2023
EDITION

COUPLE & FAMILY THERAPY PROGRAM

STUDENT HANDBOOK

PNW

College of Humanities, Education, and Social Sciences | Dept. of Behavioral Sciences

Couple & Family Therapy Graduate Program

Table of Contents

List of Tables

Introduction

This handbook is the culmination of approximately 30 years of program development. The PNW Couple & Family Therapy Program began as the MS in Child Development & Family Studies, Specialization in Marriage and Family Therapy at Purdue University Calumet (PUC), in about 1990. We graduated our first students in 1993; since that time, we have been through a tremendous number of changes over the years - from gaining candidacy accreditation in 1992 (full accreditation in 1995), to PUC merging with Purdue University Northcentral to form Purdue University Northwest in 2016, to changing our name and degree to become the MS in Couple & Family Therapy program in 2020! In all our years of working to train systemic therapists, we have had the honor and privilege of working with some of the most influential and field-leading visionaries.

A Brief History of the Program

Our program was started as the dream of Dr. Joe Wetchler – a pioneer in advocating for the effective treatment of LGBTQ+ persons through affirmative therapy practices. He and Dr. Lorna Hecker (known for her work in Ethics and Clinical Training) truly built the program from the ground up; Dr. Wetchler as the inaugural Program Director (1990-2013), and Dr. Hecker as the inaugural Clinical Director (1992-2017). Through the years they oversaw and continued to lead the program with stunning clarity and progressive insight between office moves, new cohorts, challenges to our society, and changes in the profession.

In 2013, Dr. Megan Murphy joined the faculty to transition into the roll of Program Director, as Dr. Wetchler was moving toward a well-earned retirement – realized in 2018. In that same year (2018), Dr. Christopher K Belous joined the faculty as the second Clinical Director to assume the position Dr. Hecker vacated due to retirement a year prior. Dr. Seda Gulvas served as Interim Clinical Director and Visiting Assistant Professor for the 2017-2018 academic year. In 2019, Dr. Kevin Hynes joined the faculty as an Assistant Professor, creating a full three-person faculty system. During the 2021-2022 academic year, Dr. Murphy stepped down as Program Director, and Dr. Belous assumed the newly created role of "Director of Couple & Family Therapy," effectively merging the Program Director and Clinical Director positions into a single administrative responsibility.

Dr. Murphy and Dr. Hynes moved on to new adventures at the conclusion of Spring of 2022; creating vacancies that were filled by Prof. Mia Griggs (alumni 2019) and Dr. Alyssa Maples to join as Visiting Faculty for the 2022-2023 academic year. During this same year, we conducted a search and Dr. Maples was the successful candidate and began her tenure-track career as an Assistant Professor in our Program in the Fall of 2023. Prof. Griggs continued as a core faculty member with our program, this time as a Post-Doctoral Faculty Fellow for 2023-2024, while we perform yet another (and hopefully final!) search to hire our third tenure-track faculty member to start in the Fall of 2024.

Other faculty that have played a significant role in the development of the program include Mr. Jerry Bercik, who served as an Adjunct (Limited Term Lecturer) from about 1991-2020, teaching usually around 1-2 classes per semester. Jerry, as he preferred to be called, truly became the heart and soul of the CFT Program at PNW and is cherished by all the students he worked with. Dr. Thomas Pavkov, Dr. Anne Edwards, and Dr. Dave Nalbone also have served within the faculty of the CFT Program, notably serving as the Chairs of Thesis committees for a majority of the program, or teaching the research methods, statistics, or thesis courses. We have also had numerous other amazing faculty in our history – either teaching one-two courses or having brief stints in our program, all of which have had a substantial impact on our identity as a program, and helped with the creation of an amazing alumni network that spans well over 150 people and is spread across the world, creating change.

What this Handbook Is

Hopefully, this handbook is a resource to be used by you throughout your time in the program. It contains a ton of information on the academic training, policies, and procedures of the MS in Couple & Family Therapy program. It should be considered the 'go to' resource for how to succeed in this program, and how to ensure that you are making progress toward graduation.

If you see any inaccuracies, incorrect information… or anything that needs updating – even if it's just a suggestion on how to improve things – don't hesitate to reach out to your student reps, or myself as program director. I'm always looking for ways to improve the experience of the students and enhance the excellence of the program. Thank you!

-Dr. B

Christopher K. Belous, PhD LMFT
Director of Couple & Family Therapy

Mission Statements

A mission is an overarching statement that is designed to share the guiding thoughts, philosophy, and aims and purpose of the group (such as a college or program) in what it is that they do. In a setting such as our graduate program, our programmatic mission statement is informed directly by our University and College statements, and then molded to fit our perspective and overall program goals and philosophy of outcomes.

Mission Statement of Purdue University Northwest

Purdue University Northwest transforms students' lives and our metropolitan region through a diverse campus committed to innovative education, applied research, and community engagement.

⇣

Mission Statement of the College of Humanities, Education & Social Sciences

The mission of the College of Humanities, Education, and Social Sciences (CHESS) is to prepare students for successful careers, ethical leadership, and engaged citizenship to address the challenges that confront Northwest Indiana and our society at large. Through a high-quality, innovative, and experiential curriculum, we challenge, inspire, and motivate students to be critical and creative thinkers, to develop strong analytical skills, to foster an openness to diverse ideas, and to be informed, responsible, and global citizens in a complex, diverse, and interconnected society.

⇣

Mission Statement of the Couple & Family Therapy Graduate Program

The mission of the Couple and Family Therapy Program at Purdue University Northwest is to prepare students to provide ethical, research-informed, culturally attune and sensitive relational mental health services to a diverse range of clients. The program trains students to accomplish this mission by embracing a scholar/practitioner model of systemic family therapy training that is informed by the land grant mission of learning, discovery, and engagement.

Programmatic Guiding Documents, Principles, and Beliefs

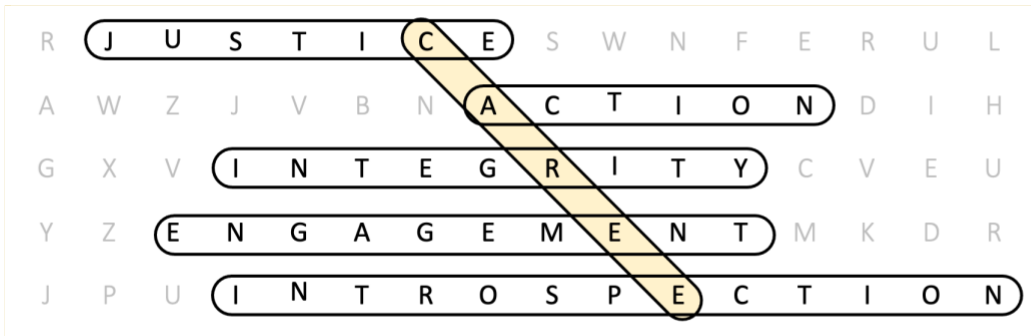
The Graduate Program in Couple & Family Therapy has a strong belief in social justice, diversity, equity, inclusion and belongingness. To that end, we have developed significant core documents that encompass and give us direction as we train the next generation of systemic therapists, influence and work with our surrounding community and the larger social structures, and engage in professional practices as faculty, scholars, and practitioners in the field. These various core components are outlined below, and have all been ratified by the faculty of the program at the time of creation, vetted by our communities of interest, and shared with feedback requested by the current students when they were created.

Vision Statement

Creating change and expansive equity through the deliberate engagement and support of intersectional belongingness by enhancing wellbeing.

Values of the Graduate Program in Couple & Family Therapy

In the PNW CFT Program we CARE[2] about justice and strive to effect change. Our core values express this and inspire us:



Diversity Statement

The Couple and Family Therapy Program at Purdue University Northwest is committed to the promotion of diversity among all human beings. This is more than a statement, but our foundational principle is that not only are all individuals entitled to love, understanding, and equal rights, but that family therapists must learn to understand and support individuals whose sex, gender identity and expression, age, race, color, ethnicity, sexual orientation, socioeconomic status, veteran status, marital status, parental status, religion, spirituality, ability status, health status, political beliefs, national origin or ancestry, genetic information, immigration status, or language might be different than their own. Further, our experience and commitment to this principle has shown that diversity cannot be achieved solely through the reading of textbooks, but must be accomplished through one-on-one discussions between diverse individuals. This is not always easy, but it is a process that bears the most fruit. To ensure that students receive strong training in diversity, the CFT faculty are committed to discussing diversity issues in all courses, providing readings that address diversity issues, providing a practicum experience in which students are exposed to a diverse client population, including discussion of diversity in clinical supervision, and developing a diverse faculty and student body. We expect students to adhere to our diversity standards and be able to work with all clients whom they may encounter in their clinical training while in the CFT Program. We view clients as being the most vulnerable group in the therapeutic system; therefore, our first consideration is protecting clients and their right to receive non-discriminatory services. The client’s right to these non-discriminatory services supersedes students’ rights not to treat clients for any discriminatory reason. If our statement on diversity conflicts with a student’s or prospective student’s beliefs, we advise that student or prospective student to seek training at another program. Our commitment to the promotion of diversity is also consistent with the AAMFT’s Ethical Standard 1: Responsibility to Clients—in particular, Standard 1.1, Nondiscrimination, which provides: “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.” Accordingly, the Couple and Family Therapy Program at Purdue University Northwest does not condone and will not tolerate any form of discrimination which conflicts with this statement and/or our commitment to the promotion of diversity within the Program.

CFT Program Strategic Plan 2022-2027

Our strategic goals and plans are aligned directly with the Purdue University Northwest's focal areas of Discovery, Learning, and Engagement. Our Program goals are the cornerstone on which we develop these areas, with associated plans toward program improvement and development. It is important to note that while these are plans for continued development and program improvement, they are in addition to continuing the long-standing tradition of providing exceptional learning experiences, opportunities to participate and enhance discovery, and providing excellent engagement.

Area 1: Logistics

Our program will remain one of the premier Couple & Family (Systemic) Therapy Programs in the country.

Future Endeavors and Program Enhancement Plans

A1. Maintain faculty:student ratios within accreditation guidelines and ensure continued support of faculty positions (3).

A2. Maintain accreditation through the Commission on Accreditation for Marriage & Family Therapy Education

A3. Invest in marketing efforts focused on the recruitment of students (staff and faculty as well – when applicable) from historically excluded populations.

Area 2: Discovery

We will establish and maintain a strong program of discovery through the scholar- practitioner model.

Future Endeavors and Program Enhancement Plans

B1. Establish a required thesis as the culminating graduation expectation of the Master of Science in Couple & Family Therapy; specifically focused on success, attainability, and specialization for student learners to shape and establish projected career paths.

B2. Create, maintain, and enhance scholarship productivity and excellence within the program.

B3. Engage in a constant program improvement initiative that examines the quality of educational, clinical, and service quality indicators.

Area 3: Learning

Our program will be the leading provider of excellent educational opportunities to meet the needs of our region and the changing social landscape.

Future Endeavors and Program Enhancement Plans

C1. Establish a micro-credentialing process to enhance the exposure and attainability of systemic thought to non-CFT students and therapists

C2. Create sex and sexuality specialization options through formal, recognizable, advanced training options.

C3. Offer accessible specialized training options for students and community members/other therapists.

Area 4: Engagement

We will provide excellent mental health and human development opportunities for those who are most in need.

Future Endeavors and Program Enhancement Plans

D1. Establish a community engagement and education program that will offer opportunities to support regional needs of mental health skills and human development.

D2. Create and maintain a positive culture to enhance the student, staff, and faculty experience - especially for students, staff, and faculty that are from historically excluded social locations.

D3. Create and maintain a welcoming space that is comfortable to conduct and receive clinical services.

Program Faculty & Staff

The CFT Core Faculty consist of 3 full-time professors, but may include complimentary or courtesy appointments and guest/associated faculty. The Couple and Family Therapy core faculty members have doctoral degrees in Couple (Marriage) and Family Therapy/HDFS. All members of the CFT faculty are AAMFT Clinical Fellows and Approved Supervisors (or completing requirements under supervision/mentorship)

Faculty & Staff Bio's

Christopher K. Belous, PhD LMFT CST CSE CFLE
Clinical Fellow of AAMFT and Approved Supervisor
Associate Professor & Director of Couple & Family Therapy
(219) 989-2938 or ckb@pnw.edu

Dr. Belous [also known as "Dr. B" - he/him] joined the faculty of PNW as an Associate Professor for the Couple & Family Therapy Graduate Program in 2018. In January 2021, he became the Director of Couple & Family Therapy, which includes the roles of Clinical Director and Graduate Program Director. Dr. B has been licensed as a Marriage and Family Therapist since 2009, in the states of Michigan (2009-2013), Ohio (2012-2014), Georgia (2013-2022), Indiana (2018-Present) and Illinois (2020-Present). He is also a Certified Sex Educator (CSE) and Sex Therapist (CST) with the American Association of Sex Educators, Counselors, and Therapists (AASECT), and is a Certified Family Life Educator (CFLE) from the National Council on Family Relations (NCFR). Outside of the clinical work, and academic position he holds, he currently serves as the Treasurer for AASECT, the Clinical Reviews Editor for Sexual and Relationship Therapy, and also volunteers his time on several committees, editorial boards, and non-profit boards – for example, he is the Secretary for the Willie T. Donald Exoneration Advisory Coalition, as well as for the Center for Justice and Post-Exoneration Assistance. He specializes and focuses his work in the areas of Sex and Sexuality, broadly defined, with an overarching social-justice and queer informed paradigm. He currently has over 20 published works, has presented over 40 times at national and international conferences, and has been featured on podcasts, newspapers, magazines, and other media outlets.

Alyssa Maples, PhD LMFT (pending)
Approved Supervisor in Training/Candidate
Assistant Professor and Core Faculty
(219) 989-2587 or maples1@pnw.edu

Dr. Maples is an Assistant Professor in the Couple and Family Therapy Program, she teaches in the program and conducts research. Alyssa's teaching philosophy is closely aligned with components that lead to flourishing. She focuses on creating experiences that allow students to engage with the course content in various ways assists different styles of learning and different personalities. Alyssa is intentional about weaving social justice and representing diversity in her teaching and content. Alyssa's research on college students, flourishing, mental health challenges, engagement and community is informed by positive psychology and systems theory. Flourishing is a psychological wellness concept encompassing relationships, self-esteem, purpose and positive ideas around the future. Given her background as an academic adviser and instructor, she come to research with experience and understanding of how certain parts of a predominantly white institution function and tend to be oppressive for populations that are historically under-represented on campuses (e.g., students of color, first-generation college students, and students with disabilities). These realizations and experiences led her to make changes through research and to strongly encourage colleges to be more inclusive and to provide opportunities for safety, community, mental health, and flourishing.

Mialauni Griggs-Holke, ABD, MS, LMFT
Approved Supervisor in Training/Candidate
Post-Doctoral Faculty Fellow and Core Faculty
(219) 989-2587 or maples1@pnw.edu

Mialauni "Mia" Griggs-Holke (she/her) joined the PNW faculty during Summer 2022 as a Limited Term Lecturer for the Couple and Family Therapy Graduate Program. In Fall of 2023, she will return as a Post-Doctoral Faculty Fellow. She earned both her Bachelors in Psychology and Masters in Child Development and Family Studies from PNW in years 2016 and 2019. Mia currently holds her LMFT in the state of Illinois and will soon hold a dual license in the state of Indiana. She has served various intersectional populations in her clinical work and has a strong focus on the relational impacts of social justice issues among individuals, families, and those in romantic relationships. She is currently in the process of obtaining her American Association of Marriage and Family Therapy (AAMFT) Approved Supervisor credentials in addition to her Sex Therapy certification through the American Association of Sex Educators, Counselors, and Therapists (AASECT). Mia is in the dissertation phase of her doctoral studies at Adler University (PhD in Couples and Family Therapy) and will complete her degree requirements in 2023. Mia's research areas focus on historical trauma influence on BIPOC interpersonal relationship configurations and conflict resolution. She also examines sexual wellness, chronic illness, and bipolar disorder treatment from a systemic and relational perspective. Her most recent publication, Evaluating Structural Therapy from a Consensual Nonmonogamy Lens, clinically addresses consensual nonmonogamy from a Structural Family Therapy perspective.

