mexico	
Hawaii	North Dakota	South Carolina; Requires additional Psychopathology course	
Idaho	Ohio	Virginia; Requires additional Psychopathology and Assessment courses	
Illinois	Oklahoma		
Indiana	Oregon		
Iowa	Pennsylvania		
Kansas	South Dakota		
Kentucky	Tennessee		
Louisiana	Texas		
Maine	Utah		
Massachusetts	Vermont		
Michigan	Washington		
Minnesota	Wisconsin		
Mississippi	Wyoming		
Missouri			
Montana			
Nebraska			

*Determination based on the review of state licensure and subject to change at any time due to state legislative decisions.

The determination for “Meets Requirements for Professional Licensure” is most often made when states authorize the acceptance of applications from those who graduate from a COAMFTE accredited program and specific courses or categories of courses are not listed as requirements for licensure.

The decision for labeling a state in the “Unable to Determine if Program Meets Requirements for Professional Licensure” category is most frequently based on the state’s statutes that include

requirements for applicants to have completed course content in specific areas of study (e.g., a course in family systems, addictions, family therapy theories), which often require a review of course descriptions, title, or syllabi by a committee or board for official approval of the course(s).

The decision for labeling a state in the “Does Not Meet Requirements for Professional Licensure” is most often due to the state requiring specific coursework (e.g., domestic violence, substance abuse, family assessment) to meet state requirements, when the state requires a higher number of credit hours overall, or when a greater number of accrued relational hours are required.

For more information regarding licensure in each state, visit the following webpages and consult the specific state regulatory body that governs MFT licensure. Direct links for each state statute may be found within the following sites, however, weblinks often change, so please be aware of this when attempting to locate the exact statutory language for each state.

- www.mft-license.com
- www.behavioralhealthworkforce.org/tableau-embed-new
- www.amftrb.org/licensure-general-info
- <https://amftrb.org/resources/state-licensure-comparison/>

The OSU graduate college also allows students to enroll in up to 10% additional courses (two courses for the MFT option) during their graduate degree program, and non-thesis students have the ability to choose two elective courses for their plan of study. Thus, students should work closely with their faculty advisor in determining courses they may need to take to fulfill the licensure requirements for the state in which they plan to practice. In situations where a student moves to a state requiring additional relational hours for licensure, the student should work closely with the Clinical Director and their advisor to ensure they have met the needed requirements for licensure while enrolled in the program.

It should be noted that states often revise their statutory language governing state licensure requirements, portability of licenses once received, etc. and policies for transferring or accruing client contact hours (e.g., specific relational hours; supervised by an AAMFT Approved Supervisor) while still unlicensed. The determination for whether OSU’s MFT program fulfills, does not fulfill, or is undetermined whether it will fulfill or not may change without adequate notice. The program will do its best to notify the students in the program of these changes. However, it is best for students to remain aware of their options while enrolled in OSU’s MFT program and to work with their advisor in making decisions for enrollment.

The OSU MFT faculty are sincerely interested in each student’s professional success within the program and after graduation. Please consult any of the faculty on questions about the program requirements, course enrollment, and/or the future licensure process.

***By signing below, I acknowledge the receipt of the above information by the OSU MFT Program.**

Printed Name	Signature	Date

Roles and Responsibilities

MFT Program Director

The Program Director is responsible for the oversight of program curriculum and the clinical training program, in addition to the planning and growth of the Center for Family Services (CFS) facilities in conjunction with the Clinical Director, and both the maintenance and enhancement of the program. The Program Director is ultimately responsible for providing year-round direction for the MFT program through adherence to the MFT program mission as well as the goals and objectives related to the maintenance and enhancement of the mission.

The Program Director is additionally responsible for the program's compliance with MFT State of Oklahoma licensure law, maintaining and/or achieving COAMFTE accreditation standards, and the overall success of the program as determined by a joint group of the MFT faculty, the OSU HDFS Department Head, and the College of Education and Human Sciences Dean. Each student who satisfactorily completes an MFT Masters level program is to receive a formal declaration from the Program Director attesting to that fact. The Program Director will not attest to a student's completion of a Masters level program without adequate records demonstrating that all requirements for graduation have been met.

MFT Clinical Director

The Clinical Director is responsible for confirming that services provided within the scope of the Center for Family Services (CFS) meet appropriate ethical, legal, and competent service standards. The Clinical Director is responsible for the year-round clinic operations, maintaining economic viability, and for the services provided being consistent with the policies of the MFT program and greater HDFS department. The director approves all activities to be conducted in the clinic on the basis of said activities meeting the stated requirements. This authority may be delegated to temporarily designated faculty or clinic staff.

Clinical students and staff are responsible to the Clinical Director for all clinic activities in the CFS not otherwise specified. The Clinical Director, and ultimately the MFT Program Director, can authorize changes or waivers of student responsibilities in the clinic. The Clinical Director, in conjunction with the MFT faculty, is responsible for maintaining the clinic facilities upkeep and planning toward growth or development of the facilities, services provided, or staffing and resources needed to meet said growth and development. The Clinical Director is also responsible for maintaining off-site placements for students, contracts, assessments, site visits, and assistantship contracts.

MFT Core Faculty

There are currently three core MFT faculty members in the HDFFS department at OSU. All core faculty professionally identify as marriage and family therapists, are AAMFT Clinical Fellows, have completed a three-credit hour graduate course in MFT relational/systemic supervision, and are AAMFT Approved Supervisors. All Core Faculty Members hold a non-temporary contracted position with the University and 50% or more of their assigned role is specific to the MFT program. Along with the Program Director, core faculty members share responsibility for the creation, evaluation, revision, and maintenance of the program's outcome-based education framework, curriculum, policies, and procedures. Core faculty contribute to the MFT profession in various ways: scholarship, research, teaching, supervision, practice and/or service—all of which are congruent with the program's mission, goals, and outcomes. The MFT program core faculty are clearly identified to students, communities of interest, and the public.

Students work closely with the MFT faculty as they pursue their degree. The MFT faculty teach the majority of student courses, provide students with clinical supervision, and one of the MFT faculty members will generally serve as the chair of a student's graduate committee. Following is a brief introduction to each faculty member.

Matt Brosi, Ph.D., LMFT is a graduate of the COAMFTE accredited Ph.D. program at Michigan State University. Dr. Brosi came to OSU in 2004. His research interests focus on co-parenting, divorce, and remarriage, co-parenting relationship education and evaluation, rural/farm stress and mental health, and men's issues/fathering. Dr. Brosi serves as the MFT Program Director and is an AAMFT Approved Supervisor and Clinical Fellow of AAMFT.

Nathan Hardy, Ph.D., LMFT, is a graduate of the COAMFTE accredited Ph.D. program at Kansas State University. Dr. Hardy came to OSU in 2016. His research interests focus on change processes in couple therapy, relationship education delivery and curricula, the longitudinal course of a healthy marriage, couple's sexual dynamics, systemic progress monitoring, and effective clinical training in MFT. Dr. Hardy is an AAMFT Approved Supervisor and Clinical Fellow of AAMFT.

[*beginning fall 2022] Preston Morgan, Ph.D., is a graduate of the COAMFTE accredited Ph.D. program at Kansas State University. Dr. Morgan came to OSU in the fall of 2022. His research interests focus on the use of couple therapy in treatment processes, the intersection between depression symptomology and attachment, couple financial stress, and attachment and couples. Dr. Morgan is an AAMFT Approved Supervisor and Clinical Fellow of AAMFT.

Amanda Szarzynski, Ph.D., is a graduate of the COAMFTE accredited Ph.D. program at Texas Tech University. Dr. Szarzynski came to OSU in 2020. She is an AAMFT Approved Supervisor and Clinical Fellow of AAMFT. Her clinical interests and experience include working with couples, military families, criminal justice populations, and substance abuse. Dr. Szarzynski serves as the MFT Clinical Director and Director for the Center for Family Services.

Supervisors

The core MFT faculty will provide primary oversight of student clinical training throughout the program. Though students meet regularly with their offsite supervisors during their second year in the program, students are required to meet with their OSU MFT faculty supervisor each week they are clinically active. The supervision received from offsite supervisors does not count towards the supervision hour requirements of the program. If another supervisor is utilized to provide supervision within the OSU MFT program, the supervisor will either be contracted with the HDFS department as an adjunct faculty and be licensed and/or AAMFT approved supervisor or be serving as a supervisor candidate working towards the AAMFT Approved Supervisor credential.

Non-Clinical Faculty

Additional courses required for the MFT option are taught by several non-clinical faculty in the HDFS department. These faculty may also serve as graduate committee advisors or members and assistantship supervisors. These faculty also serve as a community of interest for the MFT program in that their feedback on student development is solicited and utilized to guide feedback to students provided by the MFT faculty. Students completing the non-thesis option will also have opportunities to enroll in additional or elective coursework with faculty in HDFS or outside of the department (e.g., counseling, psychology, sociology, statistics). It is important for students to maintain professional relationships with all faculty within and outside of the MFT program and HDFS department.

Clinical Staff

A “Clinical Staff” designation may be made by the Clinical Director in conjunction with the MFT faculty for individuals to engage in clinical practice or supervision in the CFS. This designation must be carried in order to provide CFS services, supervise clinicians operating in the CFS, view or gain access to CFS electronic storage and case management systems, or engage in training or supervision within the scope of the Center for Family Services clinic operations. CFS support personnel would need to be given clinical staff designation before managing intakes, working with clinic data, etc.

A temporary designation may be given to a visiting faculty member, clinician, or other appropriately qualified person for purposes fitting with the MFT program mission and goals. The temporary designation may be given only by the Clinical Director in communication with the Program Director.

Graduate Chair and Advisor

During a student’s first semester, the MFT Program Director will serve as the temporary chair. However, during the second semester, students will need to choose a permanent chair. The Graduate chair is the faculty person who will serve as the student’s primary contact. In other words, they oversee the student’s academic program. The following descriptions taken from the graduate college website describe the distinct roles of the chair and the advisor:

The Chair's primary duty is to monitor the progress of the student toward the degree. They need not necessarily be the advisor but should have a strong familiarity with the academic requirements appropriate to the degree sought. The chair must hold an OSU faculty appointment in the academic unit in which the degree is housed (i.e., MFT core faculty member and also hold graduate faculty status). The chair's duties include convening meetings of the advisory committee as appropriate; ensuring compliance with policies, procedures, and requirements; overseeing the plan of study and research document submission processes; and ensuring that the research topic undertaken is appropriate to satisfy degree requirements, with the results openly accessible. If the chair is not also the advisor, they should serve as a liaison with the advisor with regard to progress of research in fulfillment of degree requirements.

The Thesis Advisor's primary duty is to mentor the student in regard to the conduct of research necessary for the completion of the degree for thesis track students. As a result, it is expected that the advisor establishes the closest working relationship with the student. They may also serve as the chair of the thesis committee if they are an MFT core faculty member. The advisor must be a Member of the Graduate Faculty but need not hold an OSU faculty appointment. The advisor's duties and privileges include guiding and counseling the student in, and reporting to the advisory committee on, the research effort, and ensuring compliance with applicable research regulations. It is the advisor's responsibility to mentor the student toward a research project that is original and worthy of the degree sought.

Note: If a student chooses the **non-thesis track**, the chair and advisor will be the same person and all three members of the committee will be MFT faculty. If a student chooses the **thesis track**, the committee chair will be an MFT faculty, but the advisor and other committee member could be other graduate faculty in the college, depending on the research topic.

Student Professionalism and Code of Conduct

Given the nature of the MFT program as a professional degree program and the close connection with student work being completed within the CFS, students are expected to act in accordance with the CFS Policies and Procedures Manual, the AAMFT Code of Ethics and the Oklahoma LMFT Act and Regulations in addition to the MFT Program Handbook. Please see the Diversity & Inclusivity section in this handbook for further details on student professionalism and adherence to non-discrimination policies. The CFS Policies and Procedures Manual specifically outlines student rules and procedures for work with clients, case management, confidentiality responsibilities, use of OSU and CFS computers, parking, preparation and engagement in supervision, etc. Violation of the policies outlined in the CFS Policies and Procedures Manual will result in dialogue with the MFT faculty to address the violated policies and/or additional sanctions related to the status or nature of student involvement with the CFS and/or MFT program.

Interactions with Others: Given the degree of close relationships with the MFT program, it is expected that students maintain a high degree of professionalism in their interactions with fellow colleagues, faculty, student interns, non-MFT faculty, clients, supervisors, etc. Though the faculty often choose to work collaboratively with students, students should respect the authority and hierarchy within the program as well as the liability under which their clinical work falls. Thus, students should understand that the faculty have the ultimate responsibility for student case management, research advisement, and assistantship management.

Students should also be aware that their behaviors in the classroom have an effect on faculty instruction and peer learning and should adhere to each faculty members' preference governing the use of technology, social media, etc. during class, MFT program meetings, events, etc. Any lack of professional behavior within the program will result in direct feedback from faculty with additional sanctions (e.g., removal from clinical activity, formal sanctions through the MFT program, HDFS department, College of Education and Human Sciences, OSU graduate college and/or OSU) for continued unprofessional actions.

Professional Appearance: As a professional in the MFT program, it is important to maintain a professional appearance. Although personal and class time allows for casual wear (e.g., shorts, tank tops, flip flops, sweatshirts, etc.), it is expected that students will dress professionally and in accordance to the CFS dress code outlined in the CFS Policies and Procedures Manual during times when they are clinically active with clients and/or teaming (the dress standard applies even when just observing cases). All students are expected to adhere to “business casual” guidelines at the minimum when interacting with clients in the clinic, which could include casual slacks and skirts, collared shirts, blouses, or sweaters. Inappropriate attire includes sportswear, jeans, and unkempt clothing, among other options. Please exercise good judgment and attempt to wear dark-colored clothes to minimize being seen behind the mirrors. Also, please respect all CFS space and behave in a professional manner when in the clinic.

Academic Professionalism/Code of Conduct: Overall, it is expected that students maintain a high degree of academic preparedness for classes as well as supervision (e.g., completed weekly readings and assignments, materials necessary for note-taking and active involvement). Students should also be timely for class, meetings, clinic meetings, supervision, and other events that are required by the program, department, or college. Student behavior is a direct reflection of this program, its faculty, and the department. Therefore, student professionalism and the utmost attention to these details is imperative. As program, clinic, department meetings and classes are often held virtually (e.g., zoom, MS Teams), it is critically important to maintain professionalism during these meetings. Professionalism in virtual meetings includes, but is not limited to; attending meetings on time, keeping camera on during meetings, not multitasking during meetings, maintaining confidentiality during meetings, minimizing distractions, not abusing chat features, etc.

Attendance & Requirements: Finally, as part of an intense clinical program, there will be guest speakers and additional program meetings (e.g., MFT program/CFS orientation meetings, Capstone Presentations, CFS Staff Meetings, MFT Council Meetings) outside of class time. Students will be required to attend these meetings but will be given appropriate notice to make arrangements to attend. Any absence from required MFT program meetings will need special approval well in advance of the scheduled meeting by MFT faculty (see the Vacations & Absences section (pg. 53) for additional details on mandatory attendance for program activities).

Substance Use/Abuse: As you are in a professional training program, students are expected to consistently demonstrate professional behavior, which also includes abstaining from substance use while in class or while providing therapy services. We are committed to cultivating an environment in which student therapists are held to the same expectations that they will be held to by the state of Oklahoma upon receiving licensure. Specifically, section 86:15-3-3. Professional competence and integrity states:

(b) LMFTs are presumed to have violated high standards of integrity or competence and it shall be unprofessional conduct if they: (1) plead guilty to or no contest to or be convicted of a state or federal felony crime if the violation substantially relates to the practice of therapy and poses a reasonable threat to public safety. (2) have their licenses or certificates suspended or revoked; or (3) are no longer competent to practice marital and family therapy because they are impaired due to physical or mental causes or the abuse of alcohol or other substances.

For this reason, we instill the following policy: Students/therapist are prohibited from unlawfully consuming, possessing or using controlled substances while in class, before coming to class, or during/before therapy session. In addition, students/therapists may not be under the influence of any controlled substance, such as drugs or alcohol, while on campus, while working at the CFS or any clinical placement, or while engaged in any CFS or clinical placement business. Prescription or over-the-counter medications, taken as prescribed, are an exception only as long as the substance does not impair professional functioning. Anyone violating this policy may be subject to disciplinary action, up to and including dismissal from the program.

*Section referenced from: Webster, 2021; Mount Mercy University

In-Program Dating: Consensual amorous relationships between students are a reality of most all MFT clinical training programs. As a systemic-minded program, we remain cognizant of the potential impact of successful and unsuccessful relationships on the community. Therefore, should students enrolled in the MFT program begin a consensual amorous relationship, they may choose to bring this relationship to the attention of their advisor and/or program director. Upon request, MFT program faculty will do everything it can to support and separate the individuals to avoid a dual relationship in academic and/or clinical casework.

Should any intra-student relationship (currently or in the past a consensual amorous relationship, or strictly platonic) become disruptive to client care and/or the learning of the individuals enrolled in the program (including those in the relationship, and/or other students enrolled in the MFT program), MFT Core Faculty may require one or both individuals to register and participate in separate course sections to support and maintain the learning environment of the program.

*Section credit: Levatino, 2021, Southern Connecticut State University

Technology Appropriate Use Policies

While in the OSU MFT program, students will have access to computing in the CFS and computer labs located in the HDFS department, the College, and the University. Students will complete clinical case management on the computer utilizing software (e.g., Titanium) and electronic/virtual storage space (i.e., the CFS Server) provided by the CFS. Students will also have access to CFS recording equipment within the CFS, be issued a recording device, or receive training on using free software (i.e., Microsoft Teams) to record sessions for use as raw data for clinical supervision. If a student experiences computing issues with the provision of teletherapy, they should contact the Clinical Director for support in resolving the issue(s) to discuss options for checking out needed equipment.

OSU also has clear policies on “Appropriate Use” of technology as it pertains to all University owned or controlled information technology resources whether individually controlled or shared, stand alone or networked as well as users of University information technology resources, whether

such persons are students, staff, faculty, or authorized third-party users. These policies specifically outline acts or omissions that are considered unethical and unacceptable, and which may result in immediate revocation of privileges to use the University's computing resources and/or just cause for taking disciplinary action up to and including discharge, dismissal, expulsion, and/or legal action, which may include referral for criminal investigation and/or prosecution. These policies include but are not limited to OSU email use, digital media communications, social media use, network usage, and software licenses and copyrights.

Students are required to comply with all policies on Appropriate Use of Technology as well as additional policies on technology use in class and regarding aspects of clinical work (e.g., teletherapy, telesupervision, electronic case management, etc.) and signing off as receiving and reviewing this handbook constitutes your agreement to comply with these policies. Failure to abide by these policies may result in immediate dismissal from the MFT Program.

