

Medical Family Therapy Program

Student Handbook

2019-2021



**SAINT LOUIS
UNIVERSITY™**

— EST. 1818 —

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

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

This edition of the Medical Family Therapy Student Handbook is effective for the 2019-2021 academic years. It should be noted that changes in policies and procedures occur in the course of the academic year and this Student Handbook is intended for general purposes only. The Graduate Education Catalog takes precedence over the Medical Family Therapy Student Handbook, and Saint Louis University policies and procedures take precedence over The Graduate Education Catalog.

Saint Louis University specifically reserves the right to make any changes it deems necessary at any time without advance notice in the University's policies, practices, academic programs, courses, schedules, or calendars, including without limitation, the elimination of programs, departments, courses, institutes, the modification of the content of any of the foregoing, and the cancellation or rescheduling of classes or other academic and University activities.

Matriculation at Saint Louis University is a privilege and not a right. The University reserves the right in its discretion to separate any student who does not meet academic requirements or maintain acceptable standards of conduct or character consistent with the University's Jesuit Catholic values, including specific standards established by particular schools or departments of the University.

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

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I. Introduction

Saint Louis University

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

Mission Statement

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

In support of this mission the University:

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

History

Saint Louis University (SLU) is a Catholic, Jesuit institution founded in 1818 and the first institution of higher learning west of the Mississippi River. SLU traces its origins to the Saint Louis Academy that was founded by the Right Reverend Louis William DuBourg, Bishop of Louisiana, in 1818. Bishop DuBourg requested that the Society of Jesus take over the direction of Saint Louis Academy in 1827. The small college under the direction of the Jesuits received its charter as Saint Louis University in 1827. SLU conferred its first master's and doctoral degrees in 1834 and 1880 respectively.

Graduate Education

Mission Statement

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

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

Graduate Education Catalogue

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

Graduate Education Online Forms and Petitions

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

Medical School

Mission Statement and Values

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

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

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

Department of Family and Community Medicine

Mission Statement and Values

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

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

II. Medical Family Therapy Program

Mission Statement

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

Institutional Accreditation/Oversight

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

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

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

Program Goals/Student Learning Outcomes/MFT Core Competencies

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

Program Goals:

1. **Scholarship and Knowledge.** To train sound clinicians who are equipped to work with a wide variety of presenting problems and a diverse array of families.
2. **Intellectual Inquiry and Communication.** To foster and develop rigorous and original scholarship for both faculty and students.
3. **Community Building.** Students will be trained to be adept at understanding and

working with clients from a variety of multicultural backgrounds, with a specific emphasis on the concerns of poor and underserved populations.

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

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

Program Objectives:

PhD Student Learning Outcomes

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

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

Sub-objectives:

Admission, Assessment and Diagnosis

Treatment Planning and Case Management

Therapeutic Interventions

Legal Issues, Ethics and Standards

Use of Supervision and Practicum

Social Justice Issues and Self-Awareness

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

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

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

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

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

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

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

MA Student Learning Outcomes

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

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

Sub-objectives:

Admission, Assessment and Diagnosis

Treatment Planning and Case Management

Therapeutic Interventions

Legal Issues, Ethics and Standards

Use of Supervision and Practicum

Social Justice Issues and Self-Awareness

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

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

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

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

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

MFT Core Competencies

The program also incorporates specific MFT Core Competencies set by COAMFTE (version 12) to meet certain requirements and benchmarks in students' learning. These competencies should be incorporated and evaluated in courses, clinical training and other student outcomes. These competencies that the program implements in the program include:

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

Faculty and Staff

Core Faculty



Max Zubatsky, Ph.D., (314)977-2496
(max.zubatsky@health.slu.edu)
Associate Professor, Program Director

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



Katie Heiden-Rootes, Ph.D., (314)977-8196
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Assistant Professor, Director of Clinical Services

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



Dixie Meyer, Ph.D., (314)977-7114
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Associate Professor

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



Megan Ferriby Ferber, Ph.D., (314)977-2507
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Assistant Professor

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

Adjunct Faculty



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

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



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



Dr. Alexcis Brown-James
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Dr. Brown-James is an Adjunct Professor in the Medical Family Therapy Program. She is a Licensed Marriage and Family Therapist and a Certified Sexuality Educator. She received her PhD in Human Sexuality Education from Widener University and an MS in Marriage and Family therapy from Thomas Jefferson University. She is an Assistant Adjunct Professor at Widener University and owns the Institute for Sexuality and Intimacy, LLC.



Dr. Christine Schneider
(cschneider@integrativemindinstitute.com)

Dr. Schneider is an Adjunct Professor in the Medical Family Therapy Program. She is a Licensed Clinical Social Worker and Certified in EMDR. She has her PhD in Marriage and Family Therapy from Saint Louis University and interned at SLUCare Family Medicine. She currently provides therapy services at the Integrative Mind Institute.

Staff



Mary Donjon, (314)977-7108
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Mary is the Administrative Secretary for the Medical Family Therapy Program in the Department of Family and Community Medicine. She received her BS in English, Secondary Education and Speech Communication from Southern Illinois University – Edwardsville (2012). She had a collection of short stories, “Predilection,” published in 2009 and her work has also appeared in two anthologies; she is also a freelance horror journalist and screenwriter.

Description of Faculty Roles & Alignment with Program Goals

Core Faculty

The Medical Family Therapy core faculty serve several key roles in carrying out the mission, program objectives and student learning outcomes of the program. Faculty whose academic appointment is within the Department of Family & Community Medicine, whose workload responsibility is predominantly associated with the Medical Family Therapy Program, whose teaching responsibility is comprised of 75% teaching program courses, whose training consists of relationally-focused course work and clinical experience, and whose scholarship and research is systemically based. Core faculty have primary instructional responsibility of the MFT curriculum, demonstrate competence as MFTs, and identify primary as MFTs.

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

Adjunct Faculty

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

Description of the Program Director

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

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

Description of the Director of Clinical Services

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

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

Center for Counseling and Family Therapy



Mission Statement

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

Services Provided

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

Graduate students in the M.A. and Ph.D. programs provide clinical services and program faculty supervise student therapists. The services are provided on a sliding scale based on client’s ability to pay. Services may go as low as \$5 per session, with the approval of the Director of Clinical Services.

Supervision/Observation of Students

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

Revenue Sharing

Students in both programs will have the opportunity to use a percentage of their revenue generated from seeing clients in CCFT. Every year, students are eligible to withdraw 40% of the average fees collected from clients they have served in CCFT. This amount can be used to reimburse items such as books, conference registration, workshops, classroom resources or tuition remission. Students MUST be an active student to be reimbursed for this money. Students must submit a request to withdraw funds from their account from the administrative secretary in the program.

III. Program Information

Tuition/Fees

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

As of the 2019-2020 academic year, the cost per credit in the School of Medicine at Saint Louis University is \$1,160 per credit. Other fees may apply in addition to the costs of tuition credits. Please refer to the table below for a breakdown of tuition and fees in the School of Medicine. You can also refer to this link for more information:

Tuition/Fee	Per Semester	Per Credit
Tuition		
Doctor of Medicine	\$27,880	
SOM/SLUCOR		\$840
Graduate Programs		\$1,160
Fees		
University Fee	\$297 full-time / \$175 part-time	
Student Government Activity	\$30	
Resource Fee (MED Year 1)	\$243	
2nd year student USMLE World	\$339 (one-time)	

Refunds

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

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

Funding Opportunities

Master's Program

Master's students can receive funding during their time in the program. Incoming students can apply for funding through student assistantships or scholarships. This amount granted for the student may vary based on availability of funds in the program and department. **Students must apply for this scholarship offering by June 15th to be eligible for this funding for the following academic year.** If awarded, the scholarship is equivalent to a one 3-credit course coverage of \$3,480.

Students can also receive funding through revenue sharing in the Center for Counseling and Family Therapy (CCFT). As students provide therapy services to clients and families in CCFT, they can receive 40% of the revenue generated from their clients paying for services. This revenue can be used by the student in the form of conference reimbursement, travel reimbursement, books, resources, tuition remission, or other academic related expenses.

Doctoral Program

Doctoral students are eligible to receive assistantships and scholarships during the program. This amount granted for the student may vary based on availability of funds in the program and department. Students must apply for this scholarship offering by June 15th to be eligible for this funding for the following academic year.

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

During the first and second years in the program, students can also receive funding through revenue sharing in the Center for Counseling and Family Therapy (CCFT). As students provide therapy services to clients and families in CCFT, they can receive 40% of the revenue generated from their clients paying for services. This revenue can be used by the student in the form of conference reimbursement, travel reimbursement, books, resources, tuition remission, or other academic related expenses. Please refer to Policies and Procedures Manual of CCFT to find the breakdown of the amount that student receive from generating revenue in the clinic.

Recruitment

Master's Program

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

Doctoral Program

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

Admission

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

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

For more information about the application process, please visit the program website:

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

Retention/Student Achievement Criteria

The program helps in mentoring and supervising in the course of study upon graduating the program. Faculty makes a concerted effort to help students with questions not just around requirements for graduation, but also preparing for the national licensure exam. Additionally, faculty help mentor students in both programs around job searching and job placement upon graduating. Below is the Student Achievement Criteria for both programs, with outcomes of graduation rates, job placements and national exam pass rates listed.

Student Achievement Criteria (SAC) - M.A.

COAMFTE Student Achievement Criteria for Medical Family Therapy Program,
Master of Arts

Accredited: May 1, 2015

Cohort Year Students Entered Program*	Number of Students in Program	Graduation Rate (%)**	Job Placement Rate (%)**	National Exam Pass Rate (%)****
2014-2015	FT: 4	FT: 100%	FT: 100%	FT: 100%
2015-2016	FT: 4	FT: 100%	FT: 100%	FT: 100%
2016-2017	FT: 5	FT: 100%	FT: 100%	In process
2017-2018	FT: 6	In process	In process	In process
2018-2019	FT: 2	In process	In process	In process
2019-2020	FT: 6	In process	In process	In process

Student Achievement Criteria (SAC) - Ph.D.

COAMFTE Student Achievement Criteria for Medical Family Therapy Program,
Ph.D.

Accredited: July 1, 2009

Cohort Year Students Entered Program*	Number of Students in Program	Graduation Rate (%)**	Job Placement Rate (%)***	National Exam Pass Rate (%)****
2009-2010	FT: 1 PT: 1	FT: 100% PT: 100%	FT: 100% PT: 100%	No data
2010-2011	FT: 5	FT: 100%	FT: 100%	No data
2010-2011	FT: 5 PT: 3	FT: 100% PT: 100%	FT: 100% PT: 100%	No data
2011-2012	FT: 6 PT: 0	FT: 100% PT: 0	FT: 100% PT: 0	No data
2012-2013	FT: 7 PT: 0	FT: 100% PT: 0	FT: 100% PT: 0	No data
2013-2014	FT: 4 PT: 0	FT: 75% PT: 0	FT: 100% PT: 0	No data
2014-2015	FT: 6 PT: 1	FT: 50% PT: 100%	FT: 100% PT: 100%	No data
2015-2016	FT: 6 PT: 0	FT: 67% PT: 0	FT: 100% PT: 0	No data
2016-2017	FT: 3 PT: 0	FT: 33% PT: 0	FT: 100% PT: 0	No data
2017-2018	FT: 6 PT: 0	In process	In process	No data
2018-2019	FT: 2 PT: 0	In process	In process	No data
2019-2020	FT: 2 PT: 1	In process	In process	No data

Transfer of Degree

Master's Program

Students who are admitted into the master's program in Couple and Family Therapy cannot waive any courses within their course of study. Students who are transferring another COAMFTE accredited program may waive certain courses at the discretion of the Program Director. Saint Louis University allows up to nine credits to be transferred into a program. Faculty must approve the transcript of the transferring student where courses may be waived.

Doctoral Program

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

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

Educational Training Opportunities

Students

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

Faculty

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

Supervisors

Faculty and outside supervisors continue to seek seminars, workshops and other continuing education experiences to improve their supervision skills. Supervisors are required to maintain their approved state and/or AAMFT approved supervision status. Supervisors must either take the refresher course or online course provided by AAMFT to be active as an approved supervisor. Instructors of all internship and practicum courses at both levels must either be a state approved or AAMFT approved supervisor. The program has an adequate ratio of supervisors-to-students to provide quality and ongoing supervision to both master's and doctoral students.

Links for Students, Faculty and Supervisors

AAMFT CE Courses:

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

AAMFT Online Fundamentals of Supervision Course:

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

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

St. Louis Association of Marriage and Family Therapy:

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

MO/KAN Marriage and Family Therapy Network

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

Training and Quality Assurance

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

Diversity of Students, Faculty and Supervisors

The Medical Family Therapy Program is inclusive of all backgrounds and ethnicities of its students, faculty and supervisors. Additionally, the program not only prepares MFTs for today's diverse and ever changing global society, but creates a stimulating learning environment and context for students, faculty and supervisors from different life experiences. There is always respect for

inclusion, diversity, non-discrimination and social responsibility that appreciates the effects of larger sociocultural factors.

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

Ph.D. PROGRAM DEMOGRAPHICS									
Ethnicity									
	Non-Resident	Asian or Pacific Islander	African-American/African/Black	White/Non-Hispanic	Hispanic/Latino/Chicano	Multiethnic	Am. Indian or Alaska Native	Other	Total
Faculty				6					6
Super.			1	12				1	14
Students		1	5	13	1	1			21
Please note that the sum of the first eight columns must equal the total in the final column. <ul style="list-style-type: none"> In the faculty row, please include core and adjunct faculty currently at the program. In the supervisors row, please include on-site and off-site supervisors currently at the program. In the students row, please include full and part-time students currently enrolled at the program. 									
Gender									
	Male			Female			Total		
Faculty	2			4			6		
Supervisors	5			9			14		
Students	4			17			21		
Please note that the sum of the first two columns must equal the total in the final column. <ul style="list-style-type: none"> In the faculty row, please include core and adjunct faculty currently at the program. In the supervisors row, please include on-site and off-site supervisors currently at the program. In the students row, please include full and part-time students currently enrolled at the program. 									