Martha Espitia-Ruiz, MBA
Administrative Assistant for Graduate Programs and Services
(219) 989-2027 or mespiti@pnw.edu

Martha Espitia-Ruiz (she/her) is the Administrative Assistant for Couple and Family Therapy. She began working at PNW in 2015 for the Bursar Department. She has years of experience working in the Financial Aid and Student Account Departments in various universities. Martha holds an MBA in Business Finance and Accounting. She is currently exploring other areas of interest in her career choices but has intentions of pursuing her area of study in the future. In her free time, Martha likes to read, go for walks, and bike rides. She also enjoys listening to different styles of music and traveling.

Overview of Supervisors

There are 2 different kinds of supervisors that students interact with in the CFT Program. One set of supervisors are also considered to be faculty; they teach practicum, and they provide students with supervision that counts toward their supervision hours requirement for the program. All the faculty supervisors are Licensed Marriage and Family Therapists, and are AAMFT Clinical Fellows and Approved Supervisors. The role of the supervisor is to provide systemic, clinical supervision using live, video, or case consultation, with attention to ethical concerns and issues of diversity. It is important for student therapists to receive supervision from those who are experientially and academically qualified. Supervision is evaluative in nature—the supervisor provides a summary of the student therapists' strengths and growth areas through formative and summative feedback. The second set of supervisors are those that students encounter when they are placed off-campus at their externship sites. The supervisors at these externship sites have a variety of backgrounds in the mental health fields, and may provide more administrative supervision (which includes overseeing of documentation including case notes). The externship supervisors' supervision does not count toward students' supervision hours requirements.

Faculty Supervisors

Faculty supervisors are, by definition, faculty associated with the CFT Program.

Externship Supervisors

Supervisors at externship sites have a wide variety of educational backgrounds, clinical experiences, and professional credentials such as specialized training or licensure.

Overview of Students

Students are central to the PNW CFT Program. Students enter the program with a variety of undergraduate degrees, including psychology, sociology, family studies, child development, women's studies, etc. Student admitted to the program typically have some experience helping others, through paid jobs or volunteer work. In addition, many students enter with research experience, having written an undergraduate thesis, assisting with writing literature reviews, data entry and analysis, writing results, and presenting research at conferences.

We take pride in the variety of experiences that students bring into the program, which we find enriches everyone's time in the program—including faculty and staff! Students come from all over—from the Hammond, Indiana and surrounding areas, to other states in the Midwest, to states around the United States (such as Kansas, Arizona, Maryland, Michigan, Wisconsin, Alabama, Nevada, and Virginia to name a few in the past few years), to countries around the world (such as Turkey, Pakistan, Lebanon, Taiwan, South Korea, and India).

Accreditation

The CFT Program is accredited by the Commission on Accreditation for Couple and Family Therapy Education (COAMFTE), and has been accredited since October 1, 1994.

COAMFTE
Commission on Accreditation for Marriage and Family Therapy Education

The following Program Goals, and Student Learning Outcomes were last approved in April of 2022, and align with Version 12.5 of the COAMFTE Accreditation Standards. These Program Goals, SLO's and accompanying Assessment Mechanisms were adapted from our previous goals and outcomes, and were influenced and developed in conjunction with our Communities of Interest – specifically, by requesting and receiving feedback from our Offsite Supervisors/Placement Sites, Current Students in the Program, Faculty, and Administrators at the university.

These Goals, Student Learning Outcomes, and accompanying assessment mechanisms/targets are directly linked with our mission and diversity statement, as well as that of Purdue University Northwest and the College of Humanities, Education, and Social Sciences. They align with the AAMFT Code of Ethics, COAMFTE Developmental Competency Components, AMFTRB Examination Domains and other legal or regulatory requirements for the States of Indiana and Illinois.

Program Goals, Student Learning Outcomes & Assessment Mechanisms/Targets

Program Goal 1: Knowledge

Students will demonstrate understanding of a wide range of systemic/relational theories and treatment techniques.

⇣

Student Learning Outcome #1

Student will demonstrate knowledge of Couple & Family Therapy specific models, theories, & techniques.

⇣

Assessment Mechanism & Target

75% of students will achieve a minimum score of 5 out of 7 on item #8 (Theoretical Foundations) – from the Evaluation of Student Therapist form.

Program Goal 2: Practice & Professionalism

Students will demonstrate competency in their clinical work as professionals in systemic therapy practice.

Student Learning Outcome #2

Students will have demonstrated entry-level skills and abilities needed to practice couple & family therapy.

Assessment Mechanism & Target

75% of students will achieve a minimum score of 5 out of 7 on items #7 (Systems Perspective), 9 (Therapeutic Relationship), and 10 (Structuring & Intervention) – from the Evaluation of Student Therapist form.

Student Learning Outcome #3

Students will demonstrate professionalism through knowledge of self and competence in professional spaces.

Assessment Mechanism & Target

75% of students will achieve a minimum score of 5 out of 7 on items #1 (Professionalism & Collegiality), 2 (Forms & Documentation), and 4 (Self-of-Therapist) – from the Evaluation of Student Therapist form.

Program Goal 3: Ethics

Students will demonstrate an understanding and application of ethics in their clinical work.

Student Learning Outcome #4

Students will demonstrate ethical adherence and problem solving in their clinical practice.

Assessment Mechanism & Target

75% of students will achieve a minimum score of 5 out of 7 on item #5 (Ethical Adherence and Implementation) – from the Evaluation of Student Therapist form.

Program Goal 4: Diversity

Students will demonstrate cultural competence in their work with diverse clients.

Student Learning Outcome #5

Students will be culturally competent to work with a diversity of individuals, couples, and families.

Assessment Mechanism & Target

75% of students will achieve a minimum score of 5 out of 7 on item #6 (Diversity & Culture) – from the Evaluation of Student Therapist form.

Program Goal 5: Research

Students will demonstrate an understanding of the important role that research provides in the field of systemic therapy.

Student Learning Outcome #6

Students will demonstrate the ability to critically evaluate contemporary research.

Assessment Mechanism & Target

75% of students will achieve a minimum average score of 70% on the Article Reviews assignment in the CFT 69600 Research Methods in Couple & Family Therapy course.

Data Collection and Reporting through "the Feedback Loop" with our Communities of Interest

As an accredited program, we routinely evaluate and assess our program for efficacy and alignment with the field of systemic therapy, the needs of our community, and the lived experiences, values and needs of the various people, agencies or organizations, and systems we have identified as our "Communities of Interest." COAMFTE Standards Version 12.5 define a "Community of Interest" as follows:

> "Communities of Interest are stakeholders of the program that may include but are not limited to students, administrators, program core and non-core faculty, program clinical supervisors, consumers, graduates, germane regulatory bodies, and diverse/marginalized/underserved groups within these communities." (Pg. 33)

When we say we evaluate for efficacy and alignment – we are specifically discussing the Program Goals, Student Learning Outcomes and evaluation measures that were mentioned previously in this handbook. In addition to those specific measures, tools, and metrics, we also collect and report on various other outcome and data-driven components to triangulate efficacy arguments. This is what is called a "feedback loop":

- ⇢ Ask for Feedback or Data
  - ⇢ Analyze the data
    - ⇢ Interpret and decide what to do with that data for program improvement
      - ⇢ Close the loop by providing information back to those who initially provided the data leading to programmatic improvement or growth (communities of interest) – this may include follow-up data after implementation.

▾ *Procedures for Collecting (and sharing) Data for Accreditation and Program Improvement, and Sharing Proposed Improvement Plans, Goals and New Targets*

Data are routinely collected from students, faculty, supervisors, alumni, and other stakeholders as a way to measure outcomes and to improve the quality of the CFT Program. It is important to note that data are aggregated across students, as well as across cohorts, such that no one individual student is identified when creating reports on outcomes. Faculty, supervisors, instructors, and the program administrative assistant may have access to student data, along with the COAMFTE site visit team; anyone who has access to student data is expected to maintain confidentiality. Identifying data will not be released to anyone without the student's written authorization.

Specifically, the table below outlines the general data collection and reporting timeline in a typical calendar year.

Table 1: Standard Data Collection and Reporting Guidelines

Measure	*Responsible Party*	*What does it Measure?*	*Collection Time*	*Metric Used for Evaluation*
Readiness for Clinical Work	Faculty and Program Director	Basic skills of systemic therapy, appropriateness for advancement to practicum (professionalism, etc.)	Fall of First Year	Overall Assessment rating of either "Ready to Proceed…" or "Ready with Conditions,…"
Evaluation Process and Interpretation:	13 items, aggregated across all faculty who have had contact with student. Rated as either Yes, Partially, No, or No Basis for Evaluation. Scores converted to numerical representation, averaged, and translated to overall score for each of thirteen items. (1 = Yes, .5 = Partially, 0 = No). Aggregate score outcome is reported as "Ready to Proceed with Practicum" (aggregate score of all items, averaged to be >.50), "Ready to proceed with conditions, noted below." (aggregate score of all items, averaged to be >.25 but < .50, or Not ready to Proceed as any score below .25.			

Measure	Responsible Party	What does it Measure?	Collection Time	Metric Used for Evaluation
Data Reported/Shared with… (Closing Feedback Loop):	To student being evaluated, all faculty and onsite supervisors			
Evaluation of Student Therapist	Clinical Supervisors (Onsite and Offsite)	Therapy skills and abilities. Program Goals 1-4, Student Learning Outcomes 1-5.	End of every semester	Individual items and scores provided by supervisors (onsite and offsite), aggregated to align with PG's and SLO's
Evaluation Process and Interpretation:	Scores on individual items. 75% of students will achieve a minimum score of 5 out of 7 on the evaluated item.			
Data Reported/Shared with… (Closing Feedback Loop):	To student being evaluated, all faculty and supervisors overseeing student clinical work. Aggregate tables prepared and disseminated to all current students along with discussion and draft suggestions for program improvement based on data output.			
Evaluation of Supervisor	Clinically Active Students	Supervision skills and ability, efficacy and climate of safety and respect	End of every semester	Individual items and scores provided by students under supervisor's guidance (onsite and offsite supervisors both are evaluated), aggregated scores are also utilized.
Evaluation Process and Interpretation:	Scores on individual items, and overall/average scores. 75% of supervisors will achieve a minimum score of 5 out of 7 on the evaluated item. For individual interpretation, items with a score below 5 are considered growth areas, even if they don't lower overall score.			
Data Reported/Shared with… (Closing Feedback Loop):	To supervisor being evaluated, and discussed by all faculty. Aggregate tables prepared and disseminated to all current students along with discussion and draft suggestions for program improvement based on data output.			
Evaluation of Instructor	All Students	Teaching abilities, efficacy, and proficiency. Climate of safety and respect.	End of every semester	Individual items and scores provided by students enrolled in courses, aggregated scores are also utilized.
Evaluation Process and Interpretation:	Scores on individual items, and overall/average scores. 75% of instructors will achieve a minimum score of 5 out of 7 on the evaluated item. For individual interpretation, items with a score below 5 are considered growth areas, even if they don't lower overall score.			
Data Reported/Shared with… (Closing Feedback Loop):	To instructor being evaluated, and discussed by all faculty. Aggregate tables prepared and disseminated to all current students along with discussion and draft suggestions for program improvement based on data output.			
Current Student Survey	All Students	All Resources (technology, financial, support, space and environment, physical materials, etc.), general program goals and student learning outcomes, educational goals, and programmatic improvements, program director, clinical director, and faculty effectiveness. Feedback	Every summer	Based on segment of survey – individual items, and groupings of items are utilized for evaluation. Ratings are quantified 1-5. An average score below 3 is considered 'insufficient' or 'ineffective,'

Measure	*Responsible Party*	*What does it Measure?*	*Collection Time*	*Metric Used for Evaluation*
		provided and available anonymously.		depending. Aggregate scores for resource areas are utilized and evaluated in same way.
Evaluation Process and Interpretation:	Data is collected and input into a standardized table, basic analysis is conducted to get univariate statistics – compared against metric, prepared for reporting and sharing templates and then sent for discussion and dissemination first with faculty and then with communities of interest as identified.			
Data Reported/Shared with… (Closing Feedback Loop):	Initial data examined and evaluated by all faculty and shared with university administrators. Current faculty discuss and agree on proposed programmatic improvement based on data. Aggregate tables prepared and disseminated to all current students along with discussion and draft suggestions for program improvement based on data output.			
Exit Survey (Graduating Students) ***This is being developed for implementation for Graduating Class of 2023.*	All recently graduated students	Student's time in the program, climates and safety/diversity, goals and post-graduation plans, feedback on mission, program goals and student learning outcomes, Program Director, Clinical Director, and faculty effectiveness, clinical and academic training feedback.	January of every year	Based on segment of survey – individual items, and groupings of items are utilized for evaluation. Ratings are quantified 1-5. An average score below 3 is considered 'insufficient' or 'ineffective,' depending. Aggregate scores for resource areas are utilized and evaluated in same way.
Evaluation Process and Interpretation:	Data is collected and input into a standardized table, basic analysis is conducted to get univariate statistics – compared against metric, prepared for reporting and sharing templates and then sent for discussion and dissemination first with faculty and then with communities of interest as identified.			
Data Reported/Shared with… (Closing Feedback Loop):	Initial data examined and evaluated by all faculty and shared with university administrators. Current faculty discuss and agree on proposed programmatic improvement based on data. Aggregate tables prepared and disseminated as appropriate along with discussion and draft suggestions for program improvement based on data output.			
Alumni Survey	Previous 5 years of Alumni	Current state of professional advancement and achievement, academic and clinical training feedback.	Every Summer	Simple survey of outcomes related to graduate achievement, along with general satisfaction and suggestions for improvement.
Evaluation Process and Interpretation:	Data is collected and input into a standardized table, basic analysis is conducted to get univariate statistics and/or thematic analysis of qualitative data – compared against metric, prepared for reporting and sharing templates and then sent for discussion and dissemination first with faculty and then with communities of interest as identified.			
Data Reported/Shared with… (Closing Feedback Loop):	Initial data examined and evaluated by all faculty and shared with university administrators. Current faculty discuss and agree on proposed programmatic improvement based on data. Aggregate tables prepared and disseminated to all current students along with discussion and draft suggestions for program improvement based on data output.			

Measure	Responsible Party	What does it Measure?	Collection Time	Metric Used for Evaluation
Article Reviews Rubric	All students enrolled in the CFT 69600 Course	Program goal 5, Student Learning Outcome 6	Every Fall, during CFT 69600	75% of students will achieve a minimum average score of 70% on the Article Reviews assignment in the CFT 69600 Research Methods in Couple & Family Therapy course.
Evaluation Process and Interpretation:	Data from rubrics are submitted to Director for inclusion in data tracking for accreditation, where it is analyzed with univariate statistics.			
Data Reported/Shared with… (Closing Feedback Loop):	Aggregate results of the combined average of the entire class is presented during data dialogue days, specific data shared includes the percentage of the class that earned a score above 70% on the three article critiques required in the course. If 75% of students achieve the minimum aggregate 70% on the three reviews, than it is considered as achieving the SLO.			

NOTE: All data, output, and programmatic improvements – proposed and realized – are shared with the Office of Assessment, Accreditation, and Growth (OAAG) in the College of Humanities, Education and Social Sciences (CHESS), the Dean's Office in CHESS, and any Administrators with oversight or evaluation responsibilities.

Graduate Achievement Data Disclosure

The spreadsheet for Graduate Achievement Data is updated annually, and is included with each edition of this handbook. It is also available at all times, live on our website.

