



Student Handbook

Master of Science in

Marriage and Family Therapy

2022-2023

**Texas A&M University – Central Texas
College of Education and Human Development**

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About the Handbook

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

Program Overview

The Marriage and Family Therapy (MFT) master's program is an excellent professional training opportunity providing the educational requirements to apply to become a licensed marriage and family therapist in Texas. Graduates are equipped to bring needed change and relief to distressed families, couples and individuals. Our diverse faculty team seeks to serve students and families in Central Texas.

The program prepares students to effectively serve family systems in a collaborative environment conducive for working within the broader health care system through learning, therapeutic practice and community involvement. Students learn ethical responsibility to ensure professional practices and develop personal and professional growth through intentional self-awareness and self-reflection.

Students participating in our practicums will gain real-world experience serving distressed families in the Central Texas region through The Community Counseling and Family Therapy Center, as well as our practicum site partners. Our program will maintain collaborative relationships with broader healthcare organizations and agencies and will place its students in those settings to develop the critical consciousness and systemic framework necessary to serve area individuals, couples, and families.

The program recognizes human dignity and defines diversity as being inclusive of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation and national origin. The program does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation or national origin in any of its activities or policies relating to students, faculty, including instructors, supervisors, other relevant educators and professional staff.

Graduate Faculty

Core Faculty:

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Program Mission

The mission of the Marriage and Family Therapy program is to train couple and family therapists to demonstrate clinical excellence through the mastery of the MFT core competencies, the practice of personal knowledge and professional integrity, and compassionate and collaborative service to distressed and/or underserved individuals, couples, and families in the broader Central Texas area.

Program Values

- Critical consciousness necessary to effectively service diverse family systems
- Collaborative environment conducive for working within the broader health care system
- Ethical responsibility to ensure professional practices
- Personal and professional growth through intentional self-awareness and self-reflection
- Community understanding through systemic conceptualization and assessment
- Clinical excellence through understanding and practice effective therapeutic approaches
- Compassion through local, regional, and global service

Program Goals

1. Community-The program will deploy students to compassionately serve diverse and distressed families in the Central Texas region through The Community Counseling and Family Therapy Center, as well as its practicum site partners.
2. Practice- The program will create a brand of clinical excellence whereby its students are known for self-knowledge, integrity, professionalism, and effectiveness consistent with the AAMFT Code of Ethics.
3. Diversity-. The program will provide experiences that will allow its students and graduates to develop critical consciousness and a systemic framework necessary to serve diverse families in the Central Texas region and across the globe.
4. Scholarship-The program will provide students with the skills to obtain relevant information and trends in MFT research.

Student Learning Outcomes

Students will:

1. Demonstrate knowledge and appropriate application of classical and postmodern MFT theories. (SLO-1)
2. Demonstrate basic and systemic therapeutic techniques. (SLO-2)
3. Assess how contextual issues affect individual lives and relational dynamics. (SLO-3)
4. Demonstrate practice consistent with the AAMFT Code of ethics, formulate and execute treatment plans based on individual issues, relational dynamics, and contextual issues. (SLO-4)
5. Assess the influence of their social location and personal experiences on the conceptualization and intervention of cases. (SLO-5)
6. Develop collaborative relationships with other mental health professionals and agencies within the local community. (SLO-6)
7. Demonstrate knowledge of current trends and research methods in the field of marriage and family therapy (SLO-7)

Admission & Program Requirements

Overview

The Marriage and Family Therapy (MFT) master's program prepares students to effectively serve family systems in a collaborative environment conducive for working within the broader health care system through learning, therapeutic practice and community involvement. Students learn ethical responsibility to ensure professional practices and develop personal and professional growth through intentional self-awareness and self-reflection.

Students participating in our practicums will have the real-world experience serving distressed families in the Central Texas region through The Community Counseling and Family Therapy Center, as well as our practicum site partners. Our program will maintain collaborative relationships with broader healthcare organizations and agencies and will place its students in those settings to develop a critical consciousness and a systemic framework necessary to serve area families. The program requirements are described in this section of the *Handbook*.

Admission Requirements

Students are usually admitted to the program three times a year in the Fall, Spring, or Summer semester. Admission to the university is a two-step process. First students must apply and gain acceptance to the university, then students must apply and gain acceptance to the Marriage and Family Therapy Program.

Admission to the Graduate School

The Graduate School office is responsible for graduate students from admissions to graduation. It is the goal of the Graduate School office to provide students with support and quality service throughout their studies at Texas A&M University - Central Texas. Please see the most updated details regarding Graduate Admission Procedures at http://catalog.tamuct.edu/graduate_and_professional_catalog/graduate-information/grad_admin_cat/

Transfer Students Within U.S.

Please see most updated details regarding Graduate Transfer Information at http://catalog.tamuct.edu/graduate_and_professional_catalog/graduate-information/grad-transfer/

Admission to MFT Program

Once students have been accepted to the university, they must apply and gain acceptance to the MFT program. Students must:

- Have a bachelor's degree from a fully accredited institution.
- Preferred minimum GPA of 3.0.
- Clinical/Work/Volunteer Experience: While specific experience not required, previous related work experience may make applicant more competitive.
- Complete the online Programs of the Counseling and Psychology Department Application https://cttamus.co1.qualtrics.com/jfe/form/SV_8HT9IMfpRJTp8Gh?Q_JFE=qdg

- Submit all admission materials below by: June 1st (Fall); Nov 1st (Spring); Apr 1st (Summer).
 - One professional reference is required from colleagues or supervisors who can attest to the applicant's clinical knowledge, skill, and potential aptitude for graduate study. The recommendation letter must include address, phone number, and signature of recommender. If a recommender prefers to submit an original, hard copy letter, please remind them that it must include an ink signature and be submitted in a sealed envelope. The envelope must be submitted unopened.
 - Personal Statement: An essay describing your pertinent human services experiences and how they will enhance your development as a marriage and family therapist.
 - Resume/CV: A work experiences résumé or curriculum vitae.
 - Copies of professional licenses currently held, if there is any.

Your materials will be reviewed by program faculty, and you will either be invited to complete an interview or notified that your application was denied. Applications received after the established deadlines will be reviewed on a case-by-case basis if space is available. Before formal admission, students are required to read and sign Regulatory Alignment and Degree Portability form. Please contact Program Coordinator or your faculty advisor for any questions regarding this form.

Application Deadlines:

Deadlines for submission of completed applications are as follows:

For entry into the Fall semester both applications must be completed by June 1st

For entry into the Spring semester both applications must be completed by November 1st

For entry into the Summer semester both applications must be completed by April 1st

Program Requirements

Degree Plans

Once Full Admission to a Program is granted, a student should contact his/her graduate advisor to discuss a plan for completing coursework as soon as possible and complete a Graduate Degree Plan Acknowledgment & Responsibility Form, which will be electronically signed by the student, graduate advisor, and the Department Chair (or College Dean). Students who are non-degree seeking are not in a degree program and are not eligible to file a degree plan. Care must be taken to select courses that also meet requirements for special credentials the student may be seeking such as licensure or certification.