M.A. PROGRAM DEMOGRAPHICS									
Ethnicity									
	Non-Resident	Asian or Pacific Islander	African-American/African/Black	White/Non-Hispanic	Hispanic/Latino/Chicano	Multiethnic	Am. Indian or Alaska Native	Other	Total
Faculty				6					6
Super.			1	12				1	14
Students			5	10					15
Please note that the sum of the first eight columns must equal the total in the final column. <ul style="list-style-type: none"> In the faculty row, please include core and adjunct faculty currently at the program. In the supervisors row, please include on-site and off-site supervisors currently at the program. In the students row, please include full and part-time students currently enrolled at the program. 									
Gender									
	Male			Female			Total		
Faculty	2			4			6		
Supervisors	5			9			14		
Students	2			13			15		
Please note that the sum of the first two columns must equal the total in the final column. <ul style="list-style-type: none"> In the faculty row, please include core and adjunct faculty currently at the program. In the supervisors row, please include on-site and off-site supervisors currently at the program. In the students row, please include full and part-time students currently enrolled at the program. 									

Implementation of Student Feedback

Every year, the program asks for both graduating and current students for survey feedback about different areas of the program. Faculty and supervisors pay close attention to these surveys to make sure that information and suggestions are considered and potentially implemented in the program. Over the past year, the faculty has made two immediate changes to implement concerns and feedback from students in making the program stronger and more collaborative. During the 2018-2019 end of year focus group with students, several areas of feedback were given.

The first area addressed was the concern over the process for off-site internship selection. Students wanted a more systematic way to choose internship sites for their clinical work in the program. The faculty decided on a 'rank list' sheet that students can complete before deciding on places to interview for their internship. This list will be looked over with their advisor and supervisor (master's students in the Spring of the first year and doctoral students in the Spring of their second year).

The second area addressed was having the faculty regularly listen to the concerns and feedback on a regular basis. The Program Director has begun to conduct twice per year focus groups with both programs to gather ongoing feedback from all students. A focus group for both programs was conducted in July of 2019. The program will continue these groups to support student concerns and inform students of any new updates in the program.

The third area addressed was expanding courses to meet the needs of both programs. The Program Director communicated to students that a new course of study will be implemented for the 2019-2020 academic year. Courses in the master's program will expand to include areas of multiculturalism, research, and self of the therapist issues in practice. Courses in the doctoral program will increase an emphasis on research, teaching and community work with underserved populations. The revised course of study starting in 2020-2021 in the doctoral program will place a greater emphasis on research methodology, research-informed practice, multicultural issues in practice, teaching skills, and health policy.

IV. Master of Arts in Family Therapy



Program Overview

The Master of Arts in Family Therapy fulfills the course and practicum requirements toward licensure in the State of Missouri as a Licensed Marital and Family Therapy (LMFT). A minimum of 60 semester hours of coursework is required. Courses cover a range of areas to prepare students as systemic clinicians in the field, including theory, diagnosis, family studies, ethics, multiculturalism, and

practicum supervision for clinical work. The program requires an Oral examination and presentation as a requirement for the program. **Students must complete all course work and achieve 500 clinical hours in the program prior to presenting their oral examination paper and presentation to their committee.**

Goals, Objectives, and Student Learning Outcomes

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

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

MA Program in Family Therapy

MA Program Goals, Objectives, and Student Learning Outcomes

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

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
<p>I. Scholarship and Knowledge By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.</p>	<p>I. To train sound clinicians who are equipped to work with a wide variety of presenting problems and a diverse array of families.</p>	<p>I.A.: Ground students in multiple theoretical orientations related to the field of MFT.</p> <p>1.B.: Teach students the basic clinical skills and competencies for entry into the field.</p>	<p>Graduation Rate: 50% within advertised length of program. 65% within maximum length of program.</p> <p>Licensure Rate: 70% annual average pass rate for students taking the exam.</p> <p>70% of graduating students will rank the program at or above a rating of 3 (above average) in meeting their educational needs.</p> <p>50% of alumni will be active in the profession.</p> <p>70% of alumni will rank the program at or above a rating of 3 (above average) in preparing them for their profession.</p> <p>The MFT Program Advisory Council will</p>	<p>I.A.1.: Students will be able to compare and contrast the major theoretical orientations related to the field of MFT.</p> <p>I.B.1.: Students will attain competency in entry-level marriage and family therapy skills.</p> <p>Sub-objectives:</p> <ul style="list-style-type: none"> a. Admission, Assessment and Diagnosis b. Treatment Planning and Case Management c. Therapeutic Interventions d. Legal Issues, Ethics and Standards e. Use of Supervision and Practicum f. Social Justice Issues and Self-Awareness 	<ul style="list-style-type: none"> • 60% of students will meet or exceed criteria for the Theory of Therapy Paper (MFT 6560) on first submission. – 80% of students will meet or exceed criteria for the Taxonomy of Theory (MFT 656) on final submission. • 60% of students will meet or exceed criteria for the Clinical Case Presentation (MFT 5410) on first submission. – 80% of students will meet or exceed criteria for the Clinical Case Presentation (MFT 541) on final submission. • 60% of students will meet or exceed criteria on the Clinical Skills (MFT 5410 & MFT 5450) and Personal and Professional Development Evaluations prior to their last semester. – 80% of students will meet or exceed criteria on the Clinical Skills (MFT 5410 & MFT 5450) and Personal and Professional 	<p>I.A. Faculty will demonstrate knowledge and skill in training and preparing competent clinicians and academicians.</p> <p>I.B. Faculty will meet or exceed expectations in the area of teaching on their annual performance evaluation as evidenced by work product established by the department, school and university.</p>

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			review the Student Learning Outcomes Report and evaluate the program's fulfillment of expected outcomes.		Development Evaluations on final evaluation.	
II. Intellectual Inquiry and Communication By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations.	II. To foster and develop rigorous and original scholarship for both faculty and students.	II.A.: Train students in the scientist-practitioner model through the use of empirically supported practices.	80% of students and faculty will meet or exceed the criteria established for Student Learning Outcomes and Faculty Outcomes in the areas of Intellectual Inquiry & Communication. The MFT Program Advisory Council will review the Student Learning Outcomes Report and Faculty Outcomes Report and evaluate the program's fulfillment of expected outcomes.	II.A.1.: Students will understand and use research in clinical practice. II.A.2.: Students will contribute to competent clinical services and the profession through professional and scholarly modes of communication.	<ul style="list-style-type: none"> 60% of students will meet or exceed criteria for the Research Informed Therapy paper (MFT 6710) on first submission. – 80% of students will meet or exceed criteria for the Research Informed Therapy paper (MFT 6710) on final submission. 60% of students will meet or exceed criteria for the Theory of Therapy Paper (MFT 6560) on first submission. – 80% of students will meet or exceed criteria for the Theory of Therapy Paper (MFT 6560) on final submission. 	II.A: Faculty will demonstrate the application, production and dissemination of research and scholarly contributions to the field. II.B: Faculty will meet or exceed expectations in the areas of research and scholarly activity on their annual performance evaluation as evidenced by work product established by the department, school and university.
III. Community Building By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the	III. Students will be trained to be adept at understanding and working with clients from a variety of multicultural backgrounds, with a specific emphasis on the concerns of poor and underserved populations.	III.A.: The Program will increase students' knowledge, awareness and sensitivity of cultural injustices that occur in our local, national, and global community.	At least 50% of the clinical training will occur at sites serving underserved populations. The Center for Counseling & Family Therapy will consistently provide services to a diverse population.	III.A.1.: Students will attain an increased cultural competence in working with diverse populations.	<ul style="list-style-type: none"> 60% of students will meet or exceed criteria for the Fundamentals of Multicultural Therapy Final Project (MFT 5770) on first submission. – 80% of students will meet or exceed criteria for the Fundamentals of Multicultural Therapy Final Project (MFT 5770) on final submission. 	III.A: Faculty will demonstrate and foster professional service and practice to clients and patients from a variety of multicultural backgrounds and underserved populations. III.B: Faculty will meet or exceed expectations in the area of service, teaching, research and scholarly

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
dignity of each person.			The MFT Program Advisory Council will review the Student Learning Outcomes Report, Faculty Outcomes Report and the CCFT Demographic Report and evaluate the program's fulfillment of expected outcomes.			activity on objectives related to this goal on their annual performance evaluation; as evidenced by work product established by the department, school and university.
<p>IV. Leadership and Service By serving others and by promoting social justice, students become men and women for others who lead by their example.</p>	IV. To educate professionals who are knowledgeable and skilled clinicians and leaders in their profession and community; and promote social justice among all people.	IV.A.: The Program will foster leadership and service through the exercise of personal and professional skills that promote social justice.	<p>At least 50% of the clinical training will occur at sites serving underserved populations.</p> <p>The Center for Counseling & Family Therapy will consistently provide services to a diverse population.</p> <p>50% of alumni will be active in the profession. 70% of alumni will rank the program at or above a rating of 3 (above average) in preparing them for their profession.</p>	IV.A.1. Students will demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.	<ul style="list-style-type: none"> 60% of students will meet or exceed criteria for the Outreach Requirement on first submission. – 80% of students will meet or exceed criteria for the Outreach Requirement on final submission. 	<p>IV.A: Faculty will demonstrate their knowledge and skills as clinicians and leaders in the profession and community.</p> <p>IV.B: Faculty will meet or exceed expectations in the area of service on their annual performance evaluation as evidenced by work product established by the department, school and university.</p>
<p>V. Spirituality and Values By developing their spirituality, values, and openness to the transcendent,</p>	V. To prepare reflective practitioners who understand themselves in relation to those they	V.A.: The program will create a context that incorporates spiritual, moral, and ethical principles into its curriculum and clinical	80% of students will meet or exceed criteria of sub-objectives d. Legal Issues, Ethics and Standards & f. Social	V.A.1.: Students will effectively communicate their values and demonstrate how they guide their personal and professional lives.	<ul style="list-style-type: none"> 60% of students will meet or exceed criteria for the Theory of Therapy Requirement (MA Oral Exam) on first submission. – 80% of students will meet 	V.A: Faculty will effectively demonstrate and model reflective practice in their teaching, research and service.

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
students determine principles to guide their actions and their relationships with others.	serve and who incorporate spiritual, moral, and ethical principles into their personal and professional lives.	experiences thus enabling students to safely explore/understand themselves and their values.	Justice Issues and Self-Awareness on the Clinical Skills Evaluation.		or exceed criteria for the Theory of Therapy Requirement (MA Oral Exam) on final submission.	V.B: Faculty will meet or exceed expectations on established objectives in the area of personal and professional development on their annual performance evaluation.

©Saint Louis University Medical Family Therapy Program

Foundational Curriculum for the MA Program:

The foundational curriculum covers the knowledge and skill required to practice as a MFT. The master’s program has courses that meet the minimum standards set forth by COAMFTE. The following are the total credit hours for each Foundational Curriculum Area (for both 201-7-19 admits and for 2020 and beyond admits). A detailed breakdown of the FCA’s can be found on the next page of the Program Course of Study.

Total Credit Hours per FCA:

- 1= Foundations of Relational/Systemic Practice, Theories & Models: Fall 2017-2019 admits: 30 Fall 2020 admits: 28
- 2= Clinical Treatment with Individuals, Couples and Families: Fall 2017-2019 admits: 30 Fall 2020 admits:30
- 3= Diverse, Multicultural and/or Underserved Communities: Fall 2017-2019 admits: 12 Fall 2020 admits:15
- 4= Research & Evaluation: Fall 2017-2019 admits: 10 Fall 2020 admits:7
- 5= Professional Identity, Law, Ethics & Social Responsibility: Fall 2017-2019 admits: 3 Fall 2020 admits:6
- 6= Biopsychosocial Health & Development Across the Life Span: Fall 2017-2019 admits: 6 Fall 2020 admits:7
- 7= Systemic/Relational Assessment & Mental Health Diagnosis and Treatment: Fall 2017-2019 admits: 6 Fall 2020 admits:6
- 8= Contemporary Issues: Fall 2017-2019 admits: 6 Fall 2020 admits:3
- 9= Community Intersections & Collaboration: Fall 2017-2019 admits: 3 Fall 2020 admits:7

Course Work (M.A. Program)

Program of Study – Adapted 6/2017, effective for Fall 2017- 2019 admits

Changes in **BOLD**

Suggested Course of Study (M.A Family Therapy Program)		
Year 1		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
^{1,2} MFT 5210 – Introduction to Family Therapy (3) ⁵ MFT 6530 – Ethical & Legal Issues (3) ^{1,4} MFT 6660 – Intro. to Family Studies (3)	^{1,2} MFT 6560 – Foundations in Couple and Family Therapy (3) ² MFT 5410 –Practicum in Family Therapy (3) ^{6,7} MFT 6550 Diagnosis & Assessment in FT (3)	² MFT 5410 –Practicum in Family Therapy (3) ^{1,2} MFT 5320 - Group Counseling (3) ^{1,2,7} MFT 6700 – Couple Interaction & Therapy (3)
Year 2		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
^{3,6,7,9} MFT 6760- Families, Health, and Illness (3) ⁴ Research Methods Course (3) ² MFT 5915 – Internship in Family Therapy (3) ⁴ MFT 6730 – Research Practicum (1)	² MFT 5915 –Internship in Family Therapy (3) ^{1,2,3} MFT 6650- Advanced Couple and Family Therapy (3) ^{1,4} MFT 6710- Integrated and Evidence Based Models in Couple and Family Therapy (3) ⁴ MFT 6730 – Research Practicum (1)	² MFT 5915 –Internship in Family Therapy (3) ^{1,2,3,8} MFT 5380- Theory and Intervention in Human Sexuality (3) ^{1,3} MFT 5700- Human Growth and Development (3)
Year 3		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
^{1,2,3,8} MFT 5770 – Foundations of Multicultural Family Therapy (3) ⁹ Oral Examination		
Program of study consists of (59) credit hours, excluding thesis credits for M.A.(R). Foundation Curriculum Areas Met (identified in superscript): <i>1= Foundations of Relational/Systemic Practice, Theories & Models</i> <i>2= Clinical Treatment with Individuals, Couples and Families</i> <i>3= Diverse, Multicultural and/or Underserved Communities</i> <i>4= Research & Evaluation</i> <i>5= Professional Identity, Law, Ethics & Social Responsibility</i> <i>6= Biopsychosocial Health & Development Across the Life Span</i> <i>7= Systemic/Relational Assessment & Mental Health Diagnosis and Treatment</i> <i>8= Contemporary Issues</i> <i>9= Community Intersections & Collaboration</i>		

