# Student Handbook and Program Guidelines

**Ph.D. In Couple and Family Therapy**

Department of Psychological and Quantitative Foundations  
College of Education  
The University Of Iowa

education.uiowa.edu/CFT

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## Introduction

Welcome to the University of Iowa Couple and Family Therapy (CFT) Program. We are part of the Department of Psychological and Quantitative Foundations, which is, a part of the College of Education. This Handbook is intended to assist students in planning each phase of their studies and to assist faculty in their advising of students. The materials contained in this Handbook were assembled from various sources for the convenience of present and prospective graduate students in the CFT Program. This Handbook is not an official publication of The University of Iowa and is superseded by the [Manual of Rules and Regulations of the Graduate College](http://www.grad.uiowa.edu/sites/default/files/Manual_of_Rules_and_Regulations.pdf). All students are responsible for being acquainted with the Graduate College’s manual and policies therein.

The CFT Program Student Handbook includes program policies, expectation, and guidelines. All policies, expectations, and guidelines are considered binding only within the Couple and Family Therapy Program within the Department of Psychological and Quantitative Foundations in the College of Education; they can be revised at any time by action of the faculty. Certain program requirements are more applicable to students in the Program than those of the Graduate College and the Department of Psychological and Quantitative Foundations, and do not constitute a conflict. The remaining policies are those of The University of Iowa College of Education and are taken from various official University publications. The CFT Program is governed by the regulations operative on the date of the student's initial matriculation, unless the student chooses to be regulated by policies adopted subsequently.

You are advised to consult the following for more complete coverage of the policies and procedures for graduate students. This list is not exhaustive and it is the student’s responsibility to adhere to all policies and procedures applicable to graduate students. You can click on these resources as they are hyperlinked to the appropriate sites.

### Online Resources for Graduate Students

[University of Iowa](https://uiowa.edu/)

* [Academic Calendar](https://registrar.uiowa.edu/academic-calendar)
* [My UI](https://myui.uiowa.edu/my-ui/home.page)
* [Technical training for students, faculty and supervisors](https://its.uiowa.edu/help)
* [Portability of degree](https://admissions.uiowa.edu/academics/placement-rates)
* [Technical training for students, faculty and supervisors](https://its.uiowa.edu/help)
* [The University of Iowa General Catalog:](http://www.registrar.uiowa.edu/registrar/catalog/)
* [UI Writing Center](https://writingcenter.uiowa.edu/)
* [Student Disability Services](https://sds.studentlife.uiowa.edu/)
* [Financial Aid Office](https://financialaid.uiowa.edu/)
* [Diversity at Iowa](https://diversity.uiowa.edu/)

[Graduate College](https://www.grad.uiowa.edu/)

* [Graduation Checklist](https://www.grad.uiowa.edu/theses-and-dissertations/graduation-checklist?portal=faculty-and-staff)
* [Graduate College Manual](https://www.grad.uiowa.edu/graduate-college-manual)

[College of Education](http://www.education.uiowa.edu/en/)

* [Couple and Family Therapy Program](http://www.education.uiowa.edu/cft)
  + [Student Handbook and Forms](https://education.uiowa.edu/academic-programs/couple-and-family-therapy/couple-and-family-therapy-handbooks-forms)
* [Department of Psychological and Quantitative Foundations](http://www.education.uiowa.edu/pq/)
* [Current Student Resources](https://education.uiowa.edu/current-students)
* [Information for Graduate Students](https://education.uiowa.edu/graduate-student-resources)

### Policies for Graduate Students Reference

[University of Iowa](https://uiowa.edu/)

* [Anti-Discrimination and Harassment Policies](https://diversity.uiowa.edu/sites/diversity.uiowa.edu/files/wysiwyg_uploads/2016_annual_policy_notification_for_faculty_and_staff.pdf)

[Graduate College](https://www.grad.uiowa.edu)

* [Academic Grievance Procedure](https://www.grad.uiowa.edu/academic-grievance-procedure)
* [Codes of conduct](https://www.grad.uiowa.edu/facstaff/dgs/handbook/professional-ethics)
* [Graduation](https://www.grad.uiowa.edu/theses-and-dissertations/graduation-checklist?portal=faculty-and-staff)
* [Student Recruitment Policies and Procedures](https://www.grad.uiowa.edu/facstaff/dgs/handbook/recruitment-and-admission-of-graduate-students)

[College of Education](http://www.education.uiowa.edu)

* [Academic Misconduct](https://education.uiowa.edu/coe-policies/student-academic-misconduct)
* [CFT Ph.D. Admission](https://education.uiowa.edu/academic-programs/couple-and-family-therapy/phd-couple-and-family-therapy/admission-phd-couple-and)
* [Authenticity of Student Work/Academic Misconduct](https://education.uiowa.edu/coe-policies/student-academic-misconduct)
* [Student Complaint Procedure](https://education.uiowa.edu/coe-policies/student-complaint-procedure)

### Resources for Student Well-being

[**University Counseling Services**](https://counseling.uiowa.edu/)

* Group and Individual Counseling
* Couple or relationship counseling
* Career assessment and testing
* Case management and referrals
* Psychological consultation regarding concerns about a UI student or situation

[**Wellness Center**](https://recserv.uiowa.edu/facilities/campus-recreation-wellness-center/wellness-center)