Table 2: Graduate Achievement Data Disclosure Table

NOTE: Original Accreditation on October 1, 1994 | Most Recent Re-Accreditation on November 1, 2017.
The PNW CFT Program has only Full-Time Students

Original Accreditation on October 1, 1994 | Most Recent Re-Accreditation on November 1, 2017
The PNW CFT Program has only Full-Time Students

Cohort Year Students Entered Program	Advertised Program Length in Years	# of Students in Program	Graduation Rate in Advertised Time (%)*	Job Placement Rate (%)**	Licensure Rate*** (% who were successful in pursuing license)
2015-2016	3	9	100%	100%	100%
2016-2017	3	9	88.89%	100%	88.89%
2017-2018	3	8	100%	100%	100%
2018-2019	2.5	9	55%	100%	100%
2019-2020	2.5	9	100%	100%	100%
2020-2021	2.5	9	100%	100%	IP
2021-2022	2.5	7	IP (exp. 12/2023)	IP	IP
2022-2023	2.5	7	IP (exp. 12/2024)	IP	IP

2023-2024	2.5	9	IP (exp. 12/2025)	IP	IP
Average, Calculated with Available Data:		8.44	90.64%	100%	97.8%

NOTE: Programs are only required to provide data on the past 8 years/cohort or since the program was initially accredited, whichever is shorter.

IP = In Progress: Students from the cohort listed have yet to graduate from the cohort year listed, or are within 12 months of graduation.
* Graduation Rate is the program's Advertised Length of Completion which is how long the program is designed to complete as written. The PNW CFT Program Adjusted it's advertised program length in 2017 to be 2.5 years instead of 3 years. This began with the entering 2018 cohort.
** Job Placement Rate is the percentage of graduates from the cohort year that are employed utilizing skills learned in the COAMFTE accredited program. Data is collected 6 months post-graduation.
*** Licensure rate is the percentage of graduates from the cohort year that have achieved ANY level of MFT licensure. For Master's programs only, COAMFTE has established a benchmark of 70% licensure rate for each cohort. Licensure is reported 1 Year post-graduation. We added in a column to explain how there is the overall (grand-total) Licensure Rate, which is calculated by the total number of those licensed who started the program in that particular year, and then a second column to account for those who are licensed from that year - who pursued and/or attempted licensure in some capacity (as some students chose career paths without need for license immediately).

CFT Advisory Council

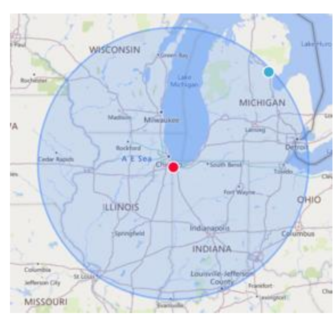
Established in 2023, the CFT Advisory Council is a group of alumni and members from our community partners that have a vested interest in the advancement of the Couple & Family Therapy Graduate Program at PNW. This council will meet at least once per year, to hear a presentation and provide feedback about the current state of affairs for the program, accreditation data, program improvement initiatives, and offer general advice or brainstorm ideas. Upon graduation, alumni will be asked to participate. We hope that members of the council will 'serve' for at least 2 full years, but we also realize that may not be feasible for all – so we welcome anyone at any meeting to which they would like to attend and offer constructive insight.

Meetings of the Advisory Council will take place via synchronous video chat, on secure zoom. Announcements, invitations, and agendas will be distributed in advance by the Director of Couple & Family Therapy to all potential attendees.

Admission Requirements

Admission to the PNW Graduate Program in Couple & Family Therapy is competitive, and involves several rounds of review before matriculation. Applications are due in January, for the following fall start date. Typically, the first Monday of the semester (second Monday of the month) is the due date. All admissions materials are uploaded and digitally sent via the Purdue University application system.

Steps in the Admission Process



1. An initial review of written materials, by the faculty of the program
2. Successful/top applicants are then invited to an 'interview day' – typically held the second or third week of February each year. This is an on-campus and in-person event for all those who are located within a 250 mile radius of our campus.
    a. Should anyone have a financial or other need that prohibits them from attending an on-campus interview, an alternative method will be provided (synchronous live video chat).
    b. Those outside of the 250 mile radius may be offered an opportunity to interview via synchronous live video chat.
3. At the conclusion of the interview day(s), the faculty convene to determine the structure and make-up of the cohort, and recommendation for admission are offered to candidates.
    a. Those offered have until a specified date (usually mid-April) to solidify their plans, notifying the program and university of their intentions.

b. Often, students are placed on to a 'waitlist' until the cohort is solidified, so it is possible that some people may not immediately find out about their admission status. Anyone is welcome to contact the Program Director to determine their placement or status at any time in the admissions process.

Admissions Requirements for All Students

- → Must have a bachelor or 4-year equivalent degree from an accredited institution of higher learning (international and world/global accreditations are reviewed on an individual basis).
  - Preference given to human service, helping profession, or social science field of study asmajor. Strongly recommend at least 3 credits in: Human Development and Family Studies/Sciences, Abnormal/Atypical Psychology, Statistics.
  - Must have a 3.0 Cumulative Grade Point Average (on a 4.0 scale) from most recently conferred undergraduate, graduate, or professional degree.
- → NO GRE or other exam required for consideration

Required Materials for Admission Application

Al materials below must be submitted online via the Purdue University Graduate School Application System. Available at: http://gradapply.purdue.edu/apply

- → Transcripts from all universities ever attended. Unofficial, or student provided copies, are acceptable for review and consideration. Final, official copies will be required upon admittance.
- → 3 Letters of Recommendation, at least one from a former university instructor/professor
- → Statement of Purpose
  - In a maximum of 1,000 words, must address the following components:
    - Professional Plans & Career Goals
    - Research Interests and Faculty Alignment
    - Personal characteristics and experiences that will help increase resiliency
    - Response and thoughts regarding the CFT Program's Diversity Statement
- → Resume/Curriculum Vitae

Admissions Information for International Students

International degree-seeking applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS).

The Purdue Graduate School accepts TOEFL scores earned through paper-based and internet-based tests. Cut-off scores for each version are as follows:

Paper-Based: 550

Total for Internet-Based: 80

Minimum scores required as follows:

Writing: 18, Speaking: 18, Listening: 14, Reading: 19

Note that in addition to required minimum scores for writing, speaking, listening, and reading, the Graduate School also requires a minimum overall score that is higher than the minimums for the four area tests combined. Applicants must meet or exceed each of the five scores (listed above) for admission to the Graduate School. Only official TOEFL scores received directly from Educational Testing Service are acceptable. For further information, visit TOEFL.org. TOEFL score reports are only valid for two years. *Purdue University Northwest's code for the TOEFL application is 1638*.

The Graduate School accepts International English Language Testing System (IELTS) test scores in addition to the TOEFL. An overall band score of 6.5 is required for admission with the following minimum section requirements: Reading 6.5, Listening 6.0, Speaking 6.0, Writing 5.5. For more information, visit IELTS.org.

Criminal Background Checks

The Couple and Family Therapy Master's Program at Purdue University Northwest requires that all students admitted to the program complete and successfully pass a criminal background check prior to participating in any internship, externship, or performing any work for the Couple and Family Therapy Center. This background check is to explore criminal history and listing as a sex offender, along with a residency history with social security number alert. Having an adverse criminal history does not necessarily preclude participation in clinical work; determinations are made on a case-by-case basis, with considerations for the type of crime committed, length of time elapsed from the commission of the crime, age at the time of the crime, and/or evidence of rehabilitation, among other factors.

Rationale for Background Checks

Background checks are frequently conducted on students/employees at internship/externship sites; indeed, the Couple and Family Therapy Center at Purdue University Northwest is our students' first internship site. In order to protect the public, a background check policy has been instituted for all students, faculty, interns, supervisors, and staff working at the CFTC. In addition, background checks are sometimes required for licensure as a marriage and family therapist. We believe it is ethical practice to talk with students about any criminal history they may have and the impact it may have on future employment or licensure. All students—whether or not they have a criminal history—who proceed through the CFT Program should expect to be reviewed again when applying for employment, licensure, or liability insurance. Progress through the CFT Program with a criminal history does not guarantee employment, licensure, or the ability to obtain liability insurance.

Details of the Background Check

Prior to starting the Program, a criminal background check and a sexual offender check review is required. The service that we currently use is CastleBranch; students must pay the $30.00 for the background check and will have access to their own records. Once the check is complete, the CFT Faculty and CFT administrative assistant will also have access to the record. Any history/adverse results of the checks are confidential, and will be discussed with each student. The background check includes:

- Unlimited County Criminal Records check – search reveals whether an applicant has criminal records within a particular county; county criminal records include both misdemeanor and felony convictions, as well as pending charges.
- Residency History and SSN Alert – A residency history provides a detailed account of an applicant's prior addresses and establishes a road map of where to search for an applicant's criminal history; a social security alert reports any names that are associated with a particular social security number.
- National Record Indicator with Sex Offender Index – Searches a proprietary database containing over 200 million records from multiple jurisdictions/sources. Sources include state court repositories, departments of correction, county courts and other state level agencies, as well as sex and violent offender records from all 50 states.

International Students: International students who are joining the program directly from their home country will not need to have a background check through CastleBranch because a background check is completed by the US government as part of the visa application process.

CFT Program Curriculum and Academic Training Requirements

The CFT Program is a 2.5 year, full-time program – including summers. Our courses are offered during the day, to allow for clinical practice during the times of the day in which most clients are available. The maximum amount of time a student can take to complete the program is 5 years from their initial start date. Students are admitted once per year, in the fall semester, and graduate at the conclusion of a fall semester as well. The program does not have a part time program.

Any changes to academic or clinical training requirements for graduation will be clearly disseminated to students in multiple modalities, with adequate time to ensure proper understanding. If a substantive change is made, each student will have the opportunity to embrace the change, or retain the original requirements that were set forth when they started the program. A declaration will be made to finalize and make the decision permanent.

General Enrollment

For reference to be considered 'part-time' and receive access to federal financial aid (loans), a student must be enrolled in at least 4 graduate credit hours. To receive 'full-time' financial aid, you must be enrolled in at least 6 or more credits in the summer, and more than 8 credits (9 or more) for fall and spring semesters. Additionally, you must be enrolled in at least 6 credits to receive access to purchase health insurance through the university (at the time of enrollment). The reason this is mentioned is not because we have a part time track or other opportunity, but to highlight the information related to number of credits that you must be enrolled in. In Summers, and your final semester in the program, you will need to be acutely aware of these requirements!

Curriculum

Courses in the Couple and Family Therapy graduate program are designed to comply with COAMFTE requirements, requirements for content set forth by the Marriage & Family Therapy / Behavioral Health licensing boards of Indiana and Illinois - as well as prepare students to take the MFT Licensure Exam.

The program is a total of 63 credits with a thesis.

Continue on to next page, for table of coursework

Table 3: Required Coursework with Linkage to (1) COAMFTE Developmental Competency Components, (2) Indiana State Requirements for License, and (3) Illinois State Requirements for License

PREFIX & CODE	COURSE TITLE	CREDITS	COAMFTE DEVELOPMENTAL COMPETENCY	INDIANA STATE LICENSE REQUIREMENT*	ILLINOIS STATE LICENSE REQUIREMENT*
CFT 60000	Basic Systemic Therapy Skills	3	Practice	Therapy Techniques	Theoretical Found/Practice[4, 7]
CFT 61000	Classic Theories in CFT	3	Knowledge	Theoretical Foundations	Theoretical Found/Practice[1, 2, 4]
CFT 62000	Diagnosis and Assessment in CFT	3	Knowledge	Appraisal & Assessment	Professional Studies & Ethics[3, 4, 5, 7]
CFT 63000	Ethics & Professional Issues in CFT	3	Ethics	Legal, Ethical, Prof Stand	Professional Studies & Ethics[3]
CFT 63500	Theories of Human and Family Development	3	Knowledge	Individual Development	Individual Dev & Fam Studies
CFT 64000	Diversity & Social Justice in CFT	3	Diversity	Issues of Ethn, SES…	Theoretical Found/Practice[1, 4]
CFT 64500	Treating Trauma with CFT	3	Knowledge	Alt: Clinical Problems	Theoretical Found/Practice[1, 4, 7]
CFT 65000	Sexuality and Sex Therapy	3	Knowledge	Sexuality AND Gender/Sex Or.	Theoretical Found/Practice[1, 4]
CFT 65500	Couple Therapy	3	Knowledge	Alt: Clinical Problems	Theoretical Found/Practice[1, 4]
CFT 66000	Contemporary Theories in CFT	3	Knowledge	Major Models	Theoretical Found/Practice[1, 2, 4]
CFT 67000	Topical Issues in CFT	3	Knowledge	Family Dev. & Relationships	Theoretical Found/Practice[1, 4]
CFT 67500	Practicum in CFT (Repeats)	18	Practice	Collaboration w/ Other Disc	Practicum[4, 7]
CFT 69500	Introduction to Research and Writing in CFT	3	Research	Alt: Behav. Research	Research
CFT 69600	Research Methods in CFT	3	Research	Alt: Behav. Research	Research
CFT 69700	Research Analysis in CFT	3	Research	Alt: Behav. Research	Research
CFT 69800	Thesis in CFT	3	Research	Alt: Behav. Research	Research

* Always check the board website, and instructions to determine if you must or have to input specific coursework on your application form. Some states do not require a listing of courses if the program is COAMFTE accredited, instead deferring to a verification letter (which can be provided by the program).
[1] Historical Development, Theoretical and Empirical Foundations, and Contemporary Directions; [2] Overview of the Major Clinical Theories of Marital and Family Therapy; [3] Assessment and Evaluation of Individuals, Couples and Families; [4] Treatment and Intervention Methods for working with Individuals, Couples, Families, and Groups in Therapy; [5] Assessment and Treatment of Mental, Emotional, Behavioral and Interpersonal Disorders and Psychopathology; [6] Contemporary Issues; [7] Crisis Intervention

Course Order & Sequence

The progression of your program depends on when you enter or start the program. We have a rotating system in which some courses are only offered every other year.

Table 4: Course Sequencing / Offering

If you entered in an **EVEN year** – you would take courses in the following order:

	Fall	*Spring*	*Summer*
Year 1	CFT 60000 Skills CFT 61000 Classic Th CFT 62000 Diag/Assmt CFT 63000 Ethics [*12 Credits*]	CFT 69500 Intro Res CFT 67500 Practicum CFT 65500 Couple Th CFT 65000 Sex Th [*12 Credits*]	CFT 67500 Practicum CFT 67000 Topical Iss [*6 Credits*]
Year 2	CFT 66000 Contemp Th CFT 63500 Human Dev CFT 69600 Res Meth CFT 67500 Practicum [*12 Credits*]	CFT 69700 Res Analysis CFT 67500 Practicum CFT 64500 Trauma CFT 64000 Diversity [*12 Credits*]	CFT 67500 Practicum [*3 Credits*]
Year 3	CFT 67500 Practicum CFT 69800 Thesis GRADUATE!! *3-6 Credits*		

If you entered in an **ODD year** – you would take courses in the following order:

	Fall	*Spring*	*Summer*
Year 1	CFT 60000 Skills CFT 61000 Classic Th CFT 66000 Contemp Th CFT 63500 Human Dev [*12 Credits*]	CFT 69500 Intro Res CFT 67500 Practicum CFT 64500 Trauma CFT 64000 Diversity [*12 Credits*]	CFT 67500 Practicum [*3 Credits*]
Year 2	CFT 62000 Diag/Assmt CFT 63000 Ethics CFT 69600 Res Meth CFT 67500 Practicum [*12 Credits*]	CFT 69700 Res Analysis CFT 67500 Practicum CFT 65500 Couple Th CFT 65000 Sex Th [*12 Credits*]	CFT 67500 Practicum CFT 67000 Topical Iss [*6 Credits*]
Year 3	CFT 67500 Practicum CFT 69800 Thesis GRADUATE!! [*3-6 Credits*]		

Degree Completion Requirements

In order to earn the Master of Science in Couple & Family Therapy, every student must achieve the following:

1. Successfully pass and earn credit for 60 credits (non-thesis) / 63 credits (thesis) as described above
    a. Have no incomplete grades
    b. Have no more than 2 “C” grades listed on your transcript/academic history
    c. Have no grades below a “C” on your transcript/academic history
    d. Have at least a 3.00 GPA
2. Complete all clinical / experiential minimum requirements:
    a. 500 Direct Client Contact Hours, at least 250 of which must be relational
    b. 100 Supervision hours, at least 50 of which must be raw data, and at least 50 must be individual
3. Successfully plan, propose, complete, and defend a thesis project

Remediation and Dismissal Policy

Most students who enter a graduate program believe they are embarking on their chosen profession. Some discover that this is not what they desire, or that they lack the ability to perform effectively in their field, and drop out of their program. A few students, while lacking the skills to be effective, continue on with their degree program. Because couple and family therapists continuously intervene in the lives of others, it is important that only competent beginning-level clinicians be allowed to graduate. Therefore, it is the responsibility of the couple and family therapy faculty to engage in gatekeeping to ensure protection of the public. This is never to be punitive or discriminatory, instead must be based in facts, repeated evidence and data, and/or egregious errors.