Required Curriculum

The program requires 60 semester hours of coursework, and takes approximately 2-3 years to complete. Appendix H lists the planned 2-year sequence of MFT courses. Please NOTE this sequence is planned but cannot be guaranteed. This sequence is dependent on resources available to offer the classes. Clinical coursework includes at least 4 semesters of Practicums in Marriage and Family Therapy. Students must apply in advance each semester for practicum class. Students must select, interview with, and be accepted to work with clients at an approved community agency in the area, the Community Counseling and Family Therapy Center Clinic (CCFTC) on campus, or other approved site for internship. Upon graduation, students must acquire a minimum of 300 Direct Clinical Contact Hours with individuals, couples, families, or other systems, at least 100 of which must be Relational Hours that occur over a

minimum of twelve months of clinical practice. Students must also receive at least 100 hours of MFT relational/systemic supervision from clinical supervisor(s) on a regular and consistent basis while seeing clients. See details in the Practicum Courses and Clinical Requirements section.

Student will also need to register for MFT 5090 Comprehensive Examination and pass the exam within 3 attempts.

Outcome Based Education Framework

Texas A & M University – Central Texas’ master’s degree in Marriage and Family Therapy utilizes an Outcome Based Education Framework. Accordingly, all the courses in the curriculum contain assessment methods for evaluating the course learning objective/goals. The course learning objectives and associated assessment measures assist the faculty in determining if students have met various competencies. The coursework is organized so that students build skills by achieving competencies for success in their experiential components such as practicum and for success in higher levels of assessment such as the comprehensive exam.

The curriculum is logically organized in a sequential format where courses on a more basic level are taught earlier in the curriculum and as students advance in the program, mastering the initial courses, they are enrolled in more advanced and rigorous coursework. Some courses are offered earlier in the curriculum so students obtain a baseline in the content area, such as a pre-practicum course, ethic course, which will assist them in succeeding in the more advanced courses.

Below, the program shares the course plan demonstrating the Outcome Based Education Framework.

Course Code	Title	Credit Hours
MFT 5301	Introduction of Marriage and Family Therapy Theory	3
MFT 5302	Advanced Marriage and Family Therapy Theory	3
MFT 5307	Ethics in Marriage and Family Therapy	3
MFT 5309	Assessment and Treatment of Diverse Families	3
MFT 5313	The Person of the Therapist Identification	3
MFT 5383	Marriage and Family Therapy Pre-Practicum	3
MFT 5350	Marriage and Family Therapy Research Methods	3
MFT 5351	Diverse Couples Assessment and Treatment	3
MFT 5352	Gender and Sexuality in Marriage and Family Therapy	3
MFT 5353	Medical Family Therapy	3
MFT 5356	Combat Related Trauma	3
MFT 5358	Group Process in Marriage and Family Therapy	3
PSYC 5304	Human Development	3
3 of the following		9
MFT 5355	Treating Military Families	
or MFT 5357	Common Factors in Marriage and Family Therapy	
or MFT 5371	Advanced Couples Interventions	
or MFT 5372	Relationship Education	
or MFT 5380	Addiction in Marriage and Family Therapy	
or MFT 5381	Adolescent in Family Therapy	
or MFT 5382	Delinquency in Marriage and Family Therapy	
or PSYC 5300	Behavioral Statistics	

MFT 5090	MFT Theory Comprehensive Examination	0
MFT 5391	Clinical Practicum I	3
MFT 5392	Clinical Practicum II	3
MFT 5393	Clinical Practicum III	3
MFT 5394	Clinical Practicum IV	3

Courses

MFT 5090. Marriage and Family Therapy Theory Comprehensive Examination. 0 Credit Hours.
Study and take the marriage and Family Therapy Theory examination for Non-thesis students. Register for the comprehensive examination during final semester of graduate coursework, or upon permission of advisor. All comprehensive examinations will be written, but an oral component may also be required.

MFT 5301. Introduction of Marriage and Family Therapy Theory. 3 Credit Hours.
Explore the historical development, theoretical and empirical foundations of systems theory including a survey of the major models of marriage, couple and family therapy.

MFT 5302. Advanced Marriage and Family Therapy Theory. 3 Credit Hours.
Examine contemporary therapeutic directions and core competencies in the field of marriage and family therapy.

MFT 5307. Ethics in Marriage and Family Therapy. 3 Credit Hours.
Analyze ethical issues related to the profession and practice of Marriage and Family Therapy including the AAMFT Code of Ethics, professional identity, professional organizations and state licensure.

MFT 5309. Assessment and Treatment of Diverse Families. 3 Credit Hours.
Learn the impact of diversity, power, and privilege as related to culture, class, ethnicity, gender, sexual identity, and religion in families and the influence of context on couple and family treatment. Assess the use of genograms and treatment will focus on effectively helping multi-stressed families.

MFT 5313. The Person of the Therapist Identification. 3 Credit Hours.
Study identification and the development of the person as the therapist, which serves to hone skills in therapy.

MFT 5350. Marriage and Family Therapy Research Methods. 3 Credit Hours.
Learn research methodology, data analysis and the evaluation of research in couple and family therapy. Study how research informs, Marriage and Family Therapy common factors, and evidence based practice.

MFT 5351. Diverse Couples Assessment and Treatment. 3 Credit Hours.
Learn models and skills necessary for effective treatment of couple relationship problems. Integrate issues of diversity into a systemic conceptualization of couple problems. Prerequisite(s): MFT 5301.
Prerequisite(s): [MFT 5301](#).

MFT 5352. Gender and Sexuality in Marriage and Family Therapy. 3 Credit Hours.
Learn male and female sexual anatomy, and address male and female sexual problems and their treatment. Special Emphasis on sex therapy, including cultural diversity, age, disability and illness, sexual abuse and rape.

MFT 5353. Medical Family Therapy. 3 Credit Hours.
Examine the role of the marriage and family therapist in larger behavioral health systems. Learn

collaborative manner addressing the unique psychosocial problems of individuals, couples, and families with acute and chronic medically related concerns. Study principles of individual diagnosis of mental illness as defined in the DSM and the implications for systematically based treatment.

MFT 5355. Treating Military Families. 3 Credit Hours.

Explore unique characteristics of military families and provide an overview of assessment and treatment options for common clinical concerns presented by military families.

MFT 5356. Combat Related Trauma. 3 Credit Hours.

Explore the unique characteristics and symptoms of grief, PTSD and combat related trauma. Study systemic treatment options in order to help clients meet their treatment goals.

MFT 5357. Common Factors in Marriage and Family Therapy. 3 Credit Hours.

Explore therapeutic relationship, client factors and hope/expectancy, and their implications for clinical practice.

MFT 5358. Group Process in Marriage and Family Therapy. 3 Credit Hours.