* Wellness Program Areas:
* Alcohol & Other Drugs
* Healthy Eating/Nutrition
* Physical Activity/Fitness
* Sexual Health
* Stress Management
* Tobacco Cessation

[**Recreation Center**](https://recserv.uiowa.edu/facilities/campus-recreation-wellness-center/wellness-center)

* 20,000 sq. ft. of fitness space
* 52 ½ foot climbing wall
* 50-meter competitive swimming pool
* 18-ft deep diving well
* Leisure swimming pool
* 1/9 mile jogging track
* 2 basketball/volleyball courts
* 1 multi-activity gym
* Café
* Locker rooms

[**Graduate College Professional Development**](https://www.grad.uiowa.edu/professional-development)

* Professional Development Areas:
* Communication
* Research and Publication
* Diversity
* Fellowships
* Teaching
* Leadership
* Careers
* Wellness

[**UI Quick Care**](https://uihc.org/ui-quickcare)

* Outpatient Medical Services:
* Respiratory Illness
* Head, Ear and Eye Conditions
* Stomach and Genital urinary Conditions
* Skin Conditions
* Minor Injuries
* Sports Physical Examinations

**Graduate Student Committees**

* [Diversity Committees (UI)](https://diversity.uiowa.edu/committees)
* [Black Graduate and Professional Students (UI)](https://diversity.uiowa.edu/organization/black-graduate-and-professional-students)
* [Graduate Student Executive Committee (College of Education)](https://education.uiowa.edu/graduate-student-resources/graduate-student-executive-committee)
* [UI Latino Council (UI)](https://uiowa.edu/uilatinocouncil/)
* [Fraternity & Sororities (UI)](https://csil.uiowa.edu/fraternity-and-sorority-life/)
* [Graduate Student Support Group (UI)](https://events.uiowa.edu/event/graduate_student_support_group#.WrKfJy7wa70)

## Program Overview

The Couple and Family Therapy Program prepares social justice and relationally informed Couple and Family Therapy scholars. All research, clinical, and academic experiences help to reach this goal. Volker Thomas worked with physicians at the University of Iowa Hospitals and Clinics to create the LGBTQ Clinic in Rehabilitation and Counselor Education, which is housed in the Couple and Family Therapy Program. The LGBTQ Clinic focuses on psychosocial assessments and ongoing therapy for transgender individuals and their families. Collaborations with other departments and community partnerships provide additional clinical and research opportunities including projects with: adult psychiatry, the Veterans’ Administration, prison inmates, social service agencies, and schools.

Upon admission into the program, students will work with the CFT Program Director for academic advising for the first semester. During the second semester, it is the student’s responsibility to identify a permanent advisor. This advisor will help the student with academic advising as well as guide the student through the comprehensive exam and the dissertation.

Students are expected to be fulltime in the program and make timely progress toward their degree. Per graduate college guidelines, full-time students must have a minimum of 9 semester credit hours. In order to complete the doctoral program in a timely manner, (approximately 4 years) students will take a full course load of 12 credit hours per semester. Students who are receiving an assistantship must also maintain a full-time course load.

*Clinical Involvement.* All students must complete their 9 credits of practicum in the LGBTQ Clinic. Please see the LGBTQ Clinic for all policies and procedures.

*Research Involvement.* Research is a critical component of the doctoral degree. It is expected that students are continuously pursuing their individual research interests as well as the research opportunities that are available to them through faculty.

## Student Recruitment

Students are recruited from COAMFTE accredited masters programs in multiple ways. Individual meetings with students can occur at the annual AAMFT conference or at NCFR conference. The program also hosts two annual online forms to tell students about the program. An invitation to all masters’ students is sent out to all the program directors of COAMFTE programs. Interested students are asked to register for one of the two webinars. During the webinar, interested students have the opportunity to get to know all faculty, hear an overview of the program, the University of Iowa, as well as ask questions they may have about the program or application process.

After the January 1st deadline, faculty members meet and will over an invitation for an interview. Shortly after the interview, students will be notified of their acceptance into the program or if they are placed on the waitlist.

Students have until April 15th to inform the program as to whether or not they will attend the program.

## Admission to the Program

The CFT Program accepts applicants who have earned a clinical master’s degree from COAMFTE accredited program or equivalent. All applicants are screened to ensure that they meet the minimal clinical and academic qualifications. CFT faculty then review the remaining applications and extend invitations to on campus interviews in the spring prior to the academic year they are applying. The program admits students one time per year. The deadline for applications is January 1st.

## Program Governance

The CFT program faculty meet monthly and have a student representative attend all faculty meetings. Student representatives are excused when discussing specific student issues and decisions. The student representative ensures that there is a student voice and perspective at the table when making decisions about the program. Furthermore, once a month, there is a CFT Program meeting that all students are expected to attend. This meeting allows for formal conversations between faculty and students, dissemination of new policies/practices, and provides a feedback loop for improvement and advancement.