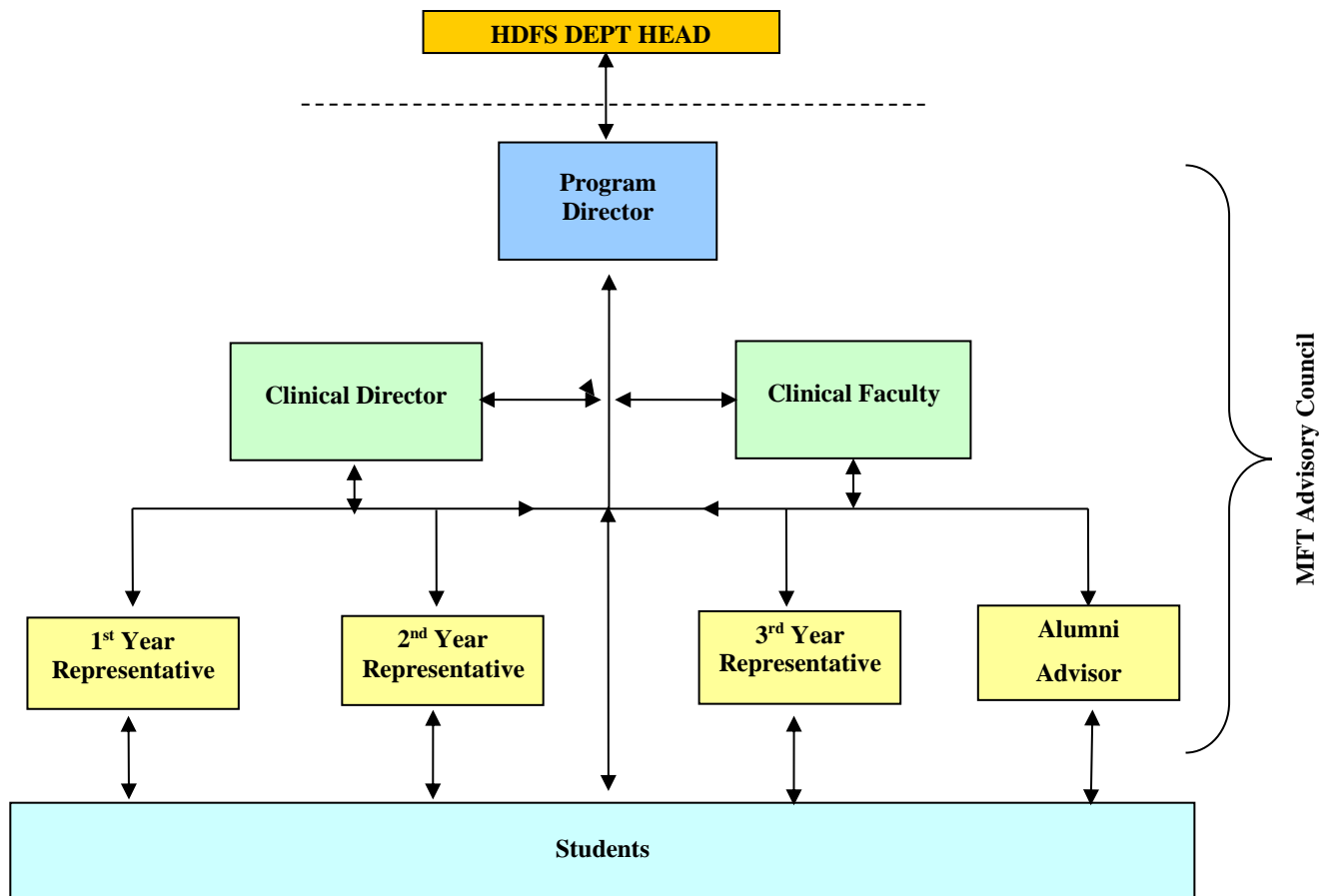
See Policies: OSU Appropriate Use Policy 3-0601 Administration and Finance Information Technology February 2021 (located on the CFS Server under subfolder “MFT Program Files”; “Program Handbooks”)

Feedback Received: Within a COAMFTE Accredited program, feedback from Communities of Interest is a critical component to assess how well the program is meeting its program goals and student learning outcomes. Several assessments (e.g., course evaluations, supervisor evaluations, basic skills evaluations, annual program survey, offsite placement survey, etc.) are used in the MFT program to gather feedback and it is expected that MFT students will provide this feedback to the program when requested.

Students in the MFT program will also adhere to the requirements of the program by ensuring that they have copies of all required forms, contracts, etc. on file in the program. These forms include: OSBI Background Report, MFT Program Informed Consent for Clinical Training, CFS Confidentiality Agreement, Proof of Liability Insurance for each year clinically active in the program, Minors on Campus training verification, Offsite Placement Contract, Request to Complete Capstone Requirements form, and any requests to enroll in a non-approved elective course.

*Failure to have these forms on file and updated annually (e.g., liability insurance verification; minors on campus training) may result in removal from clinical activity.

MFT Program Organizational Flow Chart



Students participate in the governance of the program through representing their cohorts on MFT Council, providing input to cohort representatives who serve on MFT Council, completing annual surveys, and providing direct feedback/requests to faculty.

MFT Advisory Council

The MFT Council is made up of the MFT faculty, student representatives from each active cohort, and an alumni representative. The council will meet regularly to discuss student and program needs. Students in the program are encouraged to share any concerns, feedback, or recommendations with their representative so that their representative can relay the information to the MFT council in their regularly scheduled (monthly) meetings. Notes from council meetings will be made available to all students in the program following the meetings.

Student and Alumni Representatives

One student from each cohort will be elected (by the members of their cohort) to serve as a cohort representative on the MFT Council. Student representatives will typically serve for a minimum period of one semester. Student representatives will attend MFT council meetings and bring feedback, concerns, suggestions, and questions to the meeting from the members of their cohort. In addition, one former student will serve as the alumni representative to the council. The alumni representative will be selected by the faculty and invited by the Program Director to function in this role.

Program Components & Degree Requirements

Major requirements for successful completion of a Master of Science degree with an option in Marriage and Family Therapy include:

- Completion of all **required coursework** with a B average (3.0 GPA) or better.
- Completion of all **clinical requirements** with a minimum of 500 hours of direct client contact, and with 200 of these hours being relational (with couples and families).
- Demonstration of development of the **program core competencies** (see *MFT Program Educational Outcomes: Student Learning Outcomes*).
- Completion of the **thesis track or non-thesis/Creative Component requirements**.
- Passing of the MFT Program ***Cumulative exam** (with a total score of 70% or better).
- Receiving a passing score on the **Capstone Project**.

*The Cumulative Exam is a required exam every MFT student will complete during the summer semester of their second year in the program. The exam consists of knowledge domains of clinical practice related to each core MFT course in the program (e.g., systems theory, MFT models, ethics, couple therapy, diverse families, child/adolescent therapy, psychopathology, research methods) and is intended to comprehensively assess student's systemic and integrative knowledge and practice. Students are expected to pass the exam with a score of 70% or better (see SLO#1; Marker #4). Students who do not meet the minimum score requirements will be permitted to take the exam a second time. If after a second attempt the student does not meet the minimum passing score, they will be evaluated by faculty to determine the appropriate remedial process and/or may be removed from the program.

Additional Instruction and Training Requirements

In addition to coursework, students will have other opportunities to receive additional instruction and training. Students are required to participate in CFS clinic activities (or with alternate arrangements guided by the Clinical Director for health/safety reasons) and team meetings, and CFS staff meetings. In addition to addressing CFS business, during the CFS staff meetings guest speakers will be invited to teach students about specific clinically relevant topics. Students are required to attend Capstone presentations, and absences from any scheduled program meeting or event should be requested before the event.

Annual Check-In Interviews

In order to monitor student progress across the curriculum and practice components, each year each student will have a 20-30-minute interview with program faculty and clinical staff to review the student's progress and discuss steps for continued growth in the program. Interviews will be held for the first-year students near the beginning of the spring semester and for the second-year students near the end of the fall semester. During the interview, the student and faculty will discuss the evaluations from each perspective (student, MFT faculty, and other instructors) and discuss next steps for continued progress. For first-year students, the check-in will also serve to assess student readiness to proceed into the clinical component of the program. In advance of the check-in interviews, students will be asked to reflect on their clinical, professional, and academic strengths and growth areas in the program.

Faculty independently score students on each student's level of clinical, professional, and academic development using the Annual Check-in Rubric (pg. 100). Benchmarks for each of the three developmental areas are set at "3/Average" with target set at "4/Above Average." Student GPA is also included in order to verify that students are meeting the 3.0 GPA expectation for the program. Faculty aggregate scores and a final score is entered on the Student Learning Objectives and Program Goals spreadsheet.

Third-year students will not have an annual interview with all faculty but will meet informally with the program director and/or MFT faculty for a brief final exit interview process. The students will then meet with the Program Director and the Clinical Director for a final checklist review and a brief exit interview prior to graduation. During this final meeting, students will ensure that they have all items checked off prior to final grades being turned in. The final checklist can be found in the MFT Program Files folder on the CFS server.

Curriculum Requirements & Sequencing

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE
OKLAHOMA STATE UNIVERSITY
SPECIALTY TRACK IN MARRIAGE AND FAMILY THERAPY
[Foundational Curriculum Areas \(FCA\)](#)

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (6 Hours)

HDFS 5613 Theoretical Models of Marriage and Family Therapy
HDFS 5623 Systems Theory: Applications to the Family
HDFS 5523 Family Theory

FCA 2: Clinical Treatment with Individuals, Couples & Families (12 Hours)

HDFS 5603 Pre-Practicum in Marriage and Family Therapy: Basic Counseling Skills
HDFS 5633 Couples Treatment in MFT
HDFS 5643 Child & Adolescent Treatment in MFT
HDFS 5543 Family Crisis and Trauma

FCA 3: Diverse, Multicultural and/or Underserved Communities (3 Hours)

HDFS 5503 Family Diversity

FCA 4: Research & Evaluation (3 Hours)

HDFS 5123 Research Methods and Design in HDFS

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (3 Hours)

HDFS 5663 Professionalism and Ethics in Marriage and Family Therapy

FCA 6: Biopsychosocial Health & Development Across the Life Span (3 Hours)

HDFS 5213 Lifespan Development

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (3 Hours)

HDFS 5653 Psychopathology/Psychopharmacology

FCA 8: Contemporary Issues (3 Hours)

HDFS 5583 Intimate Relationships and Sexuality Across the Lifespan

FCA 9: Community Intersections & Collaboration & FCA 10: Preparation for Teletherapy Practice

(Content covered within “Standard Curriculum Clinical Experience”) **(*12-15 Hours)**

HDFS 5690: Marriage and Family Therapy Practicum (Students will be continuously enrolled in practicum from their 3rd to their last semester in the program. Students will continue to enroll in practicum after their final scheduled semester if needed until they complete the 500 client contact hours requirement and until they meet expected program competencies).

Thesis Option (9 hours)

REMS 5953 Statistical Methods in Education or STAT 5013 Statistics for Experimenters *or
Committee approved equivalent
HDFS 5000 Masters Research (6 hours)

Non-Thesis Option (9 hours)

HDFS 5160 Masters Creative Component (3 hours)
Electives (two 3-credit courses for 6 hours)

***Total program hour requirement is 60 to 63** (students are required to enroll in up to 3 practicum credits each semester they are clinically active during the program).

Plan of Study

Students are required to complete a Plan of Study through the OSU Graduate College. The Plan of Study identifies the courses you will be taking during your graduate education. This document is to be electronically signed by all members of your graduate committee and submitted to the graduate college for approval no later than March of your first spring semester. Students should use the sequence of courses provided below to complete their plan of study based on their chosen thesis/non-thesis track and anticipated graduation. Any changes or deviations from the coursework or sequence submitted on your original plan of study must be submitted to the Graduate College by completing a revised plan of study.

**Additional details on Plans of Study include:

- Course details must be accurately listed by course number and title on the plan of study. Any mistakes will result in the HDFS Graduate Coordinator rejecting the plan of study with corrections needed and the plan being resubmitted for signatures.
- For creative components, place an asterisk (*) next to the *HDFS 5160 Creative Component course on the plan of study. This informs the Graduate College that this course fulfills the creative component/non-thesis requirement for graduation.
- Students may enroll in up to 2 *additional* courses during their graduate program and have these courses covered by their assistantship (if one is held). However, these courses are not to be added to the plan of study.

Students are required to enroll in a minimum of 6 credit hours each semester in order to hold a graduate assistantship. If students wish to enroll in an insurance plan through OSU, they must be enrolled in a minimum of 9 credit hours each semester.

Important Links:

- Graduate College Forms
<https://gradcollege.okstate.edu/resources/current-student-resources.html>
- Graduate College Round-Up website link for the Plan of Study
<https://gradcollege.okstate.edu/resources/plan-of-study-form-faq.html>

Non-Thesis Track
2 and ½ Year Sequence of Courses for MFT Option (2022 Cohort)

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024)
Fall	HDFS 5523 (Family Theory) HDFS 5503 (Family Diversity) HDFS 5623 (Systems Theory) HDFS 5653 (Psycho-path/pharm)	*Elective (3 hours) HDFS 5690 (Practicum) HDFS 5613 (Th Models of MFT)	HDFS 5690 (Practicum) *Elective (3 hours) HDFS 5160 Creative Component (3 hours)
Spring	HDFS 5663 (Prof/Ethics in MFT) HDFS 5603 (Pre-Practicum: Basic Skills) HDFS 5123 (Research Methods I) HDFS 5543 (Family Crisis and Trauma)	HDFS 5213 (Lifespan) HDFS 5690 (Practicum) HDFS 5633 (Couples Treatment)	
Summer	HDFS 5690 (Practicum) HDFS 5583 (Relationships & Sexuality)	HDFS 5690 (Practicum) HDFS 5643 (Child/Adol Tx)	

*Note that the two, 3-hour elective courses are recommended for fall years 2 & 3 but could be taken any semester

Non-Thesis Track
2-Year Sequence (Early Graduation) of Courses for MFT Option (2022 Cohort)

	Year 1 (2022-23)	Year 2 (2023-24)
Fall	HDFS 5523 (Family Theory) HDFS 5503 (Family Diversity) HDFS 5623 (Systems Theory) HDFS 5653 (Psycho-path/pharm)	HDFS 5690 (Practicum) HDFS 5613 (Th Models of MFT) *Elective (3 hours)
Spring	HDFS 5663 (Prof/Ethics in MFT) HDFS 5543 (Family Crisis and Trauma) HDFS 5603 (Pre-Practicum: Basic Skills) HDFS 5123 (Research Methods I)	HDFS 5633 (Couples Treatment) HDFS 5213 (Lifespan) HDFS 5690 (Practicum)
Summer	HDFS 5690 (Practicum) HDFS 5583 (Relationships & Sexuality) *Elective (3 hours)	HDFS 5690 (Practicum) HDFS 5643 (Child/Adol Treatment) HDFS 5160 Creative Component (3 hours)

*Note that the two, 3-hour elective courses are is recommended for summer year 1 and fall year 2 but could be taken any semester

Thesis Track
2 and ½ Year Sequence of Courses for MFT Option (2022 Cohort)

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024)
Fall	HDFS 5523 (Family Theory) HDFS 5503 (Family Diversity) HDFS 5623 (Systems Theory) HDFS 5653 (Psycho-path/pharm)	REMS 5953 (Statistical Methods in Education) HDFS 5613 (Th Models of MFT) HDFS 5690 (Practicum)	HDFS 5690 (Practicum) HDFS 5000 Thesis (3 hours)
Spring	HDFS 5663 (Prof/Ethics in MFT) HDFS 5603 (Pre-Practicum: Basic Skills) HDFS 5543 (Family Crisis & Trauma) HDFS 5123 (Research Methods I)	HDFS 5213 (Lifespan) HDFS 5633 (Couples Treatment) HDFS 5690 (Practicum)	
Summer	HDFS 5690 (Practicum) HDFS 5583 (Relationships & Sexuality) HDFS 5000 Thesis (1 hour)	HDFS 5690 (Practicum) HDFS 5643 (Child/Adol Treatment) HDFS 5000 Thesis (2 hours)	

Thesis Track
2-Year Sequence (Early Graduation) of Courses for MFT Option (2022 Cohort)

	Year 1 (2022-23)	Year 2 (2023-24)
Fall	HDFS 5523 (Family Theory) HDFS 5503 (Family Diversity) HDFS 5623 (Systems Theory) HDFS 5653 (Psycho-path/pharm)	REMS 5953 (Statistical Methods in Education) HDFS 5613 (Th Models of MFT) HDFS 5690 (Practicum)
Spring	HDFS 5663 (Prof/Ethics in MFT) HDFS 5543 (Family Crisis and Trauma) HDFS 5603 (Pre-Practicum: Basic Skills) HDFS 5123 (Research Methods I)	HDFS 5213 (Lifespan) HDFS 5633 (Couples Treatment) HDFS 5690 (Practicum)
Summer	HDFS 5690 (Practicum) HDFS 5000 Thesis (3 hours) HDFS 5583 (Relationships & Sexuality)	HDFS 5690 (Practicum) HDFS 5000 Thesis (3 hours) HDFS 5643 (Child/Adol Treatment)

Clinical Requirements and Sequencing

The foundational practice component in the MFT program requires that students complete at least 12 months of clinical practice. The clinical sequence of training begins, for most students, during the first summer semester. Before beginning clinical training, students in the program are required to sign the MFT Program Informed Consent for Clinical Training form as well as the CFS Confidentiality Agreement. These documents clearly outline students' rights and responsibilities as clinical trainees while enrolled in the program and engaging in professional/clinical services. Students are also required to hold professional liability insurance (to be renewed annually) and to provide proof of enrollment each year they are in the program. Students will present copies of these annual forms to the Clinical Director and each will be electronically saved to the students' files.

During the fall semester, students will begin observing other therapists' sessions in the clinic (or in alternative arrangements if health/safety is a concern) and collaborating with therapists and supervisors as part of a treatment team behind the mirror. At times, team responsibilities may involve working as a reflecting team for the therapists and clients where the team enters the therapy room to provide direct input. During the spring semester, the MFT faculty will determine whether each student is ready to begin seeing clients in the CFS. This determination will be based primarily on the student's grasp of course concepts and demonstrated maturity and professionalism. Faculty will discuss with students their perceived clinical readiness during the annual interviews at the beginning of the spring semester. Students who are judged by faculty to be ready for the next phase of clinical training will begin conducting groups and facilitating premarital counseling sessions as a member of a co-therapy team. A student's co-therapist may be another student from the same cohort, a more advanced student, or an MFT faculty member. As the spring semester progresses, the supervising faculty member will decide when students may be assigned relational therapy cases with a co-therapist. During this first semester of practicum, a student therapist will carry a minimal caseload of 1 to 3 cases and will be expected to be an active and contributing member of the co-therapy team, in addition to continuing to observe other therapists' cases.

During the next stage of the clinical sequence, the student therapist is assigned cases without a co-therapist. This typically occurs during the summer semester of the student's first year but does not occur without the clinical supervisor's approval. During this stage, the student therapist's caseload is increased to four or more cases. Some advanced student therapists may serve as co-therapists with beginning therapists. For most, this means they will go from being the beginning therapist to being the senior member of a co-therapy team. This is a challenging and rewarding indicator of a student's growth as a therapist.