Study human relationships in groups, particularly in the group therapy context. Explore the application of various aspects of group dynamics including leadership, motivation, perception, power and decision making.

MFT 5371. Advanced Couples Interventions. 3 Credit Hours.

Study advanced skills and interventions in Gottman Method Couple Therapy and Emotion Focused Couple Therapy. Prerequisite(s): [MFT 5301](#), [MFT 5302](#) and [MFT 5351](#).

MFT 5372. Relationship Education. 3 Credit Hours.

Study multiple approaches to providing relationship education directly to couples and provides students the opportunity to prepare presentations that could be delivered in real-world settings. Prerequisite(s): [MFT 5301](#), [MFT 5302](#) and [MFT 5351](#).

MFT 5380. Addiction in Marriage and Family Therapy. 3 Credit Hours.

Study systemic framework for understanding addictions and how they impact the family system. Prerequisite(s): [MFT 5301](#) and [MFT 5302](#).

MFT 5381. Adolescent in Family Therapy. 3 Credit Hours.

Explore marriage and family therapy theories in relation to treatment of various disorders in adolescence. Study relational, systemic, and contextual factors that are considered in and behavioral health systems which treat adolescents. Prerequisite(s): [MFT 5301](#), [MFT 5302](#) and [PSYC 5304](#).

MFT 5382. Delinquency in Marriage and Family Therapy. 3 Credit Hours.

Study juvenile delinquency and adolescent substance use through systemic and contextual lens. Examine and compare MFT theories related to juvenile delinquency and adolescent substance use. Prerequisite(s): [MFT 5301](#), [MFT 5302](#), [PSYC 5304](#) and [MFT 5381](#).

MFT 5383. Marriage and Family Therapy Pre-Practicum. 3 Credit Hours.

Study interviewing and training skills in the Marriage and Family Therapy program while preparing for field placement. Gain an understanding of Marriage and Family Therapists, how clients change and basic therapeutic strategies. Explore basic skills and tools necessary to become competent clinicians. Use role playing, videotapes, and video cameras as part of the learning process. Prerequisite(s): [MFT 5301](#).

MFT 5391. Clinical Practicum I. 3 Credit Hours.

Gain experience in marriage and family therapy by providing therapy services in the on-campus clinic and additional approved practicum sites while under supervision of the Marriage and Family Therapy faculty. Demonstrate appropriate levels of competency, assessed through direct supervision, video supervision, as well as case conference, maintaining appropriate documentation of clinical work, and meeting clinical hours requirement as described in the departmental handbook.

Prerequisite(s): [MFT 5301](#), [MFT 5307](#) and [MFT 5383](#). Field experience fee - \$75.

MFT 5392. Clinical Practicum II. 3 Credit Hours.

Gain experience in marriage and family therapy by providing therapy services in the on-campus clinic and additional approved practicum sites while under supervision of the Marriage and Family Therapy faculty. Demonstrate appropriate levels of competency, assessed through direct supervision, video supervision, as well as case conference, maintaining appropriate documentation of clinical work, and meeting clinical hours requirement as described in the departmental handbook.

Prerequisite(s): [MFT 5301](#), [MFT 5307](#), [MFT 5383](#) and [MFT 5391](#). Field experience fee - \$75.

MFT 5393. Clinical Practicum III. 3 Credit Hours.

Gain experience in marriage and family therapy by providing therapy services in the on-campus clinic and additional approved practicum sites while under supervision of the Marriage and Family Therapy faculty. Demonstrate appropriate levels of competency, assessed through direct supervision, video supervision, as well as case conference, maintaining appropriate documentation of clinical work, and meeting clinical hours requirement as described in the departmental handbook.

Prerequisite(s): [MFT 5301](#), [MFT 5307](#), [MFT 5383](#), [MFT 5391](#) and [MFT 5392](#). Field experience fee - \$75.

MFT 5394. Clinical Practicum IV. 3 Credit Hours.

Gain experience in marriage and family therapy by providing therapy services in the on-campus clinic and additional approved practicum sites while under supervision of the Marriage and Family Therapy faculty. Demonstrate appropriate levels of competency, assessed through direct supervision, video supervision, as well as case conference, maintaining appropriate documentation of clinical work, and meeting clinical hours requirement as described in the departmental handbook.

Prerequisite(s): [MFT 5301](#), [MFT 5307](#), [MFT 5383](#), [MFT 5391](#), [MFT 5392](#) and [MFT 5393](#). Field experience fee - \$75.

MFT 5397. Clinical Practicum V. 3 Credit Hours.

Gain experience in marriage and family therapy by providing therapy services in the on-campus clinic and additional approved practicum sites while under supervision of the Marriage and Family Therapy faculty. Demonstrate appropriate levels of competency, assessed through direct supervision, video supervision, as well as case conference, maintaining appropriate documentation of clinical work, and meeting clinical hours requirement as described in the departmental handbook.

Prerequisite(s): [MFT 5301](#), [MFT 5307](#), [MFT 5383](#), [MFT 5391](#), [MFT 5392](#), [MFT 5393](#), and [MFT 5394](#). Field experience fee - \$75.

Practicum Courses and Clinical Requirements

Clinical coursework includes at least 4 semesters of Practicums in Marriage and Family Therapy. Students are required to obtain at least **300** supervised Direct Client Hours that occur over a minimum of twelve months of clinical practice for graduation. Among the 300 Direct Client Hours, at least 100 of

which must be relational hours. Students must also receive at least **100** hours of MFT relational/systemic supervision from clinical supervisor(s) on a regular and consistent basis while seeing clients.

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

Relational Hours is a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems. Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.) Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours.

Students should receive supervision from their practicum site(s) on a weekly basis and enroll in practicum class while gaining these hours. Please note that four 3-semester-credits practicums are required for completion of this program. If you do not finish your required hours within 4 practicum classes, you will be asked to take practicum class until you finish. For each practicum class, your faculty supervisor will evaluate you based on a set of criteria for achieving the defined level of competency.

Students must receive at least 100 hours of MFT relational/systemic supervision from clinical supervisor(s) on a regular and consistent basis while seeing clients. This MFT relational/systemic supervision can be individual MFT relational/systemic supervision (one supervisor with one or two supervisees) or group MFT relational/systemic supervision (one supervisor and eight or fewer students) and must include a minimum of 50 hours of MFT relational/systemic supervision utilizing observable data.

Students will make effort to work with a wide variety of people, relationships, and problems. You are also encouraged to work with clients who are diverse in terms of age, culture, physical ability, ethnicity, family composition, gender, race, religion, sexual orientation and socioeconomic status. See more details about field placement in department handbook.

Comprehensive Exam

All students must pass a comprehensive examination prior to receiving their degree. Students are permitted to take the examination during their last 2 semesters of coursework or approved by their academic advisor. Students eligible to take the examination will enroll in MFT 5090 MFT Comprehensive Examination which allows students access to the Canvas shell created for the comprehensive examination and allows faculty to disseminate appropriate information to them related to the test. Program

Coordinators will determine the minimum score required to pass the comprehensive exam. Students who fail to earn a passing score must meet with their Program Coordinator to develop a remediation plan before making a second attempt to pass the comprehensive examination. Students who are unable to successfully complete the required comprehensive exam after three attempts will be dismissed from the program.