New Course of Study for Fall 2020 admits and beyond

Changes in **BOLD**

Suggested Course of Study M.A. Couple & Family Therapy Program Full-Time Status		
Year 1		
Fall Semester	Spring Semester	Summer Sessions
^{1,2} MFT 5210 – Introduction to Family Therapy (3) ⁵ MFT 6530 – Ethical & Legal Issues (3) ^{1,4} MFT 6660 – Intro. to Family Studies (3) ^{1,2,3,8} MFT 5770 – Foundations of Multicultural Family Therapy (3)	^{1,2} MFT 6560 – Foundations in Couple and Family Therapy (3) ² MFT 5410 –Practicum in Family Therapy (3) ^{6,7} MFT 6550 Diagnosis & Assessment in Family Therapy (3) ^{1,3} MFT 5700- Human Growth and Development (3)	² MFT 5410 –Practicum in Family Therapy (3) ^{1,2} MFT 5320 - Group Counseling (3) ^{1,2,8} MFT 5380- Theory and Intervention in Human Sexuality (3) **^{1,2,6,9}MFT 6570- Medical Family Therapy Externship (1)
Year 2		
Fall Semester	Spring Semester	Summer Sessions
² MFT 5915 – Internship in Family Therapy (3) ⁴ MFT 6730-Research Practicum (1) **⁴MFT 5600- Family Research Methods (3) ^{3,6,7,9} MFT 6760- Families, Health and Illness (3) **^{3,5}MFT 6790- Self of the Therapist- A Sociocultural Perspective (3)	² MFT 5915 –Internship in Family Therapy (3) ^{1,2,3} MFT 6650- Advanced Couple and Family Therapy (3) ^{1,4} MFT 6710- Integrated and Evidence Based Models in Couple and Family Therapy (3) **⁹MFT 5990 Oral Examination and Thesis (3)	² MFT 5915 –Internship in Family Therapy (1)
**New Course (jn bold) Program of study consists of (60) credit hours, including thesis credits for M.A.(R). Foundation Curriculum Areas Met (identified in superscript): ¹ = Foundations of Relational/Systemic Practice, Theories & Models ² = Clinical Treatment with Individuals, Couples and Families ³ = Diverse, Multicultural and/or Underserved Communities ⁴ = Research & Evaluation ⁵ = Professional Identity, Law, Ethics & Social Responsibility ⁶ = Biopsychosocial Health & Development Across the Life Span ⁷ = Systemic/Relational Assessment & Mental Health Diagnosis and Treatment ⁸ = Contemporary Issues ⁹ = Community Intersections & Collaboration		

Completion of Degree Requirements

- 60 credit hours (courses listed above)
- Maintain student membership in American Association of Marriage and Family Therapists throughout program
- Obtain professional liability coverage
- Arrange and complete a background check
- Complete HIPAA training during first semester
- Sign up for IRB training, if applicable
- Interview with Professional Development Committee in May (after second semester in program)
- Attain a minimum of 500 hours of direct clinical contact (at least 40% of these must be relational hours)
- Successfully defend oral and written examination as the last benchmark of the program (with all requirements complete prior to defending)

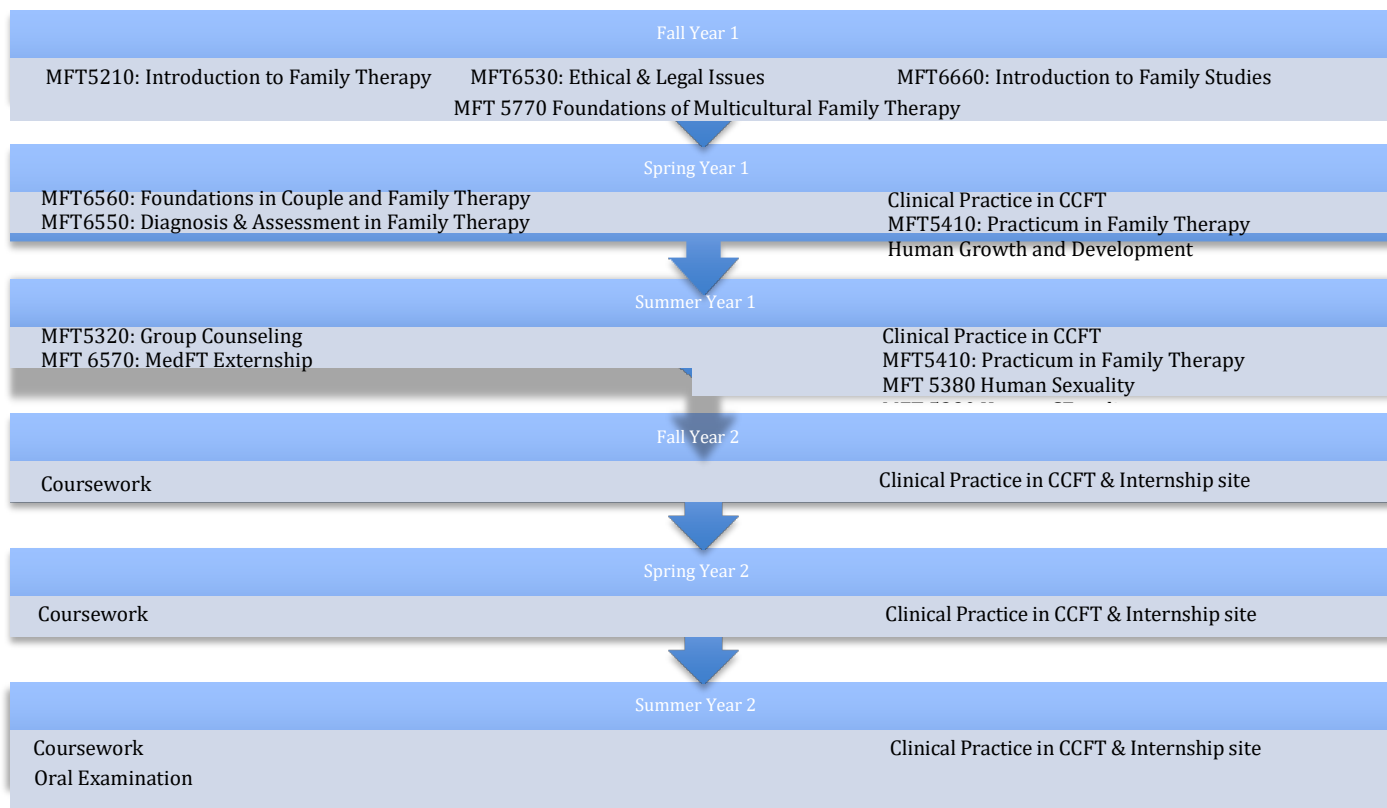
Medical Family Therapy Concentration Option (Only for Students Admitted in up to Fall 2019)

Students entering the program can declare to take the Medical Family Therapy Concentration option. Students must declare whether or not they want to remain on the concentration track by July 31st of their first year in the program. Students who wish to take the concentration or get off of the concentration must notify both their advisor and the administrative secretary. This concentration option gives students greater experience in working with individuals, couples and families suffering from health issues and working in an integrated care setting. Students who choose this concentration will be required to take the following three courses in the program:

- MFT 6740: Theories and Models of Medical Family Therapy
- MFT 6770: Behavioral Medicine and Integrated Care
- MFT 6760: Families, Systems & Health

Additionally, students will engage in a three-month clinical skills rotation as part of the MedFT concentration. This will involve students dedicating Fridays during a three-month period to shadow physicians and other healthcare providers. On Friday mornings, students will have the opportunity to rotate with the Family Medicine Residents on their inpatient rotation at St. Mary's Hospital. Students will have opportunities to not only complete screenings of patients and families but help educate residents about family systems and psychosocial issues of patients and families. On Friday afternoons, students will be able to shadow residents and MedFT doctoral students who are providing care to patients and families at Family Care Health Centers -Carondelet. Students will have the opportunity to not only observe physician encounters but help provide feedback to residents about their family-centered skills in practice. Students on the concentration track will need to coordinate schedules with the program director for when they will serve on this rotation.

Suggested Timeline of Curriculum and Coursework for M.A. Students



5/8/20

Program of Study Worksheet

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

Practicum

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

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

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

- Weekly class session ranging from 2-1/2 to 4 hours per week.
- Time at the CCFT and any external Practicum Site ranging from 5-8 hours per week.
- One hour per week of individual clinical supervision.

Students will fulfill their practicum in the Center for Counseling and Family Therapy and other

community sites as appropriate. An adequate caseload in the CCFT is expected during the practicum experience.

Internship

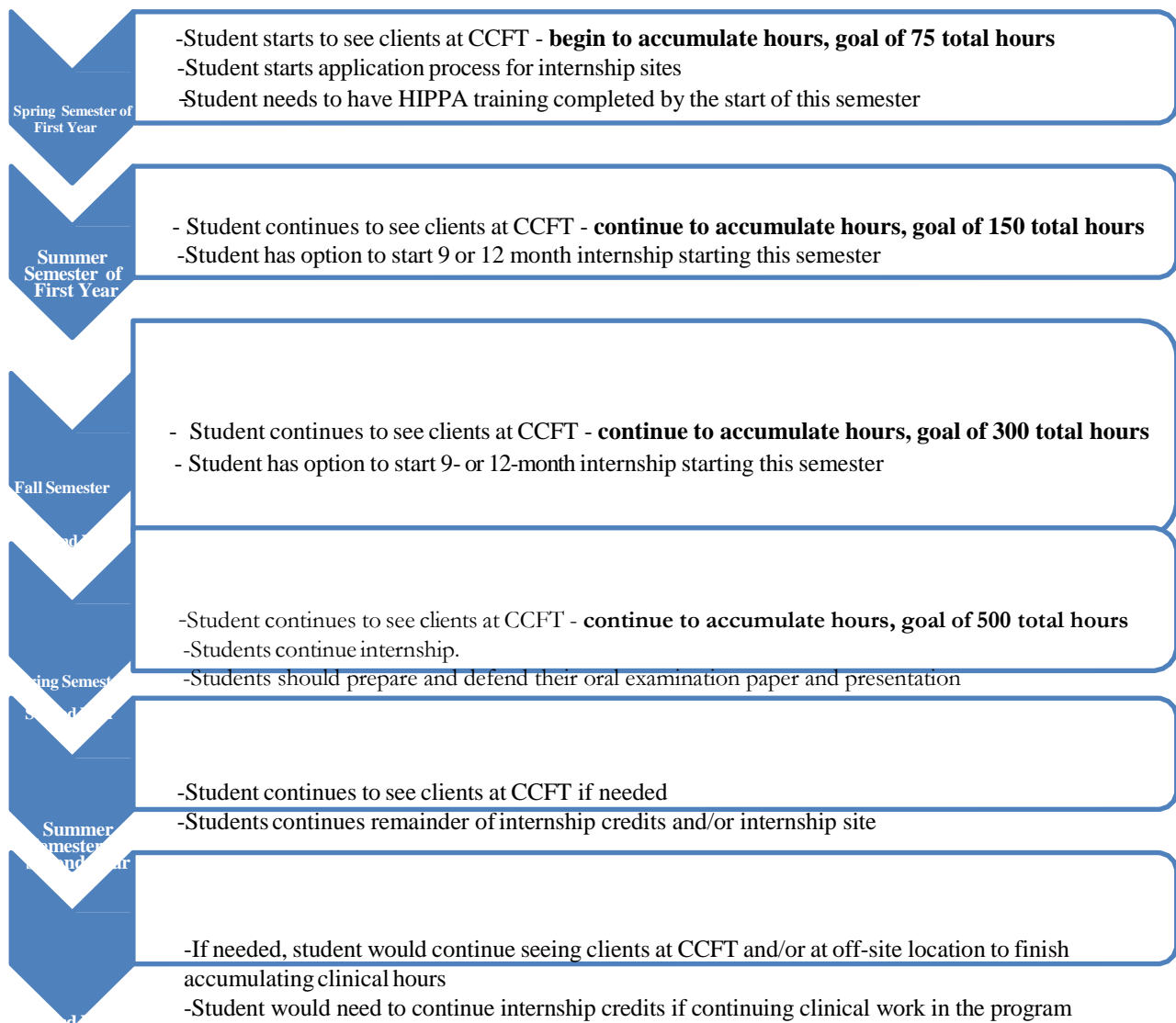
Although like the practicum experience, the master's level internship is a much more extensive experience involving more involvement with clients. The purpose of the internship is to provide an opportunity for the master's level student to receive practical experience by working in a mental health or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

- 200 of those hours must be relational, consisting of therapy with couples and/or families present in the room.
- Up to 100 of the 500 hours can be used for alternative hours. These hours can include observation of sessions, lab simulations, or role plays conducted in a supervisory context.

Students are expected to locate their own internship sites in consultation with their academic advisor and other department faculty. Applying for an internship is much like applying for a job. Letters of introduction may be obtained from the campus internship supervisor prior to approaching prospective site supervisors. A detailed summary of time spent at the internship site will be required for each internship experience and the site supervisor will evaluate student work at the end of the internship experience. All students taking their internship classes will also meet periodically with their instructor for group supervision, class discussions, and portfolio development.

Students should consult with the Director of Clinical Services to discuss internship options during the Spring semester of their first year. **The Internship Rank List (See Appendix L)** should be used for students to rank these sites.

Suggested Timeline of Clinical Work in the MA Program



HIPPA and IRB Training

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

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

they enter the program.

Clinical Supervision

Clinical supervision is a process whereby a less-experienced family therapist meets regularly with a supervisor to enhance the learner's development as a family therapist. Clinical supervision has been called the most significant process in the therapist's own growth as a professional. According to S.T. Gladding (1992), "supervision is a facilitative experience that combines a mixture of didactic and experiential learning in the context of a developmental relationship" (p. 46). It helps family therapy students to gain a better understanding of family therapy theories and promotes personal growth of the family therapist. Individual (1-2 students) supervision allows for concentrated work on client cases, family therapy practices, and increased self-awareness of the family therapist; group supervision allows for peer and supervisor discussions about cases as well as other topics concerning family therapy and being a family therapist. In the Medical Family Therapy program, all students in practicums or internships receive a mixture of individual and/or group supervision on a weekly basis throughout the semester.

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

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

Annual MA Evaluation

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

This annual review serves four major purposes:

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

Procedure:

- You are to complete a self-evaluation of your progress and performance during the year. The report will include your vita, current and future educational and professional goals, a report of your progress toward meeting portfolio requirements (which you can obtain from the program’s Administrative Secretary), and a self-evaluation of personal and professional growth.
- The report should be submitted to your advisor electronically by **March 15th**.
- Contact your advisor at the time you submit the report and arrange a meeting.
- Your advisor will complete a faculty evaluation form. (At the discretion of the advisor and in consultation with you, other faculty may be asked to submit an evaluation form.)
- You and your advisor will meet to review the student report and the advisor/instructor evaluation forms. Together, you will discuss the year’s work, progress, and performance, and establish goals and objectives for the next year.
- The evaluation process is to be completed by **April 1st** every year.