As long as students are enrolled in practicum (HDFS 5690), they are expected to be present and to participate in client contact each week for a minimum of 6 hours (unless otherwise determined and clarified in their practicum syllabus or by the Clinical Director, given health and safety concerns). Participation includes direct client contact, actively observing cases, and working at the front desk. Writing case notes is not considered a part of clinical activity. Exceptions may be granted with faculty approval.

Supervision: Students enroll in HDFS 5690 for three-credit hours each semester they see cases as a student therapist, whether those cases are seen in the Center for Family Services, an off-campus placement site, or both. During each semester, students will be assigned to a practicum supervisor. Both individual (e.g., 1-2 students) and group (e.g., 3-8 students) supervision are typical during each

semester, with exceptions based on scheduling, group assignments/discussions, etc. Students must meet with a program clinical supervisor for at least one hour any week they are clinically active.

In addition, a substantial number of a student therapist's cases at the CFS will be "live observed" by a supervisor. Specifically, a supervisor will observe therapy sessions and may provide feedback before, during, and after a therapy session. Much of group and individual supervision will also include the opportunity for students to demonstrate their skills to supervisors through showing video recordings of sessions conducted in the CFS.

Students must receive a minimum of 100 hours of supervision (e.g., individual, group, live) provided by a program clinical supervisor. Further, of those 100 supervision hours, students must receive a minimum of 50 supervision hours that includes observable data (e.g., video, live, audio).

In the event of planned or unplanned interruptions to the supervision schedule, students and faculty will work closely to avoid delays in receiving supervision for student clinical activity. Students should work primarily with their assigned individual supervisor to address concerns and if not able to communicate with them, should then shift to contacting the Clinical Director and/or other MFT faculty. In the event that clinical services shift to tele-delivery, students and supervisors will meet virtually using Microsoft Teams or another HIPAA compliant platform.

*See pages 65-66 for further Definition of Supervision hours. More information about supervision expectations and requirements, as well protocols for all telehealth services can also be found in the CFS Policies and Procedures Manual.

Supervisor to Student Ratio: The OSU MFT program includes four core faculty who provide oversight for all student clinical activity in both the CFS and at offsite placements. The OSU MFT program typically accepts 8-12 students in each cohort with one faculty supervisor overseeing no more than 8 students' (in each practicum section) clinical work each semester. This provides a low faculty supervisor to student ratio (i.e., 1:8 faculty supervisor to supervisee) each semester that allows for a high degree of quality in supervision experience and is sufficient for students to meet the benchmarks for each of the Student Learning Outcomes and Program Goals.

Off-Campus Placements: Student therapists will typically begin an off-campus placement during the late summer/early fall of their second year. Students who receive "below average" or "poor" scores on the **Clinical Skills Evaluation** during their first spring and/or summer semester may be asked to take additional time to develop the necessary competencies prior to beginning off-campus clinical work. No student therapist is placed at an off-campus site until all supervisors agree that the student can function as a solo therapist in relative autonomy from close supervision. Off-site placement supervisors typically make announcements to the MFT program of their interest/availability to take clinical interns, and the Clinical Director will typically announce these placements and contact information to the students during their first spring semester in the program. It is the student's responsibility to reach out to the placement site to identify the position responsibilities, as well as the application and interview process. Once an offsite placement has been secured by the student, they should inform the Clinical Director so that all the necessary contracts and agreements can be completed with the off-site supervisor.

*Students are not to begin training or clinical activity at an off-campus placement without having a signed contract (signed by the off-site coordinator, the student, and the Clinical Director) on file

with the MFT program The OSU MFT Intern Agreement Form outlines all responsibilities and expectations for students, off-site supervisors, and OSU MFT faculty supervisors and Clinical Director.

Unless other arrangements are agreed upon by the Clinical Director/MFT faculty, the student, and the offsite supervisor, a student will spend no more than 15 hours per week working at the off-site placement and no more than 10 hours a week in direct client contact. Students are responsible for documenting and tracking all client contact hours conducted at their off-sites and should add these hours to their Monthly Hours Log turned in to the Clinical Director (see pg. 80).

After the student's OSU MFT supervisor has signed their Monthly Hours Log, the student should email a copy to their off-site supervisor for their records and accountability.

If students desire to provide therapeutic services off-campus at sites other than the one assigned to them, they must have the approval of the program faculty. Students can only see clients at their off-site placements during weeks they are receiving supervision by their OSU supervisor. In addition, students will be required to complete an evaluation of their off-sites (see pg. 91) and to have site supervisors complete an evaluation (see pg. 84) of their performance/professionalism at the end of each semester of practicum and at the conclusion of their off-site work. These evaluations help faculty assess whether the sites are providing the students with an appropriate context for student development as well as student performance.

If the student has not made successful progression towards achieving an adequate number of clinical hours at their off-site, the program will not honor a student leaving an internship in order to pursue additional hours at another off-site location. Students shall respect and uphold the requests by the off-site to fulfill the responsibilities of the off-site contract in terms of caseload and hours worked at the off-site. Students are required to have a 9 to 12-month contract unless appropriate arrangements have first been made between the MFT program and the off-site placement to terminate the site contract earlier than the contract states. Students may also consult with the Clinical Director if they and their site are interested in having them continue providing clinical services with the site. In these cases, a new contract is required and is to be filed with the MFT program.

Clinical Hours Requirement: As a requirement of the program, each student is required to conduct a minimum of 500 direct-contact client hours with at least 200 hours being relational (i.e., couple or family session). The 500 hours of clinical contact should be seen as a minimum expectation and not as an absolute end. Students will be required to continue their clinical training until faculty agree that students have met the minimal level of clinical competency. Students who receive "Below Average" or lower scores on any of the five cornerstone domains (Theory, Diversity, Research, Ethics, and Personhood) or a "Below Average" or lower composite score on the Basic Therapy Skills section of the Clinical Skills Evaluation and/or received a practicum grade of "C" or lower during their final semester of practicum may be removed from the program or asked to enroll in practicum the following semester or until they meet competencies. If a student has not met the above-mentioned benchmarks, students will continue to work on the program's clinical competencies while enrolled in practicum (even if they have accrued the required 500 client contact hours) until the faculty are satisfied that the student has developed the necessary competencies and met program benchmarks. In this case, all faculty would meet with the student to develop a written plan specifying the expectations for the student along with specific steps the clinical supervisor and student would take to accomplish the plan. The plan will be signed by the student and the Clinical Director.

Students shall work with their current MFT faculty clinical supervisor and/or the MFT faculty and Clinical Director to ensure that they are maintaining a balance of clinical hours within the CFS and at their off-site placement with respect to several factors including but not limited to; the demands of their offsite placement, their clients' presenting problems/needs (e.g., high risk), their assistantship requirements (and whether their assistantship is at their off-site placement), the location of their off-site (when additional commuting needs are required), and their capacity to manage the multiple demands as a professional, student, and employee. Students should work with the MFT faculty if they are concerned about health and safety factors for conducting in-person/face-to-face therapy sessions as this may have a direct impact on hour accrual. In situations where a student does not feel safe conducting therapy face-to-face (in person) due to health/wellness concerns, they should work directly with the Clinical Director, their advisor, and the Program Director as this could have implications for a timely completion of the degree requirements.

Alternative Hours: Of the 500 required hours, no more than 100 hours may be counted from serving on a treatment team or other approved alternative therapeutic contact. For alternative hours to count, they must be approved by the Clinical Director. Alternative hours are defined as other types of clinical activity such as psychoeducational groups or live observation teaming of cases. For non-teaming activities, students must complete and submit a **Request for Alternative Hours Form** to the Clinical Director documenting the nature of the clinical contact, the estimated hours that would be accrued, as well as the dates of expected clinical activity. For treatment teams to count toward the 100 alternative hours maximum, students must complete the **CFS Teaming Form** for each treatment team hour that is counted. These forms must be kept in the student's teaming folder locked in the student business office filing cabinet to document each completed teaming hour. Forms are subject to audit to confirm appropriate completion of each form (i.e., substance/thoroughness) and the counting of each teaming hour towards program clinical hour fulfillment. Furthermore, students must collaborate with the therapist in preparations for the session, actively observe the session, provide input at break and after the session, and collaborate with the therapist in considering plans for the next session.

Mentor/Mentee Process: First-year and second-year students are matched by the faculty during the early fall semester of each year to form a mentor/mentee relationship. The second-year student (mentor) is responsible for meeting with the mentee regularly to acclimate the first-year student (mentee) into the program and to assist with training the mentee in aspects related to the program including but not limited to: use of the CFS technology and computing, engaging in the teaming process, CFS policies/procedures, case file management, case conceptualization, etc. Both mentor and mentee are responsible for arranging appropriate meetings and maintaining a high level of professionalism during the process.

Sequence of Clinical Experience*

First Year	
Fall	<ul style="list-style-type: none"> • Complete Informed Consent for Clinical Training • Complete CFS Confidentiality Agreement • Obtain CPH Insurance • Complete Minors on Campus training; Child Abuse & Neglect Reporting training • Begin observation of cases • Meet with 2nd year mentor • Begin working CFS front desk • Begin working on clinical teams
Spring	<ul style="list-style-type: none"> • Complete any applicable group therapy training • Complete premarital counseling training • Apply to and interview at potential off-site placement(s) • Begin co-leading groups, if applicable • Begin co-therapy with premarital cases • Begin seeing relational clients (co-therapy) • Begin individual/dyadic or supervision • Begin turning in CFS Monthly Clinical Hours Report
Summer	<ul style="list-style-type: none"> • Begin seeing individual & relational clients without co-therapist • Have off-site placement secured
Second Year	
Fall	<ul style="list-style-type: none"> • Begin work at off-site placement • Begin mentoring 1st year student • Renew CPH Insurance and provide verification form to MFT program
Spring	<ul style="list-style-type: none"> • Develop initial sections of capstone project • Participate as lead co-therapist with 1st year students on relational cases
Summer	<ul style="list-style-type: none"> • Complete work at off-site placements • Complete Evaluation of Off-site Experience Survey • Turn in Request to Complete capstone requirements (for summer capstone)
Third Year	
Fall	<ul style="list-style-type: none"> • Turn in request to complete capstone requirements (for fall capstone) • Complete capstone requirements • Complete 500 (200 relational) clinical hours

*This timeline identifies the typical sequence of clinical training based across 2-2 ½ years, but progress to each developmental stage of clinical training is dependent upon student readiness.

Student Learning Outcomes

1. **Systemic & Integrative Knowledge & Practice (THEORY)**
Demonstrate knowledge of family systems theoretical models and clinical interventions and be able to apply an Integrative Systemic Therapy approach across diverse client populations and presenting problems.
2. **Diversity & Sociocultural Attunement (DIVERSITY)**
Demonstrate competence in assessing and treating client systems of diverse backgrounds, contexts, and identities through multicultural competence and humility—guided by principles of sociocultural attunement applied to therapeutic and professional contexts.
3. **Ethical Practice (ETHICS)**
Demonstrate an understanding of relevant ethical and legal principles and codes of conduct as well as competence in ethical decision-making skills—with sensitivity toward values, diversity, and the systemic context.
4. **Research-Informed Practice (RESEARCH)**
Demonstrate competence in critically evaluating and applying relevant research to clinical practice, including competence in using measurement and feedback systems to empirically evaluate treatment progress.
5. **Personal & Professional Development (PERSONHOOD)**
Demonstrate a high degree of self-awareness and self-development to foster the effective and ethical use of self in therapy—including a commitment to continual self-evaluation and improvement.

Student Learning Outcomes: Markers; Benchmarks; Targets

1. **Systemic & Integrative Knowledge & Practice (THEORY)**
 - a. **SLO #1:** Students will know and understand the theories, concepts, strategies, and techniques of family systems theoretical models and frameworks from other relevant fields of study and their implications for treatment.
 - i. **Markers:**
 1. Systems final exam (**Benchmark:** 80% of cohort \geq 80%; **Target:** 100% of cohort \geq 80%)
 2. Models final exam (**Benchmark:** 80% of cohort \geq 80%; **Target:** 100% of cohort \geq 80%)
 3. Psychopathology final exam (**Benchmark:** 80% of cohort \geq 80%; **Target:** 100% of cohort \geq 80%)
 4. Cumulative Exam (**Benchmark:** 100% of cohort \geq 70%; **Target:** 100% of cohort \geq 70% on First Attempt)
 - b. **SLO #2:** Students will competently apply the Integrative Systemic Therapy approach to clinical decision-making and collaborative treatment with client systems.
 - i. **Markers:**
 1. Final Clinical Skills Evaluation: Item #1 (**Benchmark:** 100% of cohort \geq Score of 3 (Average); **Target:** 100% of cohort \geq Score of 4 (Above Average))
 2. Capstone Project (**Benchmark:** 100% of cohort \geq 70% in Capstone Rubric Section 1 Clinical Case Description. **Target:** 100% of cohort \geq 80%)
 3. Capstone Project (**Benchmark:** 100% of cohort \geq 70% in Capstone Rubric Section 2 Blueprint (Aggregated score for: Hypothesizing, Planning, Conversing, and Feedback sections). **Target:** 100% of cohort \geq 80%)

2. Diversity & Sociocultural Attunement (DIVERSITY)

- a. **SLO #3:** Students will demonstrate an understanding of the principles of sociocultural attunement as they relate to clinical and professional roles and contexts.

i. **Markers:**

1. Roots Representation (Basic Skills Course) Paper (**Benchmark:** 80% of cohort \geq 80%; **Target:** 100% of cohort \geq 80%)

- b. **SLO #4:** Students will demonstrate multicultural competence and humility in clinical assessment and treatment.

i. **Markers:**

1. Final Clinical Skills Evaluation: Item #2 (**Benchmark:** 100% of cohort \geq Score of 3 (Average); **Target:** 100% of cohort \geq Score of 4 (Above Average))

2. Capstone Project: Sociocultural Competence and Humility Section (**Benchmark:** 100% of Cohort \geq 70%; **Target:** 100% of cohort \geq 80%)

3. Ethical Practice (ETHICS)

- a. **SLO #5:** Students will demonstrate a knowledge and understanding of key ethical principles, laws/regulations, and professional codes of conduct.

i. **Markers:**

1. Ethics Final Exam (**Benchmark:** 80% of cohort \geq 80%; **Target:** 100% of cohort \geq 80%)

- b. **SLO #6:** Students will use ethical decision-making skills in clinical practice by honoring the multisystemic context, attuning to diverse moral frameworks, and abiding by ethical principles.

i. **Markers:**

1. Final Clinical Skills Evaluation: Item #3 (Benchmark: 100% of cohort \geq Score of 3 (Average); **Target:** 100% of cohort \geq Score of 4 (Above Average))

4. Research-Informed Practice (RESEARCH)

- a. **SLO #7:** Students will become knowledgeable consumers of research and evidence-based clinical practice.

i. **Markers:**

1. Research Methods Final Project (**Benchmark:** 80% of cohort \geq 80%; **Target:** 100% of cohort \geq 80%)

- b. **SLO #8:** Students will effectively use clinically relevant research and assessment tools to inform clinical practice.

i. **Markers:**

1. Final Clinical Skills Evaluation: Item #4 (**Benchmark:** 100% of cohort \geq Score of 3 (Average); **Target:** 100% of cohort \geq Score of 4 (Above Average))

5. Personal & Professional Development (PERSONHOOD)

- a. **SLO #9:** Students will demonstrate an understanding of their own systems of origin and person of the therapist themes that apply to the effective use of self in therapy.

i. **Markers:**

1. System of Origin Presentation (Systems Course) (**Benchmark:** 80% of cohort \geq 80%; **Target:** 100% of cohort \geq 80%)

2. Signature Theme Presentations (Practicum) (**Benchmark:** 80% of cohort \geq 80%; **Target:** 100% of cohort \geq 80%)

3. Capstone Project: Self-of-the-Therapist Section (**Benchmark:** 100% of cohort \geq 70%; **Target:** 100% of cohort \geq 80%)

- b. **SLO #10:** Students will engage in ongoing self-reflection and self-development—responding to feedback across clinical and professional contexts.

i. **Markers:**

1. Final Clinical Skills Evaluation: Item #5 (**Benchmark:** 100% of cohort \geq Score of 3 (Average); **Target:** 100% of cohort \geq Score of 4 (Above Average))
2. Offsite Supervisor Clinical Skills Evaluation: Item #5 (**Benchmark:** 75% of cohort \geq Score of 3 (Average); **Target:** 100% of cohort \geq Score of 4 (Above Average))
3. Capstone Project: Reflections on Your Development (**Benchmark:** 100% of cohort \geq 70%; **Target:** 100% of cohort \geq 80%)

Student Learning Outcomes of the program are designed to be congruent with the missions of OSU and the program and to support the achievement of the other Educational Outcomes.

Oklahoma State University Mission

Oklahoma State University is a modern land-grant university that prepares students for success. Through leadership and service, OSU improves the lives of people in Oklahoma, the nation and the world. Built on the value of high-quality teaching, research and outreach, OSU gives students the resources and education they need to make a difference in the world.

OSU specifically holds institutional accreditation with the Higher Learning Commission (see <https://accreditation.okstate.edu/>) and is governed by the Board of Regents for the Oklahoma Agricultural & Mechanical Colleges (see: <https://regents.okstate.edu/>).

MFT Mission

The M.S. in Human Development and Family Science with an option in Marriage and Family Therapy at Oklahoma State University prepares students to provide ethically responsible, culturally competent, research-informed, and integrative-systemic therapeutic services for diverse individuals, couples, families, and presenting problems. Through an immersive, rigorous, and developmentally sequenced training approach—focused on clinical, academic, and professional excellence—this program equips students with the capability to enhance human lives, strengthen relationships, and build communities, through leadership and service in the MFT profession.

Link of Program Mission to University Mission: The mission of the program to foster student learning and development and promote resilience and positive change are highly congruent with and supportive of the institution's missions of providing high-quality instruction to promote human development and engage in service to improve lives.

Link of Program Outcomes to Program and Institutional Missions: Achievement of the Program Outcomes support the realization of the program's and institution's missions as timely graduation and employment, passing state and national exams, and a diverse student population translate into alumni who possess the skills and credentials to improve lives and promote human development, resilience, and positive change (see the Student/Graduate Achievement Criteria data table on the MFT program's landing page at <https://education.okstate.edu/departments-programs/hdfs/mft/>).

Link of Student Learning Outcomes to Program and Institutional Missions: Achievement of the Student Learning Outcomes support the realization of the program's and institution's missions by promoting the development of student competencies that position alumni to have maximal effect in promoting human development, resilience, and positive change.

Link of Educational Outcomes to the Professional Marriage and Family Therapy Principles: The Educational Outcomes of the program were developed and are reviewed with attention to the AAMFT Core Competencies, the AMFTRB Tasks and Domains, and the AAMFT Code of Ethics (link can be accessed at: https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx).

Evaluation and Assessment of Educational Outcomes

In addition to directing course instruction and learning opportunities toward fostering student competencies, faculty also focus course evaluation and assessment on student knowledge and skill relative to the core program competencies (Student Learning Outcomes). There are several purposes to assessing student progress with regard to these competencies. First, it provides students with a continuing source of direct feedback concerning their progress which helps them know where to focus their efforts. Second, it helps faculty to identify student strengths and growth areas in order to best know how to continue to foster student development. Third, it aids faculty in determining student readiness for increasing responsibility and challenge (i.e., begin clinical work, begin independent work at offsite placement, etc.). Fourth, it helps faculty identify whether the instruction and training in the program are fostering in the students the desired competencies and where the instruction and training may need to be modified to be more effective.