Procedure for Remediation and Dismissal from the Program

When a concern is identified by one or more faculty, the following steps may be taken. The following is the procedure used in remediating a student problem and, if remediation is not successful, dismissing a student from the Couple & Family Therapy Graduate Program.

A faculty member, supervisor, or support staff observes or experiences a problematic interaction or receives data that is serious enough to warrant discussion with other faculty… This is a broad statement – on purpose. However, some examples of concerns or problematic interactions/experiences may include: Emotional instability in public or private spaces, Cognitive distortions or psychological difficulties that inhibit ability to function effectively as a student or therapist, Oppositional or antisocial characteristics or symptoms that create toxic environments, Unethical behavior or actions with clients or colleagues, Unethical or Academically Dishonest actions, Active sabotage or manipulation, etc.

Action Steps and Process is focused on Student Growth and Development, and is always from a positive, strengths-based perspective.

The faculty will convene and discuss the issue brought forward by the observing or reporting faculty or staff member. If the plan is activated, the following steps will take place:

1. LEVEL 1: Warning
    i. A first meeting will be held between the observing or reporting professor or staff member with the student - as appropriate. This meeting will be documented and kept in the student’s academic file. The meeting should outline to the student the concern and reasoning behind the concern, and the general themes of the outcome from the faculty

discussion of the report. An informal plan will be developed with the student to mitigate the situation.

ii. Students may have multiple warnings on their file, so long as they get resolved, and/or they are not for the same kind of situation or a continuation of the concern. If the pre-emptive plan is ineffective, the concern continues, or the initial concern is egregious enough, Level 2 may be the entry point for action steps.

2. Level 2: Probation
    i. A meeting will be called between the Director and the student. In this meeting, a formal remediation plan will be presented to the student with data and information outlined with enough clarity and details to provide a thorough understanding of the difficulty/concern noticed. A plan will be developed collaboratively, but also with strong input from the faculty to outline requirements to rescind the warning/status. This is a time-limited plan that has articulated and formal outcomes and producible examples of improvement. All documentation, plans, and other documentation will be stored in the student's academic file.
    ii. Some examples of potential restrictions that may be placed on the student include disengaging from clinical practice (removing clients, putting a cap on case load size, etc.), requiring additional professional development, requirements to be evaluated, and/or strong recommendations to attend ongoing therapy sessions.
    iii. If a student does not achieve the desired outcomes, refuses to participate, or the situation is egregious enough, it may be elevated to level 3.
3. Level 3: Suspension
    i. Often, probation is not a first step. Those students who do not satisfactorily resolve their remediation plan by the agreed upon date will meet with the entire CFT faculty to discuss the problem and alternate ways of resolving the problem. A new contract will be drawn up, stating the agreed upon plans for remediation and dates of completion. This is the start of a probation status, and if entered at this level, strict outcomes/designs for remediation plans will be implemented with hard boundaries and requirements.
    ii. Often in the suspension phase, all clinical work will be halted, and students may even be disenrolled from a number of courses until satisfactory progress is made.

Those students who still do not resolve the student problem will be asked to leave the program. They will meet with the CFT faculty to discuss the situation and will receive a letter from the Program Director notifying them of their discontinuation in the program. Copies of the letter will also be sent to all CFT faculty members with one placed in the student's file, and forwarded to the Graduate Studies Office. All Purdue policies will be adhered to and followed.

Grounds for Dismissal from the Program

In addition to failure to resolve a student problem, as described above, the following are grounds for outright dismissal from the CFT Program:

1. Disobeying a supervisor's directives on practicum cases involving any legal or ethical entanglements, including potentially suicidal or homicidal clients, cases with duty to warn, or mandatory reporting issues.
    a. Failure to inform the practicum site supervisor AND the faculty supervisor when the student has cases which meet the above criteria.
2. Excessive unexcused absences.
3. Failure to follow program and/or clinic policies.
4. Fabrication/falsification of hours (clinical or supervisory).

5. Behavior which would cause the student to meet student problem track requirements, IF that student has been assigned to the student problem track previously, depending upon the nature of the student misconduct.
6. Falsification of client files.
7. Plagiarism.
8. Failure to meet academic criteria for remaining in the CFT Program (see below).

Academic Criteria for Good Standing and Restriction

Students must maintain a 3.00 grade point average ("B" average) at all times while enrolled in the couple and family therapy program. Students may earn no more than two "C's" in their courses, and may never count a grade lower than a "C" toward graduation (even if all other grades are acceptable). Those students who are admitted with special conditions must also meet those criteria. There are 3 levels of academic restriction, based on grade attainment, and they are:

1. Academic Warning
   a. Students who have 1 C on their academic record will receive an "Academic Warning Letter" from the Director. This letter is made to simply inform the student of their status and that they must maintain their GPA and continued excellence in course work to stay in good standing.
2. Academic Probation
   a. Students who have 2 C's on their academic record will be placed on Academic Probation, and will receive a "Probation Letter" (Also CC'd to the Graduate Studies Office). Being on Academic Probation means that a student is in danger of being dismissed from the program or being forced to pause academic and clinical progression until they are able to maintain the appropriate grades.
3. Academic Suspension
   a. Students who receive a third "C" Grade, or who receive a "D" grade or lower will be automatically placed in Academic Suspension category, signifying that they are currently unable to graduate based on their academic achievement.
   b. Students in this category have two options – they can appeal the grade, or they can repeat the course in an attempt to get a better grade. This may cause a significant delay in graduation, as some courses are only offered every other year.
   c. Depending on the course, severity of the grade, and overall clinical or academic judgment of the program, the student may be asked to disenroll until they retake the course and/or pause clinical services and supervision until they are back in good standing.

If a student is placed into any of the above academic restrictions, the letter and information shall be placed within their permanent file held by the Program, and level 2 or 3 shall also be CC'd to the Graduate Studies Office. If a student is removed from Warning, Probation, or Suspension based on appeal or re-taking a course, then an additional letter will be placed or sent signifying such.

Authenticity of Student Work

Major assignments in many of the courses in the CFT Program will be submitted to plagiarism detection software through Brightspace to ensure authenticity of student work. In addition, upon completion of the final thesis document, the thesis chair will run the document through iThenticate, which is a software program that checks for plagiarism.

Students are not to use a portion of an assignment or paper completed for one course to fulfill assignment requirements (including papers, presentations, etc.) for another course. If it is discovered that a student plagiarizes a portion of their work, they will be subject to academic restrictions based on the severity of the transgression. Unintentional plagiarism may result in Academic Warning or Probation, while intentional plagiarism may result in Academic Suspension, or even dismissal from the program.

Thesis Requirement in Partial Fulfillment – Graduation Requirements for the Master of Science in Couple & Family Therapy

The thesis is required to be completed by all students in the program. The thesis is an opportunity to specialize and create a tangible item to utilize and leverage for the niche, career, and future goals that the student has for their career.

Guidance Committee

The thesis requires the creation of a guidance committee – consisting of a chair and at least two other members (3 total). A thesis committee creation form is required to solidify your committee, which is the first document declaring your committee members. A final committee declaration form is required prior to your thesis defense meeting.

1. Chairperson
    a. The Chair of the student's committee should be a faculty member in the PNW Couple & Family Therapy Graduate Program, unless otherwise approved by the Program Director.
    b. This person is your main source of support, reference, and coaching/directing in your thesis project. They have the final say in many aspects of your project.
2. Committee Member
    a. The second committee member (not the chair, nor the external member) can be anyone of the student's choosing.
    b. This committee member must have earned a terminal degree and qualify to serve as graduate faculty under Purdue University Graduate School policies. Most often this is someone internal to PNW or Purdue University.
3. External Member
    a. One of the two members that are not the chair must be an 'external' committee member - which is defined as someone who is not a PNW Couple & Family Therapy Program faculty member.
    b. The external member can be anyone at Purdue University Northwest, or anyone from around the world who has earned a terminal degree and qualifies to serve as graduate faculty under Purdue University Graduate School policies.
    c. The student should check with the Administrative Assistant or in the Graduate School Database to see if their selected external committee member is already approved by the graduate school, or if they need to be submitted for verification/acceptance to serve on special graduate appointment status.

Note on vernacular – there is only one (1) *chair* of your committee/thesis project. The rest of your committee are titled as "members." Please do not refer to more than one member of your committee as a 'chair.'

Purdue University Guidelines specify that at least 50% of your committee must be able to be "R1" status of certification by the graduate school. An R1 status certification is possible when a person has a standard tenure track/tenured permanent faculty position at the university with a PhD or other doctoral degree. External members, often, may have a master's degree, and will frequently not be faculty at the university in general – and so receive a "S4" certification, stating that they are certified to serve on the committee, but cannot chair it, and do not count toward the minimum 50% R1 certification requirement.

Thesis "Tracks"

The following three project options are updated versions of the traditional thesis – designed to reflect contemporary and professionally advantageous outcomes. Each project is designed so that it is not simply an academic effort – but is immediately ready upon completion for dissemination in professional outlets, or, has already resulted in public engagement

Discovery (Original Research Project)

The Discovery Thesis, or the 'research thesis' will consist of the generation/discovery of unique perspectives on a specific topic of inquiry. The student, in conjunction with their chair and committee, will decide on a research question/aim and topic, design, conduct, analyze, and write an ethical and defendable thesis document. The goal of this project is to create a ready to send for peer-review publication manuscript containing a full research project; start-to-finish.

Requirements of this track include the complete design and completion of an original research project outlined in a formal manuscript – approved by the committee/chair each step of the process. "Original Research" is defined as any project conceptualized and completed by the student under the guidance of the committee and chair.

Specific requirements and guidelines include:

→ Any research question, statement, or guiding direction is acceptable, so long as it enhances the understanding and mental health and wellbeing of individuals, couples, families, or social groups – either directly or through an increase in understanding and knowledge.
→ Students can use any methodology that is appropriate to their study – including qualitative, quantitative, mixed methods, or secondary data analysis.
→ A requirement of the thesis is that it is disseminated upon graduation – which means that the student should be prepared to complete the research cycle and submit their thesis for consideration in a peer-reviewed journal (with guidance from the committee).

Basic Components & Structure / Requirements:

- Must include standard sections (already on the thesis template):
  - Cover page
  - Dedication page (optional)
  - Acknowledgements (optional)
  - Table of Contents
  - List of Figures
  - List of Tables
  - Abstract
  - *Chapter 1: Introduction (Specific Aims)*
  - *Chapter 2: Literature Review*
  - *Chapter 3: Methods*
  - *Chapter 4: Results*
  - *Chapter 5: Discussion*
  - References
  - Appendices
  - Completed IRB Application, with all supporting documents (Informed Consent, data collection tools, advertising, etc.)
  - Curriculum Vita
- The "body" of the thesis (components in italics above) must be within 25-35 pages, based on the goal journal for publication and consultation with the guidance committee.

The thesis must be in the standard thesis format - consultation with the Thesis Formatting Office of Purdue University Graduate School. Janice Novocell is the Thesis Formatting Liaison for Purdue University Northwest.

You should absolutely start using the [Purdue Graduate School thesis template] from the moment you start writing your thesis. I cannot stress this enough – it will save you time in the future! (Select -- 1) Microsoft Word, 2) Campus: Northwest, 3) Department of Child Development and Family Studies -> Download Template-Two.docx)

Chapters 1-3, with accompanying and appropriate other components, is required for the Proposal. Your defense is the entire document.

Engagement (Clinical Track)

The engagement thesis, or the clinically-focused thesis, is an applied clinical project that results in a thorough examination of your development and efficacy as a therapist in providing empirically supported treatment. The student will write and create an introspective and insightful analysis of their approach to therapy and be able to sophisticatedly articulate and defend that approach.

This track requires the student to complete an in depth case study of their approach to treatment by researching the literature, identifying and synthesizing the unique properties of the services they provide, and demonstrating the effectiveness of said approach within a real-life clinical context.

Requirements include:

- Must include standard sections:
    - Cover page
    - Dedication page (optional)
    - Acknowledgements (optional)
    - Table of Contents
    - List of Figures
    - List of Tables
    - Abstract
    - *Chapter 1: Introduction (Specific Aims) … should be about 1 page*
        - Consider answering the following questions: What is unique about this clinical approach? Why would a specific case study be helpful to analyze and put forward? What are the statistics that exemplify a need for this kind of intense analysis of a case?
    - *Chapter 2: Literature Review (Foundation) … should be between 6-10 pages*
        - Should include discussion of following topics:
            - Contextual influences on treatment
            - Diversity & Inclusion
            - Ethical thought and theory
            - Research and current status
            - Conceptualization of your approach (foundational theories, philosophies, and epistemologies)
            - Design & Critique or Analysis of Approach
            - What is considered "healthy"
    - *Chapter 3: Methods & Procedures*
        - How will you look at your case? What method are you using to analyze the information? What procedures will you follow? (e.g. hermeneutic case study, mixed methods with integrated phenomenological perspective and session-by-session data driven quantitative reports, etc.) Do you need IRB approval? Will your clients be aware of the analysis?
    - *Chapter 4: Application (Case Study/Raw Data Examples)*
        - This is you doing the analysis and then reporting on that
        - Should include discussion of following topic with raw data/textual translations within the following components:

        - Operationalization of approach
        - Unique integration of conceptualization and operationalization
    - *Chapter 5: Discussion*
        - This is where you get to reflect on the experience, write about whether or not you proved your efficacy, etc.
    - References
    - Appendices
        - Must include a visual diagram of approach with all components included
    - (optional) Completed IRB Application, with all supporting documents (Informed Consent, data collection tools, advertising, etc.) – if applicable
    - (optional) Curriculum Vita
- The "body" of the thesis (components in italics above) must be within 25-35 pages, in consultation with the guidance committee.

The thesis must be in the standard thesis format - consultation with the Thesis Formatting Office of Purdue University Graduate School. Janice Novocell is the Thesis Formatting Liaison for Purdue University Northwest. You should absolutely start using the [Purdue Graduate School thesis template] from the moment you start writing your thesis. I cannot stress this enough – it will save you time in the future! (Select -- 1) Microsoft Word, 2) Campus: Northwest, 3) Department of Child Development and Family Studies -> Download Template-Two.docx)

Chapters 1-3, with accompanying and appropriate other components, is required for the Proposal. Your defense is the entire document.

Learning (Teaching and Social Engagement)

The Learning Thesis track is our 'creative' track that allows for the largest amount of flexibility. Within this thesis project, you will work closely with your chairperson and guidance committee on enacting, developing professional competency within, or establishing yourself as a leader in social change, education, programming, or community support/engagement in some way. This may take many forms, but could include the development of a psychoeducation program, opportunities to teach within the department and thus creating or developing a teaching portfolio, social justice events or programming, etc. – the possibilities are endless.

The topic, and project, must in some way relate directly to systemic interaction and mental health / wellbeing.