## Student/Graduate Achievements

Doctoral students within the CFT program have been awarded various prestigious fellowships, such as the American Association for Marriage and Family Therapy (AAMFT) Minority Research Fellowship, and the Family Process Institute New Writers’ Fellowship, and have presented research at local, national, and international conferences. Additionally, graduates of the program have gone on to secure academic positions in CFT/MFT training programs. Below is the percentage of current and past students and their timeline to degree and successful job placement.

http://education.uiowa.edu/cft/achievement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Chosen Time to Degree/ Number or students on that plan | Timely Progress Toward Degree | Pass National Exam | Graduated on Time | Successful Job Placement in Their Identified Position |
| Students who have graduated | | | | |
| 3-year plan/1 |  | 100% | 100% | 100% |
| 4-year plan \*/1 |  | 100% | 100% | 100% |
| 5-year plan |  |  |  |  |
| Students still in the process of completing the program | | | | |
| 3-year plan/1 | 100% |  | N/A |  |
| 4-year plan \*/6 | 100% | 100% of students who have taken it | N/A |  |
| 5-year plan/5 | 60% | 100% of students who have taken it | N/A |  |

\*The advertised planned time to degree.

### Statement of Portability of Degree

As noted in the *Admission to the Program* section, our program only accepts students who graduate from a COAMFTE, consequently students should have the entry level education necessary to take the licensing exam to become a licensed marriage and family therapy. Since we are a doctoral program, we focus on creating leading couple and family therapy scholars who are eligible for any academic and/or administrative position they are interested in. However, given the nature of academic jobs, the faculty and program cannot confirm students who receive a doctoral degree in couple and family therapy will obtain the job they wanted as it is dependent upon the job openings and the level of competition within the field. Faculty will work with each student early on in the program to identify their professional goals and identify a path they can work on to ensure the greatest likelihood of reaching their goals at the completion of their program. Faculty will also work with and advise students of resources available to them to help navigate their respective licensing requirements for where their first job out of the program may be. Such resources may include State Licensing Boards and the AAMFT website.

Please click on the resource to find a link to the information for [AAMFT](https://www.aamft.org/Directories/MFT_Licensing_Boards.aspx?hkey=c0f838ad-2672-4b4e-8b51-b9578fe5c28a) and [state licensing boards](https://amftrb.org/).

## Description of Faculty Members & Supervisors

CFT core faculty members have demonstrated knowledge and competence in working with couples and families. All CFT faculty members hold professional identities as MFTs/CFTs, and have undergone the appropriate educational, clinical, and supervisory training. All faculty members are clinical members of AAMFT and are an AAMFT Approved Supervisor or an AAMFT Supervisor Candidate. [Current core faculty](https://education.uiowa.edu/faculty/52) and their bios are listed on the [CFT program’s page](https://education.uiowa.edu/cft) and can be accessed through the hyperlink at the beginning of this sentence. Supervision in practicum alternates between CFT core faculty members. If the program is in need of outside supervisors for practicum, we will ensure that potential supervisors are AAMFT Approved Supervisors or AAMFT Supervisor Candidates.

## Roles of Faculty

In addition to class instruction and providing supervision, CFT faculty members also advise student in their coursework, comps and dissertation as well as mentor them in research. The goal of the faculty is to support students in their work to achieve their long term career goals. Students in this program are trained to and encouraged to enter academia and continue to advance our field.

### Advisement

Upon acceptance into the CFT program, all doctoral students are assigned to the program director during their first semester. During the second semester, students are encouraged to identify the advisor with whom they would like to work with through their doctoral program. The advisor will assist the student in planning a program of study and selecting electives. Advisors also offer guidance concerning registration, comprehensive examinations, and other academic issues. The student’s advisor is the student’s comprehensive exam chair and if agreed upon, the chair of the student’s dissertation. The designation of advisor must be mutually agreeable between all parties. The permanent advisor/major professor assists the student in identifying potential members of the comprehensive exam committee, and the doctoral dissertation committee.

At times difficulties may arise, and a student may find it in his/her best interest to change advisors. Students should identify a faculty member who is willing to serve as their advisor, complete a [Change of Graduate Advisor Form](https://education.uiowa.edu/sites/education.uiowa.edu/files/documents/rce/change-of-graduate-advisor.pdf), and notify their current advisor of the change. Forms are available in the Department office (N361 LC), or the Office of Student Services (N310 LC).

### Research

CFT faculty members are consistently engaged in funded and non-funded research projects. Please visit faculty members [web page](https://education.uiowa.edu/faculty/52)s to see faculty member’s most current work. CFT faculty members are invested in using innovative methods to conduct systemic/relational and socially justice informed research. Faculty members are also engaged in our community and do research with schools, clinics, and prisons. If students are interested in faculty research, they should meet with the faculty members, describe their interest in research, and how engagement on the project aligns with their overall career trajectory. Faculty members want and expect to do research with students. They want to see student’s initiative and engagement in the research process.

### Teaching

CFT faculty members will train doctoral students in advanced CFT curriculum, research, and clinical skills (including supervision). Each of these teaching domains is guided by a social justice and relational/systemic perspective that is pervasive throughout the curriculum, research experience, and clinical practice. Faculty members ensure that students will graduate as couple and family scholars who demonstrate multicultural responsiveness and ethics across all four program goals. Faculty members will model these behaviors in their teaching responsibilities.