Oral Examination (Theory of Therapy/Clinical Case Presentation)

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

The purpose of the oral examination is for you to demonstrate the depth and breadth of knowledge and understanding you have gained throughout your tenure in the program. The oral exam consists of two parts: 1) a written paper that is described below, and 2) an oral exam. The paper is to be 20 pages max. (excluding references and appendices) in length and explains the student’s theory and philosophy of family therapy as well as presenting a case example of your clinical work. The paper is both a reflective paper (reflecting on one’s own theory development and growth in this program) and an academic paper (using citations and APA style). The paper must demonstrate the student’s synthesis of the coursework, practicum, and internship experiences. In

addition, the paper demonstrates the student's ability to write an academic level paper.

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

The following guidelines have been established to help you begin this process early and to help you understand what is expected of you. The following are guidelines and should be used as a reference point for your paper. However, you are responsible for integrating the information in a way that is consistent with your worldviews and in a way that effectively captures the theory you use in your clinical work.

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

Oral Exam Paper

The oral exam paper is part of the oral examination. The assignment is to assess for the student's learning outcomes and competencies for their learning in the program. The paper is the assignment as part of the Oral Examination course that the student takes in the program. The student's advisor should mentor the student throughout the semester in preparing this paper. The paper is to be no more than 20 double spaced pages, excluding references or appendices. The following is the outline of the paper that the student should follow when completing this assignment:

Outline of the Paper:

- **Background/Introduction**
- **Presenting Problems**
- **Assessment and Diagnosis**
- **Theoretical Framework**
- **Treatment Stages**
- **Multicultural Issues**
- **Ethical/Legal Issues**
- **Self of the Therapist**
- **Conclusion/Reflections**
- **References**
- **Appendices**

Oral Presentation

The student's Oral Presentation should last roughly forty minutes allowing twenty minutes for the faculty committee to ask the student questions and deliberate. The first thirty or so minutes should be used by the student to present an overview of the Oral Exam Paper to the committee. The

presentation part of the Oral Presentation should reflect not only the content of the oral paper but provides deeper explanation of the clinical case. The student should prepare a professional Powerpoint to demonstrate their competencies and skills. Part of this Oral Exam will also be showing video excerpts of a therapy session(s) pertaining to the case that is overviewed in the Oral Exam Paper. These excerpts can be of a client from either CCFT or an off-site placement. The purpose of the video clips is for the student to demonstrate an application of a theory, intervention or specific clinical skill in practice and verbalize this to the committee. It is encouraged that the student presents a case with a family systems emphasis. The clip should be a maximum of ten minutes, where the committee will have an opportunity to ask any questions about the session or the student's reflection of their experience. The student needs to upload a video on Learning Space and make this accessible for the time of the presentation or incorporate the excerpts into the PowerPoint presentation accompanying the Oral Exam. Students should consider the Oral Presentation as professional presentation, meaning they should dress in a professional manner and remain standing for the duration of the presentation.

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

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

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

Beginning Phase

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

1. Think about how you define a healthy/successful/well-functioning individual, couple, and family (and even what term you would use to capture this concept).

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

The Oral Defense Preparation

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

1. *Oral Exam Committee:* Each oral exam consists of a committee of 3 faculty members, including your faculty advisor who will serve as committee chair. Once you have been given approval by your advisor, you will contact Mary Donjon to schedule your defense. Once your defense is scheduled, you will be informed which faculty members are on your committee (your advisor will always be a member of your committee).
2. *Enroll in MFT 6800:* You need to enroll in Oral Examination and Thesis during the semester that you defend your oral. Typically, this is the spring semester of the second year.
3. *Review your oral exam paper and presentation with your advisor:* Seek guidance and feedback from your advisor to ensure you are understanding and fulfilling the expectations for this assignment and for working through any questions you have.
4. *Submit Paper and Case Presentation to FolioTek:* You are expected to upload the final copy of the paper **at least 2 weeks** prior to your oral exam. Any delay of the paper submitted to the committee may result in a delay of the oral examination or a delay in the student presenting that semester.

Thesis Option

Completing a thesis is an option for all students completing an M.A. in Family Therapy. Students who would like to pursue a doctorate degree are strongly encouraged to consider this option. For full-time students, the decision to select the thesis option should be made at the end of the first semester in the M.A. program.

According to the Graduate School Catalog (2013-2014):

“Toward completion of requirements for a research degree, a master’s level student must enroll in six credit hours of Thesis Research. Accumulation of these credits may begin after the student has completed the equivalent of one full-time semester of coursework in residence.”

Students wishing to consider this option should speak directly with their advisors to learn what added time and requirements this entails.

Special Requirements

Students who opt to complete a thesis must take the following courses:

- MFT 5990 - Thesis Research (*this independent study course is taken for two semesters,*)

Thesis Process

- ____ 1. Student and advisor develop a program plan and schedule.

- ___ 2. Student works with advisor to prepare the preliminary Thesis proposal.
- ___ 3. Student and advisor assemble the Thesis Committee. The Thesis Committee consists of the student's advisor (Committee Chairperson), and two Saint Louis University faculty members.
- ___ 4. Student submits Thesis proposal to advisor for review. Once the advisor indicates document is ready student sends it to committee for review.
- ___ 5. Student "defends" the Thesis proposal before the Thesis Committee and receives feedback on proposal and eventually approval.
- ___ 6. Student submits (IRB) proposal and receives approval.
- ___ 7. Student submits Candidacy Forms to the Graduate School.
- ___ 8. Student conducts research and writes up results.
- ___ 9. Student defends the Thesis.
- ___ 10. The student also writes the Theory of Therapy paper described in the Oral Exam procedure.

Graduation

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

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

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

Students apply for graduation via Banner Self-Service.

Banner Self Service Instructions to Apply Online for Graduation

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

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

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

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

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

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

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

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

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

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

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

Pending Review: Graduation requirements being reviewed.

Awarded: Congratulations!

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

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

FolioTek Requirements for Master’s Students

I. Program Documentation

Professional Membership- This is the student’s membership to AAMFT. This needs to be renewed annually, where a copy of the membership is uploaded in Foliotek.

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

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

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

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

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

II. Evaluations

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

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

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

III. Theory

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

IV. Research and Intellectual Inquiry

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

V. Leadership and Service

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

VI. Multiculturalism/ Social Justice

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

IV. Doctor of Philosophy in Medical Family Therapy



Overview

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

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

Goals, Objectives and Student Learning Outcomes

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

PhD Program Goals, Objectives, and Student Learning Outcomes

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

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
<p>Scholarship and Knowledge By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.</p>	<p>I. To train sound clinicians who are equipped to work with a wide variety of presenting problems and a diverse array of families.</p>	<p>I.A.: Provide more in-depth knowledge and training in major MFT theoretical models.</p> <p>I.B.: Expand students understanding and ability to apply advanced clinical skills.</p>	<p>Graduation Rate: 50% within advertised length of program. 65% within maximum length of program.</p> <p>Licensure Rate: 70% annual average pass rate for students taking the exam.</p> <p>70% of graduating students will rank the program at or above a rating of 3 (above average) in meeting their educational needs.</p> <p>50% of alumni will be active in the profession.</p> <p>70% of alumni will rank the program at</p>	<p>I.A.1.: Students will demonstrate an expanded knowledge of theoretical and clinical practice in MFT, medical family therapy and integrative care.</p> <p>I.B.1.: Students will demonstrate advanced competency in clinical practice. Sub-objectives: a. Admission, Assessment and Diagnosis b. Treatment Planning and Case Management c. Therapeutic Interventions d. Legal Issues, Ethics and Standards e. Use of Supervision and Practicum</p>	<ul style="list-style-type: none"> 60% of students will meet or exceed criteria for the Theories and Models of Medical Family Therapy paper (MFT 674) on first submission. – 80% of students will meet or exceed criteria for the Theories and Models of Medical Family Therapy paper (MFT 674) on final submission. 60% of students will meet or exceed criteria for the Clinical Case Presentation on first submission. – 80% of students will meet or exceed criteria for the Clinical Case Presentation on final submission. 60% of students will meet or exceed criteria on the Clinical Skills (MFT 672) and Personal and Professional Development 	<p>Faculty will demonstrate knowledge and skill in training and preparing competent clinicians and academicians.</p> <p>Faculty will meet or exceed expectations in the area of teaching on their annual performance evaluation as evidenced by work product established by the department, school and university.</p>

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			<p>or above 3 (above average) in preparing them for their profession.</p> <p>The MFT Program Advisory Council will review the Student Learning Outcomes Report and evaluate the program's fulfillment of expected outcomes.</p>	<p>f. Social Justice Issues and Self-Awareness</p> <p>I.B.2.: Students will demonstrate competency in a student-selected area of clinical specialization or expertise.</p>	<p>Evaluations prior to their last semester. – 80% of students will meet or exceed criteria on the Clinical Skills (MFT 672) and Personal and Professional Development Evaluations prior to their last semester.</p> <ul style="list-style-type: none"> • 60% of students will meet or exceed criteria for the Clinical Specialization paper (MFT 665) on first submission. – 80% of students will meet or exceed criteria for the Clinical Specialization paper (MFT 665) on final submission. 	
<p>Intellectual Inquiry and Communication By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations.</p>	<p>II. To foster and develop rigorous and original scholarship for both faculty and students.</p>	<p>II.B.: Provide students the necessary resources and training for their development as researchers, teachers, and supervisors.</p>	<p>80% of students and faculty will meet or exceed the criteria established for Student Learning Outcomes and Faculty Outcomes in the areas of Intellectual Inquiry & Communication.</p> <p>The MFT Program Advisory Council will review the Student Learning Outcomes</p>	<p>II.B.1.: Extend the knowledge base of MFT through original research and intellectual inquiry.</p> <p>II.B.2.: Contribute to the field through the</p>	<ul style="list-style-type: none"> • 60% of students will meet or exceed criteria for the requirements of Intellectual Inquiry (Portfolio) on first submission. – 80% of students will meet or exceed criteria for the requirements for Intellectual Inquiry (Portfolio) on final submission. • 60% of students will meet or exceed criteria for the 	<p>Faculty will demonstrate the application, production and dissemination of research and scholarly contributions to the field.</p> <p>Faculty will meet or exceed expectations in the areas of research and scholarly activity on their annual performance evaluation as evidenced by work product established by the department, school and university.</p>

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			Report and Faculty Outcomes Report and evaluate the program's fulfillment of expected outcomes.	development of effective teaching skills. II.B.3.: Attain basic competency in providing clinical supervision.	requirements for Teaching Skills (Portfolio) on first submission. – 80% of students will meet or exceed criteria for the requirements for Teaching Skills (Portfolio) on final submission. • 60% of students will meet or exceed criteria for the requirements for Clinical Supervision (Portfolio) on first submission. – 80% of students will meet or exceed criteria for the requirements for Clinical Supervision (Portfolio) on first submission.	
Community Building By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.	III. Students will be trained to be adept at understanding and working with clients from a variety of multicultural backgrounds, with a specific emphasis on the concerns of poor and underserved populations.	III.A.: The Program will increase students' knowledge, awareness and sensitivity of cultural injustices that occur in our local, national, and global community.	At least 50% of the clinical training will occur at sites serving underserved populations. The Center for Counseling & Family Therapy will consistently provide services to a diverse population. The MFT Program Advisory Council will review the Student	III.A.1.: Attain an increased cultural competence in working with diverse populations.	• 60% of students will meet or exceed criteria for the Clinical Case Presentation (Portfolio) on first submission. – 80% of students will meet or exceed criteria for the Clinical Case Presentation (Portfolio) on final submission.	Faculty will demonstrate and foster professional service and practice to clients and patients from a variety of multicultural backgrounds and underserved populations. Faculty will meet or exceed expectations in the area of service, teaching, research and scholarly activity on objectives related to this goal on their annual performance evaluation; as evidenced

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			<p>Learning Outcomes Report, Faculty Outcomes Report and the CCFT Demographic Report and evaluate the program’s fulfillment of expected outcomes.</p>			<p>by work product established by the department, school and university.</p>
<p>Leadership and Service By serving others and by promoting social justice, students become men and women for others who lead by their example.</p>	<p>IV. To educate professionals who are knowledgeable and skilled clinicians and leaders in their profession and community; and promote social justice among all people.</p>	<p>IV.A.: The Program will foster leadership and service through the exercise of personal and professional skills that promote social justice.</p>	<p>At least 50% of the clinical training will occur at sites serving underserved populations.</p> <p>The Center for Counseling & Family Therapy will consistently provide services to a diverse population.</p> <p>50% of alumni will be active in the profession. 70% of alumni will rank the program at or above ____ in preparing them for their profession.</p>	<p>IV.A.1. Students will demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.</p>	<ul style="list-style-type: none"> 60% of students will meet or exceed criteria for the Outreach Requirement on first submission. – 80% of students will meet or exceed criteria for the Outreach Requirement on final submission. 	<p>Faculty will demonstrate their knowledge and skills as clinicians and leaders in the profession and community.</p> <p>Faculty will meet or exceed expectations in the area of service on their annual performance evaluation as evidenced by work product established by the department, school and university.</p>
<p>Spirituality and Values By developing their spirituality, values,</p>	<p>V. To prepare reflective practitioners who understand</p>	<p>V.A.: The program will create a context that incorporates spiritual, moral, and ethical</p>	<p>80% of students will meet or exceed criteria of sub-objectives d. Legal</p>	<p>V.A.1.: Students will effectively communicate their values and demonstrate how they</p>	<ul style="list-style-type: none"> 60% of students will meet or exceed criteria for Personal Philosophy of Therapy paper (MFT 	<p>Faculty will effectively demonstrate and model reflective practice in their teaching, research and service.</p>

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
and openness to the transcendent, students determine principles to guide their actions and their relationships with others.	themselves in relation to those they serve and who incorporate spiritual, moral, and ethical principles into their personal and professional lives.	principles into its curriculum and clinical experiences thus enabling students to safely explore/understand themselves and their values.	Issues, Ethics and Standards & f. Social Justice Issues and Self-Awareness on the Clinical Skills Evaluation.	guide their personal and professional lives.	682) on first submission. – 80% of students will meet or exceed criteria for the Personal Philosophy of Therapy paper (MFT 682) on final submission.	Faculty will meet or exceed expectations on established objectives in the area of personal and professional development on their annual performance evaluation.

©Saint Louis University Medical Family Therapy Program

Advanced Practical Experience Component for the PhD Program:

The Doctoral Program offers an advanced curriculum and practical experience for students during their training in the program. The program values students getting training in a number of different areas to help prepare them for future careers in the field. The practical experience component of the program aligns with the program goals and SLO's for learners. Students must achieve a **minimum of 500 total hours** in the program **across a nine month period of time** across **at least two of the following categories**: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. A checklist for students to track their practical experience areas and get this approved by faculty is listed in Appendix M.