Much of the assessment of the program Student Learning Outcomes takes place within courses and in conjunction with students' clinical work in the Center for Family Services. Exams, papers, scoring checklists, and rubrics that are used to assess program competencies are kept for a minimum of 7 years after the completion of the work to enable faculty to track student performance across cohorts. Qualtrics is the web-based interface used for much of the recording and reporting of assessment data on student performance. It is also used as a mechanism through which students are asked to provide feedback on faculty and program performance and through which students and alumni are asked to provide feedback on their experience in the program.

It is important to note that data are aggregated across students, as well as across cohorts, such that no one individual student is intentionally identified when creating reports on outcomes. Faculty, supervisors, instructors, and staff may have access to a student's data, along with the COAMFTE site visit team. Otherwise, data collected is confidential and will not be released to anyone without the student's written authorization.

The OSU MFT Student Learning Outcome assessments include:

- **Clinical Skills Evaluation**
 - Each semester students are enrolled in practicum, they will be evaluated by their practicum supervisor using the Clinical Skills Evaluation. Students are also asked to rate their own performance on each of the competencies. This evaluation is discussed with the student's supervisor at the end of each semester in practicum.
- **Oral and Written Exams**
 - Examples of written exams that are used to assess core competencies include exams on models of family therapy, systems theory, law and ethics, and psychopathology.
 - An example of an oral exam that is used to assess core competencies is an oral exam on appropriate ethical responses to particular dilemmas in the ethics course.
- **Integrative Systemic Therapy - Capstone Project**
 - During their final semester, students complete a paper on their integrated systemic model of change. Faculty evaluate students' self-awareness, accurate understanding of their integrated systemic theory of change with existing models of treatment, and application of the Integrated Systemic Therapy framework with a client system.

- **Comprehensive Exam**
 - During the summer of students' 2nd year, students will take a written comprehensive examination that will include content related to the core courses in the program. The exam will include 100-200 items and will be multiple choice. A total of 70% or above is a passing score and a student who fails to achieve the passing score will be evaluated by faculty to determine the appropriate remedial process. Students' performance on the comprehensive exam will also contribute to the summer practicum grade.

Information collected on student performance/experience outside of class and CFS clinical work include:

- **Off-site Supervisor Evaluations of Intern** (*every practicum semester*)
 - Students' externship site supervisors are asked to complete an evaluation of students' skills, competency, and general performance at the externship site at the conclusion of their externships.
- **Students' Evaluation of Off-site Experience** (*every practicum semester*)
 - Students complete a survey on their experience at their externship.
- **Students' Annual Program Feedback**
 - Students complete a survey each year on their experience in the program. This includes information on facilities, resources, faculty, the Program Director, and general feedback on the program.
- **Exit Interviews and Surveys** (*conclusion of the program*)
 - Prior to graduation, students meet with the Program Director in an exit interview and complete a survey about their experience in the program.

Information collected on students after graduation includes:

- **Alumni Survey**
 - Around one year after graduation, alumni are asked to complete a survey on their experience in the program. Alumni are asked a number of questions about how well the program prepared them to work with particular clinical populations/issues, about the quality of specific aspects of the program (e.g., facilities, faculty attention, open communication, etc.), about program resources, and how effective each course was in preparing alumni for their career. In addition, alumni are asked about current employment, time required to obtain a clinical job post-graduation, and experience with national and state licensing exams (dates taken and results).
- **Employer Evaluation of Alumni**
 - One-year post-graduation, alumni are contacted to ask for permission to contact on-site supervisors at their place of employment to solicit their feedback on the alumnus's performance.
- **National and State Licensing Exam Performance**
 - The state of Oklahoma has an open records policy. This policy allows the MFT Program Director to request licensing exam performance data from the Oklahoma State Department of Health, Director of Professional Counselor Licensing on each of the alumni of the program. The Program Director requests dates alumni sat for the exams, whether exams were passed, and dates alumni were awarded licensure. Note that the MFT faculty do not share with others (beyond the MFT faculty) information regarding individual performance of alumni on the licensing exams. Only aggregated data are shared (i.e., program alumni pass rates).

Faculty review Student Learning Outcome data in aggregated form early spring semester for the prior summer and fall semesters and during mid-summer for the prior spring semester. Faculty review data to assess whether students, faculty, and the program as a whole are meeting established benchmarks and moving toward achieving the program's identified targets. Where benchmarks and/or targets are not met, faculty identify ways to strengthen the training in order to improve student development. During these biannual meetings faculty also review the Student Learning Outcomes of the program, the methods for assessing outcomes, the teaching and learning practices in the program, policies, and procedures of the program, and feedback from students and other communities of interest.

Program Outcomes:

The faculty also aggregate and assess data on student/graduate achievements and the program's ability to meet the following benchmarks and targets:

1. Job Placement

- a) **Benchmark:** 80% of students (pursuing licensure) will be hired in clinical positions within six months of looking for a job (*question on annual alumni survey*).
- b) **Target:** 100% of students (pursuing licensure) will be hired in clinical positions within six months of looking for a job (*question on annual alumni survey*).

2. National Exam

- a) **Benchmark:** The program will maintain a 75% or better first time pass rate for graduates on the national licensure exam (*question on alumni survey*).
- b) **Target:** The program will maintain a 90% or better first time pass rate for graduates on the national licensure exam (*question on alumni survey*).

3. Graduation Rate

- a) **Benchmark:** The program will graduate 75% of students in two- and one-half years (advertised length) and 83% of students in three years (*faculty report*).
- b) **Target:** The program will graduate 87% of students in two- and one-half years (advertised length) and 90% of students in three years (*faculty report*).

Thesis/Non-thesis Track Requirements

Students will be required to complete either the Thesis or Non-thesis Track as part of the program requirements.

Thesis Track

The **thesis track** involves identifying a research question, writing a literature review on the topic, writing a description of the methods of the study, analyzing the data, writing the results, and writing a discussion section interpreting and applying the results. In sequence with this project, students will complete 3 additional hours of Research Methods/Statistics (enrolling in HDFS 5133 Research Methods II or a committee approved equivalent) and 6 hours of Thesis Research (HDFS 5000) with chair-guided research expectations each semester enrolled in thesis credits and satisfactory grades received.

Non-thesis Track

The **non-thesis track** involves identifying a clinical specialty area or areas a student wishes to develop and completing the Creative Component project (as outlined by the MFT Program Creative Component Syllabus), identifying 6 hours of elective graduate level courses that would assist the student in developing as a professional, enrolling in and completing the committee approved elective coursework and 3 hours of HDFS 5160 Creative Component with satisfactory marks. The specific elective courses and timing of enrollment in each should be discussed with the student's advisor and committee as soon as possible and ultimately, when developing a plan of study. Creative Component credit hours (HDFS 5160) are typically taken the last semester students are enrolled in the program; however, consultation should occur between a student and their advisor on when to complete the project as well as all details of the project including topic, drafts, and presentation of final project to committee members for review.

Choosing between the Thesis and Non-thesis Tracks

During the spring of year 1, students will:

- Meet with faculty to discuss thesis/non-thesis track options
- Decide between thesis and non-thesis track
- Select committee members:
 - If Non-thesis Track, the student's chair and advisor will be the same person, and the student will select two additional core MFT faculty members to serve on their committee.
 - If Thesis Track, the student's committee chair will be an MFT core faculty member, but their advisor and other committee member could be other graduate faculty in the college, depending on research topic. Students will select other committee members with the assistance of their thesis advisor.
- Complete the Graduate College Plan of Study Form (accessible [here](#)) and get necessary signatures (Per the OSU Graduate College, Plans of Study must be submitted to the Graduate College prior to the completion of the second semester)

Selection of a Thesis Advisor

When making a decision for their thesis advisor, it may be useful for students to review the research interests of the MFT faculty and other HDFS faculty on the department website. Students should identify several faculty members with areas of research of interest and schedule an appointment with them to discuss options. Although some students may decide to collect their own data for their project, it is recommended that students use an already collected data set for their project as this will significantly simplify the process. When meeting with faculty members to discuss options, students should reference the faculty member's area of research that they are interested in and inquire about what data they have in that area that might be available for use. In addition to faculty data sets, another option to consider is the Center for Family Services (CFS) research data set, which includes the data from the families that have received services in the CFS. Students can speak with any of the MFT faculty to learn more about this data set and research possibilities. After students have a sense for the types of data that are available, they can begin to discuss with faculty specific studies that could be done using the data. This is not an easy process, and it is assumed that it will take several meetings with faculty before a student will arrive at a clear idea for their project.

Selection of Advisory Committee Members

Incoming students are assigned temporarily to the Program Director as their academic advisor, and non-thesis students are typically then assigned to one of the core MFT faculty to serve as their academic advisor. Recommendation of final Advisory Committee members should be a collaborative activity between the graduate student and their advisor. Although the student has the ultimate responsibility for recommending their Advisory Committee membership, their advisor is a valued resource that can provide insight that will help the student make informed decisions. The student should meet with potential Advisory Committee members prior to recommending them to better understand their experience, availability, mentoring style, and willingness to serve as an Advisory Committee member.

Recommended Timeline for Completion of Thesis Projects

1 st Year Late Fall/ Early Spring	Talk with faculty about possible research topics.
1 st Year Mid Spring	Select a topic, a thesis advisor, and a committee.
1 st Year Summer	Complete introduction (i.e., research purpose and questions) and begin work on literature review (take 1 credit hour of HDFS 5000)
2 nd Year Fall	Finish a draft of your literature review and methods sections.
2 nd Year Spring	Finish proposal (intro, literature review, & methods sections) and propose late spring. Begin data collection (if collecting own data)
2 nd Year Summer	Complete data collection and enter and clean data. Complete data analyses and results section (take 2 credit hours of HDFS 5000).
3 rd Year Fall	Complete discussion section and defend by end of October (take 3 credit hours of HDFS 5000).

Student's Research Advisor Leaves the Institution

Should a student's Research Advisor leave OSU before the student completes their degree, the following steps may be taken after consultation with the Research Advisor, Department Graduate Coordinator, and MFT Program Director:

- For a master's student who need only complete their research project to finish the degree, the student may complete the research project under the direction of the original Research Advisor. If the Advisor is also the Chair of the student's Advisory Committee, a new Chair would be appointed. The original Research Advisor can continue as a member of OSU's Graduate Faculty, participate in the student's thesis defense, and fulfill their obligations to the student.
- For a master's student who is in the early stages of their program and research project, they may choose a new Advisor and start a new research project.
- A student may also choose to transfer to the advisor's new educational institution.

If a student is unable to secure a new Advisor in 30 calendar days, there is no obligation on the part of the program, Graduate College or Oklahoma State University to provide a new one. Without an advisor, the student will not be eligible to continue in the graduate program.

Student-Advisor Relationship

When it is determined that a graduate student and Advisor can no longer work together, and all efforts for conflict resolution within the program have been exhausted, it is the responsibility of the student to identify a new Advisor or change to another degree option or program. The Graduate Program Director can assist with this process, but Oklahoma State University is under no obligation to provide the student a new Advisor. If a new Advisor cannot be identified in 30 calendar days, the student will no longer be eligible to continue in the graduate program.

Important Links:

- Graduate Faculty Database
<https://gradcollege.okstate.edu/resources/current-student-resources.html>
- Plan of Study Portal & Workshops
<https://gradcollege.okstate.edu/resources/plan-of-study-form-faq.html>
- Thesis Template
<https://gradcollege.okstate.edu/resources/current-student-resources.html>
- Best Practices: Advisory Committees and Defenses
<https://gradcollege.okstate.edu/resources/best-practices.html>
- Responsible Conduct in Research Overview
<https://research.okstate.edu/compliance/index.html>
- RCR Core Subject Areas
<https://research.okstate.edu/compliance/rcr/core-subject-areas.html>
- RCR Training
<https://research.okstate.edu/compliance/rcr/training.html>
- RCR Policy
<https://adminfinance.okstate.edu/site-files/documents/policies/requirements-for-training-in-the-responsible-conduct-of-research.pdf>
- Appropriate Use of Human Subjects in Research
<https://research.okstate.edu/compliance/irb/index.html>

**Capstone Project Requirements
Integrative Systemic Therapy Paper and Presentation**

When writing the capstone paper, students shall maintain the standards set forth by the OSU MFT program, the AAMFT Code of Ethics, and the Oklahoma LMFT Act and Rules pertaining to confidentiality. Specifically, capstone papers shall be only developed and saved on CFS computers mapped to the CFS server.

The capstone paper will be scored by MFT faculty using the designated rubric. Based on aggregated faculty scoring students will receive one of the following grades: pass, rewrite, and fail. The point breakdown for the three possible results are provided below:

	Pass	Rewrite	Fail
IST Paper (55 points possible)	≥46	36-45	< 36
	*A conditional “pass” may be given in situations where a student receives a low score in a specific section or sections in which reviewers would like additional clarity before final approval. In these situations, students are required to revise the section or sections and resubmit the paper (with changes tracked) for review.		

A student’s capstone presentation will not be scheduled until the student receives a passing grade on the capstone paper. Students who receive a rewrite grade on the paper will have one week to complete and submit revisions. Students who receive a failing grade on the paper, will not be scheduled for their capstone presentation that semester, but will be postponed to the following semester to provide the student the needed time to make necessary improvements to the paper.

Instructions outlining the requirements of the paper and presentation are provided below. While it is expected that the paper will follow APA guidelines, when referring to yourself (thoughts, behaviors, feelings) please use first person language. The structure of the paper should follow the outline provided and use headings and subheadings that mirror the topics provided liberally to guide the reader. Provide citations from original works to support descriptions of specific concepts and strategies used from different models described or discussed.

The final paper should be *no more than 25 pages* and should include the following elements:

1. **Clinical Case Description** (2-3 pages). Describe a clear, detailed **description of a client system** that you worked with while in the program. The case must be **‘relational’** in that it was conceptualized systemically with the majority of the sessions being relational. The case may be either onsite in the CFS or be a case you saw at your offsite placement with **no fewer than 8 sessions being conducted**. Be sure to include important “up-front” information including description of basic client demographics, the client system’s purpose for attending therapy, potential obstacles for completing therapy, factors pertinent to the client system’s decision to attend therapy, and group membership contexts (e.g., race, SES; see Pinosof et al., 2018, p. 113). *Please be sure to also include the following information:*

- a. Description/discussion of how you contracted with your case and determined the problems to be addressed.
 - i. include a co-constructed definition of the problem (*not* the problem-sequence)
 - b. Description/discussion of both the direct and indirect client systems.
 - c. Description/discussion of both the direct and indirect therapist system.
2. **Clinical Treatment Summary** (12 pages). Describe your clinical decision-making process pertaining to the selected case in a manner that provides clear description of how you used the IST “blueprint for therapy” (Pinsof et al., 2018). As you describe the four components of the blueprint (hypothesizing, planning, conversing, and feedback; see Pinsof et al., 2018, Ch. 4 for an overview) in your work, you will discuss how you guided the case from the first phone call to termination (following the IST essence diagram). The overarching goal of this section is for you to demonstrate competency in systemic conceptualization, hypothesizing, and creating change in interpersonal patterns. Specifically, clearly articulate **what** interventions you implemented **when** to address the problematic interactional sequences and **why**. Note, the blueprint does not represent phases in therapy, but rather the recursive process that occurs throughout the entire course of therapy (e.g., we are always redeveloping hypotheses and creating new plans). Below is a description of the specific components that must be addressed:
- a. Hypothesizing (comprehensive conceptualization of the case; see Pinsof et al., 2018, Ch.5)
 - i. Fully describe the hypothesized problem sequence and what informed your hypothesis.
 - ii. Describe the relevant aspects of the web of human experience including resources and constraints *to resolving the presenting problem and problem sequences*.
 - iii. Discuss how your hypotheses changed over the course of treatment.
 - b. Planning (treatment strategies-or planning metaframeworks-you planned to use based on your conceptualization; see Pinsof et al., 2018, Ch.6).
 - i. Describe the defined solution sequence for the case. What was your initially defined solution sequence? How did you develop this solution sequence? (i.e., where did you begin treatment on the planning matrix and why?)
 - ii. Describe how you attempted to implement this solution sequence (what strategies or combination of strategies did you use and what MFT models informed these strategies)?
 1. Clearly connect the problem sequence to the strategies/interventions that you used to create the solution sequence, and the model sources that informed your decisions.
 - iii. Describe how you shifted gears in your treatment strategies based on your client’s response and unfolding/evolving hypotheses during the course of treatment? (i.e., how did you move across the planning matrix and why)
 - c. Conversing (how you conversed with clients to achieve four therapeutic functions; see Pinsof et al., 2018, Ch.7). For each of your responses, please describe conversational strategies you used (draw from the 5 elements of therapeutic conversation used in IST; basic building blocks; language of action, meaning, and emotion; turn taking; non-verbal communication; alternatives to talk therapy; see

pages 203-229); also, take liberty in bringing in your personal style of therapy and preferred modes of communication with clients.

- i. How did you develop, maintain, and repair the therapeutic relationship? How did you balance the relationship systemically?
 - ii. How did you develop an understanding of the client system?
 - iii. How did you engage clients in the process of change?
 - iv. How did you structure the therapy?
- d. Feedback (how you knew therapy was working; how you used feedback to inform therapy; see Pinsof et al., 2018, Ch.8).
- i. How did you promote and *interpret/read* feedback about the case (how did you observe, react, and incorporate this feedback into your work)?
 - ii. How did you *give* feedback to your clients about their problem description and sequences, their efforts to change, and performance, etc.
 - iii. How did you *receive and incorporate* feedback from clients about your performance as the therapist, the therapeutic alliance, and how the client is progressing in therapy, etc. (i.e., review and incorporate PRN assessment data)?
 1. Describe how you worked through client feedback about you and your therapeutic alliance.
 - iv. How did you gather *systematic and empirical feedback* (What assessment devices were used initially and across time and how did you see change from these measurements)?
3. **Sociocultural Competence and Humility** (2-3 pages): Reflect on the sociocultural identities within your specific client system and how you applied basic principles of sociocultural competence, humility, and attunement across the IST blueprint within this case:
- a. Please describe how you applied any or all of the following principles: cultural competence (awareness, knowledge, skills, see Sue & Sue pp. 38-42), cultural humility (i.e., openness, see Sue & Sue, 2019, p. 91), sociocultural attunement principles (attune, name, value, interrupt, envision, transform, see, McDowell et al., 2017). Ensure that your description considers the dimensions of privilege and oppression in the therapeutic relationship across each of the following aspects of the blueprint:
 - i. Hypothesizing
 - ii. Planning
 - iii. Conversing
 - iv. Feedback
4. **Self of the Therapist** (4 pages): The focus of this section includes addressing diversity issues, biases/blind spots, and beliefs/values as they influenced your clinical views, decisions, and behaviors toward the client system in treatment. The goal is for you to identify and discuss how factors related to your self-of-the-therapist specifically intersect and interact with the client system in producing (or inhibiting) change. Examples within this section might center on how a reactive and expressive client's state may intersect with a therapist's introverted personality or difficulty in challenging/confronting or a minority client's experience with a Caucasian therapist; with the outcome being an active and direct inclusion of these insights into fully addressing client needs by the therapist.
- a. Describe how your diverse and intersecting "contexts of membership" (e.g., family of origin, culture/race/ethnicity, gender, social class, spirituality/religion,

ability/disability, and any other key life experiences) impacted your work with the client system.