Academic Appeal Policy

This set of College procedures supplements the University's Academic Appeals Procedure articulated in the Catalog. It is designed primarily to address those instances when a student's concern over a final course grade cannot be handled informally between the student and instructor of the course. However, this same procedure may be used to guide appeals for other academic decisions for which there are no other established guidelines or procedures.

- I. Overview:** The College of Education and Human Development Grade Appeal Policy was designed to protect students from biased or inaccurate evaluation procedures without unfairly impinging on the academic freedoms of the faculty. Consistent with this, it is recognized that:
 - a. Students have the right for their work to be evaluated fairly and accurately using a method consistent with professional academic standards.
 - b. Faculty members have the right to evaluate students' work using any method that is professionally acceptable, submitted in writing to all students, and applied consistently to all students.
 - c. It is assumed that A&M-Central Texas faculty members appropriately evaluate students' work, so the burden of proof for a grade appeal lies with the student.

- II. Academic Dishonesty:** The process for appealing a faculty member's decision to levy an academic penalty pursuant to their determination that a student has engaged in academic dishonesty (i.e., Academic Appeals Procedure) is separate from the process for determining if a student is responsible for violating the Code of Academic Integrity outlined in the Student Handbook. Students should consult the Code of Student Conduct for information on that process.

- III. Justification for an Appeal:** Academic appeals may only be initiated under one or more of the following conditions:
 - a. **Error:** A clerical/computational error was made (e.g., miscalculation of a grade).
 - b. **Prejudice:** The decision was made on some basis other than academic performance.
 - c. **Arbitrary method:** The decision making process (e.g., grading procedure) employed was arbitrary and departed substantially from accepted academic norms or was at variance with documented expectations for this process (e.g., grading procedure deviated from that stated in a course syllabus).
 - d. **Inconsistent application:** The decision was not determined using the same process applied to other students in the same context (e.g., in the same course section).

- IV. Insufficient reasons upon which to base an appeal include:**
 - a. Disagreement with course policies that are clearly communicated in writing to all students and are in keeping with accepted academic norms.
 - b. Differences in procedure among sections of the same course or across faculty members.
 - c. Potential negative impact on the student (e.g., loss of financial aid).

- d. Dissatisfaction with instructional style and/or methods (**Note:** Students who have complaints regarding the instruction they receive should address these directly with their instructor or that faculty member's supervisor).

V. Appeal Process:

- a. A student who wishes to appeal a decision of a faculty member must submit a written appeal request to the appropriate faculty member at their official university email address within 30 calendar days of the originating event. For final course grades, the originating event occurs on the day final course grades are posted. The written appeal must contain all of the information necessary to render a decision. For grade appeals, the written appeal must include the following information:
 - i. Student name, address, university email, telephone number, and Warrior Identification Number;
 - ii. Course name, CRN, prefix/number and semester/year class taken;
 - iii. Name of the faculty member assigned to the course;
 - iv. A clear statement of the grade change being requested and the justification for the request;
 - v. Attach additional evidence that supports the grade appeal. This may include items such as personal grade records, copies of graded work, email communication with the faculty member, or comparisons of own work to the work of other students.
**For appeals of final course grades, student should use the COEHD Grade Appeal Form that is posted on the College webpage.*
- b. The faculty member is expected to provide the student a written decision (by the student's university email or by certified mail) within 20 business days. The faculty member's response should include a clear articulation of their rationale for denying the appeal.
- c. If the student is dissatisfied with the faculty member's decision or does not receive a response from the faculty member within 20 business days, they may submit the academic appeal to the department chair. This submission should include all the materials originally submitted to the faculty, the faculty member's response, and an explanation from the student addressing why he or she believes the faculty member's response was inadequate/unsatisfactory. In the rare case that there is not a department chair or if the faculty member is the department chair, then the written appeal should be sent directly to the dean of the college.
- d. The department chair's primary role is to determine if any miscommunications between faculty and student occurred that have prevented resolution of the disputed decision. After due deliberation, if the chair believes it is more likely than not that the appeal has merit, they will recommend a course of action to the faculty to address the appeal, and they will communicate in writing to the student what this recommendation was and if the faculty was amenable to it. Elsewise, the chair will communicate in writing to the faculty and the student their rationale for not supporting the student's appeal.
- e. The department chair is expected to provide the student a written decision (by student's university email or by certified mail) within 10 business days.
- f. A student dissatisfied with the outcome of the department chair's review may submit the appeal in writing to the college's dean. The college dean will give the grade appeal to the College Academic Appeals Committee for review. After considering all aspects of the

incident, the committee will render a recommendation to the academic dean. The decision of the academic dean is final and will be communicated to the student in writing within 20 business days.

- i. The ad hoc College Committee will consist of a minimum of three faculty members appointed by the College Dean and two student representatives. The Dean will identify one of the faculty members as the chair of this ad hoc committee.
- ii. The chair of the Committee will notify the student and faculty member that the appeal is under committee review.
- iii. The Committee may request additional information from the parties involved (e.g., course syllabus, work samples, testimony).
- iv. If the student or faculty member wishes to provide the Committee with additional materials explaining their position, this should be done within 7 calendar days of the time the committee is asked to review the appeal.
- v. The student and faculty member both have the right to present evidence in person to the committee, but the committee may deliberate in private.
- vi. The committee will establish a process by which they will determine the majority opinion regarding the validity of the appeal and what recommendation should be communicated to the Dean. The chair of the committee is responsible for ensuring this communication occurs within the designated time frame.
- vii. If it is determined that the majority of the committee members believe it is more likely than not that the student's appeal has merit, they will communicate this finding to the Dean as well as making a recommendation regarding an appropriate response that would address the merits of the appeal.
- viii. For a grade appeal, possible recommended responses include (but are not limited to):
 1. The student's work is to be re-evaluated by a qualified faculty member, adhering to the standards specified in the course's syllabus and professional standards.
 2. The student's grade on an assignment and/or in the course be adjusted. If the responding faculty is not amenable to this recommendation, the grade change can be made on the authorization of the Dean, but the faculty's objection should be noted in the materials documenting the appeals process.
 3. If it is not feasible to re-assess a student's performance (e.g., grade based on class presentation), a comparable alternative assignment may be assigned for the student to complete.

Student Retention Policy

Every student enrolled in The Graduate School is required to maintain a high level of performance and comply fully with the policies of the institution. Students who have achieved admission are expected to maintain a minimum 3.0 GPA on work completed at A&M-Central Texas. The Graduate School reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to University regulations. http://catalog.tamuct.edu/graduate_and_professional_catalog/graduate-information/grad-stu-performance/

Probation –At the end of any grading period, if a student's semester or overall GPA falls below the minimum required as set by the department (at least a minimum of 3.0 GPA), she/he will be given notice

of unsatisfactory academic performance and put on probation. The student must attain a 3.0 cumulative GPA during her/his next period of enrollment. Failure to do so will result in suspension.