### Supervision

Core CFTfaculty members provide supervision during students’ practicum experience. The supervision experience differs based on the faculty who is leading practicum. All students will participate in the LGBTQ Clinic for their first 3 semesters. Faculty members will ensure that students are using CFT theory to conceptualize their clinical work. That a social justice lens is used to understand the client’s experiences and that they are acting in ethically responsible ways. Clinical supervision done during student’s work in the LGBTQ clinic and during the supervision course is the only supervision required of the program. We understand that students may be pursuing additional clinical experiences for their own development (i.e. in order to pursue licensure or AAMFT approved supervision status). In these instances, students, being post master’s degree are in charge of finding appropriate supervisors that will help them reach their goal. This does not fall under the jurisdiction of the program. Finally, when faculty serve as supervisors, they function differently than when they function as classroom teachers. The AAMFT Supervision handbook notes that it is not acceptable for supervision to be a primarily didactic process wherein techniques or procedures are taught in a group setting, classroom, workshop, or seminar. Thus, when serving as supervisors our faculty do not engage in those types of interactions.

### Distinction between Faculty Roles

As a training program, the CFT faculty wear multiple hats throughout your time in the program: advisor, instructor, supervisor, mentor, etc. Given the multiple hats, it is important that you have a clear understanding of each role. Above you can see a description of each role. We understand that there may be some overlap between roles, please talk with your advisor for greater clarity. However we want to make it explicit that supervision of your clinical work is separate from didactic classroom instruction. In clinical supervision, your supervisor is helping you grow as a clinician and will observe you doing clinical work, have you share case conceptualizations and challenge your application of CFT theory. This will happen during practicum or during the metavision of your supervision in the supervision course. During traditional didactic courses, faculty will challenge you to think critically about the field and to produce new knowledge. In the classroom, while your CFT faculty are AAMFT Approved Supervisors or AAMFT Approved Supervisor Candidates, they will not serve that capacity. If you have clinical questions, you will need to ask your questions to your practicum supervisor.

### Role of the Program Director

The program director coordinates with the Department Executive Officer (DEO) to ensure that all policies and needs of the program, department, college, and university are met. More specifically, the program director works in coordination with the other faculty to oversee the management of the program. The program director leads the recruitment and admissions of new students, serves as a liaison between the program and the department, schedules, organizes and runs faculty and program meetings, and ensures compliance with the program’s policies and procedures, accreditation standards and the day to day logistics of running and maintaining the program.

### Role of the Clinic Director

The LGBTQ clinic director oversees all of the work that occurs within the clinic. Specifically, the clinic director is responsible for training students regarding the clinic’s policies and procedures and ensure that students are compliant with these policies. The clinic director is also responsible to work with practicum supervisor to ensure case notes and psychosocial assessments are completed and signed within a timely manner. In conjunction with the practicum supervisor, the clinic director coordinates scheduling of clients and getting letters of support from psychosocial assessments to the appropriate stake holders.

### Program Functioning Throughout the Year

While the majority of courses are offered over a 9 month period and all faculty are on 9 month contracts, the faculty members in the respective roles of program director and clinic director coordinate their respective responsibilities throughout the entire calendar year to ensure continuity of care and education.

## Description of Students

The CFT program accepts students that are representative of a wide range of diverse backgrounds and identities. As social justice oriented program we strive to have a diverse body of students. Student pictures and bios are updated annually on the CFT program’s website.

## Program Diversity

We strive to co-create a diverse and inclusive environment in our program, classes, and clinic. We value and promote respectful, supportive, non-discriminatory activities and dialogues about how to promote social justice in our program, clinical work, research, and everyday life. Effort is made to recruit a diverse student body.

http://education.uiowa.edu/cft/achievement#diversity

|  |  |  |  |
| --- | --- | --- | --- |
| **Category of Diversity** | **Student** | **Faculty** | **Total** |
| *Race/Ethnicity* |  |  |  |
| International | 0 | 0 | 0 |
| African American | 3 | 0 | 3 |
| Latino/Latina | 2 | 0 | 2 |
| Asian American | 0 | 0 | 0 |
| Native American | 0 | 0 | 0 |
| White, non-Hispanic | 7 | 2 | 9 |
| *LGBTQ* | 4 | 0 | 0 |
| *Gender* |  |  |  |
| Female | 7 | 1 | 8 |
| Male | 5 | 1 | 6 |

## Accreditation

The University of Iowa CFT program is not currently accredited. The program is currently working on accreditation and has completed the first step of the accreditation process by submitting the eligibility criteria to COAMFTE on April 1, 2017.

## Student Conduct

Students are expected to conduct themselves in a professional manner throughout all of their activities in the doctoral program. This includes treating fellow classmates and faculty with respect. Students are also expected to complete their own work and adhere to the policies put forth by the [Graduate College](https://www.grad.uiowa.edu/graduate-college-manual?portal=current-students) and the [AAMFT code of ethics](http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx). This includes authenticity in their work.

## Tuition and Fees

For more information on the tuition and fees assessed to graduate students with and without assistantships, please see the [estimated cost of attendance](https://grad.admissions.uiowa.edu/education-estimated-costs). If you have any questions related to how you may be personally impacted by fees, please contact the [Graduate Office of Admissions](mailto:gradmail@uiowa.edu), or the [Office of Student Financial Aid](mailto:financial-aid@uiowa.edu).

## Technology Requirements

While students are not expected to have certain devices (e.g. iPAD, personal laptop, smart phone), they are expected to have access to the UI server for email correspondence, course registration, and research databases. For questions or support, contact [Information Technology Services (ITS)](mailto:its-helpdesk@uiowa.edu).