- i. Emphasize your blind spots and how your experiences in some of these areas may have affected your objectivity with the client system
 - b. Describe how your signature theme and own issues interacted with client's issues.
 - i. How did you work through your own issues so as to better meet the client's needs?
 - c. Describe what areas of personal strength you brought to your work with your client.
 - i. How did you leverage these areas of personal strength in the therapy?
5. **Strengths and limitations of your use of the blueprint for therapy.** (1-2 pages) Evaluate the quality of your therapy according to your use of the blueprint (hypothesizing, planning, conversing, feedback) and areas you recognize as the necessary foci for your professional development.
 - a. Particular strengths and limitations of your use of the blueprint with your case.
 - i. What metaframeworks you are keen on using when hypothesizing and planning and how this might be a strength and limitation.
 - ii. What is your natural conversing style and way of gathering feedback: what are the strengths and limitations of this approach?
 - iii. Overall, what are your blind spots when it comes to hypothesizing, planning, conversing, and feedback?
6. **Reflections on your development in the program.** (1-2 pages)
 - a. Particular populations (e.g., race/ethnicity, socioeconomic status, sexual orientation, etc.), treatment configurations (i.e., individual, couple, family, child, adolescent), or clinical issues (e.g., relationship problems, psychological problems, trauma) for whom your use of IST is particularly effective or limited?
 - b. Describe what you learned about yourself and your therapy during the program.
 - i. What did your experience teach you about the change process?
 - ii. What do you want to improve to be a better clinician?
 - iii. What do you want to keep doing?
 - iv. How did your experience inform how you will do therapy in the future?

Case Presentation (30-40 minutes)

***Please use PowerPoint for your presentation.**

1. Case Synopsis (2-4 minutes)

- a. You will present a case you worked with in the clinic to demonstrate your use of integrative systemic therapy. In your description of the case, please provide all necessary demographic information; info on the direct and indirect client system and how you convened therapy around a particular problem.

2. Your use of the blueprint for therapy with this particular case (15-20 minutes).

- a. Organize your presentation by the blueprint for therapy outlined in the paper. For each process, briefly describe how carried out each process across the course of therapy, including changes you made along the way, with your clients.
 - i. Hypothesizing
 - ii. Planning
 - iii. Conversing
 - iv. Feedback
- b. Video Clip (if using off-site video, you must have a signed consent form from your client): Please provide 1 video clip demonstrating the “conversing” process in your work with your selected case. You may highlight *one* of the following conversing functions: developing an understanding of the client system, engaging clients in the process of change, or structuring therapy. The goal is to demonstrate one area in how you actually *do* therapy.

3. Self-of-the-therapist issues (2-4 minutes)

- a. Describe your background and how it influences your use of the blueprint and *who you are* in the therapy room.
 - i. Diversity: How have your core contexts of membership (i.e., race, class, culture, religion, gender, sexual orientation) impacted how you experienced the client system, conceptualized the case, and approached treatment?
 - ii. Signature Theme: What core vulnerabilities (signature theme) impacted your work with this case and how did you work within this in an effective or non-effective way?

4. Lessons learned (8-10 minutes):

- a. From your work with this case:
 - i. What you’ve learned from the case, what you would do differently in future cases, and what limitations you have discovered in your therapeutic approach. How did your work with the case inform your developing understanding of the change process?
- b. From your experience in the program: Please describe:
 - i. The biggest lessons you have learned (about yourself, systemic therapy, and the therapeutic process) and how you will take these lessons with you into the future.
 - ii. Looking ahead, what are some of the biggest growth areas you hope to address as you move forward?

5. Q&A (5 min)

Creative Component

Professors: MFT Faculty Committee Chair and two additional core MFT faculty

Course Description

This course is designed for graduate students enrolled in creative component hours required for completion of degree requirements in the Masters in Human Development and Family Science with an option in Marriage and Family Therapy. No earlier than their second summer semester, students will enroll in creative component hours under one MFT faculty member based on instruction from the MFT faculty.

- Students enrolled in this course are expected:
 - to be proactive by taking primary responsibility for their creative component project by demonstrating a professional attitude and adequate time commitments.
 - to complete the Creative Component Proposal form (found in the MFT Program files folder on the CFS server), with their proposed idea or their creative component topic. The student should submit the form to their graduate advisor for faculty review, faculty approval and signatures, and placement in their MFT program student file to adhere to all professional (e.g., AAMFT and University/Graduate College) guidelines regarding plagiarism.
 - to complete the course requirements outlined below:

Course Requirement #1: Self of Therapist and Clinical Specialization Paper

This first part of your paper (6-8 pages) shall include 3 clear sections/headers discussing:

1. Your clinical area of specialization, presenting problem, and/or population of interest.
 - a. What type of clinical problems or populations are you most interested in working with? It is important for you to select some kind of special focus that you plan to have in your professional work.
 - b. Why is this an important population or problem for clinicians to develop competencies to address? Describe what makes this population vulnerable or this problem difficult to resolve in society. Use APA format and cite 3-4 related sources to support your write-up.
2. Self-of-the-therapist reflections.
 - a. What personal experiences led to your interest in working with this population/topic?
 1. Be as specific in this section as possible, providing details related to domains such as family of origin, culture/ethnicity, gender, social class, spiritual religious, other key life experiences that influenced your interest.
 - b. What professional/clinical experiences led to your interest in working with this population/topic?
 - c. What anticipated blind spots or lingering biases do you need to work on, become aware of, be sensitive to, and overcome in order to be effective?
3. Marketing Bio.
 - a. Based on your personal assessment of your self-of-the therapist and experiences, develop a biosketch outlining your current as well as ideal credentials, expertise, and targeted clinical scope of practice (2 separate sketches). (Imagine being announced at

a conference as an expert; What qualifies you to work with this problem/population?).

The **second section** of the paper (1-2 pages) should focus on developing a clear work plan and anticipated *timeline* (included with dates and specifics) for obtaining competence with your identified topic or population of clinical specialization. This section of the paper should begin with a discussion of your long-term career goals and aspirations in MFT and conclude with a clear work plan specifying your step-by-step plans and anticipated timeline for:

- a. Seeking employment (discuss agencies or experiences you plan to pursue and hope to obtain upon graduation)
 - a. How you will leverage your time and positions to obtain the skills, training, licensure, certifications?
- b. Obtaining state licensure (name the state and develop a step by step action plan for meeting requirements)
- c. Identifying a qualified supervisor for licensure (discuss the qualities and areas of clinical specialization desired and your step by step action plan for seeking a supervisor post-graduation) and post-licensure for ongoing consultation.
- d. Pursuing specialized training and/or certifications.

Course Requirement #2: Clinical Handout/Resource

For the second Creative Component requirement, students are to develop a brief, empirically based clinical/psychoeducational handout/resource for use with their clinical topic, presenting problem, and/or population of clinical specialization. This resource should be based on 2-4 key empirical references and may be developed as a handout/fact sheet, a homework exercise, app, blog post, video, or other format that best aligns with their skillset and abilities and is *pre-approved* by the faculty.

1. The work should:
 - a. Introduce reader to the topic/population of interest or presenting problem (e.g., grief issues for children who experienced loss of a parent).
 - b. Include an overview of empirically based/supported approaches to treating the population or presenting problem (e.g., systemically-oriented programs for children who lost their parent, key strategies for managing ADHD and academic productivity).
 - c. Include a handout or resource designed to initiate change in the client system (feel free to be creative).
 - d. Be written in layperson language (7th grade reading level).
 - e. Be clearly cited at the end of the resource.

Submission Details:

1. Please submit an electronic copy of your final paper to the CFS server (in the MFT Program Files → Creative Component folder →YOUR NAME) by 10am the first Friday of July (for summer graduation) or the first Friday of November (for fall graduation).
2. Please submit electronic copies of each of the manuscripts you used for your creative component paper to the CFS server as well; placing them in a separate folder on the server.

Quality of Writing:

Graduate level writing is expected and required for this project. Papers will be evaluated based upon quality and clarity of writing and thoroughness within each written product. Errors in grammar, spelling, word selection, punctuation, and writing style are not acceptable. Students are expected to know and adhere to the *Publication Manual of the American Psychological Association, Sixth Edition*. Students are expected to carefully proofread their own work and seek external reviewers for their paper prior to the final submission date.

Final Course Grade

Final course grade will be based on the approval of the Creative Component by the students' graduate committee. A grade of passing (A) indicates that the student has performed at a level expected of a graduate student in the MFT program at OSU with advanced clinical experience, whereas failing (F) indicates that the student has not performed at a level expected for a graduate student in the MFT program at OSU with advanced clinical experience.

***Final Requirements for Processing Creative Component Paperwork:**

- Upon approval by the faculty, you will need to complete the Verification of Completion of Creative Component form (found on the CFS server in the MFT Program Files folder), receive faculty signatures, and ensure that the form is placed in your MFT program student file.

Academic Integrity: Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in a student being sanctioned. Violations may subject a student to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on transcript (F!), and being suspended from the University. Students have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, academicintegrity.okstate.edu.

*These creative component requirements are subject to change prior to student enrollment in the creative component course.

MFT Program and Graduate College Timeline

First Year	
Fall	<ul style="list-style-type: none"> • Submit GSSI form (GTA/GRA tuition waiver form; due before 1st day of semester classes) • Obtain AAMFT Membership & Liability Insurance & Submit verification emails (due September 1st) • Complete and submit OSBI Criminal History Report • Apply for Graduate Scholarships (typically due in December)
Spring	<ul style="list-style-type: none"> • Submit GSSI form (due before 1st day of semester classes) • Identify permanent faculty advisor/chair and advisory committee members • Complete Plan of Study (due March 1st)
Summer	<ul style="list-style-type: none"> • Submit GSSI form (due before 1st day of semester classes)
Second Year	
Fall	<ul style="list-style-type: none"> • Submit GSSI form (due before 1st day of semester classes) • Renew AAMFT Membership & Liability Insurance & Submit verification (due September 1st) • Apply for Graduate Scholarships (typically due in December)
Spring	<ul style="list-style-type: none"> • Submit GSSI form (due before 1st day of semester classes)
Summer	<ul style="list-style-type: none"> • Submit GSSI form (due before 1st day of semester classes) • Take comprehensive exam <p><i>If graduating in 2 years, during first two weeks of summer semester, submit:</i></p> <ul style="list-style-type: none"> • Submit Request to Complete Capstone (due June 1st) • Diploma Application • Graduate Clearance Form • Revised Plan of Study (if necessary) • Graduate Committee Change Request Form (if necessary) • Complete the Student Graduation Checklist
Third Year	
Fall	<ul style="list-style-type: none"> • Submit GSSI form (due before 1st day of semester classes) • Submit Request to Complete Capstone (due September 1st) • Renew AAMFT Membership & Liability Insurance & Submit verification (due September 1st) <p>During first two weeks of semester, submit:</p> <ul style="list-style-type: none"> • Diploma Application • Graduate Clearance Form • Revised Plan of Study (if necessary) • Graduate Committee Change Request Form (if necessary) • Complete the Student Graduation Checklist with PD and CD.

Important Links:

- Graduate College Academic Calendar
<https://gradcollege.okstate.edu/gc-calendar.html>
- Graduate College Forms
<https://gradcollege.okstate.edu/resources/current-student-resources.html>
- Graduate College Round-Up website link for the Plan of Study
<https://gradcollege.okstate.edu/resources/current-student-resources.html>

MFT Program Policies

Recommended Diversity/Inclusivity trainings and Required Sexual Harassment, and Reporting Policies Trainings for All MFT Students:

In recognition and appreciation for respecting all aspects of diversity and inclusivity, the OSU MFT program **requires** that all MFT students participate in university-approved trainings annually regarding policies and issues relating to Sexual Harassment (Title VII and Title IX) and Reporting policies (Clery Act CSA and Incident Reporting). Also, trainings for Diversity/Inclusion are **recommended**. Proof of completion of the **required** annual trainings will be sent to the Program Director and will become part of your official student file. Failure to complete Sexual Harassment and Reporting Policies Trainings may result in student removal from the program.

Link to Trainings: <https://hr.okstate.edu/talent-development/pt-student-training.html>

Fostering and Promoting a Culture of Diversity and Inclusion at OSU

In an effort to support and advance the commitment to a culture of inclusion, all faculty, staff and students are expected to complete the “Fostering and Promoting a Culture of Diversity and Inclusion at OSU” modules. Students will have a hold placed on their account and will not be able to enroll in courses until they have completed the training. We encourage you to complete the module as soon as possible.

Link to Modules: <https://diversity.okstate.edu>

Non-Discrimination Policy:

The OSU Marriage and Family Therapy program does not discriminate based on age, race, national origin, gender, gender identity, ethnicity, relationship status, income, socioeconomic status, culture, ethnicity, sexual orientation, religious or spiritual belief or affiliations, health status or disability, or veteran status in any of its activities or policies relating to students, faculty, including instructors, supervisors, other relevant educators and professional staff.

If You Are Subject or Witness to Unacceptable Behavior

If you are feeling uncomfortable or unsafe, witness any inappropriate behavior, or have any other concerns, please contact an OSU MFT program faculty member and address your comments to the MFT Program Director.

If possible, provide the following information in writing on the provided form:

- Identifying information (name/badge number, appearance) of the participant who allegedly violated this policy.
- The behavior that was in violation.
- The approximate time of the behavior.
- The circumstances surrounding the incident.
- Other people involved in or witnessing the incident.

Addressing Grievances

If you feel you have been falsely or unfairly accused of violating this Inclusivity Statement or engaging in unacceptable behavior, notify the MFT Program Director. The MFT Program Director will take steps to resolve the issue appropriately. See Grievance Policy section in this handbook (pg. 64) for additional information on grievance policy and procedures.

Program Communication

It is the MFT Program policy that students must use their Okstate email to communicate with faculty, staff, and students about program and clinic matters. Students are responsible for any events and information communicated via email or from MFT Council minutes (emailed to students and posted on the server).

Student Technology Requirements

The program does not currently require students to purchase or provide any form of technology. Free access to computing and electronic record keeping technology is provided in the Business Office (BO) in the CFS for students to utilize for clinical practice and case management. Free access to technology is also provided in the CFS for students to record clinical sessions on-site, as well as to check-out audio recorders for off-site clinical work. Free access to computing and statistical programs for students to complete course work, thesis requirements, creative components, and any other program-related work is also available in the Nancy Randolph Davis building. In the event that a student needs access to computers or technology for telehealth delivery, they should contact the Clinical Director and technology will be provided.

Please also see earlier section in this handbook on Appropriate Use (pg. 17).

Vacations and Absences

Students are expected to plan vacations and absences around the OSU academic calendar and/or the OSU employee calendar and CFS official closures. For clinic/program responsibilities, students must get MFT Program Director, Supervisor, and CFS Director permission for absences that impact class attendance, attending CFS Staff Meetings, client sessions, clinic night attendance, internship, and/or assistantship duties, and other program requirements or events that require attendance (see Annual MFT Program Events list below). The best practice for leave request situations is to email the Program Director with the request, who will then process with the core faculty. If/when the leave is approved, students currently enrolled in practicum should follow the Therapist Vacation Request directions in the CFS Policies and Procedures Manual.

As the CFS closing schedule does not supersede employment responsibilities, students will also exercise care in ensuring that they receive clearance from their RA/TA supervisor prior to taking a vacation. Not receiving approval while being paid as a RA/TA may result in an immediate loss of employment as well as tuition waivers and health insurance or a loss of future employment within the department or college.

Annual MFT Program Events

- Summer State of the Program Meeting (June/July)
- Summer Capstone Presentations (July)
- Fall new MFT student Orientation (August)
- Fall Semester Kick-off & Welcome Event: (August)
- 1st Year Clinic Orientation (August/September)
- Homecoming Celebration: (Fall Semester)
- Fall Capstone Presentations (October/November)
- 3rd Year Graduation Party: (December)

Assistantships & Scholarships

Assistantships

Assistantships include both Graduate Teaching Assistantships (GTA) and Graduate Research Assistantships (GRA). GTAs involve graduate students assisting a faculty member with teaching a class and/or teaching their own class. GRAs involve helping faculty with research, such as conducting literature reviews, calling/interviewing participants, gathering and analyzing data, preparing reports, or preparing results for presentation at conferences.

Assistantships depend on 1) funding availability; 2) student's need; 3) the student's performance in previous semester assistantship(s); and 4) the student's year in the program. Our first priority is to fund all students. However, students in their first and second year of the program take priority for assistantship funding over 3rd year students.

Students must be enrolled in a minimum of 6 credit hours during the fall/spring semesters and 2 credits hours in the summer if they intend to hold a graduate assistantship. However, students must be enrolled in 9 credit hours each fall/spring semester to also receive health insurance benefits. For additional information, see: <https://education.okstate.edu/graduate-students/stipends-tuition-waivers-benefits.html>

Students must demonstrate satisfactory performance each semester to receive an assistantship for the following semester. Students will be evaluated at the end of each semester. Successful students who do well on their assistantships treat their assistantship assignment like a job. Students should plan to schedule around the needs of their assistantship supervisor.

Assistantships awarded to MFT students are limited to .25 FTE or 10-hours per week, given the intensity of the OSU MFT clinical training program.

With a .25 FTE (10 hours a week) assistantship (GTA or GRA) students receive:

- Full waiver of non-resident tuition (grants in-state rate)
 - *Students are responsible for submitting their GSSI waiver prior to each semester they intend to enroll in courses.
- Monthly stipend of \$950 a month
- Scholarship which pays for tuition each semester they receive an assistantship.
- Health insurance paid by OSU (approximately \$642/semester)

Assistantships do not cover fees. See the fee estimator at: <https://bursar.okstate.edu/tuition-estimate>

Summer tuition is waived if students have an assistantship the spring prior to the summer in which tuition is waived. However, students do not receive a stipend during the summer if they are not on an assistantship.

Important Links:

- Graduate Assistantships:
<https://gradcollege.okstate.edu/prospective-students/assistantships.html>
- Fall/Spring/Summer Enrollment Guidelines:
<https://gradcollege.okstate.edu/prospective-students/enrollment-guide.html>
- Student Health Insurance:
<https://gradcollege.okstate.edu/prospective-students/student-health-insurance-plan.html>
- Tuition Waiver Forms:
<https://grad.okstate.edu/register/tuitionwaiver>

Graduate Student Scholarships

Each year the College of Education and Human Sciences awards multiple fellowships and scholarships to graduate students. Applications for these fellowships and scholarships are available in November and are typically due in December or January each year. Awards range from \$500 to \$5,000 and are typically presented during the Celebration of Excellence awards banquet in April. All recipients and their families are invited to attend. Scholarship/fellowship recipients must be majoring in a graduate degree program in the College of Education and Human Sciences and currently enrolled in a minimum of six credit hours during the period of the scholarship award. Criteria vary for each scholarship/fellowship but usually include scholastic record (GPA), college and university leadership activities, professional goals, etc.