Suspension – At the end of any grading period, if a student’s semester or overall GPA falls below a 2.0 she/he will be automatically suspended. Students may not attend classes for one long semester or the summer term. Upon return from suspension a student will sign a contract with The Graduate School stipulating the conditions that must be met for the following term. At a minimum, the graduate student must maintain a minimum 3.0 GPA for every semester thereafter. Additional stipulations may be created on a case by case basis. A graduate student is allowed one suspension. If poor academic performance results in a second suspension, the student will be dismissed from the current program and may be permanently dismissed from the university.

Suspension Appeal – Under exceptional conditions, a student may write a letter of appeal to the Director of The Graduate School. Consideration for reinstatement will be on a case by case basis and approved only *one* time by the Dean of the Graduate School or designee. There is no appeal beyond the Dean of the Graduate School.

Student Review Policy

Students enrolled in graduate programs in preparation for professional licensure or certification (i.e., MFT, CMHC, School Counseling, SSP) in the Counseling and Psychology Department are expected to maintain high academic standards and to develop appropriate skills and dispositions needed to serve as professionals in the field for which they are training. Students are expected to conduct themselves with professionalism, exhibit developmentally appropriate levels of clinical competence, demonstrate social and emotional maturity, and conform to the guiding ethical standards for their field of study. A student’s acceptance into a program does not guarantee continued fitness in that program. As such, faculty members teaching in the professional graduate programs of the Counseling & Psychology Department, using their professional judgment, continually evaluate each student’s performance. If a faculty member believes that a student is not making satisfactory progress towards developing the skills and dispositions needed for professional practice, that faculty member will discuss the situation with the student. If the faculty member believes the student's performance did not (or is unlikely to) improve to acceptable standards after such a discussion, the faculty member may initiate the process of a formal Performance Fitness Evaluation (see Appendix A).

Performance Fitness Evaluation Process

❖ Initiating a Performance Fitness Evaluation

- The concerned faculty member should complete the Performance Fitness Evaluation Form, share a copy of the Form with the student, and place a copy in the student’s file.
- The faculty will contact the student to schedule a Performance Fitness Evaluation Meeting. The student has 5 working days to respond to the request to schedule a meeting. If the student does not respond by the close of business on the 5th business day, the faculty will notify the student of the day/time when a Performance Fitness Evaluation Meeting will take place.

❖ Performance Fitness Evaluation Meeting

- An ad hoc faculty review committee will be formed to review the concerns raised by the issuing faculty; it will be comprised of the Program Coordinator for the program in which the student is enrolled and 2 other graduate faculty appointed by the Department Chair.
- This meeting should take place within 10 working days of the student’s response to the request to schedule a meeting (or within 15 working days of the time the issuing faculty member requested the meeting, whichever comes first).

- At the meeting:
 - The student will be provided with the reasons for non-satisfactory progress in writing (at minimum this will include the Performance Fitness Evaluation Form completed by the issuing faculty).
 - The student will be given an opportunity to discuss the concerns with the faculty.
 - In addition to soliciting input from the student, the Committee may consult with any of the department faculty and/or relevant clinical supervisors regarding the evaluation of the student's fitness and/or development of remediation strategies.
 - Within 10 working days of this meeting, the student's Program Coordinator will report the recommendation of the committee to the student and to the Department Chair.
 - Possible recommendations include the following:
 - ◆ Student allowed to remain in program;
 - ◆ Student allowed to remain in program with conditions; or
 - ◆ Student dismissed from the program.
 - If the student is recommended to stay in the program with conditions, the faculty review committee will develop a remediation plan and submit a written copy of this plan to the student within 10 working days of the meeting.
 - ◆ Appeals of the committee's recommendation regarding remediation should be made to the Department Chair within 10 working days of the receipt of the committee's recommendation.
 - ◆ If at any time the student is not making satisfactory progress in remediation, the faculty review committee may either modify the remediation plan or recommend the student be dismissed from the program.
 - If the student is recommended to be dismissed from the program, this will be reported to the student, the Department Chair, the Dean of the College of Education, and the Dean of the Graduate School.
 - ◆ Appeals of the committee's recommendation regarding dismissal should be made to the Dean of the College of Education within 10 working days of the receipt of the committee's recommendation.
 - A student's failure to respond within 10 days of notification of the committee's recommendation indicates the student's acceptance of the committee's recommendation.
- ❖ Appealing the committee's recommendation
 - A student wishing to appeal the committee's recommendation should submit his/her appeal in writing to the Department Chair (if appealing a remediation plan) or to the Dean (if appealing dismissal from the program) within 10 working days of the receipt of the committee's recommendation.
 - The Department Chair may amend the remediation plan if it is determined that:
 - The remediation plan does not clearly address the concerns identified in the Performance Fitness Evaluation Form submitted to the student.
 - The remediation plan is overly broad or vague in its requirements.
 - The Dean will consider the appeal of dismissal based on results compiled by the Department Chair and notify the student of the decision within 10 working days of the appeal. The Dean's decision is final. The Dean may negate the committee's recommendation for dismissal if it is determined that:
 - The committee's decision was influenced by an unfair bias or prejudice against the student;
 - The committee neglected to consider valid evidence that could have impacted the decision;
 - The procedure employed by the committee to reach the decision departed substantially from accepted academic norms in a manner that indicated a failure to exercise professional judgement.

Practicum and Internship Policies

Eligibility

Eligibility for enrollment in practicum classes requires admission to the Marriage and Family Therapy Program and completion of all prerequisite coursework with a grade of 'B' or higher. Permission to take a prerequisite course concurrently with practicum can be granted by the Practicum Coordinator. Students must have a 3.0 GPA or higher and not be on academic probation. Students must show satisfactory progress and acceptable standards of conduct. And, every applicant must be approved for eligibility by the Practicum Coordinator.

Any program faculty member may challenge a student's eligibility or fitness for a practicum or internship under the Student Performance Fitness Evaluation Policy of the department. No student will be admitted to a practicum/internship until all challenges to eligibility have been resolved.

Application/Enrollment Process

- Students can complete the initial application for fieldwork courses online by clicking the link found on the program's Canvas webpage.
Application Deadlines:
Fall June 1st
Spring September 1st
Summer February 1st
- Students applying for Practicum I (i.e., first semester of fieldwork) will also complete a separate set of application materials for the training clinic (Community Counseling and Family Therapy Center). This includes consent for a background check and verification of trainings required to work in the CCFTC.
- Application for practicum/internship experiences must be submitted for each experience.
- Acceptance and completion of one practicum/ course does not assure acceptance to subsequent practicum courses.
- Students who are approved for practicum will be enrolled into an appropriate section by the departmental staff; students cannot directly register for practicum/internship.