As this option is more flexible, it will follow a thesis format that will be established within the guidance committee and in consultation with the Thesis Formatting Office of Purdue University Graduate School. Janice Novocell is the Thesis Formatting Liaison for Purdue University Northwest. You should absolutely start using the [Purdue Graduate School thesis template] from the moment you start writing your thesis. I cannot stress this enough – it will save you time in the future! (Select -- 1) Microsoft Word, 2) Campus: Northwest, 3) Department of Child Development and Family Studies -> Download Template-Two.docx)

Chapters 1-3, with accompanying and appropriate other components, is required for the Proposal. Your defense is the entire document.

Minimum expectations are similar to the other tracks and include:

→ Requirement of an original thought, idea, or application concept
→ Basic expectations of the format of the document in some capacity (These components are in the template) -
    - Cover page

- Dedication page (optional)
- Acknowledgements (optional)
- Table of Contents
- List of Figures
- List of Tables
- Abstract
- Chapter 1: *Introduction (Specific Aims)*
  - Looking at roughly 1 page. Consider this the introduce and high level overview of the topic. Answer the question: Why is this important? Why should this (program/training/event/etc.) occur? What is the need?
    - Some examples of what should go in here would be statistics (e.g. 10% of the population of the US suffers from….), statements of need (e.g. based on the quality of life indicators…), and what a general outcome would be of the project.
- Chapter 2: *Literature Review (Foundation)*
  - Looking at between 6 and 10 pages, estimated
  - This should include your literature review and information that is necessary to know to provide evidence that what you will be teaching about will have an empirical basis. The goal of this section is to prove – succinctly – that you know what you are talking about.
  - Components of this chapter should include current state of the literature and information known, a bit of pedagogy and the way in which you conceptualize learning / teaching, theoretical components if appropriate, with the end of the chapter including a wrap-up overall statement of what will be accomplished (think of this as parallel to a research question – what will you be answering or providing to the community by completing this project?)
  - This chapter should be connected to the information in chapter 1, and lead directly into chapter 3.
- Chapter 3: *Development & Methods*
  - Chapter 3 is all about planning, design, and evaluation components.
  - Chapter 3 will most likely end up being written one way for the proposal meeting, and then edited heavily for your final defense meeting, after all is said and done.
    - For the proposal meeting, you should be writing in the future tense – "this program will be designed to include…" or "this program is being designed to include…"
  - Required components in this chapter include:
    - Your Teaching Perspectives Inventory results and a discussion of how your teaching style will influence the way in which you develop and produce your program/project
    - Learning objectives – what are attendees/participants supposed to get out of the experience? This is different than what you wrote about in chapter 2… Read more about writing and using learning objectives.
    - Outline and plan for the program/project – broken down by the ¼ hour at minimum. (e.g. 10 minutes for introductions and welcome, 10 minutes for literature review and oucomes/learning objectives, 20 minutes for small group discussion… etc.)
    - Evaluation methods – how will you ensure that you have created a good project? Pre or post tests? Both? Follow-ups? Will this be a survey? Online or in person? How will you analyze the data? These should be directly linked with learning objectives.
    - Logistics for how this program/project will be accomplished.
      - Plan out location, times, options, recruitment strategies (doesn't have to be extensive, can be a brief statement as to how you will find people to recruit), budget/costs, etc.
    - For proposal:

      - A bullet-point list or table of materials that will be created/curated and assumed to be used for the project/program (e.g. powerpoint with xx slides, infographics, videos, discussion prompts, learning activities, purchased materials, etc.)
    - For defense:
      - What material was created, with a table linking the information/components to literature/research backing up it's inclusion
  - Optional components of this chapter may include elements such as: Needs analysis, SWOT Analysis, etc.
- Chapter 4: *Applied Project*
- Chapter 5: *Discussion*
- References
- Appendices
  - All materials, documents, evaluations, etc., that were created as part of the project.
- (optional) Completed IRB Application, with all supporting documents (Informed Consent, data collection tools, advertising, etc.) – if applicable… more often than not, there will be no IRB application
- (optional) Curriculum Vita

→ The "body" of the thesis (components in italics above, or chapters 1-5) must be within 25-35 pages, in consultation with the guidance committee.

General Thesis Timeline

Year	*Semester*	*Task/Goals*
First Year	Fall	☐ Start thinking of projects or ideas you might have.
	Spring	☐ Take CFT 69500 Intro to Research and Writing ☐ Select topic and complete draft of Specific Aims & Literature Review ☐ Form your Guidance Committee
	Summer	☐ Work with Chair to fine-tune and develop research project
Second Year	Fall	☐ Design the methods of your study, gathering feedback from committee ☐ Schedule Thesis Proposal.
	Spring	☐ Have thesis proposal (if not done yet) ☐ Submit IRB and begin collecting data ☐ Learn about analysis, and if possible, begin analyzing data with chair/committee
	Summer	☐ Analyze Data, if you haven't already, and/or write up Discussion section ☐ Work closely with chair ☐ Should have draft of complete thesis by the end of summer.
Third Year	Fall	☐ Polish/edit and prepare final thesis document ☐ Work with committee to incorporate any initial feedback ☐ Schedule defense with committee, defend thesis & Graduate!

Thesis Meetings

In general, you will be required to participate in a Thesis Proposal, and a Thesis Defense meeting. The Thesis Proposal will be, and should be completed by the end of your second fall semester (during your Research

Methodology course). Your thesis chair must approve you to sit for your proposal meeting, and for your thesis defense meeting (this approval must be submitted to the program by the chair before the proposal or defense meetings can be scheduled). The program Administrative Assistant will assist with scheduling your thesis meetings in a physical space. Digital/synchronous meetings are to be scheduled in conjunction with your chair.

The Thesis Proposal is attended by your committee members, and may be attended by any others that the student wishes to invite. Generally, a proposal meeting is not often attended by public/friends/family members, but may be attended by colleagues in the program. Your thesis defense meeting is your final meeting, the one in which you are qualified as meeting the graduate requirement for the thesis – this is often a major celebration! Your friends, family, the public and the entire PNW community may attend.

Each meeting is moderated and facilitated by the chair of your committee. The format of each meeting is similar –

1) Introduction and kick-off by the Chair
2) Presentation by the Student (approximately 20-30 minutes)
3) Questions and Answers by the Committee and those in Attendance
4) Committee Deliberation in Private / the Rubric is completed.
5) Student is informed of Outcome and a Discussion ensues to collaboratively determine steps forward

The current rubric used to evaluate your presentations and thesis documents are available on the program's DORREL (Document Repository and Resource Library). Thesis meetings may occur via secure synchronous video chat (Secure Zoom), or in person.

In general, you will be rated in three areas at each of your thesis meetings: (1) The Proposal Document, (2) The Presentation Document/Slides, and (3) The Project. Each area has specific components to be evaluated by the committee collaboratively – you will be rated as either Exceeds Expectations, Meets Expectations, Needs Improvement, or Unacceptable. The culmination of the components will provide a basis for your overall rating in each of the three areas on the same scale. Finally, the three areas are aggregated to provide a overall outcome – as either: (1) Pass, Exceptional; (2) Pass, Meets Expectations; (3) Pass, Needs Improvement; (4) Does Not Pass, Needs Improvement (Must re-propose); or (5) Does Not Pass, Unacceptable (must re-propose).

▼ *Internal Paperwork and Forms in Preparation for Thesis Defense Prior to Graduation*

It is the responsibility of the student to determine, in conjunction with their thesis committee, a time for the thesis defense that works for everyone involved. The student must electronically circulate and have signed Form 8 (Request for Appointment of Examining Committee) at least 2 weeks before the final defense meeting. Forms can be found and initiated in MyPNW, under the Plan of Study link. At least two weeks prior to the thesis defense the student must meet with the Thesis Format Advisor. Appointments for thesis formatting are made by calling Janice Novosel at x2082. Thesis Preparation, Format & Deposit Checklists, and other valuable information for preparing your thesis can be found on the Purdue University website at https://www.purdue.edu/gradschool/research/thesis/resources/policies.html. In addition, the student can ensure that the Thesis Chair has run the thesis through the iThenticate software within the two weeks between the submission of the final defense thesis document to the committee and the thesis defense.

1. The day before the defense meeting, the student must initiate Form 7 in MyPNW.
2. Immediately following the defense, the student's committee members should electronically sign Form 7. The student can initiate Form 9 electronically as soon as Form 7 has all the required signatures. The student cannot deposit their thesis until after the Electronic Form 9 has been approved by everyone on the thesis committee.

Registering for Thesis in the Final Semester

Students must register for three (3) credit hours of CDFS 69800 in the semester they plan to defend their thesis. If a student completes the written thesis at the end of the semester but misses the deadline for an oral defense, that student can enroll the following semester for one (1) credit hour of Candidacy Only Status (CAND). Candidacy Only Status can only be given to a student who has completed their written thesis the previous semester, was enrolled in the previous semester for three (3) hours of thesis, and only needs to complete the oral defense of their thesis.

Submitting the Approved Thesis

An electronic (pdf) copy of the thesis must be given to:

- The thesis office at West Lafayette
- The Thesis Chair
- The two thesis committee members
- The Program Director

Students can get their thesis bound at the Printing Services Building on the West Lafayette campus. Finally, students must pay a thesis deposit fee, approximately $90.

Tips for students to facilitate a smooth thesis process:

- Students can expect a one-week turnaround time when giving a draft to a committee member. It is unrealistic to expect a committee member to get back to you before a week has passed.
- Faculty generally respond to your document in the order in which it was received. If several students are working with a faculty member, and your draft is the last of 3 turned in on a particular day, there may be a further delay for the faculty member in providing feedback to you.
- Students can work to make significant changes from draft to draft. Submitting a draft with minimal changes for review is not the best use of committee members' (nor the student's) time.
- Students are strongly encouraged to write a brief summary of changes made to the document when revisions are sent to any committee member for review.
- For best results, students are encouraged to work to complete clinical hours at the same time as they work on their thesis. Students who plan to finish clinical hours first and then work on the thesis tend to miss their planned graduation deadlines.
- Students should ask committee members of their availability to work on the thesis. Many faculty members do not get paid in the summer, and so are not available to assist with the thesis at that time. In addition, PNW faculty do not get paid for May past finals week. Just as students request self-care time, faculty need self-care time. In the end, students should anticipate that faculty members may not be available exactly when students expect them to be available.
- Best results come when students work early and consistently on their thesis. This is because working on a research project takes time, and involves many elements that are out of the student's control. Research delays can be related to IRB taking longer than planned, illness of a committee member or student, deaths experienced by student or committee member, delays in gathering participants, difficulty screening data or running analyses, school breaks, etc. The longer students wait to work on the thesis, the more subject they are likely to experience these sorts of delays.
- Students can be wise about use of time. For example, while waiting for IRB approval, the student can be working to make changes suggested by the committee at the proposal meeting. Or, students can spend time beginning to write the Discussion chapter.
- Students can plan to present as complete a document as possible to the committee at the Proposal meeting. Students who present "bare bones" proposals are much more likely to have to re-propose their study.

- Students are expected to apply what they learn in their courses to the thesis project. This includes how to conduct a literature review, how to cite with APA formatting, how to apply theory to a problem, how to work with SPSS, how to interpret outputs from statistical analyses, etc.
- Copy your thesis chair on all emails to the other 2 thesis committee members; this helps reduce triangulation.
- To determine your timeline, work backwards. When do you want to defend? Subtract 2 weeks to that date for the committee to review your document. Subtract 3-4 weeks to write the results and discussion sections. Subtract 3-4 weeks for data collection and analysis. Subtract 3-4 weeks for IRB process and posting the survey online. Subtract some weeks for “cushion” time, meaning breaks, turn-around time as you wait for your Chair to return a draft to you, for health or family emergencies, your own procrastination, etc.
- If you have been one to procrastinate or otherwise take a while to work on the thesis, you are not likely to be able to speed it up at the end like you would prefer, so plan for that and give yourself time to get it done.

Tips for writing the document

- Tell a story: tell the reader about the parts and how they fit together
- What has been done in the research area, what is missing?
- How will your study contribute to the literature?
- What theory has informed your study?
- Write a summary paragraph at the end of the literature review that summarizes the lit review and makes a case for your study, which then leads to your research question and hypotheses
- Know that working on your thesis will involve several drafts & many rounds of comments/edits
- Keep writing, don’t delete what you have written
- Use the template for the proposal document
- Be sure you have the informed consent and surveys in your final thesis document
- Your complete survey must be in your proposal document, including demographic questions

Required Graduation/Thesis Forms – Due Dates & Recommended Timeline

Students cannot both propose and defend their thesis in the same semester, as this puts exorbitant pressure on both the student and the committee members to cut corners to meet a deadline. For this reason, students must plan ahead and hold their proposal meeting in due time to meet students’ own deadlines for graduation.

Participation in Commencement Ceremonies

Commencement is a wonderful ritual that all students who are graduating are asked to participate in. Students may only participate in the commencement ceremony that coincides with the completion of their programmatic requirements. There are two ceremonies per year, one in May, and one in December. You may only walk in the ceremony in which you will have completed all requirements.

Table 5: Forms & Deadlines

Form	*Does what?*	*Program Form Deadline*	*Purdue Form Deadline*	*Special Note*
Thesis Committee Creation Form	Creates your Thesis Committee and Structure, declares topical area and track of thesis	Spring of 1st Year		Includes Addendum – “Request for 3rd Committee Member” This

Form	*Does what?*	*Program Form Deadline*	*Purdue Form Deadline*	*Special Note*
				addendum must be completed whenever your external member is not already in the PU Gradschool Database.
Thesis Proposal Rubric	Is a rubric to guide the proposal evaluation. This is completed / submitted by the Chair.	Fall of 2nd Year, Spring of 2nd Year at the latest		Proposal Document due to your Committee 2 weeks in advance
IRB Submission	Complete plan of research project (if applicable) related to thesis proposal	When proposal is successful		Your Chair must submit this for you, as PI for the project (Purdue University rules)
Plan of Study Form	Informs Purdue of all coursework required for graduation	Summer of 2nd year, Semester before you graduate	Friday before the start of your Final Semester	Must be routed correctly – will be done with Director Completed in GradSchool Database
Form 8 – "Request for Appointment of Examining Committee"	Officially declares your committee to Purdue University	Fall of 3rd Year	Two weeks prior to defense date	Must send final thesis document to committee 2 weeks in advance Completed in GradSchool Database
Thesis Defense Rubric & Outcome	Is a checklist and rubric to guide the defense meeting. This is started by the student, and completed/submitted by the Chair.	Fall of 3rd Year	Submitted after Defense meeting	
Form 7 - "Report of Master's Examining Committee"	Declares the outcome of the Thesis Proposal to Purdue University *Initiated by Student	Fall of 3rd Year	Friday of the 3rd to Last Week of the Semester	Completed in GradSchool Database
Form 9 - "Thesis Acceptance"	Declares the thesis acceptable/accepted to Purdue University	Fall of 3rd Year	Friday of the 3rd to Last Week of the Semester	Completed in GradSchool Database

Form	*Does what?*	*Program Form Deadline*	*Purdue Form Deadline*	*Special Note*
Thesis Formatting	Review by Janice Novosel	Fall of 3rd Year	Monday of the Last week of Classes (before exam week)	Email with Janice Novacel to do this! novosel@pnw.edu
Thesis Deposit	Will be given directions on how to upload it by Janice Novosel.	Fall of 3rd Year	5:00pm Eastern Time, on Wednesday of the Last Week of Classes – NON Negotiable!	PU Submission directions to be provided

Graduation Deadlines

- → Propose thesis by the end of the second week of the semester in which the student plans to graduate
- → Submit a final Plan of Study (POS) by the Friday before the semester in which the student plans to graduate
- → Inform the Program Director via email of your intent to graduate by Friday of the 3rd week of the semester in which the student plans to graduate
- → Defend thesis no later than Friday of the second-to-last week of classes (finals week is not considered a class week)
- → Submit Form 8 at least 2 weeks before the final thesis defense
- → Submit Form 7 immediately following the thesis defense
- → Submit Form 9 immediately following approval of Form 7
- → Have the absolute final draft of your thesis approved by your committee by the Tuesday of finals week (Form 9 signed by all committee members by this date)
- → Submit all signed clinical and supervisory hours by 4:30pm on the Wednesday of finals week
- → Deposit your final thesis to West Lafayette no later than Friday of finals week

Clinical Training & Practice Components of the Program

Students in the Couple and Family Therapy Program are required to spend a minimum of two complete calendar years in practicum. These one-year practicum experiences begin at the start of the spring semester of the first and second years, continue through the summer session, and end at the completion of the fall term. Students are placed in our on-site Couple and Family Therapy Center in their first year, and in a community agency that provides couple and family therapy during their second year. Throughout this process, students will receive one hour of weekly individual supervision and two hours of weekly group supervision. Only those supervision hours conducted by a faculty supervisor count towards the supervision hours requirement. Supervision consists of a mix of live supervision (depending on the practicum site), video and audio supervision, and case consultation. Students are evaluated by both their site supervisor and faculty supervisor at the end of the spring and fall semesters. Evaluations cover both strengths and growth areas. Students evaluate their site supervisor and their faculty supervisor at the end of the spring and fall semesters.