Remember the Ten Run Scholarship

The purpose of this award, made possible by the generosity of donors, sponsors and participants in the annual Remember the Ten Run (www.remembertheten.com), is to give financial support to assist outstanding students in meeting their academic goals and further their professional development and counseling-related skills. The [Remember the Ten Run Scholarship](#) Program provides support to Oklahoma State University (OSU) students enrolled in Counseling (Community Counseling), Human Development & Family Science (Marriage & Family Therapy), Psychology (Clinical Psychology), and Educational Psychology (Counseling Psychology). Recipients receive a \$1,000 cash scholarship, with \$500 being awarded in the Fall and \$500 in the Spring. All students studying in one of the disciplines above, on the Stillwater campus and enrolled full-time, are eligible to apply. Applicants must exhibit good citizenship, high moral character, and a strong work ethic. Applications are generally due in March for the following Fall/Spring scholarship award period.

AAMFT *Now is the Time: Minority Fellowship Program-Youth*

Now Is the Time: Minority Fellowship Program- Youth (NITT-MFP-Y) is a fellowship program for masters students interested in service provision to the nation's youth. The NITT-MFP-Y is part of the President's Plan, *Now Is the Time*, to increase access to mental health services for youth in America. This program expands the focus of the current MFP program to support masters level trained behavioral health providers in the fields of psychology, social work, professional counseling, marriage and family therapy, and nursing. The purpose of this grant program is to reduce health disparities and improve behavioral health care outcomes for racially and ethnically diverse populations by increasing the number of culturally competent masters level behavioral health professionals serving children, adolescents, and populations in transition to adulthood (aged 16 – 25) in an effort to increase access to, and quality of, behavioral health care for this age group.

Financial Support & Training Benefits:

- Financial support is provided for the NITT-MFP-Y fellowship for a 1 to 2 year term. This includes a stipend to be used for all related costs of a master's program attendance and training.
- The NITT-MFP-Y fellowship provides travel support to the AAMFT Annual Conference. This includes reimbursement for NITT-MFP-Y Fellows for all costs of attendance at the AAMFT Annual Conference. Attendance at the conference will provide continuing education and cross-collaboration with faculty and other leaders in the field, as well as an opportunity to present their work.
- Mentorship and Leadership Development, Online Training, and Access to Educational Resources via the AAMFT Online Community.
- Lifetime network of professional association with Marriage and Family Therapists interested in ethnic minority mental health and services.

All applicants to the NITT-MFP-Y must comply with the following eligibility criteria outlined in this section. Applicants must:

- Be U.S. citizens or have permanent U.S. residence status (I-551 or I-151);
- Be an AAMFT member at the time of selection;
- Demonstrate experience and/or commitment to working with youth and young adults between the ages of 16-25;
- Be enrolled full-time or part-time in a Marriage and Family Therapy master's program for the duration of the fellowship;
- Demonstrate experience and/or commitment to serving ethnic minority children, adolescence, and individuals in transition to adulthood (16-25), and underserved populations, including but not limited to persons who identify as LGBTQ and people with disabilities;
- Be AAMFT members at the time of selection and for the duration of the Fellowship;
- Be enrolled in a Master's MFT program no later than the start of the Fellowship year to which they are applying;
- Be enrolled in courses approved by their academic advisor that will fulfill the requirements needed to complete their Masters degree.

Find more information at <http://www.aamftfoundation.org> or https://aamftfoundation.org/Foundation/What_We_Do/MFP/Application_Information/NITT_MFP-Y_Application_Information.aspx

Oklahoma State Bureau of Investigation (OSBI) Criminal History Information Request

Serving as a therapist for individuals, couples, and families is a significant position of trust. The character of the therapist is important to clients, to the state licensing board, and to the faculty of the OSU Marriage and Family Therapy Option. In an effort to ensure high standards among student therapists, all student therapists are required to submit to the Program Director the current results of an OSBI Criminal History Information request. Students are responsible to obtain results of the background check from the OSBI at students' expense. *The results must be submitted to the CFS Director before conducting therapy at the Center for Family Services. The results submitted to the Program Director should be an original and may be a photocopy in the event that the student has requested a copy when completing the background check as a condition for employment at OSU as a graduate teaching/research assistant. *PLEASE DO NOT ask OSU Human Resources to provide the CFS with a copy as this violates their fair credit reporting policies. Instead, students can simply "request a copy" (i.e., checkmark a box) when completing their background check. This will send the student a copy of their report by email that they can then present to the MFT program. This report will be placed in the student therapist's permanent file. An OSBI check is valid for two years.

Program faculty may prohibit a student therapist from conducting therapy in the Center for Family Services if the results of the student's OSBI check reveals past criminal activities that would likely lead the Oklahoma Board of Health to deny that person licensure under Title 59 of Oklahoma Statutes, Section 1925.15. This includes "Been convicted of a crime the Commissioner determines after a hearing to be of such a nature as to render the person convicted unfit to practice marital and family therapy" or "criminal records that are specific and directly related to the duties and responsibilities for the licensed occupation" and the action has occurred within a five-year time period.

Students should follow the attached directions to file the Criminal History Information Request with the OSBI. This request is at student expense and the student is responsible for ensuring that the Program Director receives the original report from OSBI. No cases will be assigned to a student therapist who does not have a current OSBI report on file.

Oklahoma State University also requires graduate students to secure an OSBI check for the purposes of securing a graduate assistantship. Specifically, the Graduate College states: "In support of OSU's commitment to provide a safe and secure environment for employees and students, the new Policies and Procedures Letter, 3-0771, Background Check Policy for Faculty and Graduate Assistants/Associates (Teaching and Research), has been fully approved and the policy can be found on the University's policy site (<https://adminfinance.okstate.edu/site-files/documents/policies/background-check-policy-for-faculty-and-graduate-assistants-and-or-associates-teaching-and-research.pdf>). Additionally, in cooperation with OSU Human Resources, reference documents were created (Operational Guidelines and Frequently Asked Questions) to guide implementation of this important policy. All related documents are attached for your use and distribution as needed within your area.

With the adoption of this policy, background checks are to be conducted on the successful hires for all faculty (tenure and non-tenure track) positions, as well as Graduate Assistants and Associates (Teaching and Research), employed after March 1, 2018."

Submitting a criminal history information request can be completed by mailing or faxing a completed criminal history information request or by submitting the form in-person at the OSBI

headquarters. The OSBI headquarters is open from 8:30 a.m. until 4:30 p.m., Monday through Friday, except for holidays and is located in the Broadway Executive Office Park one half block west of the Broadway Extension on Northwest 63rd in Oklahoma City. The address is 6600 North Harvey, Oklahoma City, OK, 73116. All requests must be typed or legibly printed in ink. The current cost of a criminal history information request is \$15.00. Accepted forms of payment include cash with in-person requests only, money orders, Visa, Mastercard, Discover, cashier's checks, certified checks, government checks or warrants, and business checks imprinted with the company name and address and made payable to the OSBI. **Personal checks are not accepted.**

The average wait times to receive a processed criminal history information request are as follows:

In-person Requests: Results are processed the same day they are submitted. Approximate wait time is 10-15 minutes.

Faxed Requests: Faxed credit card requests are usually processed within three days of their receipt and require the customer to provide a dedicated fax line number for the return results.

Mailed Requests: Mailed requests are processed within one to three weeks from the date they are received. The average wait time from when the form is mailed to receipt of results is approximately 3-4 weeks.

For more information regarding criminal history information requests or to download the current request form or credit card fax form, please visit

http://www.ok.gov/osbi/Criminal_History/index.html#

Minors on Campus Training

In recognition of the absolute necessity of protecting Minors, OSU requires that all adults working with Minors participate in university-approved training annually regarding policies and issues relating to interactions with Minors including the practices and conduct requirements of this policy, on protecting Minors from abusive emotional and physical treatment, and on required reporting of incidents of improper conduct (see OSU Policy & Procedures; MINORS PARTICIPATING IN OSU-RELATED ACTIVITIES AND PROGRAMS; 1-0135 GENERAL UNIVERSITY, March 2013).

Under Oklahoma law, if you believe a child is being abused or neglected, you are required to report it to the proper authorities. Reports can be made at any time to the Oklahoma Department of Human Services (OKDHS) Abuse and Neglect Hotline at 1-800-522-3511. The hotline is available 24 hours a day, 7 days a week. In an emergency, or if you see a crime in progress, always call 911 immediately. It is the policy of the university that no OSU faculty, staff, or student making a good faith report of suspected abuse or neglect will be retaliated against in the terms and conditions of employment or educational program at OSU.

The training (specifically for students and graduate students) can be accessed at:

<https://hr.okstate.edu/talent-development/pt-student-training.html>

Failure to complete the annual training may result in your inability to work or conduct clinical services within the Center for Family Services, the training clinic for the MFT program. Thank you for your consideration in this matter.

AAMFT Membership & Liability Insurance

All students must be **members of AAMFT** and have **liability insurance** prior to the start of clinical work in the program. Liability insurance is included as part of the student's yearly AAMFT fees. Typically, AAMFT announces the waiver of the initial application processing fee (not the fees for the national dues; \$75) via a promo code that the Program Director forwards to the incoming cohort.

Membership and professional liability insurance are to be **renewed annually** with no lapse in coverage from the previous year of coverage. A copy of the membership certificate (via email) as well as a copy of the student's personal liability "verification of coverage" certificate (via email) must be sent to the Clinical Director to be placed in the student's file annually. Failure to obtain or renew liability insurance will result in the student's discontinuation with clinical activity.

Students are strongly encouraged to become active in AAMFT and OKAMFT in order to access training information, publications, and networking with local, state, and national professionals.

As an added benefit, eligible active AAMFT student members in the United States will receive free liability insurance coverage through CPH & Associates. A link to opt-in to the liability insurance will be included in their welcome email once their AAMFT membership has been processed. Please look out for a welcome email to ensure that you apply ASAP to allow time for your policy to be created. If you are having trouble opting into the insurance, please call CPH at 703-838-9808.

Important Links:

- AAMFT Student Membership Application
<http://www.aamft.org/join> (or call 703-838-9808)
- CPH & Associates (liability insurance)
<https://www.cphins.com/>
- OKAMFT Website
<https://networks.aamft.org/oklahoma/home>

Student Electronic Files

As indicated in the previous sections of this handbook, students in the MFT Program are required to have several documents on file with the MFT Program. As students progress further into the degree and clinical training requirements, additional forms will need to be completed, signed, and processed with the Program Director, Clinical Director, Advisor, and Committee Chair (and committee members). Some forms will simply need to be obtained by the students after receiving from outside organizations (e.g., OSBI Background Check, CPH Liability Insurance Verification) while other forms will require signatures and additional processing after completion (e.g., Creative Component Defense forms, Request to enroll in non-approved elective courses). Students should keep a file with each of the forms below in their staff folder on the CFS server and ensure that the files are numbered and labeled accordingly:

- 1.OSBI Background Check
- 2.MFT Program - Informed Consent for Clinical Training.
- 3.CFS Confidentiality Agreement.
- 4.a Liability Insurance Proof (for each year in program; label subsequent years as 4.b & 4.c)
- 5.Minors on Campus Training Verification (for each year in program)
- 6.Offsite Placement Contract (and extension contract if applicable)
- 7.Request to Complete Capstone Requirements.
- 8.Notification of Cumulative Exam score with overall score of 70% or above (letter provided by PD).
- 9.Notification of Capstone Paper Satisfactorily Completed above (letter provided by PD).
- 10.Reconciled Capstone Score sheet (excel; provided by PD).
- 11.Media Release Form

Prior to graduation, student files will complete a check out session with the Program Director to be audited to ensure that the above and following forms are also included in their folders (as applicable):

- Creative Component/Thesis Proposal form (only for non-thesis students)
- Creative Component/Thesis Defense form (only for non-thesis students)
- Final Clinical Contact Hours Reports for CFS/Offsite Placement; *with 50 raw sup. hours.
- Requests to enroll in non-approved elective course(s); (only for non-thesis students).
- Final Basic Skills Evaluation (confirmed that PD has data).
- PD Letter of Completion

Prior to being cleared for graduation, students will also complete a check out session with the Clinical Director to ensure that the following have been adequately addressed:

- Student Clinical Files (electronic; Ti) are transferred/closed.
- Case files audited, archived appropriately, and cleared. *Verified by CFS manager/auditor
- Teaming Forms removed from BO and shredded or archived with Clinical Director.
- Student Audio Recorder/parts, and Lock Bag turned in; *Equipment form signed off.
- Student Business Office Cubby, Mailbox, Binder, White Board cleaned off.
- Student video files deleted from CFS video server; *CD eyes on to verify.
- Student Keys turned in; *Keys form signed off.

Addressing Student Deficiencies²

Most students who enter a graduate program believe they are embarking on their chosen profession. Some discover that this is not what they desire, or that they lack the talent to perform effectively in the field of marriage and family therapy and drop out of the program. A few students, although lacking the skills to be effective, continue on with their degree program. Because marriage and family therapists have a great deal of influence in the lives of their clients, it is important that only competent beginning-level clinicians be allowed to graduate. In addition, because of the vulnerable position that clients are in when they receive treatment, it is imperative that students of this program meet high standards of conduct and performance in areas including, but not limited to, professionalism, emotional health, and ethical behavior. MFT faculty have the responsibility of determining whether a student is emotionally, ethically, and professionally suited to enter the profession, and to advise students to leave the program when they might pose serious risk to their clients and the standards of the profession. What follows is a list of areas of student performance/functioning and a short description of the expectations associated with each.

Academic

It is expected that students will be invested in and perform well in their coursework. Students must maintain a 3.0 grade point average (“B” Average) at all times while enrolled as graduate students in the Department of Human Development and Family Science. In accordance with the OSU Graduate College’s standard on minimum grade requirements, “a grade-point average of "B" (3.00) is required to (1) maintain good standing as a graduate student and (2) meet requirements for a degree. Receiving a grade of a C or below in any course (or UR in research) requires departmental approval prior to enrolling in subsequent semesters. No course with a grade of “D” or “F” can be used on the Plan of Study to satisfy the degree course requirements. At the graduate level, a grade of a “D” or “F” is a failing grade that can result in dismissal by the dean of the Graduate College, regardless of academic standing. Academic standards are set forth by the HDFS Department as well as the OSU Graduate College. Thus, students who do not meet the minimum academic requirements will be placed on academic probation and/or dismissed from the program.

See the OSU Graduate College and HDFS Department handbooks for more information:

<http://catalog.okstate.edu/graduate-college/#text>

<https://education.okstate.edu/site-files/documents/graduate/hdfs-grad-studies-handbook.pdf>

Professionalism and Code of Conduct

As stated throughout this Program Handbook, students are expected to consistently interact in their work with faculty, site supervisors, other students, and clients in appropriate ways. Students are expected to behave in professional fashion, taking care to discuss cases in confidential and sensitive ways, approaching colleagues with respect, and responding appropriately to feedback given by faculty and site supervisors. When a student disagrees with the feedback of a faculty or site supervisor, the student is expected to discuss this with that person and not passively dismiss it or discuss it as a problem with other students and faculty. Similarly, students are expected to be sensitive when giving feedback to colleagues, recognizing when their advice may be ill-timed or inappropriate to the situation.

Emotional

Students are expected to demonstrate emotional strength and stability. Students must take appropriate steps to prevent their emotional problems from having a negative effect on their clients

or others with whom they work as judged by faculty or site supervisors. Students are expected to resolve any personal problems that impede their ability to be effective in their clinical work and/or their ability to be appropriate in their interaction with other students, faculty, or other professionals with whom they work.

Where students are unable to resolve their personal problems through their own efforts, they may need to seek professional help. Where these issues are evident in the students' conduct/performance, faculty will provide feedback to students and encourage them to address the problematic issues. In cases where students' emotional problems pose a risk to their clients, they may be immediately removed from cases and may be asked to immediately discontinue all clinical work. In cases where students fail to adequately address the problematic issues, they may be counseled out or dismissed from the program.

Ethical Issues & Authenticity of Student Work

Students are expected to conduct themselves in their clinical work and in their general conduct according to ethical and legal guidelines as outlined in Oklahoma law and the AAMFT code of ethics. Due to the sensitivity of the professional role of a marriage and family therapist, ethical conduct is taken very seriously. As determined by the faculty, students found to have engaged in or to be engaging in ethical misconduct in their clinical work or in other areas involving the authenticity of student work such as cheating in coursework, misrepresenting facts in clinical paperwork or in communication with faculty, or engaging in other ethically questionable conduct may be subject to corrective measures. Examples of corrective measures include, but are not limited to, receiving a failing grade, removal from cases and all activity in the clinic, removal from external placements, completion of sanctioned activities (e.g., attend ethics trainings, retake a specific course, write essays, enroll in additional practicum hours), and dismissal from the program.

Clinical Skills

Students are expected to be able to appropriately apply theoretical material in the clinic setting. This relates to being able to engage clients in therapy, assess existing problems, and design and implement intervention strategies. Students are expected to be familiar with a variety of family therapy theories. A deficiency may exist when a student appears to not be able to apply general tenets of systems theory or specific tenets of family therapy theory as guided by the practicum supervisor. When an area of concern is identified with regard to a student's clinical performance, specific goals and strategies will be implemented in supervision to help the student develop the necessary skills. This is a normal part of the supervision experience. However, if the faculty or site supervisor believes that the problem fits within the category of a severe deficiency and it is not alleviated through initial goal setting, the faculty member will discuss the concern with the entire MFT faculty.

Matter of Record

If a student engages in unprofessional or unethical conduct in their clinical work at the CFS, the faculty will consult on the infraction and may issue a Matter of Record to the student. The form will include details related to the specific infraction and will be reviewed and signed by the student, their clinical supervisor, and the Clinical Director. A first offense with a Matter of Record is considered a warning. A second offense requires the student to meet with the MFT faculty to discuss their conduct in the program and may result in a remedial plan being issued to the student. A third offense will be discussed by the MFT faculty and may result in being removed from the program depending on the infraction and the student's clinical professionalism and progress in their clinical

development. All Matters of Record will be reviewed by the MFT faculty and discussed with the student directly. Copies of this Record will be added to the Student's personal program file.

Severe Deficiency

The faculty will make the determination of when a problem warrants the label, "severe deficiency." If the problem is termed a severe deficiency by the faculty, the student will be notified by their practicum supervisor, major advisor, or the Program Director. The faculty member(s) will strategize and contract for specific steps the student can take to resolve this deficiency and decide on a time schedule for accomplishing the sanctions. This contract will be finalized in writing with a copy given to the student, a copy to remain in the student's file, and copies for all members of the MFT faculty. If the student satisfactorily resolves the severe deficiency, the student will receive a letter notifying them of such with a copy placed in their file and copies for all members of the MFT faculty.