## Program Mission

The Doctor of Philosophy in Couple and Family Therapy (CFT) prepares professionals for CFT leadership roles in academic and research settings. Using a social justice and a relational/systemic perspective, the program prepares CFTs to become ethically and multicultural responsive scholars, clinicians, supervisors, and educators.

## Program Goals

1. Research Competency: The program will equip students to generate and disseminate social justice and relational/systemic informed research using innovative research methods.
2. Educator Competency: The program prepares effective Couple and Family Therapy educators.
3. Theoretical and Clinical Competency: The program equips students with advanced couple and family therapy theoretical training for use in clinical and supervisory settings.
4. Ethical Competency: The program promotes ethical practices of students in their scholarship, clinical, and educational endeavors.
5. Multicultural Competency: The program engenders multicultural responsiveness of students in their scholarship, clinical, and educational endeavors.

## Student Learning Outcomes

### Research Competency

1.1 Students will demonstrate their ability to critique the CFT literature and propose social justice and relational/systemic informed research project. 75% of students will receive an average of 80% or higher on their final research project in Research Methods in Couple and Family Therapy.

1.2 Students will demonstrate their ability to disseminate their contribution to the couple and family therapy field by publishing 2 papers and presenting research at conferences. 75% of students will successfully defend the research portion of the comprehensive exams by scoring a 2 or higher on research portion of their comprehensive exam rubric.

1.3 Students will demonstrate their ability to contribute to the couple and family therapy field using innovative research methods in their dissertation. 75% of eligible students will successfully pass their dissertation defense as measured by 2 or higher on the overall dissertation rubric.

### Educator Competency

2.1 Students will demonstrate effective instruction. 75% of eligible students will receive an average score of 4 or better on the ACES teaching evaluation form (or equivalent) prior to taking their comprehensive exam.

2.2 Students will demonstrate their philosophical conceptualization of teaching and ways in which they create an inclusive learning environment for all students. 75% of eligible students will write and successfully defend a teaching philosophy statement that will receive an average of 2 or more on the teaching portion of their comprehensive exam rubric.

### Theoretical and Clinical Competency

3.1 Students demonstrate clinical competency by their advanced understanding and application of relational/systemic theories to their work with individuals, couples, families, and supervisees. Students will develop an advanced knowledge of psychotherapy/CFT theories by completing the required CFT specific course work. 75% of students will score 3 or better on clinical competency section of the annual student evaluation.

3.2 Students will demonstrate a solid understanding of couple and family therapy theories and AAMFT Core Competencies. 75% of eligible students will pass the AMFTRB licensure examination.

3.3 Students will demonstrate their advanced couple and family therapy theoretical understanding be integrating theories and creating a theory of change. 75% of eligible students will receive an 80% or higher on their Theory of Change paper in the Advanced Couple and Family Therapy and Psychotherapy course.

3.4 Students will demonstrate their advanced theoretical understanding through supervision of couple and family therapists in training. 75% of eligible students will have completed an AAMFT approved supervisor course and received at least an 80% or better on their philosophy of supervision paper.

### Ethical Competency

4.1 Students will demonstrate an advanced knowledge of ethics through activities in the required ethics courses and clinical practice. Students will demonstrate competency by 3 or higher on the ethical portion of their annual student evaluations.

4.2 Students will demonstrate their ethical competency by successfully creating and defending an ethics autobiography paper that describes their personal ethical development and their ethical decision making style. 75% of students will complete the paper and score at least a 2 or better on the ethics portion of their comprehensive exam rubric.

### Multicultural Competency

5.1 Students will demonstrate multicultural responsiveness through activities in their multicultural and clinical practice. Students will demonstrate competency by scoring a 3 or better in the multicultural section of their annual student evaluations.

5.2 Students will demonstrate their multicultural responsiveness by creating a multicultural statement that describes how students infuses issues of power, privilege, and oppression into their research, teaching, and theoretical/clinical work. 75% of eligible students will successfully defend a multicultural statement during their comprehensive exam as evidenced by a score of 2 or better on the multiculturalism portion of their comprehensive exam rubric.

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## Program Requirements

### Plan of Study

|  |  |  |  |
| --- | --- | --- | --- |
| Course # | Title of Course | Semester and Year Taken | Credits |
| **Multicultural Course** | | | |
| PSQF:6235 | Multiculturalism Counseling |  | 3 |
| **Couple and Family Therapy Sub-Track Courses** | | | |
| PSQF:5262 | Advanced Couple and Family Therapy |  | 3 |
| PSQF:7404 | Seminar in Child and Adolescent Intervention Research |  | 3 |
| PSQF:7389 | Seminar in Couple Intervention Research |  | 3 |
| PSQF:7395 | Social Context and Family Research |  | 3 |
| PSQF:7399 | Supervision in Couple and Family Therapy |  | 3 |
| PSQF:7361 | Advanced Practicum in Couple and Family Therapy |  | 9 |
| PSQF:7500 | Advanced Practical Experience in Couple and Family Therapy |  | 2 |
| **Core Teaching Courses** | | | |
| GRAD:6217 | Seminar in College Teaching or Teaching and Learning in Higher Education |  | 3 |
| PSQF:7380 | Practicum in College Teaching |  | 3 |
| PSQF:6216 | Tools and Utilities for Online Teaching |  | 3 |
| EALL:7475 | PhD ePortfolio in College Teaching |  | 3 |
| **Core Research Courses** | | | |
| PSQF:7459 | Seminar: Issues and Trends in Counselor Education |  | 4 |
| PSQF:7243 | Intermediate Statistical Methods |  | 3 |
| RCE:7338 | Essentials of Qualitative Inquiry (or other Advanced Qualitative course approved by Advisor) |  | 3 |
| PSQF:6244 | Correlation and Regression (or other Advanced Quantitative course approved by instructor) |  | 3 |
| PSQF:5265 | Research Methods in Couple and Family Therapy |  | 3 |
| PSQF:7356 | Process and Outcomes in Counseling Psychotherapy |  | 3 |
| PSQF:7460 | Seminar: Research in Counseling |  | 4 |
|  | Comprehensive Exam: Portfolio Defense |  | 0 |
| PSQF:7493 | PhD Thesis in Psychological and Quantitative Foundations |  | 9 |
| **Total Credit Hours** | | | **73** |