Students are required to be enrolled in practicum from the start of the spring semester in their first year through the end of the semester in which they graduate. Students must complete 500 hours of face-to-face contact with clients (250 hours must be with couples or families) and 100 hours of supervision (50 hours of which must include live, video, or audio supervision) prior to graduation. In order to complete the client contact requirement in 2.5 years, students must maintain a minimum ongoing caseload of 8 clients per week. Students who have not accrued their 500 hours must remain enrolled in practicum until this requirement has been completed. Students who do not complete their hours by Wednesday of finals week must enroll in another semester of practicum.

Initial Evaluation of Readiness for Clinical Work

As a prerequisite to enrolling in practicum, students must complete CFT 60000, Basic Systemic Therapy Skills and CFT 61000 Classic Theories in Couple & Family Therapy with a grade of at least a B. Students will be evaluated by the couple and family therapy faculty in the middle of their first semester as to their readiness to begin the practicum experience. If a student is deemed not ready to move forward with clinical activities, they may be held back until they are re-evaluated and determined to be ready to proceed in agreement of the faculty. This may come with specific tasks that are required to be met for professional development, which will be outlined on the Readiness for Clinical Work evaluation form.

Placements – Internship @ CFTC, and Externship with Community Partners

First year students are placed at the PNW Couple and Family Therapy Center (internship). Second year students are placed in a site in the community (externship).

Following the completion of the one-year practicum, students participate in a second one-year practicum (i.e., externship). Students are placed in a community agency that provides couple and family therapy. Forms to record clinical and supervisory hours are required to be completed on a monthly basis. Client contact hours to supervision hours must meet at least a 5:1 ratio. Annual audits will be conducted of clinical hours completed in the CFTC.

Prior to the internship at the Couple and Family Therapy Center, there is a mandatory training—this training is held the Friday immediately prior to the start of spring semester. This training is mandatory. Students need to plan to be back to campus for the training. Students will not be allowed to see clients without this training. In addition, students must not plan vacations or extended absences during internship/externship with the exception of university sanctioned holidays. Consider both the internship and externship as employment.

The process for being assigned an externship is detailed in the CFTC Policy and Procedure Manual. As students are assigned to their externship in the community, students are asked to interview with the assigned practicum site supervisor.

In the event that a student does not stay at their assigned externship site (by student choice or by site decision), the student will be responsible for finding another site to complete the externship. In this case, the student needs to check with the Clinic Director for site and supervisor requirements, and work with the Clinic Director when exploring sites.

Student Employment at Placement Sites and Remuneration for Services

Students placed at externship sites are not allowed to be paid for therapy services while they are an intern and do not have a completed degree in hand. Externs may be paid for nontherapeutic work while at the site. For example, if the site wants to pay a student for hourly tutoring for their school program, that is permissible as long as the line between therapy (and what counts for hours for PNW) and the employment (hours which cannot count for PNW) is clear. Students may at no time be paid for therapy services.

After the end of the Fall Semester of the 3rd year, and once the student has finished all therapy hours at the externship site, the site may hire the student. The student will need to secure their own liability insurance (and/or the site's), and these cases will not be supervised in any way by PNW CFT faculty.

Transportation and Storage of Confidential, Protected Health Information from Clients

Second- and third-year practicum students in off-campus agencies must treat their videos and audios as confidential material. When transporting client videos, audios, or case-related materials for supervision by program faculty, students must ensure that these materials cannot be viewed by those outside of their agency. Students must keep these materials locked in their trunk, and keep them in locked briefcases or files if they are kept in their homes while in transit. Students who review their video/audio recordings at home must make sure that they are not viewed by others and that they are not kept in the open where others could view them. Students placed in HIPAA compliant agencies must follow the agency's HIPAA guidelines.

Financial Considerations in the Program

Tuition and Fees

Information on Graduate Tuition and Fees can be found on the PNW Financial Aid website. An overview of costs can be found here: https://www.pnw.edu/financial-aid/cost/. The minimum number of credits needed to receive unsubsidized federal financial aid is 4 credits. In the summer, 6 credits is considered 'full time' academic work, while in the fall and spring, a student must be register for more than 8 credits to be considered 'full time.'

Financial Aid – Exceeding Time Frame

Students in their third year who take out Financial Aid may receive a message saying they have exceeded the allowable time frame for receiving aid. In this case, students need to complete and submit the Satisfactory Academic Progress Appeal Packet, which needs to be signed by the Program Director. The packet can be found at: https://www.pnw.edu/financial-aid/wp-content/uploads/sites/3/2020/12/Satisfactory-Academic-Progress-Appeal-Packet-rev-121520.pdf

Grants & Scholarships

Students are encouraged to seek out grants and scholarships and actively, routinely, apply for them. These opportunities will benefit you as a student in aid for the funding of your coursework, and/or additional experiences that you may then be able to experience. Our students in the past have been very successful in obtaining funding as a Minority Fellow through the AAMFT, Specific Scholarships/Grants to attend conferences, awards from local and regional agencies and organizations, internal grant funding through the Graduate Studies Office for research, and many others.

The Director will share any and all opportunities for which CFT Students qualify. When this information is shared with you, you are encouraged to fully consider and put forth effort to secure these forms of funding, if you qualify.

Students can reach out to the Office of Financial Aid at PNW, or the Graduate Studies Office, to see if any announcements or programs are currently accepting applications. Additionally, if you are interested in finding specific grants or scholarships for yourself or a project, you are encouraged to reach out to a faculty member or the Director to investigate and /or find direction in which to look.

Travel and Professional Development Support for Students

Often, the CFT Program is able to provide small grants and scholarships to students to support their professional development in attending conferences or other programs. Preference will always be given to those students who are presenting at a conference, but all students are welcome to apply and the maximum support will always be provided.

Student Employment

A student may work a maximum of 20 hours per week in any combination of on-campus employments listed below. No student may work more than that. We recognize the stress and overall needs of students in this area are substantial. In recognition of this, we strive to offer the highest level of financial backing for students that we possibly can. In the event a student would like to be employed off campus or in the community, we highly recommend that this employment not exceed 20 hours per week. This program is strenuous and difficult, and working a large number of hours away from campus may be detrimental to your own self-care and ability to efficiently complete your program of study. The program, in general, will account for approximately 30 hours of meetings, client sessions, and course meetings each week. This 30 hour does not include time preparing assignments, projects, working on your thesis, completing documentation and paperwork requirements for your clients, etc. As such, simply being a student will account for approximately 40-50 hours of your time each week. Adding on top of that additional employment can be very taxing, even for the most efficient and organized student.

▾ *Hourly Employment & Work-Study*

Hourly Employment and Work-Study options are provided whenever possible, pending funding and opportunity. These typically take the form of per-hour work, at approximately the same levels as that of the Graduate Assistantships (above). Hourly employment does not come with tuition remission. It is for pay *only*. Hourly employees will be required to clock-in and out and perform specific tasks as assigned, typically in the same kind of area as the graduate assistantships (teaching, research, or administrative efforts).

Hourly rates for students employed in this manner are determined at the time of offering the position. It is guaranteed that a student will earn at least 200% of minimum wage; currently in Indiana this is $7.25 per hour, so the minimum an hourly employee will earn per hour is $14.50/hr – however every effort is made to pay a higher wage than this to compensate ethically. In recent years, we have been fortunate to be able to offer hourly rates as high as $18/hr.

▾ *Graduate Assistantships*

A Graduate Assistant (sometimes called an “Aid”) is someone who is employed in one of three main areas: (1) Administrative/Clerical Support, (2) Teaching Assistantship, or (3) Research Assistantship. A Graduate Assistant is assigned to a specific supervisor to aid them in their work based on the type of assistantship provided. GA Assignments come in ‘levels’ which determine the total number of hours required to work each week. It is either a quarter-time (.25 FTE – 10 hours per week) or half-time (.50 FTE – 20 hours per week). Stipend amounts are different based on the number of hours worked, as well as requirements and overall expectations. It is important to mention that the tuition remission that comes with a graduate assistantship must be processed by deadline at the start of each semester in order to receive it. This process is initiated by the student and is the student’s responsibility to complete.

Summer tuition is waived if students have an assistantship the spring prior to and the fall after the summer in which tuition is waived. Students do not receive a stipend during the summer, however. Assistantships do not cover fees, which run roughly $1000 per semester (that is, $1000 in the fall and $1000 in the spring), and $500 during the summer. As of the 2022-2023 Fiscal Year, Graduate Assistants are paid approximately $3,406 per semester for their stipend, or about $358 every two weeks.

Examples of Duties that may be performed based on the type of work assignment

- → Administrative/Clerical Aid
  - o The Administrative/Clerical Graduate Assistantship provides office or clerical support for a unit, program, or individual as assigned. This may include assisting with filing, documentation/paperwork, staffing office responsibilities, and special tasks as assigned

(including options such as marketing efforts, social media, web-development, program development, enhancement of efficiency and office efforts, etc.).

→ Teaching Aid
   - A Teaching Aid may be in support of an instructor to enhance their class through providing grading services, preparation of lecture materials, assisting in office hours or tutoring, grade entry, or any other teaching-related tasks as requested. Also, a Teaching Assistant may be asked to semi-independently teach an undergraduate course under the direction and guidance of a core faculty/faculty member in the department if experientially qualified and need is warranted.

→ Research Aid
   - A Research Assistant assists with specific research projects as assigned by a faculty supervisor. This may include the collection, organization, and analysis of quantitative or qualitative data (which includes foundational work such as design and development of methodology or projects, assisting with the development of IRB proposals, marketing and recruitment/enrollment of subjects in a study, and/or follow-up with participants as needed). Additionally, research assistants may be asked to participate in publication and dissemination efforts such as presenting at conferences or workshops.

General Program Policies and Operating Standards/Information

AAMFT Membership

All students enrolled in the program must be members of AAMFT. Prior to starting in your first semester, you should gain membership by applying on the AAMFT website. The Program Director may find or have a coupon code that can be applied to your first year's fees, lowering the cost (this will be emailed if available). A copy of the verification certificate (via email) as well as a copy of the student's personal liability insurance certificate (via email) must be sent to the CFT program administrative assistant to be placed in the student's file. This is due before the first day of class.

All students are expected to maintain their membership in AAMFT. Each year, upon renewal, please submit to the CFT Administrative Assistant evidence of your renewal, and/or updated certificates.

Acknowledgement of the General Regulatory Structure and Practice/Licensure Requirements for the Practice of Couple (Marriage) and Family Therapy

It is the policy of the Purdue University Northwest (PNW) Couple and Family Therapy (CFT) Program to inform prospective and incoming students about the Marriage and Family Therapy (MFT) Profession's general regulatory structure and practice/licensure requirements. Because you are an incoming student, we are seeking your acknowledgement of and understanding of these important requirements.

There are typically 3 general requirements necessary to achieve full licensure as a marriage and family therapist in all states within the United States and provinces in Canada.

1. The first step is to complete the **educational requirements** outlined by the state/province regulatory body as relevant to education in marriage and family therapy. The educational requirements in the first step are typically comprised of completion of a curriculum, accruing a certain number of client contact hours, and accruing a certain number of supervision hours, all of which occur within the graduate program.
2. Step 2 involves the accrual of a certain number of **direct client contact hours and supervision hours post-degree**, defined by the state/province in their rules and regulations for the profession

3. And, finally, the third step is **passing an exam** (written and/or oral) related to knowledge of marriage and family therapy. In some states/provinces, this exam may be able to be taken place right after graduation of your master's degree, or it may be delayed until the completion of experience requirements (step 2).

Currently, each state has its own MFT regulatory board that oversees these requirements. As a result, the 3 general requirements outlined above frequently differ or vary from state to state. Moreover, each state may modify its requirements at any time.

When you are seeking an education in Couple (Marriage) and Family Therapy at PNW, you are working toward completing the first step toward the licensure process; therefore, the CFT Program at PNW assists you in meeting the educational requirements as you work toward licensure. **The PNW CFT Master's degree Program offers a COAMFTE-accredited onsite educational program that meets the educational requirements for many states, but has been designed to meet or exceed the requirements for the States of Indiana and Illinois.** You can read more about Indiana's and Illinois' Requirements for Marriage and Family License on their websites as follows:

Rules & Regulations Website	Indiana	Illinois
License Application & Information	Indiana	Illinois
Board Website	Indiana	Illinois

Students who would like to practice in other states should contact that state's licensure board to determine their requirements for licensure.

NOTE: The Association of Marital and Family Therapy Regulatory Boards (AMFTRB) maintains a website that provides information about each state's licensure requirements. Students are encouraged to check the website frequently for changes to licensure requirements.

As part of our program, you will be required to investigate and determine the requirements for the state/province in which you intend to practice upon graduation. This will typically be done when you enroll and complete course requirements for CFT 63000 Ethics & Professional Issues in CFT. If you have questions about the program's alignment with professional licensure you may contact the Program Director: Dr. Christopher K. Belous at ckb@pnw.edu.

CFT Program Student Representatives and Participation in Program Governance

In the Purdue Northwest CFT program, two student representatives serve as liaisons between the faculty and the student body. One person represents the two newest cohorts in the program, and one person represents the 3rd year cohort. These individuals provide information to students concerning changes in the program, issues in the CFT field, faculty concerns, and other relevant updates. The representatives are also expected to be aware of student concerns, suggestions, questions, and other feedback in order to relay this information to faculty members during faculty meetings. The student representatives participate in the governance of the program via faculty meetings. This position is held for one calendar year—January 1st through December 31st. Representatives are voted on by the cohorts that they will represent. Elections are held during November to appoint new representatives for the following calendar year.

The representatives are responsible for jointly fulfilling duties, including attending faculty and student/faculty meetings, writing joint e-mails, dividing shared tasks, talking with students, and working together to resolve any concerns with one another. If concerns are not resolved after a discussion between the representatives, then both students need to talk with the Program Director. Above all, the student representatives are to be healthy role models for the student body and the program by displaying professional behavior and engaging in effective communication.

Duties of the Student Representatives

- Attending faculty meetings and updating students on the information discussed
- Soliciting ideas, questions, and concerns from students to be presented to the faculty at faculty meetings
- Keeping all students informed of pertinent information, updates, and announcements
- Overseeing elections for student representatives each year

Electing Representatives

1. First two weeks in November: Call for Nominations
    a. Students may nominate themselves or another student for representative positions. The nomination information is sent out to all students as part of the slate of candidates and will be available during the voting process.
    b. In order to confirm the nomination, those interested in running must turn in the following information to the current student representatives:
        iii. Name, year in the program, and platform statement
        iv. The platform statement should include why the student is interested in fulfilling the position, what the student values, and anything else relevant to the election process.
2. Last two weeks in November: Slate of Candidates Presented
    a. The most current student representatives will e-mail the nominated slate of candidates for the elections to the student body.
3. Last week of November: Voting
    a. Voting opens Monday morning and the student body is informed of the location of the ballot and voting box. Students vote by completing a printed voting ballot, which is made available by the current student representatives. Each voting student will place their ballot in a sealed envelope and sign their name across the seal of the envelope, and place their envelope in the ballot box located in the front office. Voting will close at 12:00pm on Friday of voting and the program administrative assistant will tally the votes and provide the names of the elected representatives to the current student representatives.
4. First week in December: Elected Student Representatives Announced
    a. The current student representatives announce the newly elected representatives to the student body via e-mail.