Dismissal from the Program

If the student still does not resolve the severe deficiencies in an adequate manner or timeframe, the student may be dismissed from the program. The student will meet with the MFT faculty to discuss the situation, and if dismissed from the program will receive a letter from the Program Director notifying the student of dismissal. Copies of the letter may also be sent to all MFT faculty members and the graduate coordinator with one placed in the student's file. Counseling a student out of the program is a difficult situation for both faculty and students. Where possible, faculty will work with those students, who exhibit severe deficiencies in an effort to assist them in correcting the problems. Where remedial action on the part of the student is not deemed feasible such as in cases, including, but not limited to, ethical misconduct or emotional instability, the student may be dismissed from the program. In such cases, the student will be given specific feedback about the reasons for their dismissal. The members of the MFT faculty remain committed to students' growth and are invested in the success of all students in the program. As such, we will make every effort to help students address any deficiencies in a way that will allow students to benefit fully from the training and to reach their potential as therapists.

Important Links:

- Graduate Student Appeals
<https://gradcollege.okstate.edu/resources/appeals-policy.pdf>
- Leave of Absence Policy
<https://gradcollege.okstate.edu/resources/leave-of-absence-policy.html>
- OSU Student Code of Conduct
<https://studentconduct.okstate.edu/code>
- AAMFT Code of Ethics
https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

² Portions of this section were adapted from the Purdue University at Calumet MFT Handbook.

Grievance Policy

The faculty of the Marriage and Family Therapy Option place open and honest communication between students and faculty as a high priority. To further such communication, the faculty have established the following information governing handling grievances and instances of sexual harassment. This MFT policy is intended to reinforce and supplement the existing OSU Grievance Policy as established by the Academic Appeals Board, not to replace that policy. The specific OSU policies governing student discrimination and conduct includes (click on each to follow hyperlink to OSU webpage documents): 1) [OSU Student Code of Conduct - Rights and Responsibilities Governing Student Behavior](#); 2) [OSU Student Discrimination Grievances Policy and Procedures 2-0823 Academic Affairs September 2014](#); and 3) [OSU Title IX Interim-Sexual-Misconduct Policy 2020](#).

The OSU Student Discrimination Grievances Policy and Procedures section 1.01 states: 1.01 In addition to the prohibition of discrimination on the basis of gender it is the policy of Oklahoma State University to provide equal opportunity to all students enrolled at the University without discrimination because of race, color, sexual orientation, age, status as a veteran, national origin, religion, or qualified disability. Oklahoma State University students shall have available to them certain procedures for resolving complaints and grievances regarding alleged illegal discrimination as well as alleged invidious, arbitrary, and/or capricious acts of discrimination, which may arise in areas related to admission or treatment while enrolled at the institution and non-academic complaints related to employees, campus living, and student life not otherwise covered by applicable University policy. This policy applies to all student complaints of discrimination, harassment, or denial of accommodation on the basis of race, color, sexual orientation, age, status as a veteran, national origin, religion, or qualified disability. In the context of disability, this procedure encompasses disagreements or denials regarding requested services, accommodations, or modifications to University practices or requirements.

Section 1.02 further states: The University is committed to providing prompt and effective resolution to all grievances alleging discrimination. Discrimination is prohibited by State and Federal law, as well as University policy. Discrimination includes, but is not limited to, disparate treatment directed toward an individual or group of individuals based on race, color, sexual orientation, age, status as a veteran, national origin, religion, or qualified disability, that adversely affects their employment or education.

The OSU Title IX Interim-Sexual-Misconduct Policy 2020 policy states: Oklahoma State University is committed to providing an educational, living and working environment that is free from Sexual Misconduct, as defined herein, for all members of its community to include students, faculty, staff, contractors, and visitors.

The purpose of this Policy is to provide the OSU community with a clearly articulated set of behavioral standards, common understanding of definitions and key concepts, and descriptions and examples of prohibited conduct, including sexual harassment, sexual violence, stalking, and domestic and dating violence. All members of the community are expected to adhere to the requirements of this Policy and to the standards of the University's community. It is intended to guide students, faculty, staff and other OSU employees who have been affected by sexual harassment or misconduct, whether as a Complainant, Respondent, or a third party.

This Policy prohibits Sexual Misconduct, as defined herein, including all forms of sexual or sex-based harassment, discrimination, sexual violence, sexual assault, and stalking. Misconduct of this nature is contrary to the University's institutional values and prohibited by state and federal law, as referenced by Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and its implementing regulations.

During their time as students at Oklahoma State University, those in the MFT Option may at some time feel they have been discriminated or sexually harassed. In order to address these instances, we recommend that student(s) take the following steps. While we recognize that there may be instances where students will need to start by filing a formal grievance, we hope that in most instances the following steps will provide a mechanism for addressing grievances within the MFT Option.

- (1) Contact the faculty member with whom you have a grievance and make an appointment to discuss the matter.
- (2) If after the meeting you do not feel the matter was adequately resolved, you should meet with the MFT Program Director, or another MFT core faculty member if the grievance involves the MFT Program Director, about the grievance.
- (3) If, after meeting with the MFT Program Director, you do not feel your grievance was adequately resolved, the next step is for you to explain the grievance to the HDFS Department Head.
- (4) If, after all of the above steps are completed, you are not satisfied that your grievance has been adequately addressed, we recommend that you contact the College of Education and Human Sciences, Associate Dean for Research and Graduate Studies to try to resolve your concerns and/or discuss formally filing a grievance with OSU.

In instances where filing an official grievance is chosen, students should follow the policies and procedures outline in OSU Student Discrimination Grievances Policy and Procedures policy 2-0823 Academic Affairs September 2014 document. Specifically, section 1.04 states: Formal student discrimination complaints will be filed with and administered by the Student Conduct Office and will be resolved following due process procedures as described in the Student Code of Conduct. Detailed informal and formal complaint procedures are available in the Student Conduct Office and the Equal Opportunity Office.

To ensure appropriate record keeping and procedures for notification through OSU, any information related to the grievance as it pertains to the MFT program will be filed with the student personnel file as well as filed with the HDFS department.

We hope that the above policy will foster open and direct communication between faculty and students and provide an avenue for students to address grievances they may have.

Important Links:

- Graduate Student Appeals
<https://gradcollege.okstate.edu/resources/appeals-policy.pdf>
- Leave of Absence Policy

<https://gradcollege.okstate.edu/resources/leave-of-absence-policy.html>

- OSU Student Code of Conduct
<https://studentconduct.okstate.edu/code>
- Academic Integrity Policy:
<https://academicintegrity.okstate.edu/>

All persons who believe that they have been subjected to discrimination or sexual harassment are encouraged to seek assistance.

Instructions for receiving assistance and/or filing a grievance for **gender discrimination or sexual harassment** can be found at:

<https://eeo.okstate.edu/harassment-and-discrimination>

Instructions for filing a **grievance for other discrimination** can be found at:

<https://accessibility.okstate.edu/about-us/grievance.html><https://adminfinance.okstate.edu/site-files/documents/policies/student-discrimination-grievances.pdf>

Getting Involved

Looking for ways to get involved? Participating in various organizations is a great way to network with other professionals, build leadership skills, and gain experience. Below is a list of available state and national organizations to help you get connected.

AAMFT

The American Association for Marriage and Family Therapy (AAMFT) is the professional association for the field of marriage and family therapy. AAMFT represents the professional interests of more than 50,000 MFTs throughout the US, Canada, and abroad.

- AAMFT
www.aamft.org

OKAMFT

The Oklahoma Association for Marriage and Family Therapy (OKAMFT) is your first and best stop for news on employment and practice building opportunities in your state/province. The Division represents you at the state or provincial government on legislative and regulatory matters that affect your ability to make a living. You will find opportunities to enhance your leadership skills, stay up-to-date on the latest innovations in the field, and meet, work with other MFTs throughout Oklahoma. Historically each year, student/associate members of OKAMFT elect a student representative to the OKAMFT board. The student rep serves as a nonvoting member of the board and president of the OKAMFT student board. The student board is made up of graduate student representatives from each of the MFT graduate programs across Oklahoma. Each fall, the OKAMFT student board also hosts the Student & New Professional Conference.

- OKAMFT Website
<https://networks.aamft.org/oklahoma/home>

National Council on Family Relations (NCFR)

The National Council on Family Relations is the premier professional association for the multidisciplinary understanding of families.

- NCFR Website
www.ncfr.org

Others: American Family Therapy Academy (AFTA), International Family Therapy Association (IFTA), International Association of Marriage and Family Counselors (IAMFC), APA Division 43: Society for Couple and Family Psychology.

Appendices*

Commonly Asked Questions about OSU and the MFT Option

To help you to know more about who we are and what we do, the faculty of the MFT option have put together the following list of commonly asked questions and answers. If you have other questions, not on this list, feel free to ask the Program Director. We hope you find this helpful and welcome you to OSU/MFT.

How do I know what classes I should take?

Your faculty chair is a primary source of information about the classes you should take. In addition, a curriculum with recommended sequence is included in this handbook.

Is health insurance available for graduate students?

Yes. All students on a graduate assistantship receive health insurance from OSU. If you are not on an assistantship, you can call the Student Governing Association for more information at (405) 744-6500. There is also an on-campus student health center for non-emergency health care.

Are computers available for student use?

There are several means for students to have access to computers. There are computers available to clinically active students in the business office. The Education and Human Sciences computer lab is located in the basement of the Human Sciences building, and an HDFS Graduate Student lounge with computing access is available on the second floor of the Human Sciences building.

When will I know about assistantships and financial aid?

You will know as soon as we know. We are hoping we will know by August of each year you are at OSU. The graduate coordinator will contact you through your OSU email if you are to be offered an assistantship for the following semester. If you are interested in an assistantship, notify the graduate coordinator (typically by filling out a survey that the graduate coordinator sends by email), and they will add your name to the list of interested students. Assistantships awarded can be research, teaching, or other administrative functions.

In addition, there are other sources of financial assistance, such as scholarships and fellowships. Watch your HDFS mailbox for announcements and apply for everything! For most scholarships and fellowships if you do not apply, you will not be considered.

Finally, there are government loan programs for which you might qualify. Check with the OSU Office of Financial Aid (744-6604) for application procedures.

Will I have any other responsibilities during my first year?

In addition to your responsibility to observe cases and to serve as an active team member when assigned, as you become more familiar with CFS procedures, we will ask you to take on other tasks. These tasks will likely include sitting in on non-therapy clinical experiences with a senior therapist (i.e., depression screenings or relationship checkups), helping with publicity efforts by hanging flyers on bulletin boards, and eventually spending 1-2 hours per week answering the telephone in the CFS office and doing “intakes.” Intakes are the first contact potential clients have with us when seeking services. This is an important responsibility since conveying professionalism, competence, and getting accurate information from potential clients is related to successful therapy. In addition, when you start doing intakes, you will be given keys to the CFS where confidential client files are located, so your responsibility to preserve client confidentiality is great.

How much time should I plan to commit to this program?

We consider this program to be a full-time, Stillwater campus-based commitment. You will take a full load of classes and have clinical responsibilities (observing at first, then doing) every semester. If anything, most students tell us the time commitment increases with each semester due to the increasing clinical responsibilities. As a full-time program, most students take 2 1/2 years to complete all graduation requirements.

What is a Plan of Study?

The Plan of Study is your contract with the Graduate College detailing what degree requirements you must meet before graduating. The Plan includes the courses you will take, the faculty members who agree to be on your committee (including your choice of major advisor), and your decision to do either a thesis or non-thesis track. You will need to file your Plan of Study by the middle of the spring semester.

Do I have to do a thesis?

No, our graduation requirement is that every student must complete either a thesis or non-thesis track. Students who choose the non-thesis track take an additional 6 credit hours of elective courses approved by the MFT core faculty. When you file your plan of study, you will have to choose which option. Faculty can help you with this decision.

Should I join a professional organization?

Definitely! You will be encouraged during your time at OSU to become a student member of AAMFT and to actively participate in professional development activities. These activities will include attending and presenting at professional meetings. In addition, our students have a good record of service to the profession through volunteering at state and national conferences and serving as Student/Associate Member of the OKAMFT Board of Directors. OSU/MFT students also are frequent presenters at the AAMFT Annual Conference and other national and state conferences. Becoming an active professional is highly encouraged. AAMFT has a website with much valuable information (including a membership application) at <http://www.aamft.org>.

Am I guaranteed a job when I finish?

No, but I'm certain someone in the past has told you there are no guarantees in life, right? However, the employment record of our graduates is good. Many have job offers from their internship sites before they graduate. Most of our graduates have been able to find employment as therapists within a few months after graduation (many before graduation), even when competing in some very tough job markets. We are proud of our graduates' records.

How will I know when I am finished with my degree?

You will be finished with your M.S. in MFT when you have completed all the classes on your plan of studies (receiving an average of a B /3.0 GPA across all courses meeting the degree requirements), have successfully completed the 500 (minimum) hours client contact with at least 200 hours with couples or families present, received a minimum of 100 hours of supervision (including both group and individual) with a minimum of 50 of these supervision hours utilizing raw data, demonstrated basic clinical competencies as judged by faculty supervisors, and successful completion of the capstone requirements, and completed your thesis/non-thesis track requirements.

What support services are available to me?

Students are entitled to 12 counseling sessions through the University Counseling Services' Student Counseling Center in 320 Student Union each fiscal year (July 1st through June 31). Both individual and group counseling are available.

For more information go to: <https://ucs.okstate.edu/>

Or, to contact the Student Counseling Center call (405) 744-5472

Graduate College & University Resources

Graduate College:

- Graduate College: <http://gradcollege.okstate.edu/>
- OSU Catalog: <http://catalog.okstate.edu/>
- Academic Calendar: https://registrar.okstate.edu/academic_calendar/
- Fall/Spring/Summer Enrollment Guidelines: <https://gradcollege.okstate.edu/prospective-students/enrollment-guide.html>
- Graduate Assistantships: <https://gradcollege.okstate.edu/prospective-students/financing-graduate-school.html>
- Graduate College Academic Calendar: <https://gradcollege.okstate.edu/gc-calendar.html>
- Graduate Degree/Certificate Programs: <https://go.okstate.edu/scholarships-financial-aid/audience/non-degree-students/graduate-certificate-program.html>
- Graduate Faculty Database: <https://gradcollege.okstate.edu/resources/current-student-resources.html>
- Graduate Student Appeals Policy: <https://gradcollege.okstate.edu/resources/appeals-policy.pdf>
- Graduate and Professional Student Government Association (GPSGA): <https://gradcollege.okstate.edu/gpsga/>
- Graduate College Forms: <https://gradcollege.okstate.edu/resources/current-student-resources.html>
- Graduation Checklist (Master's degree): <https://gradcollege.okstate.edu/resources/current-student-resources.html>
- International Teaching Assistant Test: <https://gradcollege.okstate.edu/prospective-students/international-teaching-assistant-test.html>
- Leave of Absence Policy: <https://gradcollege.okstate.edu/resources/leave-of-absence-policy.html>
- OSU Guidelines for Best Practices in Graduate Education: <https://gradcollege.okstate.edu/resources/best-practices.html>

- OSU Best Practices: Advisory Committees and Defenses: https://gradcollege.okstate.edu/site-files/docs/best_practices_advisory_defenses.pdf
- Test of English Language Proficiency: <https://gradcollege.okstate.edu/prospective-students/english-proficiency.htm>

University:

- Career Services: <http://hireosugrads.com/>
- Edmon Low Library: <https://library.okstate.edu/>
- Family Resource Center: <https://reslife.okstate.edu/housing-options/neighborhoods/family-resource-center.html>
- Health Insurance (Student): <https://gradcollege.okstate.edu/prospective-students/student-health-insurance-plan.html>
- Information Technology: <https://it.okstate.edu/services/helpdesk/index.html>
- Institute for Teaching and Learning Excellence: <https://itle.okstate.edu/>
- International Student and Scholars Office: <https://lcl.okstate.edu/iss/index.html>
- International Students Arrival and Orientation: <https://lcl.okstate.edu/iss/arrival-orientation.html>
- Office of Multicultural Affairs: <https://oma.okstate.edu/>
- OSU High Performance Computing Center: <https://hpcc.okstate.edu/>
- OSU Writing Center: <https://osuwritingcenter.okstate.edu/>
- Residential Life: <https://reslife.okstate.edu/>
- Responsible Conduct Research Training: <https://research.okstate.edu/compliance/irb/training-and-education.html>
- OSU Research Compliance:
 - Appropriate Use of Human Subjects in Research: <https://research.okstate.edu/compliance/index.html>
- Seretean Wellness Center: <https://wellness.okstate.edu/recreation/facilities/seretean.html>
- Services for Students with Disabilities: <https://accessibility.okstate.edu/>

- Student Affairs: <https://studentaffairs.okstate.edu/>
- Student Code of Conduct: <https://studentconduct.okstate.edu/code>
- The OSU Student Union: <https://union.okstate.edu/>
- University Counseling Services: <https://ucs.okstate.edu/>
- University Health Services: <https://wellness.okstate.edu/>
- University Parking Services: <https://parking.okstate.edu/>

Informed Consent for Clinical Training

OKLAHOMA STATE UNIVERSITY
CLINICAL MASTERS SPECIALIZATION IN MARRIAGE AND FAMILY THERAPY
INFORMED CONSENT

PREFACE: The clinical portion of training in the M.S. specialization in Marriage and Family Therapy offered by the Department of Human Development and Family Science involves the student in a unique applied learning experience. The clinical experiences, with their additional responsibilities and methods of evaluation, are not typical of other non-clinical, graduate programs offered by HDFS. Because of the unique aspects of clinical training, this document is designed to describe aspects of the Marriage and Family Therapy specialization of which the student might not otherwise be aware. This document should be read and used in conjunction with other documentation concerning the MFT specialization and graduate studies in HDFS.

CLINICAL PRACTICUM: Beginning spring semester of the first year, students must be continuously enrolled in a three credit hour practicum for a minimum of 18 months and until the 500 client contact hour requirement (at least 200 relational) is completed and the faculty agree that the students have met the minimum level of clinical competencies. During the time that students are enrolled in practicum they will receive supervision during every week that they see cases. ***The student is responsible for the accurate recording and reporting of these hours to the Clinical Director on a monthly basis.***

Students are responsible for complying with program requirements concerning accurate and prompt clinical record-keeping. Case files will be audited regularly.

During the latter stages of clinical training students are placed at off-campus sites. Students are required to provide transportation and other expenses associated with these placements.

Learning to be a therapist is challenging and requires a high degree of commitment to clients, co-therapists, and supervisors. If at any time during the clinical portion of training a student determines that she/he does not want to complete his/her degree in MFT, the student should inform the Program Director in writing.

Students may be expected to fulfill commitments to clients and co-therapists until the end of the semester in which they withdraw from training or complete their clinical hours.

LIABILITY INSURANCE: Students and their supervisors incur liability for the therapy services provided by the student. During the practicum experiences in the Center for Family Services, students are required to obtain and pay for liability insurance before enrolling in a clinical practicum or working clinically with clients. Liability insurance is provided through AAMFT, if the student is a member.

THE NATURE OF SUPERVISION: The primary goals of supervision are the enhancement of the supervisee's professional competence and assuring the quality of service provided to clients. Each student enrolled in a clinical practicum must participate in weekly individual and/or group supervision. Students must maintain at least a 1 to 5 ratio of cumulative supervision hours to client contact hours. Fifty percent of these supervision hours must include raw data (e.g. live observation or recorded sessions).