Coursework for the Ph.D. Program (For admitted students in Fall 2019 and prior)

Suggested Course of Study Ph.D. (full time)		
Medical Family Therapy Program		
Year 1		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6720: Integrative Care Practicum (3)	MFT 6720: Integrative Care Practicum (3)	MFT 6720: Integrative Care Practicum (3)
MFT 6740: Theories and Models of MedFT (3)	MFT 6500: The Neurobiology of Interpersonal Behavior (3)	MFT 6770: Behavioral Medicine and Integrative Care (3)
MFT 6760: Families, Health, and Illness (3)	MFT 6970: Research Topics in MedFT (3)	
MFT 6730: Research Practicum (1)	MFT 6730: Research Practicum (1)	

Year 2		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6690: Supervision in Family Therapy (3)	MFT 6650: Advanced Couple and Family Therapy (3)	MFT 6870: Clinical Supervision (1)
MFT 6870: Clinical Supervision (1)	MFT 6750: Supervision Practicum (3)	MFT 6990: Dissertation (1-3)
MFT 6730: Research Practicum (1)	MFT 6820: The Self in Theory & Therapy (3)	Research Course (3)
Research Course (3)	Research Course (3)	
	MFT 6870: Clinical Supervision (1)	
Year 3		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6910: Internship (0-3)	MFT 6910: Internship (0-3)	MFT 6910: Internship (0-3)
MFT 6990: Dissertation (4)	MFT 6990: Dissertation (4)	MFT 6990: Dissertation (1-3)
<p>Program of study consists of 51 credit hours of coursework and practicums/clinical supervision, 12- credit hours of dissertation research, 9 credit hours of research courses (excluding MFT 6970) and a 9-12 month internship. Internship credits will only be paid credits if the student requires supervision by a program faculty member.</p>		

Suggested Course of Study		
Ph.D. Medical Family Therapy Part-time Program		
Year 1		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6740: Theories and Models of MedFT (3) MFT 6760: Families, Health, and Illness (3)	MFT 6500: The Neurobiology of Interpersonal Behavior (3) MFT 6650: Advanced Couple and Family Therapy (3)	MFT 6770: Behavioral Medicine and Integrative Care (3)
Year 2		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6720: Integrative Care Practicum (3) Research Course (3) MFT 6730: Research Practicum (1)	MFT 6720: Integrative Care Practicum (3) MFT 6970: Research Topics in MedFT (3) MFT 6730: Research Practicum (1)	MFT 6720: Integrative Care Practicum (3)
Year 3		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6870: Clinical Supervision (1)	MFT 6870: Clinical Supervision (1)	MFT 6870: Clinical Supervision (1)

Research Course (3) MFT 6730: Research Practicum (1)	MFT 6820: The Self in Theory & Therapy (3)	MFT 6990: Dissertation (1)
Year 4		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6690: Supervision in Family Therapy (3) MFT 6990: Dissertation (1)	MFT 6750: Supervision Practicum (3) MFT 6990: Dissertation (1)	Research Course (3) MFT 6990: Dissertation (1)
Year 5		
<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6910: Internship (0-3) MFT 6990: Dissertation (2)	MFT 6910: Internship (0-3) MFT 6990: Dissertation (3)	MFT 6910: Internship (0-3) MFT 6990: Dissertation (3)
<p>Program of study consists of 51 credit hours of coursework and practicums/clinical supervision, 12 credit hours of dissertation research, 9 credit hours of research courses (excluding MFT 6970) and a 9-12 month internship. Internship credits will only be paid credits if the student requires supervision by a program faculty member.</p>		

Coursework for the Ph.D. Program (For admitted students in Fall 2020 and after)

**Suggested Course of Study
Ph.D. Medical Family Therapy Program**

Year 1

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6720: Integrative Care Practicum (3)	MFT 6720: Integrative Care Practicum (3)	MFT 6720: Integrative Care Practicum (3)
MFT 6760: Families, Health and Illness (3)	MFT 6970: Research Topics in MedFT (3)	MFT 6770: Behavioral Medicine and Integrated Care (3)
MFT 6740: Theories and Models of MedFT (3)	MFT 6500: The Neurobiology of Interpersonal Behavior (3)	
**MFT 6830: Couple and Family Research in Healthcare (3)	MFT 6730: Research Practicum (1)	
MFT 6730: Research Practicum (1)		

Year 2

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Summer Sessions</i>
MFT 6690: Supervision in Family Therapy (3)	MFT 6140: Phenomenology (3)	MFT 6990: Dissertation (1-4)
MFT 6870: Clinical Supervision (1)	MFT 6750: Supervision Practicum (3)	MFT 6910: Internship (1)
MFT 6730: Research Practicum (1)	**MFT 6820: Teaching Skills in Medicine (3)	**MFT 6790 Community Health and Health Policy (3)
**Quantitative Research Course (3) (ORES 5010 or ORES 5150)	MFT 6730 Research Practicum (1)	
	MFT 6870: Clinical Supervision (1)	

Year 3

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

****New Course (in bold)**

Program of study consists of 54 credit hours of coursework and practicums/clinical supervision/internship and 12 credit hours of dissertation research. Internship credits will only be paid credits if the student requires supervision by a program faculty member. Dissertation credits must be taken in the semester that the student defends their oral examination.

Additional Degree Requirements

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

Portfolio Requirements

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

Preliminary Oral Examination

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

Dissertation research (12 hours)

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

Annual PhD Evaluation

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

This annual review serves four major purposes:

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

Procedure:

- You are to complete a self-evaluation of your progress and performance during the year. The report will include your vita, current and future educational and professional goals, a report of your progress toward meeting portfolio requirements (which you can obtain from the program's Administrative Secretary), and a self-evaluation of personal and professional growth.
- The report should be submitted to your advisor electronically *by March 15th* of every year
- Contact your advisor at the time you submit the report and arrange a meeting.
- Your advisor will complete a faculty evaluation form. (At the discretion of the advisor and in consultation with you, other faculty may be asked to submit an evaluation form.)
- You and your advisor will meet to review the student report and the advisor/instructor evaluation forms. Together, you will discuss the year's work, progress, and performance, and establish goals and objectives for the next year.
- The evaluation process is to be completed by April 1.

Practicum Courses and Clinical Experience

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

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

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

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

Practical Experience

One of the benchmarks in the doctoral program is tracking competencies in professional experience that will help prepare students for well-rounded careers. Students must meet at least 500 hours of a combination of experiences over at least nine months. The following categories can be used towards these 500 hours:

Clinical- Direct clinical hours, observation of sessions, team meetings in a clinical site, rotations at medical or healthcare settings

Research- work on articles, grants, IRBs, research meetings, research presentations, data analysis for faculty

Teaching- guest speaking for courses, observations of teaching in courses

Supervision- supervising master's students, supervision-of-supervision training

Consultation- Consulting with clients, professionals or other organizations on professional issues

Program Development- Assisted in work with COAMFTE materials, program tasks or CCFT policies and procedures

Policy- policy briefs, policy articles, attendance at advocacy day

MedFT Portfolio Exam

All doctoral students are required to develop a "Medical Family Therapy Portfolio" during their time in the program. This portfolio helps track specific requirements while developing the professional resume of the student. The exam consists of two parts 1) A 30 minute review with the committee of the portfolio items and benchmarks achieved in the program, and 2.) A paper and presentation of a MedFT case seen in practice (either in CCFT or in Primary Care).

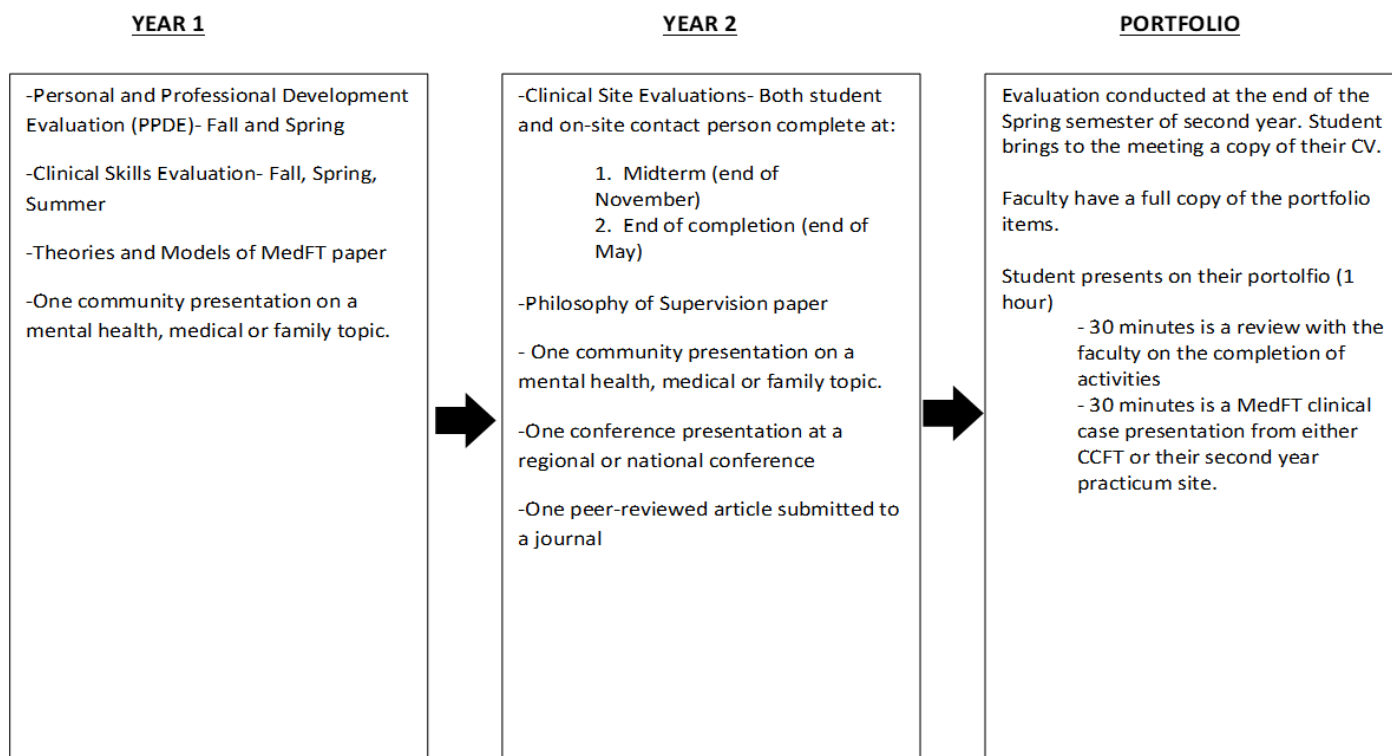
Portfolio Presentation

1. Completion of Activities (30 minutes): The student will be asked to present a summary of Foliotek items completed to that point in the program. The committee can ask questions about not only any missing or incomplete items, but also items that have been uploaded for evaluation.

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

Doctoral **MedFT Portfolio and Presentation for PhD Students** Internship

Internship consists of a nine to twelve month supervised full-time experience. The



internship may be paid or unpaid and must be approved by the Director of Clinical Services. The Internship Plan and Contract Agreement must be completed prior to beginning the internship. The Internship Plan and Contract Agreement forms can be obtained from the Director of Clinical Services. An Internship Plan and Contract Agreement is designed in consultation with your advisor/mentor. Upon completion of an acceptable plan, approved by the mentor, an internship contract and internship plan is completed.

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

- There will be an internship, not to be counted toward the didactic course requirements.
- The internship is to provide doctoral students with a supervised full-time experience of at least nine months duration, emphasizing relationally focused practice and/or administrative/academic/research.
- The majority of requirements will be completed before the beginning of the internship.
- An AAMFT Approved Supervisor, State Approved Supervisor, or the equivalent will supervise the intern's clinical work.

Site Requirements

- The program will maintain clear and ongoing relationships with all internship site(s) which will be specified in a written document.
- Activities of each intern will be documented at the internship site(s). These records will

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

Updated 3/7/2019

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

Practicum Site Criteria

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

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

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

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

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

obtained from the on-site supervisor.

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

5. Access to data at site:
In order to supervise your work, the designated faculty in the Department of Family and Community Medicine at Saint Louis University needs to have access to clinical work at the site conducted by the student. This access can occur through one or all of the following: videotape, audiotape, or direct observation of clinical work at the site.
6. The institution sponsoring the internship site(s) will have been in operation for at least two years.
7. Internship site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities.
8. Each semester, students are to evaluate the internship site(s) and supervision, and the site will evaluate the intern's performance.
9. Internship site will offer its services to the public on a 12-month calendar year basis.

Student Responsibilities at the Site

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

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

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

Please see Appendix K for practicum and internship forms.

FolioTek Requirements for Doctoral Students

I. Program Documentation

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

Professional Membership- This is the student's membership to AAMFT. This needs to be renewed annually, where a copy of the membership is uploaded in Foliotek.

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

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

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

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

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

II. Evaluations

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

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

Integrated Behavioral Health Skills Evaluation- These evaluations are of students' second year

training in primary care at 6 months and 12 months of their work. The evaluation is assessed both by the student and their site contact around clinical skills, collaborative skills and other MedFT competencies in their work.

III. Clinical and Supervision Practice

Clinical Portfolio Presentation- This presentation is a pre-requisite for the clinical internship in the doctoral program. Students must pass this qualifying exam by submitting a paper and presenting on a case in practice that reflect certain competencies in theory, assessment, treatment planning, multiculturalism, self of the therapists, ethics, and community systems of the case. For students entering the program prior to 2019, they will need to upload their Clinical Case Paper and Presentation. For students entering the program from Fall 2019 and beyond, they will upload their Clinical Portfolio paper and presentation in Foliotek.