Unusual Circumstances

In the event that only one person is interested in running in the election, that person automatically becomes the student representative.

Recent Alumni Representatives at Prospective Student Interviews

There will be two recent alumni invited to represent PNW students at interviews. These two alumni will interview each applicant together on the two interview days, typically the Monday and Tuesday in mid-February; interviews typically run from 8am-5pm.

The alumni interviewers will provide written feedback on each candidate for the faculty to consider when making their decisions about who to invite to join the program. The written feedback must be provided no later than 9am on the Wednesday immediately following the interviews.

The alumni interviewers will refrain from attending any social events with candidates before interviews. This allows for the applicants to get comfortable with the current students and not feel as though they have to be in full interview mode. Additionally, if an alumni discovers they are familiar or have a prior relationship with any applicant, they will be recused from evaluation or participation.

Student Feedback in Faculty & Staff Searches / Hires

Students will be invited to attend and evaluate final candidates for any searches of potential faculty or staff associated with the program. Anonymous rating surveys with qualitative options will be distributed and collected promptly around interviews. This data and information will be utilized by the search committee when reviewing or considering recommending candidates for hire.

Conferences

Faculty may forward emails to students about local, national, and/or international conferences. Students are under no obligation to attend any of these conferences. The faculty believe that it is helpful for students to know about conferences that occur in the field. Students are encouraged to participate in conferences that fit their budget and schedule.

Confidentiality and Disclosure of Student Personal Information

The process of becoming a marriage and family therapist often brings up personal issues for students. This is normal and to be expected. The faculty expects that certain painful experiences from a student's past may get in the way of their clinical work. We expect that students will seek faculty advice when these issues arise. Faculty are happy to discuss these issues as they pertain to clinical work and sometimes make referrals to therapy to help students deal further with their problems. We are also aware that sometimes students may feel uncomfortable sharing this information without knowing if this may harm them professionally or academically. We attempt to be supportive of students concerns and present these guidelines for how student personal information is handled.

Faculty members share student clinical and academic progress with each other when evaluating student progress. Personal information and supervisee confidences specifically related to clinical practice and academic performance may be discussed during these meetings. The faculty do not share students' personal information or supervisee confidences unless these directly impact the personal safety of the student, other students, faculty/supervisors, program staff, or clients, or otherwise negatively impact clinical work over time. We will make our best effort to talk with you about the need to share particular information with faculty if indicated. As faculty members evaluate students, they may share that a student is struggling with issues, but will not share the content of these issues unless they relate directly to the above stated areas. Faculty will share relevant student personal information when a student is in various stages of the student problem track for evaluation purposes (See Remediation and Dismissal Policy in the following section). Students who triangle faculty members about issues with other faculty members will be directed to discuss this with the faculty member of concern; faculty will notify that faculty member that the specific student approached them and was redirected to speak with the faculty member of concern.

Faculty do not share any information about students who are involved with a remediation plan with other students, out of respect for confidentiality and privacy of the student involved. Although other students may gather that one student is on a remediation plan, faculty are not at liberty to discuss these details with students at any time.

Student personal information and supervisee confidences will not be disclosed to outside sources without the written permission of the student.

Cohort Photos

Program tradition has it that in the Fall semester, the 3rd year cohort has a photo of the group professionally taken, and an 8 X 10 photo presented to the Program as a gift, to be hung on the Cohort Photo wall at the CFTC. In the past, the cost to each student has been well under $10.

Parking

Parking is available along Indianapolis Boulevard as well as in the parking lot south of the Indianapolis Boulevard Counseling Center (IBCC). These parking lots do not require a parking permit from PNW, however if you park on campus anywhere, you will need a parking permit – which can be secured in the university services building (same place you get your student ID). The program recommends you get a parking permit for convenience.

Peer Mentors

In order to help students adjust to the PNW CFT program, the demands of graduate school, and the challenges of living in a new area, the CFT program has a peer mentor program. Each year, incoming students are paired with two students from the upper-level cohorts (one second-year student and one third-year student). Student pairings are determined within the month after the incoming cohort has been announced and it is suggested that current students contact their peer mentees as soon as possible.

The mentor-mentee relationship is intended to build support and connectivity between cohorts and enhance the graduate school experience. Furthermore, these pairings are intended to facilitate communication between the incoming cohort and the current student body. It is the hope of the program that the mentor-mentee relationship will ease students' transitions into the program, increase effective communication between students, and provide a necessary resource for new students. Typical topics for mentors to address with new students include available housing, current students' personal experiences of the program, information about coursework or textbooks, information about dates and events, and information about the greater northwest Indiana and Chicagoland area.

The mentoring process is intended to supplement other information incoming students receive from PNW and the CFT Program. Mentors are also typically a resource for the first weeks before class and the beginning of the semester to remind new students of program meetings, provide directions, and help with learning the PNW system. In the past, mentors have hosted welcome gatherings for new students, provided helpful suggestions, and offered information about the area. Sometimes, the mentoring relationship continues past the first year in the program. However, the mentor-mentee program is continued through the efforts of the student body and changes depending on the cohorts' expectations and input.

Personal Therapy

The CFT program does not require therapy as part of the educational experience. However, faculty may recommend some students receive therapy if their personal issues may impede their development as a therapist. This is a common occurrence in clinical training and should not be perceived as an insult by the student. It is a sign of concern on the part of the faculty. A list of therapists in the area can be found on the CFT Program page on Brightspace. The Disability Access Center is also an excellent resource for students.

Those students exhibiting severe emotional instability may be held back from beginning or continuing the practicum experience until they have undergone personal therapy. This will be required if the faculty believes the student's emotional issues may be harmful to clients. This policy is not intended to discriminate against students with severe emotional problems, but to protect clients.

Professionalism

Professionalism encompasses expected professional behavior in all activities associated with the Program, including interactions with faculty, staff, students, externship sites, clients, and the general public. The CFT Program expects students to exhibit a high degree of professionalism at all times when engaging in Program activities. Professionalism may include but is not limited to the following:

- Arriving on time for meetings and sessions

- Understanding relational ethics and interactional-systemic ramifications of decisions and statements
- Expressing an interest in learning, openness to new ideas
- Listening to and following through with supervisors' instructions or directives
- Paperwork completeness and organization
- Asking for clarification when needed
- Working well and cooperatively with others
- Following program/agency policies
- Dressing professionally
- Truthfulness in communication
- Following through with commitments
- Taking responsibility and working to improve
- Maintaining appropriate boundaries
- Displaying appropriate emotional stability
- Exemplifying resilience and professional understanding of impact that public displays have, systemically for themselves and others/in their network
- Accurately counting hours and accruing hours in an ethical manner (e.g. for client benefit, not for student hours benefit)
- Informing faculty of any change in externship duties, including change in off-site supervisor (this affects insurance liability)
- Learning from feedback
- Working through challenges with the person directly involved, unless safety or other issues confound the concern (then, work with immediate supervisor/administrator and/or office necessary)
- Responding to others' needs and not focusing solely on your own (e.g., accommodating to others' schedules)

Professional Development Activities and Trainings

Faculty may forward emails to students about various training or other professional development opportunities. Students are under no obligation to attend of these trainings.

Program Social Events

From time to time, there may be social events organized by the program to facilitate a sense of community among students, faculty, and staff – and, sometimes alumni are invited as well! These events are not mandatory but it is the hope that many will find them enjoyable and worth their time and effort to participate in. All members of a student's, faculty, staff, or alumni's family (partner, children, etc.) are welcome to attend.

Information and details on these events will be released prior, and with enough time to plan. Typically, these events are paid for by the program or university, but there may be times when small fees are put in place to offset cost. You can expect that there will be social events around major milestones or time periods throughout the year.

Purdue University's Code of Conduct

Students should be aware of Purdue University's Code of Conduct, which can be found at: https://www.pnw.edu/dean-of-students/policies/code-of-conduct/.

Research Studies

Faculty may forward emails to students that ask for student participation in research studies. Students are under no obligation to complete any studies forwarded to them by faculty. Only studies that 1) are directly linked to the CFT MS student experience, and 2) have received permission by the institution's Institutional Review Board (IRB) will be forwarded to students.

Social Media

The CFT Program's policy is for faculty and staff not to accept current students' social media friend/follow requests. This is to help students maintain a boundary between personal and professional. Faculty and staff will consider accepting friend/follow requests after students have graduated from the program. This excludes the Program's Facebook Group, which is a professional resource and network of alumni.

Student Concerns and Complaints Policy

In the course of completing the program, students may have concerns and complaints. The CFT Program is committed to hearing and attending to student concerns and complaints as they arise. A student concern is defined as worry, an apprehension, or fear about something in relation to the program; a concern is typically minor in nature. Students can informally express concerns to any of the CFT faculty. The faculty may discuss the concern amongst themselves, and see what might be done, if anything, to address the concern.

A student complaint is defined as a formal, written criticism, protest, or objection to something in relation to the program; a complaint is more major in nature as compared to a concern. Students with complaints must complete a "complaint" form (found on Brightspace), and either give the form to a CFT faculty member, the Program Director, or a student representative. The person receiving the form will bring it to the next CFT faculty meeting for discussion. The outcome of the discussion regarding the complaint will be documented in CFT faculty meeting minutes, and will be communicated to the CFT students (if applicable) at an CFT student-faculty meeting.

Student Grievance Policy

In general, if you have a complaint or dispute concerning a professor or supervisor or if you have concerns with any aspect of the program, you should first attempt to resolve the problem directly with the party involved. If a satisfactory outcome cannot be worked out, then you can bring your concern to the Program Director. Every attempt shall be made to explore the issue thoroughly and to work out an informal remedy, if possible. If, after discussing the concern with the Program Director (or if the person with whom you have the dispute is the Program Director), you may present the case to the Department Chair, who can mediate the concern or settle the matter. If further appeal is warranted, see the Dean of Students web site at https://www.pnw.edu/dean-of-students/, or you can file a complaint online at https://www.pnw.edu/dean-of-students/report-an-incident/ .

If you have a dispute regarding a grade, the university sets a policy regarding Grade Appeals, which can be found in the Purdue University Northwest Student Handbook at https://www.pnw.edu/dean-of-students/policies/grade-appeal-policy/.

Sexual and racial harassment definitions can be found at the Office of Equity and Diversity website. [See http://www.purdue.edu/policies/ethics/iiic1.html]. Any concerns of this nature may be reported to Linda Knox, Director, Office of Equity, Diversity, and Inclusion, lbknox@pnw.edu, or Colin Fewer, Dean of Students, fewer@pnw.edu. Further information on reporting harassment can be found at: http://www.purdue.edu/policies/ethics/iiic1.html.

Student-Faculty Townhalls

Students are required to attend CFT Student-Faculty Meetings, which are held once a month for 1 hour in the Fall and Spring semesters. There are typically 3 in each semester (during whole months).

Technology Requirements

Students will need to have access to a computer with the latest versions of their chosen operating system. It is required that students have access to Microsoft Office suite of applications (this can be downloaded for free from PNW – contact information services for directions). Students must also have access to Adobe Reader/Adobe Acrobat, secure and strong internet service (> 10mbps), a webcam/microphone, and other necessary software that will be shared over the course of their training. More information and resources about technology can be found at: https://www.pnw.edu/information-services/services/for-students/. Students are expected to have a working cell-phone or other phone at their primary residence.

If new technology becomes available that would assist the Program in meeting its mission, goals, and outcomes, then the Program Director will arrange for Information Services to come train students, faculty, and supervisors on the new technology.

DORREL

The "Document Repository and Resource Library" is a shared folder using the OneDrive cloud service. Students will have access to this folder with their PNW Career Account login. In this folder will be a host of resources, documents, and materials that are needed throughout their time in the program. It is important that students become familiar and comfortable using OneDrive, and all technology utilized by the program.

Use of Brightspace

The CFT Program uses Brightspace as the host for specialized trainings and other requirements not associated with a particular class. Students will be invited to the PNW CFT Program Brightspace page upon entering the program.

Use of Email and Mailboxes

It is the CFT Program policy that students must use their PNW email to communicate with faculty, staff, and students about program and clinic matters. The PNW email is important for students to check, as that is the University's (as well as the CFT Program's) communication channel with students. Students are responsible for any information they may have missed in neglecting to check their PNW email.

Students have mailboxes at the CFTC; please check your mailbox regularly for communications from CFT faculty and staff. Students who teach a course may have a mailbox in Porter. Students are responsible for regularly checking all their mailboxes.

Vacations

We ask you that you plan your vacations around the academic calendar whenever possible. However, life happens! And that's ok. If you will be absent and it will impact class attendance, client sessions, internship/externship, and/or assistantship duties, you must submit a *Notification of Absence* – a survey that is completed and distributed to those that will be effected by your absence. This survey will outline your plan for mitigating any risks or issues that may arise from your absence. Please note that the submission of notification does not remove liability for course absence penalties or any offsite or onsite repercussions for missing obligations. This policy does not apply to emergencies, or university approved absences/closures. A link to the Notification of Absence survey is available in DORREL.

Positions & Roles within the CFT Program

Director of Couple & Family Therapy

Job Description, Authority, and Responsibilities

The Director of Couple & Family Therapy is an aggregate position title combining both the Program Director, and Director of Clinical Training roles connected with the Graduate Program in Couple & Family Therapy. As such, the job description, authority, and responsibilities are outlined below. This should not be considered an exhaustive list, but a summary.

Program Director

Per Commission on Accreditation for Marriage & Family Therapy Education (COAMFTE) accreditation standards, the Program Director is … "a core faculty member with the primary responsibilities to provide oversight to the overall operations of the education and practice components in the program" (Pg. 37, COAMFTE Accreditation Standards 12.5, 2022). The following responsibilities, authorities, and descriptive components are specified to help in the accomplishment of this charge.

- Accreditation
    - Create, maintain, and enhance all efforts connected with COAMFTE Program Accreditation
    - Responsibilities include the creation and submission of various reports and forms: program annual reports, self-studies, special notifications, and forms (e.g., substantial change form), graduate achievement data tables, faculty and supervisor information tables, diversity tables, etc.
    - Create and maintain ongoing records in compliance with accreditation standards
    - Oversee re-accreditation site visits
    - Maintain communication with COAMFTE and AAMFT via professional conferences and other professional activities (e.g. Program Director's listserv).
- Administrative Oversight, Governance, and Program Quality
    - Responsibility for the overall philosophical and structural coherence of the program
    - Coordinates retention efforts, particularly as it relates to program progression, career development, and potential outcomes for students
    - Serve as point person and oversee issues related to student concerns, problems, remediations or dismissals
    - Gather and incorporate feedback from communities of interest to improve the program
    - Serve as advocate for the program in all areas, facilitating program relationships with stakeholders and other communities of interest
    - Oversee and manage program budget, including all expenses and revenues
    - Organize and facilitate program meetings. These include student-faculty "townhalls," program faculty meetings, social gatherings, etc. as appropriate.
    - Respond to requests for reports from department, college, or university administrators
    - Maintain all program digital public-facing outlets, including the website and Facebook page (serve as point person with the ability to edit and respond in a timely manner to issues or necessary changes)
    - Share and disseminate updates, awards, publications, and program events
    - Serve as manager and supervisor of the Administrative Assistant for Graduate Programs & Services.
- Curriculum and Academic Programming
    - Advise and mentor students throughout the program; serve as primary advisor for all non-thesis students and facilitate the establishment of thesis committees and plans with

students; ensure students complete all required forms required by graduate school and university
    - Establish course listings, progression, times and schedules, along with instructor assignments for CFT Courses
    - Oversee and establish curriculum in accordance with communities of interest, best practices and developments in the field, and accreditation requirements or recommendations
    - Oversee student academic progress, counsel students on realistic timelines for program completion
- Admissions & Program Recruitment
    - Establish programs to engage potential applicants and new students with the purpose of matriculation and program enhancement
    - Respond and connect to potential applicants/new students in a timely manner through various means (email, phone, visits, tours, etc.).
    - Coordinate all aspects of the program new student process from applicant reviews with the faculty, program interviews for admission, and the onboarding/new student orientation programs after the successful review and selection of candidates to complete the cohort

Director of Clinical Training

The Director of Clinical Training is a core faculty member with administrative and directorship responsibilities for the Couple & Family Therapy Center along with the clinical training and logistical process of experiential learning for all students in the Couple & Family Therapy Graduate Program.