## Course Sequencing

https://education.uiowa.edu/cft/sequence

### Cohort A (entering odd years)

**1st Fall Semester**

PSQF:7395 Social Context and Family Research

PSQF:7459 Seminar: Issues and Trends in Counselor Education

PSQF:7389 Seminar in Couple Intervention

PSQF:7361 Advanced Practicum in Couple and Family Therapy

**1st Spring Semester**

PSQF:7261 Advanced Couple and Family Therapy

PSQF:7351 Advanced Practicum in Couple and Family Therapy

Teaching Course

Statistics/Qualitative Course

**1st Summer Semester**

PSQF:6235 Advanced Multiculturalism (CP)

PSQF:7361 Advanced Practicum in Couple and Family Therapy

**2nd Fall Semester**

PSQF:5265 Research Methods in Couple and Family Therapy

PSQF:7404 Seminar in Child and Adolescent Intervention Research

PSQF:7399 Supervision in Couple and Family Therapy

Statistics/Qualitative Course

**2nd Spring Semester**

PSQF:7356 Process and Outcomes (CP)

PSQF:7460 Research in Counseling Seminar

Statistics Course/Qualitative Course

Teaching Course

**2nd Summer Semester**

Teaching Course

Teaching Course

### Cohort B (entering even years)

**1st Fall Semester**

PSQF:5265 Research Methods in Couple and Family Therapy

PSQF:7404 Seminar in Child and Adolescent Intervention Research

PSQF:7459 Seminar: Issues and Trends in Counselor Education

PSQF:7361 Advanced Practicum in Couple and Family Therapy

**1st Spring Semester**

PSQF:7356 Process and Outcomes (CP)

PSQF:7351 Advanced Practicum in Couple and Family Therapy

Teaching Course

Statistics/Qualitative Course

**1st Summer Semester**

PSQF:7361 Advanced Practicum in Couple and Family Therapy

PSQF:6235 Advanced Multiculturalism (CP)

**2nd Fall Semester**

PSQF:7395 Social Context and Family Research

PSQF:7389 Seminar in Couple Intervention

Teaching Course

Statistics/Qualitative Course

**2nd Spring Semester**

PSQF:7261 Advanced Couple and Family Therapy

PSQF:7460 Research in Counseling Seminar

Statistics Course/Qualitative Course

Teaching Course

**2nd Summer Semester**

Teaching Course

**\***Cohort B takesRCE:7399 Supervision in Couple and Family Therapy during the Fall of their 3rd year

## Theory of Change

### Guidelines for Theory of Change

Part of your portfolio is an opportunity to set forth a written exposition of your own theory and practice of couple and family therapy. We expect your written paper to:

1. Elucidate your theory of how problems develop in families. This should include a description of what you see as the primary cause or causes of the difficulties with which individuals, couples, and families come to therapy.
2. Provide a theoretical explanation of how change occurs in therapy. In other words, what are the mechanisms of change? Also, discuss your assumptions about change. You may address questions such as: Can all people change? Is change necessary for successful therapy? Is change behavioral? Does it require insight?
3. Describe what you actually do in therapy (e.g., basic interventions that you use) and how these interventions tie into your theory of how problems develop and how change occurs. In other words, how does the use of your interventions change or help clients to change the difficulties that they have brought to treatment? Provide evidence for your model from research literature and/or case examples.
4. Discuss the assessment and research implications of your theory and practice. How might you study the outcome or process of your therapy model?
5. Include information throughout your paper that indicates how the theoretical tenets of your theory are situated within the literature and research of MFT. You may include literature and research from other relevant fields. Also, be sure to attend to the issues of race, gender, SES, sexual orientation, and culture in your theory and practice of family therapy.

The faculty will evaluate the paper (which should be no longer than 30 double spaced pages) on the extent to which it addresses the areas above. The paper is to be a scholarly, referenced (use APA format) paper. Philosophical and religious statements about human nature, the family, how people change, etc., should be kept brief.

## Systematic Review

Students will complete a systematic review of literature in their research area. The systematic review is a two-step process that will occur over the first two years of the student’s academic program and is required prior to being eligible to complete their comprehensive exam. The systematic review is an independent, self-directed process that after completion will have a manuscript suitable for publication and can serve as a foundation for the student’s dissertation if they desire.