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

IV. Research and Intellectual Inquiry

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

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

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

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

V. Teaching Portfolio

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

VI. Leadership and Service

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

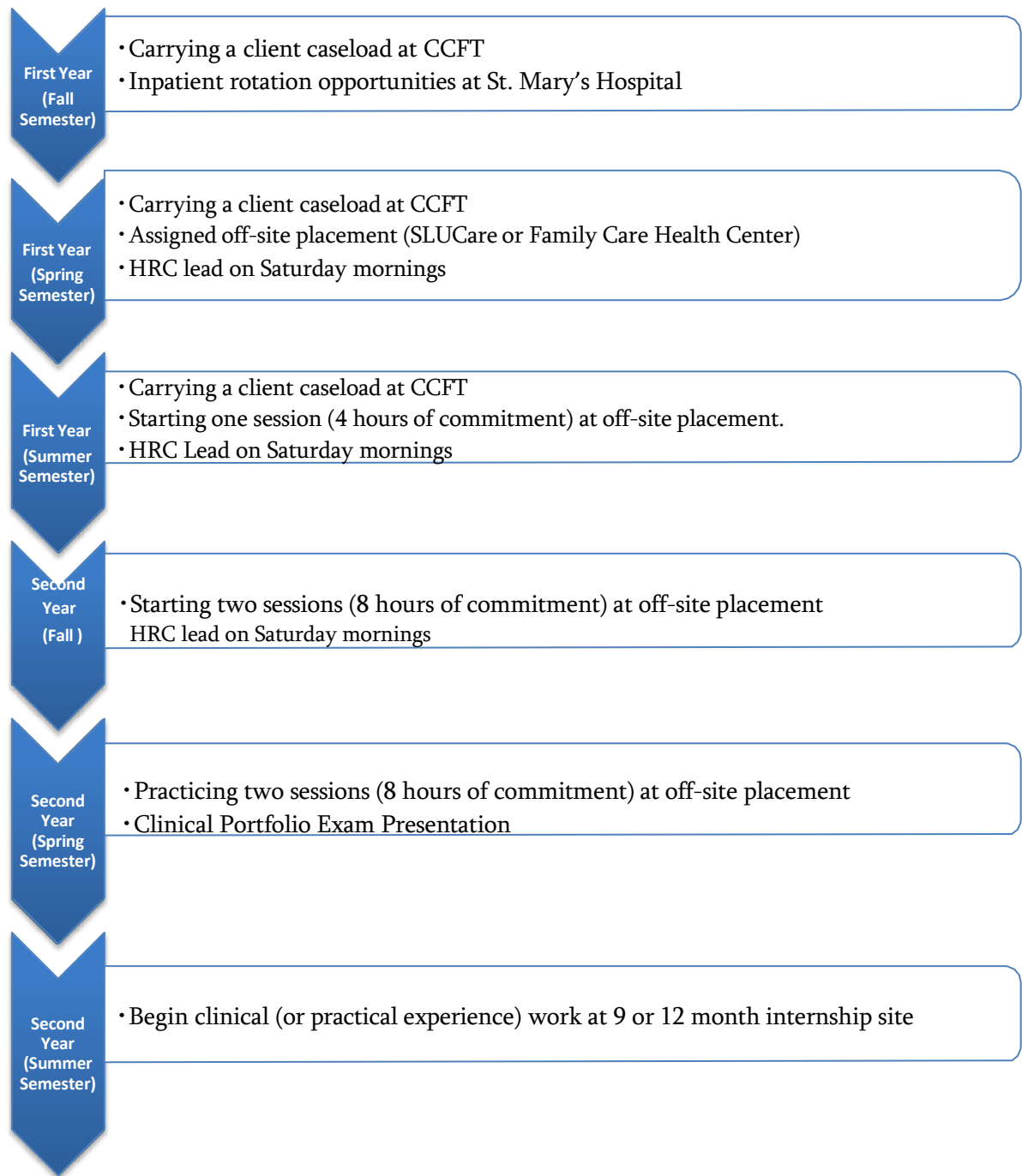
VII. Multicultural/ Social Justice

Social Justice/Multicultural Inquiry-- Students will be required to upload a presentation on social justice or multicultural area of their work. This can be a paper, presentation or other area of work that demonstrates the student's application and knowledge of using multiculturalism in clinical or research areas of practice.

VIII. Practical Experience

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

Timeline of Clinical Work in the PhD Program



HIPPA, IRB, and EPIC Training

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

All students must be up to date in their IRB training through SLU. This information is found

on the student's MySLU page. Students cannot participate in IRB protocol studies or projects without being compliant with this training.

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

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

Preliminary Written Exam Portfolio

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

Extension of Time to Complete Degree

When a student is admitted to the Ph.D. program, that student is given seven years to complete the degree. At the end of seven years, students apply for an extension of time to complete the degree. Applying for an extension involves completing a Petition for an Extension of the Time Period to Complete Degree Requirements form and writing a letter detailing your request, providing a rationale for approval and timetable for completion. The petition is routed for approval through your academic advisor, program director, and Director of Graduate Programs (SOM), Dr. Willis K. Samson. Then forwarded to the Candidacy Advisor in the Graduate Education Office. The extension is granted for a period of one year. No additional extensions are allowed by the Office of Graduate Education. In addition, if more than five calendar years have elapsed since the student passed his/her preliminary degree examination, the student must redo any portion of the portfolio that exceeds this deadline (was approved five or more years ago). This may include retaking courses. The annual review will be used to evaluate progress and the advisability of granting an extension. Students should work directly with their advisors when an extension is needed. In instances where circumstances require a cessation in progress toward the degree (health, family, etc.) it is advisable to consult with your advisor on requesting a Leave of Absence. A Leave of Absence stops the "clock". A leave of absence is typically for a period of one year and a student can only receive one approved Leave of Absence during their program of study. Please click on this link for more information of the Office of the Registrar at SLU: <http://www.slu.edu/registrar>

In order to receive an extension for an additional year in the doctoral program, students

MUST successfully pass their dissertation proposal prior to August 1st of their seventh year. Students who do not complete this requirement prior to this date will not be granted an extension or continuation in the program.

Dissertation Process

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

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

Types of Dissertation Formats (See appendix F)

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

Dissertation Proposal

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

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

Results of Exam

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

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

- If the student passes the second oral exam, s/he will be notified of the results and advance to doctoral candidacy status.
- If the student does not pass the second oral exam, s/he will be notified of the results.

A third exam is rarely approved.

Dissertation Syllabi

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

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

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

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

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

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

Dissertation Workshop

Every other month from on the last Friday from 2:30-4:00 (January, March, May, July, September, November), there will be dissertation workshops that students can attend. These workshops can help students gain more knowledge and skills to help in their writing of the document and/or developing their study. Faculty from the program, department and outside universities will cover a range of topics to help students move along in the writing and conceptualization of the dissertation. **Starting Fall of 2020, students must attend at least one workshop in the semester enrolled in dissertation credits to earn full credit.**

Productivity to Earn Dissertation Credit Hours

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

Dissertation Defense

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

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

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

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

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

Results

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

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

Graduation


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

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

Banner Self Service Instructions to Apply Online for Graduation

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

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

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

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

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

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

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

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

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

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

Pending Review: Graduation requirements being reviewed.

Awarded: Congratulations!

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

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

VI. Program Policies and Procedures



Academic Integrity and Ethics

The following is an excerpt from the Graduate Education Catalog:

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

Academic Writing Style

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

Advisors

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

Students in all programs may change advisors. The student begins this process by consulting with their current advisor or the Program Director about the proposed change. Upon approval, the student talks with the current advisor as well as the new advisor and comes to an agreement

about the change. A change of advisor form must be completed (see Appendix H).

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

Anti-Discrimination Policy

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

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

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

Appeal Process

The following is an excerpt from the Graduate Education Catalog:

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

Communities of Interest

One of the key priorities of the Medical Family Therapy Program is to promote engagement and service to our community partners. Every year, our goal is to meet with our communities of interest and informing them on updates of the program and any necessary changes made. We also want input from these members on how to improve both master's and doctoral programs in clinical, research, teaching or service areas.

The following is a summary of places where our communities of interest line up with curriculum and goals in both programs:

- *Student Leadership and Service to the Community*- Medical Family Therapy GSA Student Committee
- *Advancing Clinical, Research and Scholarship*- Department of Family and Community

Medicine Faculty

- *Clinical Training and Receiving Supervision of Training-* Master's and Doctoral Program Supervisors
- *Evidence-Based Practice and Scholarship-* Research Collaborators
- *Providing Services to Underserved Populations-* SLU clinicians and providers in underserved communities
- *Collaborations with Community Leaders and Stakeholders/Recruitment for both Programs-* Local Undergraduate and Master's Programs' faculty and/or staff, SLU Geriatric Medicine, SLU Department of Psychology
- *Social Justice, Awareness or Diversity and Values of Students-* Saint Louis University Office of Diversity and Community Engagement, Metro Trans Umbrella Group

Contact Information and Email Addresses

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

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

Diversity Definition and Statement

Definition of Diversity

Diversity is represented by acceptance of individuals identifying themselves (or as identified by others) as belonging to any combination of ethnic, racial, cultural, gender, identity, religious, sexual orientation, age, persons with different categories of disabilities, economic, and educational cultures.

Program Mission Statement on Diversity:

The Medical Family Therapy Program is committed to an inclusive and accepting environment for all learners and instructors. The program acknowledges several contextual and historical injustices in our society creating marginalized and stigmatized communities. We are committed to creating a culture where students, faculty, community partners, and visitors feel valued and celebrated in our diversity. We seek to provide anti-racist, anti-ableism, LGBTQ-affirming, and culturally humble clinical care, research, teaching, and service. We are equally committed to educating students from all backgrounds to promote a future workforce of diverse clinicians, researchers, and social justice leaders in the field.

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

The following partial excerpt is taken from Saint Louis University Human Resources policy as it

relates to the Americans with Disabilities Act.

Students with Disabilities

“2.0 Services to Students

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

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

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

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

Fall Kick-Off

Each August a fall kickoff is held. The student kickoff is designed to welcome new and continuing students to the program and to provide an opportunity for all students and faculty in the program to meet and socialize. The kickoff provides students with information on

department policies and procedures, upcoming events, and department and campus resources. **This meeting is mandatory for all students who are active in both programs (excluding non-ABD (all but dissertation) students).**

Grading Policy

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

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

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

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

“S” Satisfactory
“U”
Unsatisfactory

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

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

“IP” In Progress
“S” Satisfactory
“U”Unsatisfactory

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

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

“AU” Audit (satisfactory)

“W” Authorized withdrawal (or unsatisfactory audit)

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

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

The following temporary course grades may be given:

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

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

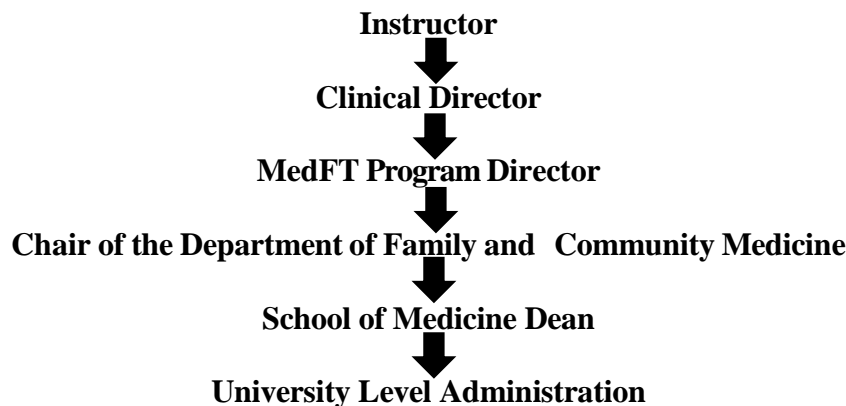
Grievance Procedure

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

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

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

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



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

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

Leave of Absence

General Leave of Absence

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

From the Catalogue:

"A Classified graduate student may formalize an interruption in progress towards a degree by petitioning the major-field chairperson and the Associate Dean for Graduate Education or Center Director of their school/college/center for a leave of absence. A leave period is generally for one calendar year. Students on approved leave of absence do

not violate the mandatory continuous enrollment policy during the leave period. However, students without matriculation for 3 years or more must apply for admission. Students on approved leave do not have access to University resources."

Parental Leave Policy

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

Online/Technology Communities

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

Personal and Professional Development Policy

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

Personal and Professional Development Evaluation

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

All PPDE's will be completed on FolioTek and the student will have access to view all PPDEs in FolioTek and/or to print off a copy for their personal records. Students are strongly encouraged to review all feedback provided within a timely manner and contact faculty about any questions or concerns. Students have the right to submit a written response to any PPDE completed. Any

written responses should be submitted to either the evaluator and Program Director or the Professional Review Committee, if applicable. All PPDEs will be kept as part of the student's permanent program file.

Professional Review Board

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

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

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

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

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

Programmatic Assessment Process

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

and alumni surveys several years following graduation. All such evaluations are completely confidential.

Assessment of Student Learning Outcomes

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

FolioTek

The collection, evaluation, and organization of your learning outcomes is accomplished using an online assessment application called FolioTek. Throughout your program of study, you will be required to submit artifacts demonstrating your attainment of the student learning outcomes. These artifacts—consisting of documents, evaluation forms, video samples and such, will be from both course requirements and program-level requirements.

VI. Licensure

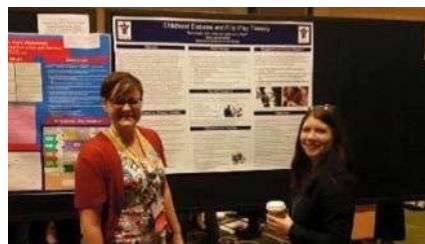


During students' tenure in their program they will hear terms like, "licensure" and "certification" referring to specific credentials required to provide mental health services. According to the Missouri Department of Economic Development, the term licensure defines the "scope of practice."

Licensed Medical and Family Therapist

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

VII. Research



Research, or the creation of new knowledge in the field, is an important component of any graduate program and degree. The Medical Family Therapy Program maintains a strong commitment to research for faculty, students, and the programs.

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

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

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

VIII. Student Resources



Bookstore

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

Campus Computer Resources

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

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

Campus Libraries

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

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

Career Services

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

CCFT Library

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

Center for Transformative Teaching and Learning

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

To fulfill this mission the Center:

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

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

Financial Aid

Assistantships

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

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

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

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

Student Financial Services

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

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

Food and Housing

Dining Services

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

Housing Office

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

LearningSpace

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

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

Listserves

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

LMFT Licensure Study Guides

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

MySLU and Banner

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

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

Physical Resources (Instructional, Fiscal, Clinical)

The Medical Family Therapy Program is located in Morrissey Hall on the North Campus of Saint Louis University. The program has adequate classrooms, meeting rooms and workrooms for student learning. The program has fiscal resources to supply upgrades for classroom items and other areas to help students and faculty learn in a comfortable environment. Students also have six therapy rooms in our Center for Counseling and Family Therapy to provide therapy and obtain clinical contact hours in the program. The program has a library of books and training videos for students to borrow to help aid in their learning in courses and clinical work. Additionally, students have space in the Department of Family and Community Medicine offices to collaborate with research and clinical staff. Rooms are available for graduate assistants to complete research and scholarly work in these offices.