Prior to enrollment in practicum classes, student's liability insurance is purchased by the university.

Prior to enrollment in practicum classes, students **are required to:**

- ♥submit a Supervision Agreement signed by their faculty supervisor, site supervisor and themselves.
- ♥submit signed copies of the Confidentiality Agreement and Waiver of Liability

*Materials relevant to practicum and internships, including applications and supervisory documentation are located in Appendices B-F of this Handbook.

Locating and Selecting a Practicum/Internship Site

The student seeks and chooses the practicum/internship site. Approval of the site by the Practicum Coordinator is required. Sites that are greater than 75 miles from the Killeen campus must additionally be approved by the Department Chair.

The student must provide the names and phone numbers of contacts at the site, as well as detailed information about the services offered and potential experiences for the student. To approve a site, the

Practicum Coordinator will consider the qualifications of supervisors at the site, the experiences to be offered the student, the coursework, degree plan, and licensure/certification sought by the student, and the quality of the services offered at the site. The Coordinator may deny placement of a student at a particular site if the site is deemed inappropriate for meeting the educational needs of the student.

It is highly recommended that students seeking sites meet with the Practicum Coordinator early in the semester of the application deadline to get pre-approval of the site. This will help to ensure that adequate time is available to find an alternate site in case a site is not approved.

Withdrawals

Following registration, students may decide to withdraw from the university. Students must contact both the Registrar's Office and the Graduate School to formally process withdrawal requests. Failure to formally withdraw from classes will result in a failing grade in all classes.

Impairment

According to the *AAMFT Code of Ethics* (2015), marriage and family therapists and therapists in training seek appropriate professional assistance for issues that may impair work performance or clinical judgment. Additionally, therapists who continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances are engaging in professional misconduct. It is therefore the policy of the Marriage and Family Program that if a student has a physical, mental or emotional problem that could impair their work performance or clinical judgment and thereby potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Marriage and Family Therapy Program that if a student has a documented relapse or a self-reported relapse, she/he will not see clients until a remediation plan is completed and the student can provide verified documentation of at least one year of "clean" time. This follows the AAMFT Code of Ethics (2015) policies on Oversight of Supervisee Competence and Professionalism.

Leaves of Absence

Because of extenuating circumstances (usually medical, financial or personal), a student may request a leave of absence from the Graduate School. In requesting a leave of absence, a written request should be submitted to the Graduate School and a copy of the request should be sent to the Marriage and Family Therapy Program Coordinator. Courses taken more than six years ago cannot be counted toward a degree. Thus any leave of absence should be considered carefully. Further an absence or non-continuous enrollment can prevent the student from making continuing progress toward his/her degree. When continuing progress is not made, the student may be dropped from the Marriage and Family Therapy Program.

Transfer Credit

Although a faculty member can review and recommend courses for transfer, a formal decision on transfer credit cannot be made until a Degree Plan, available from the Graduate School has been submitted by the student and approved by the student faculty advisor and approved by the Graduate School. Following approval by the Graduate School, the Degree Plan becomes an agreement between the student and University with regard to coursework required for graduation. Providing the coursework is no older than

six (6) years and is from a COAMFTE approved Marriage and Family Therapy Program, a maximum of 6-12 semester hours may be transferred at the master's degree level. All transfer credit must be from an accredited university and be equivalent to the course substitution at Texas A&M University - Central Texas.

Please note that transfer credit from another institution for courses that are prerequisites for Practicum **will not** be accepted; these courses must be taken in the Marriage and Family Therapy program. It is the student's responsibility to supply information that establishes any course for transfer as equivalent to a course at Texas A&M University - Central Texas. Usually the equivalency can be established by meeting with the faculty advisor at Texas A&M University - Central Texas and providing a course description and a course syllabus from the course under consideration for transfer.

Ethics and Professional Development

The Marriage and Family Therapy Program faculty endorses and implements the American Association for Marriage and Family Therapy *Code of Ethics* (2015). Students and supervisees preparing to become therapists are required to adhere to the *AAMFT Code of Ethics* and have the same obligations to clients as those required of professional therapists.

Professional Associations

Students are encouraged to seek membership in the American Association for Marriage and Family Therapy and its divisions. The benefits of student membership are many, while the student membership fee is low. For more information, visit www.aamft.org

Graduation

Certificate of Final Examination

Applying for Graduation

Candidates for a degree must complete the following requirements no later than the dates specified by the University:

1. Application for the degree indicating fall, spring, or summer commencement; and
2. Completion and submission of a "Graduation Application" to the Graduate School. To be considered for degree conferral, a candidate must be in good standing with the University. All contractual and financial obligations to the University must be satisfied.

Graduation application processing fee is required at the time the application is submitted. Students failing to meet degree requirements in the semester in which they have applied to graduate must reapply and pay the graduation application processing fee again.

Graduate Check List- University and Program

Students are required to submit a Graduation Final Check Sheet to Graduation Admission and Studies in order to graduate. Students must also complete the Application for Clinical Requirements for Graduation Form.

Exit Survey

One of the graduation requirements is the completion of an exit survey. Students are asked to comment about their time in the program to help ensure that we continue to provide a quality education and experience for future Marriage and Family Therapist. The exit survey is taken in the semester in which the student is graduating.

Graduation from the Marriage and Family Therapy Program entitles students to participate in the campus-wide graduation ceremony held December, May, and August each year. Students are encouraged to participate in the graduation ceremonies. It is the student's responsibility to be cognizant of and to complete the various graduation forms and fees within the specified deadlines. Information regarding graduation is available from the Graduate School, Founders Hall, Room 424C. Failure to complete the appropriate forms within the specified deadlines will result in the student being unable to graduate during that semester. Students who are not participating in the official graduation ceremony should contact The Graduate School and make arrangements for obtaining their diploma.

Appendix A

Student Performance Fitness Evaluation Form

Student Performance Fitness Evaluation Form
Department of Counseling and Psychology
Texas A&M University-Central Texas

Student's Name:

Semester/Year:

Faculty Member's Name:

Course Number:

This evaluation is to be completed by instructors when they believe that there is a poor match between the student and the graduate program. The evaluation covers four areas: Professionalism, Competency, Social and Emotional Maturity, and Integrity. Given that good fit in all of these areas is essential for positive training outcomes, a poor fit between student and program may be indicated by global concerns in all the areas prescribed or by concerns that are focused in only one area.

This form should be completed in triplicate. The faculty member completing it should retain the original, give one copy to the student, and place one copy in the student's file. The faculty member **MUST** complete follow-up documentation to be placed in the student's file.