The systematic review will:

1. Follow all methodological guidelines of conducting a systematic review
2. Identify and summarize the relevant literature in their research area
3. Critique the current body of knowledge
4. Present future research directions

## Timeline

### Year 1

The student will work with their advisor to identify their area of interest. In the spring of the student’s first year, the student will outline a timeline to complete the first draft of the systematic review. The student will get their advisor’s approval of the outline and the methodology they will use to conduct the systematic review. The student will then submit the first draft of the systematic review to their advisor prior to the start of fall semester classes.

### Year 2

The student’s advisor will provide feedback to the student by the end of the fall semester. The student will then have until August of their second year to complete the systematic review. Once the student has completed the final draft, they will submit it to all CFT faculty for approval. At this time, CFT faculty can provide feedback to the student. Once all feedback is received and incorporated, the student can submit the systematic review for publication if they desire.

## Clinical Requirements

### Practicum

Students will complete a minimum of 9 credit hours in the LGBTQ Clinic in RCE for their practicum experience. Some students elect to continue seeing clients in the clinic past the required 9 credits. This is possible and students can sign up for 1 credit each semester. All students must complete the Safe Zone prior to seeing clients in the clinic. Students should register to take the Safe Zone training in the summer prior to starting their first year as the training fills up quickly. Safe Zone phase II is also available, but not required for students to see clients.

The LGBTQ Clinic in RCE provides psychosocial assessments and ongoing therapy to transgender individuals and also receives referrals for ongoing therapy for LGBTQ individuals from multiple sources throughout the university and community.

Students are responsible for professional and ethical conduct throughout their practicum experience. Please see the Volker Thomas LGBTQ Clinic in RCE manual for greater detail.

*Practicum Requirement:* This should be addressed within the first month of the students first semester.

1. Students must also verify their clinical hours from their master’s degree (please see final hours form in manual)
2. Students must attend the Safe Zone Phase I training
3. Students must complete background checks (please see LGBTQ clinic manual for procedures)

## Supervision

Training in supervision is a key part of the advanced curriculum in doctoral training programs. Students will take RCE:7399 Supervision in Couple and Family Therapy after they have completed their practicum experience, are making timely progress towards doctoral degree, and the CFT faculty agree that the student is clinically read to do supervision-of-supervision. Generally this occurs in the second or third year in the program. The 3 credit didactic course will address relational/systemic supervision and provide supervision-of-supervision of master’s students.

## Comprehensive Exams: Doctoral Portfolio

University of Iowa Couple and Family Therapy Program  
Doctoral Portfolio Comprehensive Examination

The doctoral portfolio was designed to be a comprehensive measure of a student’s preparedness to begin the dissertation. In order to successfully pass the portfolio comprehensive exam, students must demonstrate competence in four areas: clinical work, teaching, research, and service. The portfolio defense is completed during or following a student’s final year of course work. Students should work closely with their advisors to identify work that demonstrates a student’s competence in each area.

When the student and advisor agree that the student has a satisfactory level of work in each competency area, the student (in consultation with the advisor) will select a faculty review portfolio committee. This committee is to be comprised of the major advisor, 3 department faculty, and one other graduate member faculty.

In the semester that the student will defend their portfolio, they will set up a two hour meeting with their committee. Prior to scheduling this meeting, all students must submit all the of the application forms required by the College of Education for the comprehensive exam by the deadlines required by the college and prior to the committee meeting. Only after all forms have been submitted can the student schedule the comprehensive exam committee meeting. Committee members should be given portfolio materials at least two weeks prior to the meeting to review. The student is responsible for ensuring that all committee members have access to the material.

During the defense, the student should be prepared to give a presentation of their clinical work and theory of change, teaching experience and their philosophy of teaching, as well as their research projects and research statement including where they see their research going. The committee will meet and discuss the quality of the artifacts provided, ask the student questions regarding the content of their presentation, and make a determination as to whether the student is ready to proceed to the dissertation.

Below are the competency areas are described and defined as well as the expected structure for the defense.

### Competence Areas

*Clinical Work*. Students demonstrate competence in clinical work by including in their portfolios materials that show that the student has an advanced understanding of C/MFT theory and that they can apply this theory to the couples and families with whom they work. In order to meet the minimum requirements for this area, the portfolio **must** include:

* Evidence that the student has successfully completed the AMFTRB licensure examination.
* A Theory of Change paper

*Educator*. Students demonstrate competency in teaching by including in their portfolio materials that show that the students has developed a philosophy of teaching, has had teaching experience, and that the student has received positive feedback from student or supervisors regarding their teaching. In order to meet the minimum requirements for this area, the portfolio **must** include:

* A teaching philosophy statement.
* Evidence of teaching experience (syllabuses from a course where student was a teaching assistant or were the student was the instructor, or evidence of multiple community presentations).
* Student or supervisor evaluations of teaching.

*Research*. Students demonstrate competency in research by including in their portfolio evidence that they know and can critique the couple and family therapy literature, and that through their critique they can create unique research questions addressing areas of weakness in the current literature. Moreover, students must demonstrate the ability to test theses hypotheses by collecting and analyzing data, and interpreting and writing up the results. In order to meet the minimum requirements for this area, the portfolio **must** include:

* Systematic Review
* Statement of program of research.
* 1 Mock R01, R03, or R21 grant proposal.
* 1 other submitted grant (e.g. dissertation grant, AAMFT minority fellowship, travel grant, etc.).
* 2 Publishable quality manuscripts (1 first author and 1 other author; at a minimum one needs to be accepted and one under review). There must be evidence of one paper in press and one paper submitted included in the portfolio.
* 3 research presentations (at least 2 international or national presentations and 1 regional presentation).