Student Associations

The Medical Family Therapy Student Association (MFTSA) is a student organized group representing all graduate students in the Medical Family Therapy program on the campus of Saint Louis University. Our mission is to encourage the common professional interests of those family therapists; to promote the Medical Family Therapy program; and to advocate the interests and social support of students. Through the organization and promotion of various educational, philanthropic, and social events, we seek to embrace a sense of community among all students in the program.

All students enrolled in a Medical Family Therapy program are members of MFTSA and are encouraged to participate in all events sponsored or promoted by the association. Yearly dues of \$10.00 per member are required for all students who wish to have voting privileges. In addition to voting in MFTSA elections, benefits for paying dues include free or reduced admission to special events, reduced pricing on various promotions (such as t-shirts, mugs, and other fundraising items), and a certificate of membership.

Currently, there are three active committees within MFTSA. These include EN.C.O.RE (Encouraging Counselor Openness and Respect), Student Affairs, and Fundraising. Individuals who wish to become involved in one of the three committees should visit the MFTSA website for more information about current meetings and who to contact. In addition to subcommittees, the Executive Committee supports all activities in which MFTSA is a part of. The Executive Committee consists of the President, President-Elect, Secretary, and Treasurer. In addition to the officer positions, a chair from each sub-committee and the Graduate Student Association (GSA) student representative attend Executive Committee meetings.

Each position on the Executive Committee is filled following an election process. Except for the President-Elect, each position is one year. The President-Elect assumes the role of President during the second year of their term. Elections take place at the start of the academic year, and appointees are announced at the second official Executive Committee meeting. Students who would like to nominate themselves or a fellow student should attend the first MFTSA meeting for information.

Graduate Student Association (GSA)

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

Student Health and Counseling Services

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

Technology

The programs require the appropriate use of technology (both existing and emerging) to enhance communication, instruction, learning, therapy, supervision, research and community service. Students entering the Medical Family Therapy program are expected to be computer-literate in terms of word processing, use of e-mail, and use of the World Wide Web. Although additional computer skills are taught in some of the courses, students lacking basic computer skills should obtain the appropriate training prior to entering either of the programs.

Writing Support

Graduate Student Writing Center

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

English Language Center

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

Websites and Telephone Numbers

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

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

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Appendix A

Saint Louis University Family and Community Medicine

**Master of Arts in Family
Therapy Program of Study
Worksheet**

Student Name: _____ Acceptance Date: _____

Program of Study

Year 1	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 5210 Introduction to Family Therapy (3)		
MFT 6530 Ethical and Legal Issues in Family Therapy (3)		
MFT 6660 Introduction to Family Studies		
Spring Semester		
MFT 6560 Foundations in Couple and Family Therapy (3)		
MFT 5410 Practicum in Family Therapy (3)		
MFT 6550 Diagnosis and Assessment in Family Therapy (3)		
Summer Session		
MFT 5320 Group Counseling (3)		
MFT 5410 Practicum in Family Therapy(3)		
MFT 6700 Couple Interaction and Therapy (3)		
Year 2	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 6710 Integrative and Evidence Based Models in CFT (3)		
MFT 5450 Internship in Family Therapy (3)		
MFT 6760 Families, Health, and Illness		
Spring Semester		
MFT 5915 Internship in Family Therapy (3)		
MFT 6650 Advanced Couple and Family Therapy (3)		
Research Methods Course (see adviser) (3)		
Summer Session		
MFT 5915 Internship in Family Therapy (3)		
MFT 5320 Theory and Intervention in Human Sexuality (3)		
Year 3	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 5770 Foundations of Multicultural Counseling		
MFT 5700 Human Growth and Development (3)		
Statistics Course (see adviser) (3)		
MFT 5950 Special Study for Examination (0)		

Courses in **Bold** are core courses that must be taken in sequence. Program of Study consists of 48 credit hours, excluding thesis credits.

IV. Program Requirements – submit document copies for permanent file

_____ Date of Student membership in AAMFT
_____ Date of Professional Liability coverage
_____ Date of HIPAA Training
_____ Date of Background Check (before entering practicum)
_____ Date of IRB Training – thesis option

V. Program Checklist

- Student attends Fall Kick Off and reads Student Handbook to become familiar with the program.
- Student meets with advisor at least once per semester to plan program of study, register for classes, monitor progress toward completion of program, and discuss professional issues.
- Student meets with advisor by the end of the first year to begin the process of writing thesis (optional)
- Student proposes thesis (optional).
- During the semester prior to the final semester of coursework, student should meet with his/her advisor to discuss the oral examination procedure and paperwork required by the office of Graduate Education. Student works directly with the MA Candidacy Advisor of the office of Graduate Education (977-2243) to complete all graduation paperwork prior to the deadlines.
- During the final semester of coursework (or spring semester for students graduating in August), the student sits for the Oral Examination. The student registers for MFT-595 (Special Study for Examination) and works directly with the advisor to make all the arrangements for the examination. The student follows the written Oral Examination Procedures. The student gets verbal results of the examination on the same day as the meeting.
- Student defends thesis (optional).
- Students completing graduate work in time for May graduation are invited to participate in two ceremonies: the Biomedical Sciences Pre-Commencement at which the student's name will be announced and the full Commencement Ceremony of Saint Louis University when all degrees will be conferred.
- Students completing graduate work for the August graduation date who wish to "walk" in the May Pre-Commencement Ceremony must request permission from the Program Director and then follow the relevant requirements.
- Students completing graduate work for the January graduation date will be invited to participate in the mid-year graduation celebration held in December.

Saint Louis University
Family and Community Medicine

Master of Arts in Family Therapy (MedFT Concentration)
Program of Study Worksheet

Student Name: _____

Acceptance Date: _____

Program of Study

Year 1	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 5210 Introduction to Family Therapy (3)		
MFT 6530 Ethical and Legal Issues in Family Therapy (3)		
MFT 6660 Introduction to Family Studies		
Spring Semester		
MFT 6560 Foundations in Couple and Family Therapy (3)		
MFT 5410 Practicum in Family Therapy (3)		
MFT 6550 Diagnosis and Assessment in Family Therapy (3)		
Summer Session		
MFT 5320 Group Counseling (3)		
MFT 5410 Practicum in Family Therapy (3)		
MFT 6700 Couple Interaction and Therapy (3)		
Year 2	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 6710 Integrative and Evidence Based Models in CFT (3)		
MFT 5450 Internship in Family Therapy (3)		
MFT 6740 Theories and Models of MedFT (3)		
Spring Semester		
MFT 5915 Internship in Family Therapy (3)		
MFT 6650 Advanced Couple and Family Therapy (3)		
Research Methods Course (see adviser) (3)		
Summer Session		
MFT 5915 Internship in Family Therapy (3)		
MFT 5320 Theory and Intervention in Human Sexuality (3)		
MFT 6770 Behavioral Medicine and Integrative Care (3)		
Year 3	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 5770 Foundations of Multicultural Counseling		
MFT 6760 Families, Health, and Illness		
MFT 5700 Human Growth and Development (3)		
MFT 5950 Special Study for Examination (0)		
Spring Semester		
Statistics Course (see adviser) (3)		

Courses in **Bold** are core courses that must be taken in sequence. Program of Study consists of 48 credit hours, excluding thesis credits.

IV. Program Requirements – submit document copies for permanent file

- _____ Date of Student membership in AAMFT
- _____ Date of Professional Liability coverage
- _____ Date of HIPAA Training
- _____ Date of Background Check (before entering practicum)
- _____ Date of IRB Training – thesis option

V. Program Checklist

- Student attends Fall Kick Off and reads Student Handbook to become familiar with the program.
- Student meets with advisor at least once per semester to plan program of study, register for classes, monitor progress toward completion of program, and discuss professional issues.
- Student meets with advisor by the end of the first year to begin the process of writing thesis (optional)
- Student proposes thesis (optional).
- During the semester prior to the final semester of coursework, student should meet with his/her advisor to discuss the oral examination procedure and paperwork required by the office of Graduate Education. Student works directly with the MA Candidacy Advisor of the office of Graduate Education (977-2243) to complete all graduation paperwork prior to the deadlines.
- During the final semester of coursework (or spring semester for students graduating in August), the student sits for the Oral Examination. The student registers for MFT-595 (Special Study for Examination) and works directly with the advisor to make all the arrangements for the examination. The student follows the written Oral Examination Procedures. The student gets verbal results of the examination on the same day as the meeting.
- Student defends thesis (optional).
- Students completing graduate work in time for May graduation are invited to participate in two ceremonies: the Biomedical Sciences Pre-Commencement at which the student's name will be announced and the full Commencement Ceremony of Saint Louis University when all degrees will be conferred.
- Students completing graduate work for the August graduate date who wish to “walk” in the May Pre-Commencement Ceremony must request permission from the Program Director and then follow the relevant requirements.
- Students completing graduate work for the January graduation date will be invited to participate in the mid-year graduation celebration held in December.

Appendix B



Annual M.A. Graduate Student Review

Department of Family & Community Medicine Medical Family Therapy Program

Please Print or Complete Electronically to Ensure Accurate Entry.

All text boxes are expandable.

Student Information

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

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

Academic Coursework

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

Term	Course #	Course Title	Credits	Grade

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

Course #	Course Title	Credits

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

Term	Course #	Course Title	Credits

Research Activities

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

--

Assistantship Activities

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

Term	Source of Support

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

Term	Course #	Course Title	Role

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

Term	Project Title	Role

Progress Toward Degree

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

Clinical Skills

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

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

Theoretical and Clinical Knowledge

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

Clinical Case Presentation

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

Theory of Therapy

Summarize your progress in completing the Masters Oral Examination requirement.

Professional Development

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

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

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

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

Evaluation

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

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

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

Evaluation Commentary

Student’s signature

Date

Mentor or Graduate Director’s signature

Date

For students with assistantship assignments apart from their mentor:

Supervisor’s signature

Date

Appendix C

Saint Louis University
Family and Community Medicine

PhD in Medical Family Therapy Program of Study Worksheet

I. Prerequisites:

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

Date of Degree: _____ Institution: _____

OR

2. Completion of a Master’s degree in a related mental health field and at least 48 semester hours of graduate work including the following or their equivalents (attach copy of transcript and course description(s) from the institution’s graduate catalog). Areas not completed constitute deficiencies and must be completed prior to beginning coursework toward the doctorate.

Degree: _____ Major: _____ Date Awarded: _____

Competency Area	Course Number	Course Name	Date Completed
Introduction to Family Therapy (MFT 5210)			
Foundations in CFT(MFT 6560)			
Group Counseling (MFT 5320)			
Ethical& Legal Issues in FT (MFT 6530)			
Diagnosis & Assessment in FT (MFT 6550)			
Theory & Intervention in Human Sex. (MFT 5320)			
Intro to Family Studies (MFT 6660)			
Human Growth & Development (MFT 5700)			
Inferential Statistics			
Research Methods			
Foundations Multicultural Counseling (MFT 5770)			
Additional Learning/Elective			
*Practicum/Internship (min. 9 cr.) (MFT 5410, 5450)			

* The Practicum and Internship must have consisted of experience in treating couples and families for a minimum of 250 client contact hours.

II. Program Requirements

- _____ (Date) AAMFT Student Membership (copy uploaded to FolioTek)
- _____ (Date) Professional Liability Coverage (copy uploaded to FolioTek)
- _____ (Date) HIPAA Training (copy uploaded to FolioTek)
- _____ (Date) Background Check (before entering practicum)
- _____ (Date) IRB Training (copy uploaded to FolioTek)
- _____ (Date) EPIC Training (copy uploaded to FolioTek)

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

III. Program of Study

Year 1	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 6720 Integrative Care Practicum (3)		
MFT 6740 Theories and Models of MedFT (3)		
MFT 6760 Families, Health, & Illness (3)		
MFT 6730 Research Practicum (1)		
Spring Semester		
MFT 6720: Integrative Care Practicum (3)		
MFT 6500: Neurobiology of Interpersonal Behavior (3)		
MFT 6970: Research Topics in MedFT (3)		
MFT 6730 Research Practicum (1)		
Summer Session		
MFT 6720: Integrative Care Practicum (3)		
MFT 6770: Behavioral Medicine and Integrative Care (3)		
Year 2	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 6690: Supervision in Family Therapy (3)		
CFT 6870: Clinical Supervision (1)		
Research Course: _____ (3)		
MFT 6730: Research Practicum (1)		
Spring Semester		
MFT 6650: Advanced Couple and Family Therapy (3)		
MFT 6750: Supervision Practicum (3)		
MFT 6870: Clinical Supervision (1)		
Elec./Res.: _____ (3)		
Dissertation (1-3)_		
Summer Session		
MFT 6820: The Self in Theory & Therapy (3)		

MFT 6870: Clinical Supervision (1)		
Elec./Res.: _____(3)		
Year 3		
Fall Session		
Internship (0-3)		
Dissertation (4)		
Spring Session		
Internship (0-3)		
Dissertation (4)		
Summer Session		
Internship (0-3)		
Dissertation (1-3)		

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

Elective courses:

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

III. Portfolio (Preliminary Written Examination):

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

Saint Louis University
 Medical Family Therapy

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

I. Prerequisites:

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

Date of Degree: _____ Institution: _____

OR

2. Completion of a Master’s degree in a related mental health field and at least 48 semester hours of graduate work including the following or their equivalents (attach copy of transcript and course description(s) from the institution’s graduate catalog). Areas not completed constitute deficiencies and must be completed prior to beginning coursework toward the doctorate.

Degree: _____ Major: _____ Date Awarded: _____

Competency Area	Course Number	Course Name	Date Completed
Introduction to Family Therapy (MFT 5210)			
Foundations in CFT(MFT 6560)			
Group Counseling (MFT 5320)			
Ethical& Legal Issues in MFT (MFT 6530)			
Diagnosis& Assessment in FFT (CFT 6550)			
Theory & Intervention in Human Sexuality (MFT 5320)			
Intro to Family Studies (MFT 6660)			
Human Growth & Development (MFT 5700)			
Inferential Statistics			
Research Methods			
Foundations Multicultural Counseling (MFT 5770)			
Additional Learning/Elective			
*Practicum/Internship (min. 9 cr.) (MFT 5410, 5450)			

* The Practicum and Internship must have consisted of experience in treating couples and families for a minimum of 250 client contact hours.