Directions: Based on your observations of the student, select the relevant items, then circle the number that corresponds to the level of concern:

0= Not Concerned

1= Concerned

2 = Highly Concerned

Professionalism

1. The student conducts self in an ethical manner so as to promote confidence in the counseling program.	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others.	0	1	2
4. The student demonstrates an understanding of the legal requirements relevant to counseling training and practice.	0	1	2
5. The student regularly attends class, is on time for class, and stays for the full class meeting time.	0	1	2
6. The student willingly increases knowledge (and implementation) of effective counseling strategies.	0	1	2
7. The student projects a professional image and positive attitude.	0	1	2

Competency

1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	0	1	2
2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.	0	1	2
3. The student takes responsibility for assuring client welfare when faced with the boundaries of his/her expertise.	0	1	2
4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, or experience.	0	1	2
5. The student demonstrates basic cognitive and affective capacities when responding therapeutically to clients.	0	1	2
6. The student demonstrates appropriate oral and written language skills.	0	1	2

Social and Emotional Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	0	1	2
2. The student is honest, fair, and respectful of others.	0	1	2
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	0	1	2
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	0	1	2
6. The student follows professionally recognized problem-solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.	0	1	2

Integrity and Ethical Standards

1. The student refrains from making statements which are false, misleading, or deceptive.	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	0	1	2
3. The student respects the fundamental rights, dignity, and worth of all people.	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	0	1	2
5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	0	1	2

Student's Signature and Date:

Faculty Member's Signature and Date:

Appendix B: MFT Practicum Application

Appendix C: Supervisory Agreement

TAMUCT
DEPARTMENT OF COUNSELING AND PSYCHOLOGY
CLINICAL PRACTICUM AGREEMENT: M.S. in Marriage and Family Therapy

I, _____, am applying for a marriage and family therapy practicum during the _____ semester, _____ (year). I have secured permission as specified in the following agreement.

This cooperative agreement is between the Department of Counseling and Psychology at Texas A&M University – Central Texas and _____ (**name of site**), herein after referred to as a co-trainer. The purpose of this agreement is to specify the nature of the relationship between TAMUCT, co-trainer, and the student during the field placement. This agreement reflects our common interests in educating counselors and therapists and preparing them for professional responsibilities in agencies, institutions, and private practice.

In consideration of their participation in a cooperative practicum, and the benefits and responsibilities accruing to the parties from such an agreement, TAMUCT, co-trainer, and student, each individually agree as follows:

I.

This agreement neither requires nor involves an exchange of funds between TAMUCT and co-trainer. This agreement does not imply that TAMUCT will provide onsite supervision. Extensions of the programs for a student beyond one semester must be mutually agreed to by TAMUCT, co-trainer, and student and must be needed to meet training objectives and requirements.

II.

TAMUCT agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. To provide a minimum of 1 hour of weekly group/individual supervision to the student by the faculty supervisor.
- C. That the university's faculty supervisor will be an LMFT-S or an AAMFT Approved Supervisor or Supervisor Candidate.
- D. That the university's faculty supervisor will collaborate/consult with the co-trainer's site supervisor to ensure the student's learning needs are addressed.
- E. To provide on-site visits by the university's faculty supervisor or practicum/internship director as needed.
- F. That assignment of students' grade for the semester is the responsibility of the TAMUCT faculty supervisor.
- G. That students' work will be subject to critique by the university supervisor via direct observation, tapes of sessions, and/or personal conferences.
- H. That the co-trainer will not be charged for services performed by TAMUCT personnel or students.

- I. That the co-trainer shall not be liable on account of injury, sickness, disease, or death of any student, personnel, or faculty member using the resources of the co-trainer under the terms of this agreement. Further, TAMUCT agrees, only insofar as it is authorized by law to do so, to hold the co-trainer harmless from and against and liability of personal injury, including injury involving death, or damage to property, that results directly or indirectly from the use by TAMUCT of co-trainer resources under this Agreement.
- J. That the students and faculty are to have adequate health insurance or be responsible for their own expenses in case of injury, illness, or hospitalization

III.

Co-trainer agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. To provide weekly on-site supervision by the co-trainer's on-site approved supervisor that averages 1 hour per week of supervision.
- C. The co-trainer's on-site approved supervisor has the following qualifications:
 - a. licensed as a mental health professional;
 - b. knowledge of the program's expectations, requirements, and evaluation procedures for students; and
 - c. relevant training in marriage and family supervision.
- D. The co-trainer's site supervisor will collaborate/consult with the university's practicum/internship faculty supervisor to ensure the student's learning needs are addressed.
- E. To indemnify or "hold harmless" TAMUCT and/or its employees for any injuries occurring to the student or to the people with whom the student has contact should such injuries occur during the student's period of enrollment.
- F. That co-trainer has the right and privilege of reviewing and interviewing student applicants and determining whether they will be acceptable. Such decisions will be in keeping with federal guidelines protecting civil rights and rights of the disabled.
- G. While providing site supervision for students, co-trainer will retain overall clinical responsibility for clients/patients.
- H. To provide the student with the opportunity to provide direct service with actual clients that contributes to the development of counseling skills.
- I. To provide the student with the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- J. To provide adequate space, equipment, and supplies during the period of supervision as would be provided to professional counselors and therapists.
- K. That the on-site supervisor will, as part of his/her supervisory responsibilities, provide evaluative feedback to the student and to TAMUCT supervisor on a regular basis.

- L. That the on-site supervisor will provide TAMUCT with a written final evaluation of the student using at minimum the forms provided by TAMUCT for this purpose. To the extent provided by law, this evaluation will be made available to potential employers only on written request by the student.
- M. That co-trainer reserves the right to suspend a student for inadequate, unprofessional, or illegal conduct or behavior for any reason deemed justifiable by co-trainer. Co-trainer agrees to communicate such status changes to the student in accordance with due process guidelines, to include written and verbal communication between co-trainer and university supervisor and same between co-trainer and student regarding cause of suspension or dismissal. After notification regarding the change of student status, the Department of Counseling and Psychology will convene a committee of program faculty to determine an appropriate course of action. Recommendations will be in accordance with established policy, procedure, and statute.
- N. That co-trainer is not for any purpose an agent of TAMUCT.

IV.

Student agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. That he/she retains the right to conference with university supervisor regarding case assignments and training experiences.
- C. That in addition to field assignment, student will attend all required meetings with university supervisor and with the on-site supervisor.
- D. To adhere to the regulations, policies, and practices of co-trainer so long as they are legal and ethical. He/she will conduct him/herself in a professional manner, complying with ethical principles of the profession and with due concern for confidentiality and the well-being of the co-trainer's clients/patients.
- E. To address any concerns that may arise about the co-trainer's site and/or staff via professionally appropriate channels. The first course of action if a student has a concern about a placement is to address this with their site supervisor or his/her immediate supervisor. If this is not feasible, the student should raise his/her concern with his/her TAMUCT faculty supervisor or his/her immediate supervisor.
- K. To purchase and keep in effect a personal liability insurance policy which is acceptable to the co-trainer, and shall provide a valid certificate of such insurance to TAMUCT prior to beginning internship and/or practicum.
- L. That he/she is responsible for meeting all screening and training requirements for employment at the site (e.g., background checks, drug screens, immunizations).
- M. That he/she will be responsible for their own meals, laundry, and transportation to and from the co-trainer's assigned facilities.