- Director, Couple & Family Therapy Center
    - Designated as the administrator for all policies & procedures in the operation and management of the onsite Couple & Family Therapy Center - including fiscal, logistic, and operational standards
    - Oversee Clinic Budget and Fiscal Operations
    - Monitor collection of fees and account deposits
    - Manage and approve expenditures for supplies, business practices, and necessary materials
    - Oversee and manage physical space of the Couple & Family Therapy Center
    - Troubleshoot and submit requests to correct, fix, or maintain space and equipment
    - Address and manage any CFTC technology issues (e.g. sound & recording system)
    - Oversee Risk Management and serve as confidentiality officer
    - Handle any client concerns, issues, or complaints that interns are unable to resolve
    - Case Management
        - Manage client record requests
        - Oversee electronic health records system (TheraNest)
        - Develop, edit, and maintain appropriate documentation and standards for clinical records
        - Available as on-site supervisor and for supervisory calls and questions in high risk or emergency situations
    - Discuss any issues with other faculty and/or department chair as needed
    - Supervise the CFTC Graduate Assistant(s)
    - Conduct weekly intern meeting
    - Center Marketing/Community Outreach
        - Establish and create targets and goals for clinical programming and outreach
        - Represents the Center at various community meetings and organizations for referrals
        - Develop marketing tools and plans to enhance awareness, accessibility, and referral streams to the CFTC

        - Foster a diverse client network to provide opportunities for a wide range of clinical experiences
        - Work with court system regarding mandated clients
    - Clinical Training & Progression
        - Let faculty know of issues with a student not performing
        - Maintain continuity between didactic clinical training within the Couple and Family Therapy Program and service-related activities of CFT trainees
        - Oversee quality control pertaining to clinical training (e.g., Policies and Procedures, etc.)
        - Orient new intern cohort to clinical training and CFTC
        - Work with Program Director and Program administrative assistant to monitor student-client contact hours related to graduation
    - Externship Placement & Coordination
        - Develop and evaluate community partnerships with mental health agencies
        - Foster diverse clinical experiences for students at externship placements
        - Assign students who are approved for community placement to community partners
        - Complete and approve memorandum of understandings with community partners for the placement of students to complete clinical externships
        - Evaluate and monitor student clinical experiences at externships
        - Maintain documentation and records of externship experiences
        - Serve as liaison for student, clinical training, or externship placement issues between Offsite Directors and CFT Program Supervisors and Faculty
        - Maintain and keep CFT Program Director and Faculty/Supervisors aware of placement site status, concerns, or new developments

Administrative Assistant for Graduate Programs & Services

The Administrative Assistant for Graduate Programs & Services reports to the Program Director of the Couple & Family Therapy Graduate Program, and works out of the Indianapolis Boulevard Counseling Center, Couple & Family Therapy Center located in Hammond, IN. This position is 100% face to face with no designated time as work-from-home. This is a full-time position, equaling approximately 40 hours per week, with an excellent benefits package. This position will work closely with the Director, Faculty, and students in a wide-range of administrative and supportive capacities, including both academic-programmatic needs for the graduate program and support for the Couple & Family Therapy Center.

Duties & Tasks

- Clerical Tasks
    - Maintain student data, records, and files including data entry and running reports in Excel, Qualtrics or SPSS
        - Includes both academic forms and FERPA protected student records, and clinical or training specific documents and evidence (background checks, non-disclosure agreements, etc.)
        - Includes establishing and maintaining historical storage of academic material (syllabi, etc.)
    - Document preparation and proofreading/copyediting. Includes light graphic design and construction of digital materials through systems like Canva, Adobe, etc.
    - Schedule meetings in Unitime and shared Calendar Systems
    - Take minutes and maintain records of various meetings

    - Prepare and arrange, track, and assist with payables and receivables (may include Direct Invoice Vouchers, P-Card Reconciliation, etc.), and various other accounting practices, forms or procedures as needed
    - Maintain program and center documents and materials on shared drives/digital storage
    - Collect and distribute incoming mail, prepare outgoing mail
    - Prepare and submit specialized internal forms (e.g. network access forms, key requests, fix-it requests, etc.)
- Customer Service
    - Monitor, answer, and return phone calls from potential and current clients in the Couple & Family Therapy Center
        - Includes the completion of intake forms and documents (collecting demographic and informational data, alongside the completion of risk assessments), and accepting/filing clinical documentation forms from clients to therapists
    - Monitor and admit clients and authorized personnel to the IBCC through a secure-entry system onsite
    - Manage and facilitate communication through the Couple & Family Therapy Program and Center email accounts
    - Facilitate communication about the Couple & Family Therapy Program and Center via email and phone
    - Receive and process web-inquiries for Program and Center
    - Serve as initial point of contact for many university support service departments
- Support Functions
    - Assist with Student Recruitment & Admissions
        - Monitor prospective student applications through SLATE system
        - Onboard admitted students in regard to internal documentation and Graduate Student Office Requirements
    - Serve as Plan of Study Coordinator in conjunction with Director
        - Facilitate Proxy Signatures for documentation needed in graduate program (e.g. Thesis documentation for outside committee members)
    - Input data and prepare reports regarding student progress toward graduation requirements – including course enrollment numbers
    - Assist with Program and Center Marketing and Recruitment Efforts
    - Assist with Program and Center Fundraising and Development Efforts
    - Assist with assignment of cases to graduate student therapists in Center
    - Attend and participate in Program and Center meetings – preparing, disseminating, and storing appropriate documentation (minutes)
    - Maintain appropriate certifications and trainings as necessary to complete assigned tasks
    - Participate in general office maintenance
    - Adhere to confidentiality and follow AAMFT Code of Ethics, HIPAA, FERPA, and other program, state, federal, and university policies
- Event Coordination
    - Help coordinate interviews for prospective students
    - Assist with new clinical intern orientation and training program
    - Assist with marketing, recruitment, fundraising or development programs
    - Assist and support community engagement programs
    - Coordinate alumni database and networks (e.g. participate in program/alumni Facebook group)
- Data Management
    - Assist with maintenance of accreditation by tracking program goals and outcomes, data from assessment measures

- Distribute, collect, and record various evaluations and surveys for accreditation and reporting purposes
- Data entry in various spreadsheets and programs, ensuring accuracy and up-to-date information
- Assist with preparation of materials for accreditation renewals
- Run reports from database software and specialized systems

Core Faculty Member

A core faculty member is a full-time employee of the Purdue University system, of any rank. This person is assigned to the Department of Behavioral Sciences, Couple & Family Therapy Graduate Program. A core faculty member is required to meet the standards of the university to hold a faculty appointment (any rank, but must include a qualifying degree – and must be of either clinical, tenure-stream, or tenured status). In addition, core faculty members are minimally expected to:

- Hold a license as a Marriage and Family Therapist in the States of Indiana and Illinois
- Be an AAMFT Approved Supervisor, or Supervisor Candidate
- Be experientially trained and professionally identified as a Couple & Family Therapist (systemic)
- Maintain active membership in AAMFT (at minimum) – as a Clinical Fellow
- Have experience in a COAMFTE accredited program (this may include experience as a student or faculty member)

The responsibilities of a core faculty member include participating in shared governance of the program with the explicit aim of programmatic improvement and environmental enhancement for all, teaching, research, and service. Faculty members are expected to participate in mentoring graduate and undergraduate students, and engage in positive collegial interactions. Often, this mentoring of students may take the form of being a member of a Master's Committee (chair or otherwise), working on special projects (research, etc.), supervising assistantships/hourly work, engaging in service and learning projects, community engagement activities, presentations or publication options, and/or networking to enhance student outcomes. Overall, a core faculty member is expected to be a positive influence on the development of people and the program toward a better future.

In addition, all faculty members are encouraged to participate in clinical activities to maintain skill sets and abilities. It is possible for core faculty to practice out of the Couple & Family Therapy Center on campus. Work off-campus must be disclosed annually through the Disclosure of Outside Activities Form to be approved by the Department Chair and Dean of CHESS.

Onsite Supervisor

An onsite supervisor is a core faculty or adjunct (Limited Term Lecturer) faculty member. The onsite supervisor is an individual who is employed by the university and assigned to the Couple & Family Therapy Graduate Program. Onsite supervisors are required to be licensed as a Marriage and Family Therapist in the States of Indiana and Illinois, and must be AAMFT Approved Supervisors or Candidates. Additionally, the onsite supervisor must be experientially qualified to ethically practice systemic therapy and provide clinical supervision to students at the PNW Couple & Family Therapy Center. Supervisors may not have any ethical complaints or lawsuits on their records, and they must be able to pass a background check successfully.

Onsite supervisors will be assigned to 'teach' the CFT 67500 Practicum in Coupe & Family Therapy course, and will be designated as the supervisor for a group of students no larger than 8 (for a ratio of 1 supervisor to 8 students, meeting COAMFTE supervision ratio requirements). Typically, this assignment/process will involve group supervision, dyadic (individual) supervision, live and raw data evaluation/supervision, on-call duties for emergency, and case management responsibilities for paperwork and compliance with CFTC Policies and Procedures. Onsite Supervisors are the Clinical Supervisor for all coursework/clinical cases while a student is enrolled in the PNW CFT Master's Program. Only supervision provided by onsite supervisors count toward graduation requirements/hours toward initial license.

Offsite Supervisor

An offsite supervisor is a mental health professional who is employed at one of our community partner agencies. The offsite supervisor is not employed or provided financial compensation by Purdue University Northwest or the CFT Program. All Offsite Supervisors are vetted by the Director of Couple & Family Therapy prior to placement of a student with their office. Offsite Supervisors are expected to meet or exceed state requirements for approved supervision of marriage and family therapy, or equivalent. At minimum, this a "qualified" or "equivalent" supervisor includes someone who:

- Fully Licensed in some field of mental health (social work, counseling, psychology all ok)
- 5 Years of experience in providing mental health (preferably fully licensed 5 years)
- Evidence/can discuss experience in systemic therapy (relational therapy)
- Evidence of training in systemic theories and supervision
- Experience with supervising systemic treatment

Limited Term Lecturer (Adjunct Faculty Member)

A limited term lecturer (LTL), often called an adjunct faculty member, is a temporary semester-by-semester employee of the university assigned to teach specific courses in the Couple & Family Therapy Graduate Program. The LTL is supervised and evaluated by the Chair of the Department of Behavioral Sciences. An LTL may be assigned to teach didactic, content, or clinical courses as needed and required. Requirements for the position include a minimum of a Master's degree from a COAMFTE Accredited Couple/Marriage & Family Therapy program, licensure as a Marriage & Family Therapist – Preferably in the States of Indiana and Illinois, (or eligible for licensure), Approved Supervisor or Supervisor-in-Training (Candidate) Status from AAMFT, and experience or interest in teaching at the graduate level.

Therapist Intern

Therapist interns provide mental health services to individuals, couples, families, and groups under the supervision of the CFT faculty, whom they meet with weekly in group and individual supervision. Interns must: (1) be enrolled in CFT 67500 Practicum in Couple & Family Therapy, (2) have current malpractice insurance on file, (3) have current membership in AAMFT as a Student Member, and (4) have passed a background check prior to seeing clients. Interns are expected to privilege the contextual lived experiences of clients, and respect their diverse backgrounds from an affirmative and supportive perspective. Therapist interns are expected to adhere to all ethical and legal guidelines for the practice of couple and family therapy.

Resources

Campus and BHS Resources

Table 6: Campus Resources

Office	*Service*	
Bursar's Office	Payment of tuition and fees	Website
Campus Bookstore	Purchase Books, PNW Merchandise	Website
Career Center	Supports efforts to find employment, while in school and after graduation	Website

Counseling Center	Mental Health Services for Free (students only)	Website
Dean of Students	Student grievances, support, and services	Website
Dining Options	On-campus dining and food services	Website
Disability Access Center	Accommodations and Special needs/requests	Website
Gym/Fitness Center	Equipment and sports options for students, faculty, and staff to use	Website
Graduate Studies Office	Supports graduate students and assists with overall administrative efforts for graduate programs	Website
Information Services (Customer Service Center)	All things tech support	Website
Office of Financial Aid	Funding and financial aid packages (loans, etc.)	Website
Office of Instructional Technology	Support for technology associated with instruction (Brightspace, zoom, etc.)	Website
Office of International Admissions	Help with anything related to admissions, financial aid and other immigration services	Website
Office of Equity, Diversity, and Inclusion	Promoting and enhancing a culture of inclusivity, ethical behavior, equitable treatment, equal access and equal opportunity for all community members. Houses Title IX office.	Website
Office of Student Life	Organization of student events and groups, campus events	Website
Registrar	Registration, transcripts, and academic records	Website
Regional Health Center	Provides medical healthcare and basic services to maintain health. Not an emergency facility.	Website
Student Academic Support	Tutoring	Website
University Library	All library services, includes an excellent digital library with exceptional electronic resources	Website
Veteran's Affairs Office	Support for veterans	Website
Writing Center	Assistance with writing and editing	Website

Resources in the Student Intern Office

This room has a plethora of things to use for you, and has been designed and set up for you and your convenience as a student in this program. There are 6 desktop computers for use, whiteboards, books, DVD's for checkout, a library of previous theses, clinical resources and documents, a printer/copier/fax machine, phones, a couch and table, desk space, and personal drawers to keep objects and belongings in. This space is 'your space' – please take care of it, but also feel free to personalize as you see fit!

Journals and Magazines

Students are strongly encouraged to peruse journals associated with the field in order to stay current with research and theoretical developments. Many journals maintain websites that allow for you to receive an email containing the new issue's Table of Contents. Journals relevant to the field include (but are not limited to):

Journal of Marital and Family Therapy

Family Process
Contemporary Family Therapy
Journal of Feminist Family Therapy
Family Relations
American Journal of Family Therapy
Journal of Sex & Marital Therapy
Sexual & Relationship Therapy
Journal of Systemic Therapies
Journal of Family Therapy
Marriage & Family Review
Journal of Divorce & Remarriage
Journal of Family Psychotherapy
Journal of Couple and Relationship Therapy
Journal of Family Communication
Journal of GLBT Family Studies
Journal of LGBT Issues in Counseling

As a member of AAMFT, students will receive the Family Therapy Magazine (digitally), which focuses on happenings with AAMFT, legislative updates, clinical updates, and ethics. Students may also consider subscribing to the Psychotherapy Networker, which has a broad audience of mental health professionals, including family therapists. Graduate students may find the online forums and free newsletter at The Chronicle of Higher Education to be very helpful in navigating graduate school. https://www.chronicle.com/.

Indiana Association for Marriage and Family Therapy (IAMFT)

Students are strongly encouraged to become active in the Indiana Association for Marriage and Family Therapy (IAMFT). Their website is: https://inamft.org/. You can register and become a member annually through your AAMFT membership renewal.

Other Professional Organizations

Students are encouraged to explore involvement with a variety of therapy-related organizations, including but not limited to:

- National Council on Family Relations (NCFR; https://www.ncfr.org/)
- American Family Therapy Academy (AFTA; https://afta.org/)
- International Family Therapy Association (IFTA; https://www.ifta-familytherapy.org/)
- American Association of Sex Educators, Counselors, and Therapists (AASECT; http://www.aasect.org)
- Society for the Scientific Study of Sexuality (SSSS; http://www.sexscience.org)