II. Program Requirements

- _____(Date) AAMFT Student Membership (copy uploaded to FolioTek)
 _____(Date) Professional Liability Coverage (copy uploaded to FolioTek)
 _____(Date) HIPAA Training (copy uploaded to FolioTek)
 _____(Date) Background Check (before entering practicum)
 _____(Date) IRB Training (copy uploaded to FolioTek)
 _____(Date) EPIC Training (copy uploaded to FolioTek)

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

III. Program of Study

Year 1	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 6720 Integrative Care Practicum (3)		
MFT 6740: Theories and Models of MedFT (3)		
Spring Semester		
MFT 6720 Integrative Care Practicum (3)		
MFT 6500: The Neurobiology of Interpersonal Behavior (3)		
Summer Session		
MFT 6720: Integrative Care Practicum (3)		
Year 2	Proj. Sem.	Sem. Comp.
Fall Semester		
MFT 6760: Families, Health, and Illness (3)		
MFT 6690: Supervision in Family Therapy (3)		
MFT 6870: Clinical Supervision (1)		
Spring Semester		
MFT 6750: Practicum: Supervision of Family Therapy (3)		
MFT 6870: Clinical Supervision (1)		
Summer Session		
MFT 6770: Behavioral Medicine and Integrative Care (3)		
MFT 6870: Clinical Supervision (1)		
Year 3	Proj. Sem.	Sem. Comp.
Fall Semester		
Elec./Res.: _____(3)		
MFT 6730: Research Practicum (1)		
MFT 6870: Clinical Supervision (1)		
Spring Semester		
MFT 6970: Research Topics in CFT (3)		
MFT 6870: Clinical Supervision (1)		

MFT 6730: Research Practicum (1)		
Summer Session		
MFT 6820: The Self in Theory and Therapy (3)		
MFT 6870: Clinical Supervision (1)		
Year 4	Proj. Sem.	Sem. Comp.
Fall Semester		
Elec./Res.: _____(3)		
MFT 6730: Research Practicum (1)		
MFT 6870: Clinical Supervision (1)		
Spring Semester		
MFT 6650: Advanced Couple and Family Therapy (3)		
Dissertation (1-3)		
MFT 6870: Clinical Supervision (1)		
Summer Session		
Elec./Res.: _____(3)		
MFT 6870: Clinical Supervision (1)		
Year 5	Proj. Sem.	Sem. Comp.
Fall Semester		
Internship (0-3) (9-12 months)		
Dissertation (4)		
Spring Semester		
Internship (0-3) (9-12 months)		
Dissertation (4)		
Summer Session		
Internship (0-3) (9-12 months)		
Dissertation (1-3)		

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

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

Elective courses:

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

III. Portfolio/Comprehensive Examination:

- Courses transferred have been approved by the Office of Graduate Education
- All special requirements for admission have been met
 - Student has participated in the Personal and Professional Development Evaluation
 - Meeting and Provisional Status has been removed

- If grades of B+ or better were not obtained in course work, additional study or tutoring as recommended by advisor have been completed
- If above courses contributed to another degree, an elective was substituted to bring the total to 42 semester hrs beyond prerequisites
- Portfolio requirements have been completed and approved

Appendix D



Annual Ph.D. Graduate Student Review

Department of Family & Community Medicine

Medical Family Therapy Program

Please Print or Complete Electronically to Ensure
Accurate Entry.

All text boxes are expandable.

Student Information

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

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

Academic Coursework

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

Term	Course #	Course Title	Credits	Grade

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

Course #	Course Title	Credits

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

Term	Course #	Course Title	Credits

Dissertation Research Activities

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

--

Assistantship Activities

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

Term	Source of Support

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

Term	Course #	Course Title	Role

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

Term	Project Title	Role

Progress Toward Degree

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

Clinical Skills

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

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

Theoretical and Clinical Knowledge

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

Clinical Case Presentation

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

Intellectual Inquiry

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

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

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

Teaching Skills

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

Clinical Supervision

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

Internship

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

Professional Development

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

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

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

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

Evaluation

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

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

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

Research Progress			
Professional Skill Acquisition			
Personal & Professional Development			

Evaluation Commentary

Student's signature

Date

Mentor or Graduate Director's signature

Date

For students with assistantship assignments apart from their mentor:

Supervisor's signature

Date

Appendix E

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

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

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

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

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

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

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

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

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

Appendix F

Medical Family Therapy Traditional Dissertation Checklist

Preparation for the Preliminary Oral Exam

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

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

____ 1. Once students have completed their required number of research practicum hours, they should register for dissertation hours. Students working on their any stage of their dissertation project must register each spring and fall semester for dissertation hours.

____ 2. Students select a mentor/dissertation chairperson and two committee members to serve on the Dissertation Committee. Students should be prepared to talk about their dissertation ideas and their expected process with prospective committee members prior to asking them to serve on their Dissertation Committee.

____ 3. Topic selection: Students should work collaboratively with the Mentor to develop a workable topic:

- Dissertation research should contribute new knowledge/understanding to the field
- The topic should not be too close to personal issues, past or present, of the student
- Methodology should be appropriate to the research question being asked. Students are encouraged to select research courses that will facilitate their progress on their dissertation; additional coursework may be required if the student is not prepared to use the methodology chosen. (e.g., SPSS course if you plan to use that program).

____ 4. Students then work directly with their Mentors to prepare the dissertation proposal. In a traditional dissertation the proposal includes the first three chapters of the dissertation: 1) the rationale for the study, 2) the review of the literature, and 3) the methodology. Please see appendix J for guidance on using the 3-article dissertation format.

____ 5. When the Mentor agrees the dissertation proposal is sound and ready to go to committee, the oral exam is scheduled and requisite paperwork is completed. Paperwork must be submitted at

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

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

___6. The oral exam is a collaborative process to make the proposal as strong as possible. The session is two hours in length, and five faculty members are present.

___7. Upon successful completion of the oral examination, the student submits an IRB proposal.

Dissertation

___8. Students who are collecting data should maintain regular contact with the Mentor throughout this process. At times, changes may be needed in the methodology and this will necessitate a revised proposal to IRB. At the end of data collection, the student and Mentor discuss the data analysis process.

___9. Drafts of chapter 4 (results) and chapter 5 (discussion) are submitted initially to the Mentor for feedback. Several drafts are usually submitted before the student receives clearance to prepare the final draft.

___10. All students will participate in a public defense of the dissertation. This is a two-hour process that includes the student’s presentation of the dissertation (30-60 minutes), questions from the committee and participants, and a celebration at the end. Ask your advisor for details of this process.

___11. After successful defense of the dissertation, student will make any committee recommended changes to the document. The student will then make an appointment with the Doctoral Candidacy Advisor at the office of Graduate Education. She will evaluate the format and style of the draft and suggest changes. Note the office of Graduate Education deadlines each semester. Students should follow the formatting guidelines of APA and the office of Graduate Education in preparing drafts.

Medical Family Therapy What a Traditional Dissertation Typically Includes

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

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

Chapter I – Introduction

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

Chapter II – Literature Review

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

Chapter III – Methodology

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

Summary

Chapter IV – Results

- A. Demographic information about the subjects

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

Chapter V – Discussion

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

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

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

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

Appendix G

Saint Louis University
Medical Family Therapy Program
Department of Family & Community Medicine

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

From the Saint Louis University Graduate Education Catalog:

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

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

Medical Family Therapy Multiple-article Policy

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

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

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

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

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

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

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

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

Suggestions/Guidance for Multiple-article Format

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

Do not force what should be a more “traditional” dissertation into the publishable chapter format. For instance, describing the methodology and approach for your research will not produce a “publishable article.” Journals want original research that contributes new knowledge or tests existing theory. Often you will spend more time on the research work and analysis in order to successfully produce multiple publishable articles than if you used a more traditional approach to your dissertation.

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

Advantages of Multiple-article Dissertation Format

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

Disadvantages of Multiple-article Dissertation Format

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

Copyright Issues

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

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

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

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

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

Appendix H

**Saint Louis University
Medical Family Therapy**

Change of Advisor Form

Directions:

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

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

Student Name: _____ Banner ID: _____

Current Advisor: _____ New

Advisor (MA Students) / Dissertation Comm. Chair (PhD Students): _____ Effective

Date: _____

Current Advisor Signature

Date

New Advisor/Dissertation Committee Chair/Mentor Signature

Date

Request is: approved denied

Signature of program director

Date

Copies sent to: Student Current Advisor PhD Mentor Student File

Date sent: _____

Appendix I

Personal and Professional Development Evaluation

Professional Responsibility

Please evaluate the criteria according to the scale:

	1	2	3	4	N/A
1.a. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.					
1.b. The student relates to peers, professors, and others in a manner consistent with stated professional standards.					
1.c. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.					
1.d. The student demonstrates application of legal requirements relevant to training and practice.					

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

Competence

Please evaluate the criteria according to the scale:

	1	2	3	4	N/A
2.a. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.					
2.b. The student takes responsibility for compensating for her/his deficiencies.					
2.c. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.					
2.d. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients.					
2.e. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.					

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

Maturity

Please evaluate the criteria according to the scale:

	1	2	3	4	N/A
3.a. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					

3.b. The student demonstrates honesty, fairness, and respect for others.

3.c. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.

3.d. The student demonstrates the ability to receive, integrate, and use feedback from peers, teachers, and supervisors.

3.e. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.

3.f. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.

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

Integrity

Please evaluate the criteria according to the scale:

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

4.a. The student refrains from making statements which are false, misleading, or deceptive.

4.b. The student avoids improper and potentially harmful dual relationships.

4.c. The student respects the fundamental rights, dignity, and worth of all people.

4.d. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

4.e. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

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

Appendix J

Medical Family Therapy Program - Graduate Student Travel Policy and Reminders

Required Documentation:

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

When You Return - :

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

REMEMBER:

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

<p>Saint Louis University Medical Family Therapy Program</p>

Graduate Student Travel Request to Present at a Professional Meeting

Applicant Name: _____	Phone Number: _____			
SLU Email Address: _____				
Name of Meeting/Conference: _____				
Sponsoring Organization: _____				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Are you a member of this organization?</td> <td style="width: 20%; text-align: center;">Yes</td> <td style="width: 30%; text-align: center;">No</td> </tr> </table>		Are you a member of this organization?	Yes	No
Are you a member of this organization?	Yes	No		
Location of Meeting: _____ Date _____				
s of Meeting: _____				
<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Have you received/been approved for Department travel dollars this year?</td> <td style="width: 15%; text-align: center;">Yes</td> <td style="width: 15%; text-align: center;">No</td> </tr> </table>		Have you received/been approved for Department travel dollars this year?	Yes	No
Have you received/been approved for Department travel dollars this year?	Yes	No		
<p>Indicate any responsibilities that you will have at this meeting (e.g., presenting paper, organization officer, session chair):</p> <p>If you are presenting, what is the title?</p> <p>If there is more than one author, please list in the order these were submitted to the meeting sponsor:</p>				
<p>Indicate the type of session:</p> <p style="padding-left: 40px;">Oral presentation</p> <p style="padding-left: 40px;">Poster presentation</p> <p style="padding-left: 40px;">Round table</p> <p style="padding-left: 40px;">Panel discussion</p> <p style="padding-left: 40px;">Other, please describe: _____</p>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Would you be willing to share your presentation with faculty and other students after attending the meeting/conference?</td> <td style="width: 20%; text-align: center;">Yes</td> <td style="width: 20%; text-align: center;">No</td> </tr> </table>		Would you be willing to share your presentation with faculty and other students after attending the meeting/conference?	Yes	No
Would you be willing to share your presentation with faculty and other students after attending the meeting/conference?	Yes	No		

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

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

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

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

Appendix K

Saint Louis University
Medical Family Therapy Program

Ph.D. Internship Clinical Experience Contracts

University Section

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

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

The university supervisor will:

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

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

Katie Heiden-Rootes, Ph.D.

Director, Clinical Services, Medical Family Therapy Program, Department of Family & Community Medicine
 (314) 977-8196
 Katie.heidenrootes@health.slu.edu

Date

3/7/2019

Agency/Practicum Site Section

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

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

The Site Supervisor agrees to the following:

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

Designated Agency/Practicum Site Official

Date

Designated Site Supervisor

(AAMFT Approved Supervisor? _____yes _____no)

Date

Supervisor License Number and Type

Site Address and Telephone Number/s

Student Section

Name of Student

To persons concerned – I agree to:

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

Date

Signature of Student

Address of Student

Student Telephone Number/s

Appendix L

Saint Louis University
Medical Family Therapy

Master’s Program Rank List for Internship Sites

Name _____

Year in Program _____

Please list your top three sites that you would prefer to interview and/or apply for your internship. (1=top choice, 2= second choice, 3=third choice). After completing, please send a copy to both your advisor and the Director of Clinical Services.

Site 1

Reason for Ranking this Site:

Site 2

Reason for Ranking this Site:

Site 3

Reason for Ranking this Site:

Appendix M

Saint Louis University
 Medical Family Therapy

Practical Experience Hours for the Doctoral Program

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

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

Student Signature _____ **Date** _____

Advisor Signature _____ **Date** _____

Appendix N

Saint Louis University
 Medical Family Therapy

Master’s Program Degree Checklist of Requirements in the Program
(Effective May 2020)

Competency Area	Completed
Competency	
<u>Course Credits</u>	
Core Courses completed	_____
Internship completed	_____
 <u>Foliotek Required Documents</u>	
PPDE Evaluations	_____
Clinical Skills Evaluations	_____
Research and Intellectual Inquiry	_____
Leadership and Service Activity	_____
Multicultural/Social Justice Presentation	_____
Theory of Therapy Assignment	_____
 <u>Client contact hours</u>	
Met the 500 client contact hour requirement (at least 200 relational hours)	_____

Student Signature _____ **Date** _____

Advisor Signature _____ **Date** _____

Appendix O

Saint Louis University
Medical Family Therapy

Doctoral Program Degree Checklist of Requirements Prior to Dissertation Defense (Effective May 2020)

Competency Area	Completed
Competency	
<u>Course Credits</u>	
Core Courses completed	_____
Internship completed	_____
 <u>Foliotek Required Documents</u>	
PPDE Evaluations	_____
Clinical Skills Evaluations	_____
Integrated Behavioral Health Evaluations	_____
Theories and Models Paper	_____
Philosophy of Supervision Paper	_____
Article 1 (Lead Author)	_____
Article 2 (Co-author)	_____
Regional or National Presentation	_____
Leadership/Service Activity	_____
Multicultural/Social Justice Presentation	_____
Teaching Experience Outcome	_____
 <u>Practical Experience of 500 Hours</u>	
Met the 500 hours over a 9-month period	_____
 <u>MedFT Clinical Portfolio Qualifying Exam</u>	
Paper/ Presentation with Passing Grade	_____
 <u>Dissertation</u>	
Dissertation Proposal Paper and Presentation	_____
Dissertation Credits Completed (min. 12 credits)	_____

Student Signature _____ **Date** _____

Advisor Signature _____ **Date** _____