If a supervisor thinks that personal issues are interfering with a student's clinical performance, the supervisor will bring that concern to the attention of the student and may suggest that the student seek professional services to address the issue further. ***Supervisors will not conduct personal therapy with supervisees, nor will the program require a student to obtain personal therapy.*** However, if the faculty supervisors perceive that the student's clinical performance is not meeting the appropriate developmental and clinical standards of the program, this will be reflected in the student's practicum grade and possibly in the student's progress in the program. If the student's clinical performance is deemed insufficient or unethical by the faculty, the student can be removed from cases in accordance with Oklahoma LMFT Regulations and AAMFT Code of Ethics concerning the protection of clients.

Students who choose to reveal personal information during clinical supervision deserve to have that information treated with respect. That respect includes keeping the information confidential, even from other faculty and supervisors.

Oklahoma LMFT Regulations will be followed in regards to confidentiality. If the supervisor believes disclosure to another supervisor who is, or will be, working with the student would enhance supervision, that recommendation will be discussed with the student, who will be allowed to follow the recommendation or not.

Supervisors may, however, share information about general areas in which the student is having difficulty in the conduct of therapy with another supervisor with whom the student is now, or will be, working. In addition, end of semester evaluations are routinely forwarded to the student's next on campus clinical supervisor to assist him/her in continued supervision of the student. Students also receive a copy of this evaluation.

Students in a clinical practicum can expect to receive live supervision from behind a one-way mirror, as well as supervision based on recordings of sessions and case notes. Students can also expect regular feedback on their progress in clinical practicum. This regular feedback will be verbal during the course of the semester, unless the faculty have reason to be especially concerned. In that case, a letter outlining the concern(s) will be sent to the student. If concerns related to the student's progress or clinical work continue to be a problem after the official letter has been received by the student, further action will be taken by the faculty according to the MFT Program Handbook. End of semester evaluations will include a course grade, which goes on the student's transcript, and a copy of the Clinical Skills Evaluation Device from his/her individual supervisor.

TELE THERAPY AND TELESUPERVISION

Due to the 2020 COVID-19 pandemic, therapy and supervision sessions will be offered through online video conferencing sessions or over the telephone. Before beginning telesupervision, it is important that you understand several aspects of videoconferencing for providing therapy services as well as engaging in supervision including the process, benefits, risks, and confidentiality.

Doxy.me, is a HIPAA-compliant platform for providing confidential online supervision sessions. You will receive a link from your supervisor by email inviting you to their 'supervision room'. This will be the same link you use for every session. The only requirements for you to join the session include the following: a strong internet connection, a phone/tablet/computer with a camera and microphone, and an internet browser (must be Safari, Firefox, Chrome, Microsoft Edge, or Samsung internet browser). Then, click the link to join your supervisor's online 'waiting room' five minutes before your scheduled appointment time. When your supervisor is online and ready, they will add you to their 'supervision room' to begin the session. In using technology for the delivery of therapy services and receiving supervision,

1. I understand that I am responsible for
 - a) Providing the equipment and internet access for my teletherapy with clients and for my telesupervision sessions,
 - b) The security of my electronic device, and
 - c) Arranging a location with sufficient privacy that is free from distractions or intrusions for my therapy and telesupervision session(s).
2. I agree to commence with teletherapy in accordance with CFS policies and procedures, the Oklahoma state laws, and the AAMFT code of ethics governing the practice of teletherapy and telesupervision. I also agree that I will ensure that technology-assisted services are appropriate for clients, considering professional, intellectual, emotional, and physical needs; that I will inform clients of the potential risks and benefits associated with technologically-assisted services; and only commence with electronic therapy after receiving appropriate education, training, or supervised experience using the relevant technology.
3. I understand that it is my obligation to ensure my location during a telesupervision session is confidential, and any interruptions or breaches to that confidentiality in my location or associated with my technology equipment are acknowledged risks that I accept responsibility for.
4. I understand that the technology the CFS uses to collect, process, and store client information adheres to standards of best practices related to confidentiality and quality of services and meets applicable laws. I agree that all client information will be stored in an encrypted password protected zip file on a password protected computer and will be saved to a closed network server at the CFS as soon as possible following your therapy sessions. All other data will be stored in a secure manner on a network server that is only accessible by those affiliated with the CFS. I agree to do my best to follow ethical standards of practice in maintaining my confidentiality with clients and my supervisor; however, I also understand risks might still include unintended

breaches of confidentiality such that the transmission of my personal information could be interrupted by unintended, unauthorized third persons.

5. I understand that despite reasonable efforts on the part of the supervisor, supervision sessions may be disrupted or distorted by technical failures or difficulties. If a session is interrupted due to technical difficulties while using the video session platform, I understand that it is my responsibility to attempt to log back in to the supervisor's online waiting room. If the connection is lost for more than 5 minutes, the supervisor will call you on the phone to determine a solution for finishing the remainder of the session.
6. I understand that even though I am in the comfort of my own home or in a confidential space, I must dress as though I am attending supervision in public at the CFS office. This is to ensure that a professional environment is established online and appropriate therapeutic boundaries are in place.
7. I understand that I will maintain my regular professional obligations in terms of being prepared for all supervision sessions (including an overview of all active cases and presenting raw data), completing and submitting hours logs, and completing additional practicum course requirements as established by my supervisor or the Clinical Director.

PROGRESS TOWARD LICENSURE AND AAMFT CLINICAL MEMBERSHIP: The student is responsible for direct communication with the appropriate licensing board regarding licensure and AAMFT regarding clinical membership. Most students continue to work on licensure and clinical membership after graduation. The Clinical Director will provide documentation of supervision and client contact hours accomplished at OSU as requested.

RESEARCH. An important aspect of the OSU land grant mission and our responsibility as MFTs is to expand knowledge through research. Therefore, ongoing research is conducted at the Center for Family Services into therapy, supervision, and training outcomes. All participants in this research (CFS clients, student therapists, and faculty) have the right to decline participation in the research. All research participants are guaranteed that they will never be identified by name in reports of the research. Student therapists who wish to not be included in CFS research should notify the Program Director in writing.

I understand the nature of clinical training as described above and choose to enter the clinical practicum in marriage and family therapy.

SIGNED: (Therapist/Date) _____

(Supervisor/Date) _____

(Clinical Director/Date) _____

Clinical Skills Evaluation

1. Theory	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
a. Competently applies the Integrative Systemic Therapy approach to clinical decision-making and collaborative treatment with client systems.					

2. Diversity	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
a. Demonstrates multicultural competence and humility in clinical assessment and treatment.					

3. Ethics	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
a. Uses ethical decision-making skills in clinical practice by honoring the multisystemic context, attuning to diverse moral frameworks, and abiding by the AAMFT Code of Ethics, the Oklahoma State licensure acts and regulations, and the CFS Policies and Procedures Manual.					

4. Research	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
a. Effectively uses clinically relevant research and assessment tools to inform clinical practice.					

5. Personhood	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
a. Engages in ongoing self-reflection and self-development—responding to feedback across clinical and professional contexts.					

6. General Clinical Skills	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
a. Effectively uses basic interviewing skills -- empathic listening, reflective statements, various types of questioning (circular, reflexive, etc).					
b. Effectively builds rapport and develops strong therapeutic relationships with clients					

c.	Demonstrates understanding of MFT models of therapy and uses model-specific interventions within the primary IST framework.					
d.	Accurately diagnoses mental/behavioral disorders using the DSM 5; Develops goals/treatment plans based on clinical assessment and diagnosis.					
e.	Effectively facilitates and manages couple and family interaction in sessions.					
f.	Appropriately responds to and delivers interventions that effectively address crisis situations such as trauma, domestic violence, addictions, self-harm, sexual assault, substance abuse, etc.					
g.	Effectively collaborates with community systems of care (i.e., church, other family, other service providers) to facilitate client change.					
h.	Comes prepared to individual and group supervision with marked video and clear objectives; Actively participates by providing thoughtful comments and suggestions, aiding colleagues in the conceptualization of cases.					
i.	Maintains orderly and up to date client files; Updates treatment plans when necessary.					
j.	Displays professional dress and behavior by following clinic dress code; On-time for supervision and client sessions; Professional demeanor towards clients, peers, supervisors, and outside professionals; Returns calls quickly; Shows strong work ethic.					

Monthly Totals	0	0	0	0	0	0	0	0
----------------	---	---	---	---	---	---	---	---

¹ Prior Total								
² Updated Total	0	0	0	0	0	0	0	0

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

¹Cumulative total at the end of prior month

²Cumulative total at the end of current month

Externship Site Requirements

Marriage and Family Therapy Option Oklahoma State University

1. Externships must take place within a setting that is chartered or licensed by the appropriate state authority, if applicable, and that has been in operation for at least two (2) full years. The institution must have a governing board that includes representation reflecting the public interest.
2. A continuous 9-12 month clinical experience in marital and family therapy must be available at the externship site.
3. Caseloads at the externship site must be sufficient so that a minimum of 50% of the intern's time at the site involves direct client contact of a therapeutic nature. Up to 50% of the intern's time at the site may involve administrative case support work such as case consultations and staffing meetings, generation, and review of case notes, etc.
4. The Intern's weekly work schedule shall be agreed upon at the beginning of each semester. Combined off-campus externship work shall not exceed 15 clock hours per week, with no more than 10 hours per week of direct client contact, unless special permission is obtained from the intern's supervisor and the MFT Program Director.
5. The intern will not be available for home-based services.
6. The intern will not be available to provide transportation for clients.
7. Accurate records of client contact of the intern must be documented, verified, and signed by the externship site supervisor and made available to the marriage and family therapy program.
8. The externship site must provide adequate facilities and equipment for the intern to carry out designated responsibilities.
9. The externship site must provide interns with an appropriate orientation to the policies and procedures of the externship site.
10. Externship sites must have published procedures for handling grievances between students and the externship site; the Clinical Director will oversee mediation between sites and students regarding conflicts.
11. Externship sites must have published policies prohibiting discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.
12. For supervision purposes, with appropriate informed consent in place and/or authorization for release received from the client(s), the externship site shall allow the MFT program faculty supervisor to have access to the intern's case notes, audio or videotapes, agency case staffing consultations, etc.
13. The externship agency must designate a specific person who shall serve as the intern's on-site administrative supervisor.
14. The role for the site/administrative supervisor is:
 - 1) To provide administrative support and management responsibility over the intern while at the facility;
 - 2) To be the first point of contact for the intern's clinical work and case management, and in emergencies that may arise during the course of treatment of cases at the site;
 - 3) To serve as the liaison person between the site and the OSU Marriage and Family Therapy Program.
15. During the times that the OSU faculty supervisor is not available (typically three to four weeks per year), the intern will not be available to perform clinical services at the external site.
16. A signed "Inter-Institutional Letter of Agreement," must be on file between Oklahoma State University and the externship site before the intern may begin work at the site.

Inter-Institutional Letter of Agreement

Marriage and Family Therapy Option Clinical Externship

[AGENCY NAME] enters into this agreement with the Oklahoma State University Marriage and Family Therapy Program to provide a field experience for _____, who is a graduate student in the Marriage and Family Therapy Program. The undersigned parties have read the MFT Option's "Externship Site Requirements" and find the requirements agreeable.

This externship agreement shall begin on _____, 2020 and shall end no later than 12 months from this date. The externship agreement shall be subject to renewal and continuation on a month-to-month basis after this date.

This Agreement entered into on this _____ Day of _____, 2020

Extern Site Administrator

Marriage and Family Therapy Intern

Matt Brosi, Ph.D., LMFT
OSU Marriage and Family Therapy Program Director

Offsite Supervisor Evaluation of Interns

Start of Block: Default Question Block

Intern First Name

Intern Last Name

Offsite Supervisor Name

Agency/Site Name

Please list frequency/amount of supervision provided regularly.

The OSU MFT faculty have identified a list of competencies we believe to be key to proficient and sound practice for new professionals in the field of marriage and family therapy.

Please answer each question based on the intern's clinical ability as deemed appropriate during this stage of development as a therapist. There are 16 questions total.

End of Block: Default Question Block

Start of Block: Five Cornerstones

THEORY

1. Competently applies the Integrative Systemic Therapy approach to clinical decision-making and collaborative treatment with client systems.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

DIVERSITY

2. Demonstrates multicultural competence and humility in clinical assessment and treatment.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

ETHICS

3. Uses ethical decision-making skills in clinical practice by honoring the multisystemic context, attuning to

diverse moral frameworks, and abiding by the AAMFT Code of Ethics, the Oklahoma State licensure acts and regulations, and the CFS Policies and Procedures Manual.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

RESEARCH

4. Effectively uses clinically relevant research and assessment tools to inform clinical practice.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

PERSONHOOD

5. Engages in ongoing self-reflection and self-development—responding to feedback across clinical and professional contexts.

- Poor (1)
- Below Average (2)
- Average (3)
- Above Average (4)
- Excellent (5)

End of Block: Five Cornerstones

Start of Block: General Clinical Skills

The following questions address General Clinical Skills demonstrated by the intern.

6. Effectively uses basic interviewing skills -- empathic listening, reflective statements, various types of questioning (circular, reflexive, etc).

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

7. Effectively builds rapport and develops strong therapeutic relationships with clients.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

8. Demonstrates understanding of MFT models of therapy and uses model-specific interventions within the primary IST framework.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

9. Accurately diagnoses mental/behavioral disorders using the DSM 5; Develops goals/treatment plans based on clinical assessment and diagnosis.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

10. Effectively facilitates and manages couple and family interaction in sessions.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

11. Appropriately responds to and delivers interventions that effectively address crisis situations such as trauma, domestic violence, addictions, self-harm, sexual assault, substance abuse, etc.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

12. Effectively collaborates with community systems of care (e.g., church, school, other family, other service providers) to facilitate client change.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

13. Comes prepared to individual and group supervision with marked video (if applicable) and clear objectives; Actively participates by providing thoughtful comments and suggestions, aiding colleagues in the conceptualization of cases.

- Poor (1)
- Below Average (2)
- Average (3)
- Above Average (4)
- Excellent (5)

14. Maintains orderly and up to date client files; Updates treatment plans and/or other required agency paperwork when necessary.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

15. Displays professional dress and behavior by following agency dress code; On-time for supervision and client sessions; Professional demeanor towards clients, peers, supervisors, and outside professionals; Returns calls quickly; Shows strong work ethic.

- Poor (1)
 - Below Average (2)
 - Average (3)
 - Above Average (4)
 - Excellent (5)
-

16. Please provide any additional feedback on the intern's clinical skills & development below if desired.

Thank you for completing this Clinical Skills Evaluation!

End of Block: General Clinical Skills

Student Offsite Evaluation

Start of Block: Default Question Block



Date (mm/dd/yyyy)

First Name

Last Name

Offsite Placement

Offsite Supervisor:

Percent of hours -- Couple Therapy

Percent of hours -- Family Therapy

Percent of hours -- Group Therapy

Percent of hours -- Individual/Child

Percent of hours -- Individual/Teen

Percent of hours -- Individual/Adult

Number and availability of cases

- Far too much (1)
 - Moderately too much (2)
 - Slightly too much (3)
 - Neither too much nor too little (4)
 - Slightly too little (5)
 - Moderately too little (6)
 - Far too little (7)
-

Types of cases/presenting problems

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Treatment modalities emphasized/encouraged

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Offsite training/lectures/seminars

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Agency emphasis on intern development

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Quality of offsite supervision

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Agency's conduciveness to MFT orientation

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Workload

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Relationship/Interaction with other therapists at the agency

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Relationship with agency staff/supervisors

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Availability of agency staff

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Work environment

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Appropriateness of agency expectations

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Flexibility with student's schedule

- Extremely adequate (1)
- Somewhat adequate (2)
- Neither adequate nor inadequate (3)
- Somewhat inadequate (4)
- Extremely inadequate (5)

Facilities and physical resources

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Positive influence of offsite on student development

- Extremely adequate (1)
 - Somewhat adequate (2)
 - Neither adequate nor inadequate (3)
 - Somewhat inadequate (4)
 - Extremely inadequate (5)
-

Overall offsite experience

- Extremely adequate (1)
- Somewhat adequate (2)
- Neither adequate nor inadequate (3)
- Somewhat inadequate (4)
- Extremely inadequate (5)

Please describe the most positive aspects of this offsite placement.

Please describe the most significant problems/challenges with this placement.

Would you recommend this site for a future placement? Why/Why not?

Please provide any additional information on your off-site that may be helpful for faculty to consider when making future offsite placements.

End of Block: Default Question Block

Request to Schedule Capstone

In order to be eligible to complete the capstone requirements of the program (capstone papers and clinical presentations) students must complete the requirements listed below by the specified deadlines.

	Summer 2nd Year	Fall 3rd Year
Deadline	June 1 st	September 1 st
Requirements	<ul style="list-style-type: none"> • Completion of approximately 400 client contact hours. • Submission of this completed form to the MFT Program Director. 	

Upon receiving the student’s request, all MFT faculty will meet to review the student’s clinical development. If the student is judged to be meeting MFT program core competencies, is on track with the development of the program clinical competencies, and has completed all of the above listed requirements, the student will be allowed to complete and submit the capstone paper during that semester.

Please provide the following information:

1. Number of direct client contact hours completed _____.
2. Number of relational hours completed _____.

 Student’s Signature Date Committee Chair Signature Date

Student’s Request Approved Yes No

 Program Director’s Signature Date

Clinical Readiness Meeting / First-Year Check-In Rubric
1 Poor; 2 Below Average; 3 Average; 4 Above Average; 5 Excellent

Student Demonstrates:	1	2	3	4	5
Clinical / Self of the Therapist Awareness (Student is conscious of issues that may arise during practicum; Student has a strong support network; Student is reasonably prepared for challenges they will encounter; Student receives feedback well; Student demonstrates appropriate boundaries during a professional evaluation)					
Academic / Coursework Requirements (Student has successfully completed prerequisite coursework in preparation for practicum)					
Professionalism (Student demonstrates professionalism in class, assistantship, and/or during clinic observations)					

Average Score: _____
 (Benchmark: ≥ 3 ; Target: ≥ 3.5)

Additional Notes

Student's Current GPA: _____
 (Must be ≥ 3.0)

Missed Benchmarks from SLOs (if applicable):

Other:

Check-In Meeting / Second-Year Check-In Rubric
1 Poor; 2 Below Average; 3 Average; 4 Above Average; 5 Excellent

Student Demonstrates:	1	2	3	4	5
Clinical / Self of the Therapist Awareness (Student is conscious of issues that may arise during practicum; Student has a strong support network; Student is reasonably prepared for challenges they will encounter; Student receives feedback well; Student demonstrates appropriate boundaries during a professional evaluation)					
Academic / Coursework Requirements (Student has successfully completed prerequisite coursework in preparation for practicum)					
Professionalism (Student demonstrates professionalism in class, assistantship, and/or during clinic observations)					

Average Score: _____
 (Benchmark: ≥ 3 ; Target: ≥ 3.5)

Additional Notes

Student's Current GPA: _____
 (Must be ≥ 3.0)

Missed Benchmarks from SLOs (if applicable):