This agreement will remain in effect during the semester(s) the specified student whose name appears below is assigned to the co-trainer named in the first paragraph of this document. TAMUCT or co-trainer may terminate this agreement by giving ten (10) days written advance notice to the other party. Further, a violation of this agreement by any party may lead to termination of the agreement.

Required Signatures

CO-TRAINER APPROVED SITE SUPERVISOR

_____ Printed Name	_____ Signature
_____ Email Address	_____ Phone
_____ Degree(s)/Credentials	

CO-TRAINER SITE DIRECTOR

_____ Printed Name	_____ Signature
_____ Email Address	_____ Phone

STUDENT

_____ Printed Name	_____ Signature
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UNIVERSITY SUPERVISOR*

_____ Printed Name	_____ Signature
_____ Email Address	_____ Phone

PROGRAM COORDINATOR*

_____ Printed Name	_____ Signature
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*Signatures of the University Supervisor and Program Coordinator will be granted after all other signatures have been obtained.

Appendix D

COUNSELING AND PSYCHOLOGY PRACTICUM Texas A&M University – Central Texas

Statement of Confidentiality

I, the undersigned, do agree to hold in strictest confidence personal information gained in a practicum/internship. This agreement is in accordance with established Codes of Ethics from professional associations as well as the licensure laws of the state of Texas. I understand the necessity for such an agreement and will abide by the implicit and explicit demands of this statement. I further understand that breaches of confidentiality will result in disciplinary action including possible dismissal from the Texas A&M University – Central Texas Counseling and Psychology Program.

Student

Date

Appendix E

AFFIRMATION, WAIVER AND LIABILITY RELEASE TEXAS A&M UNIVERSITY – CENTRAL TEXAS COUNSELING AND PSYCHOLOGY PRACTICUM

In consideration of being allowed to participate in a practicum course and the field placement requirement of said course, the undersigned student agrees:

1. To waive all claims for liability against Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees, arising or in any way predicated upon acts or omissions, in connection with the above described class and program. The undersigned agrees to hold harmless Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising out of, or in any manner predicated upon, loss or damage to property, injury or death to the undersigned, which injury may occur in connection with the operation of the above described class and program, regardless whether or not such injuries arise, in whole or in part, from the negligence of TAMUCT or its employees.
2. That his/her participation in said class will make use of personal student experiences in the group in a classroom situation, and I hereby give my informed consent to the usage of these experiences and further agree and consent that professional observations and/or findings as well as student comments may be communicated to and discussed with the group in a classroom situation. The undersigned agrees to hold harmless Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising out of or in any way predicated upon acts or omissions, in connection with the activity described in this paragraph.
3. To hold harmless Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising from participation in the field practicum/internship or which might be due to injuries as a result of the co-trainer's negligence. Co-trainer represents any agency, institution, or facility outside Texas A&M University – Central Texas that accepts responsibility of supervising a student intern.
4. That he/she assumes all risk involved in participation in this field practicum/internship program. This assumption is made freely and voluntarily and with full and complete understanding of the consequences of such risk assumption.
5. That his/her fitness for providing counseling services will be continually monitored by faculty and on-site supervisors, and I hereby give my informed consent for my faculty

supervisor, on-site supervisor, and practicum/internship director to share information about my performance to facilitate this evaluation.

Date

Student Signature

Date

University Representative Signature

Appendix F

SELF-INVENTORY FOR PRACTICUM/ SELECTION**

Directions: Prior to enrolling in practicum students are asked to complete this self-inventory.

1. My long term career goal is:
2. My area of special interest is:
3. The type of client who I would most like to work with is:
4. The type of client who I would least like to work with is:
5. I feel most qualified/skilled to work with:
6. I feel least qualified/skilled to work with:
7. An area of competence I would like to enhance or develop is:
8. My ideal site supervisor would have the following characteristics:
9. I feel most comfortable in a working environment with the following characteristics:
10. I have had the following professional or volunteer experience and/or course work related to counseling:
11. My personal areas of strength and weakness which should be considered in the site selection process include:

Strengths:

Areas for improvement:
12. My ideal MFT practicum would be a(n) _____ agency performing _____ duties with _____ (type of population).

****Ideally you should complete this form prior to contacting sites, and then use the information herein when consulting with your program advisor or the practicum/internship director to narrow your search to sites most appropriate to your needs/expertise.**

Appendix G

Marriage and Family Therapy Courses: 2-Year Plan

FALL 2022	SPRING 2023	SUMMER 2023
MFT 5391 Clinical Practicum II MFT 5393 Clinical Practicum III MFT 5394 Clinical Practicum IV MFT 5302 Advanced Marriage and Family Therapy Theory PSYC 5304 Human Development MFT 5309 Assessment and Treatment of Diverse Families MFT 5350 Marriage and Family Therapy Research Methods MFT 5356 Combat Related Trauma MFT Elective MFT Elective	MFT 5393 Clinical Practicum III MFT 5394 Clinical Practicum IV MFT 5353 Medical Family Therapy MFT 5351 Diverse Couples Assessment and Treatment MFT 5313 The Person of the Therapist Identification MFT 5301 Introduction of Marriage and Family Therapy Theory MFT 5307 Ethics in Marriage and Family Therapy MFT 5383 Marriage and Family Therapy Pre-Practicum PSYC 5304 Human Development MFT Elective	MFT 5394 Clinical Practicum IV MFT 5391 Clinical Practicum I MFT 5352 Gender and Sexuality in Marriage and Family Therapy MFT 5358 Group Process in Marriage and Family Therapy MFT Elective MFT Elective

FALL 2023	SPRING 2024	SUMMER 2024
MFT 5392 Clinical Practicum II MFT 5302 Advanced Marriage and Family Therapy Theory PSYC 5304 Human Development MFT 5309 Assessment and Treatment of Diverse Families MFT 5350 Marriage and Family Therapy Research Methods MFT 5356 Combat Related Trauma PSYC 5304 Human Development MFT Elective	MFT 5393 Clinical Practicum III MFT 5353 Medical Family Therapy MFT 5351 Diverse Couples Assessment and Treatment MFT 5313 The Person of the Therapist Identification MFT 5301 Introduction of Marriage and Family Therapy Theory MFT 5307 Ethics in Marriage and Family Therapy MFT 5383 Marriage and Family Therapy Pre-Practicum MFT 5356 Combat Related Trauma PSYC 5304 Human Development MFT Elective	MFT 5394 Clinical Practicum IV MFT 5391 Clinical Practicum I MFT 5352 Gender and Sexuality in Marriage and Family Therapy MFT 5358 Group Process in Marriage and Family Therapy MFT Elective MFT Elective

NOTE: Please note course offerings are dependent on available faculty, students, and financial resources.

Student Acknowledgement

I _____ hereby certify that I have read
(Print name)

and that I understand the information presented in this *Handbook*.

(Signature) (Date)