*Service*. Students demonstrate competency in service by including in their portfolio materials that exhibit that the student has served the program, department and field of couple and family therapy. In order to meet the minimum requirements for this area, the portfolio **must include at least 2** of the following:

* Evidence of being an ad hoc reviewer for a journal.
* Evidence of being an abstract reviewer for a national conference.
* Evidence of service on a program or departmental committee.
* Evidence of membership on an organizational board.
* Evidence of other volunteer work at a professional organization

*Ethics.* Students will demonstrate their ethical competency by successfully creating and defending an ethics autobiography paper that describes their personal ethical development and their ethical decision making style.

* Ethical Autobiography

*Multicultural Responsiveness:*Students will demonstrate their multicultural responsiveness by creating a multicultural statement that describes how students infuses issues of power, privilege, and oppression into their research, teaching, and theoretical/clinical work.

* Multicultural Statement

### Checklist for Portfolio Defense

\_\_\_\_ Identify and ask people to join your committee

\_\_\_\_ Register for the portfolio defense with your classes for that semester

\_\_\_\_ Go to <http://www.education.uiowa.edu/services/educationservices/exams> to find the paperwork and deadlines needed to successfully set up and defend your portfolio. *Please review this website and procedures prior to the semester you are defending so you can ensure that you have all the correct deadlines and forms in place. Failure to do so may delay the time of your defense.*

\_\_\_\_ Complete the Comprehensive Examination Application and turn it in to the Office of Education Services (N310)

\_\_\_\_ After approval from the graduate college, schedule your portfolio defense meeting with committee members. *It may be best to do this earlier in the semester to best accommodate all committee member’s schedules.*

\_\_\_\_ Schedule the room for your portfolio defense meeting

\_\_\_\_ Send materials to committee members 2 weeks prior to your defense

### Structure of CFT Portfolio Defense

* 5-15 minutes of the committee meeting and discussing if they feel that they can move forward with the defense
* Student Presentation and Committee Discussion
  + 10 minute presentation on clinical work and theory of change
    - 20 minute discussion with the committee about the student’s experiences and theory of change
  + 10 minute presentation on teaching experiences and teaching philosophy
    - 20 minute discussion with the committee about the student’s experiences and teaching philosophy
  + 10 minute presentation on research experiences, research statement, and the student’s view of future work, thinking towards dissertation.
    - 20 minute discussion with the committee about the student’s experiences and future directions.
* 5-20 minutes for committee members to discuss the presentation and information shared to determine whether the student passed the defense or if there are areas for improvement or clarification.

## Advanced Practical Experiences (APE)

The COAMFTE requires that students have an advanced practical experiences component to their doctoral program. The COAMFTE Key Element IV-C: Foundational and Advanced Application Components guidelines specify that:

* Areas include selected experiences consistent with the program’s mission**,** goals**,** and outcomes in any of the following: **advanced research**, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. In addition, programs may offer experiences in presenting and professional writing.
* The program must demonstrate appropriate and adequate **mentoring** of students during the experience.
* The advanced experiences offered by doctoral degree programs must address a minimum of two of the areas noted above and combined be over a minimum of 9 months.

Given the variety of advanced practical experiences available, each individual student’s experience can be tailored to their needs and goals and align with COAMFTE guidelines. For instance, if the student has completed the required 1000 hours and wants to focus on obtaining advanced practical experiences in research, the student may look for research opportunities within the department, college, university, or country to gain more research experience. Within the research experience, the student could also write a grant application. This experience would address a minimum of 2 areas (advanced research and grant writing). The APE will have to occur over a minimum of 9 months. APE can occur at any point during the program once they have completed practicum. The CFT faculty believe that the APE experience is designed to set students up for independence; therefore, all supervision (clinical, research, teaching, administrative) that is received at the APE site(s) is for the students benefit and the student is responsible for navigating those relationships. The supervision (research, clinical, administrative, etc.) obtained from outside the program does not count toward program supervision. The CFT faculty are here to provide additional support to students if needed (assessed through the monthly APE form as well as informally by student-advisor meetings). It is expected that students will arrange for all appropriate supervision according to their APE MOU and site. Faculty will arrange additional mentorship as detailed in the Monthly APE Forms.

Students should work with their advisor to discuss the timing and best APE opportunity to reach their goals and fulfill the requirement. The student then will propose their APE plan to their advisor for approval. Once it has been determined and appropriate connections are made, the student, advisor and APE advisor will work together to create a memorandum of understanding or contract to outline the expectations and requirements. Within the memorandum of understanding or contract, mentoring of students will be outlined.

Students will enroll for one credit hour for each semester that they take APE for a minimum 2 credit hours.

An example of an MOU is provided below and the form is in the forms section of the CFT website.

### Advanced Practical Experience MOU Sample

**MEMORANDUM OF UNDERSTANDING**

Advisor Name at Advanced Practical Experience Site: Date, year

Department

Agency/Organization

Address

Dear *Supervisor/Mentor,*

*Student name* (hereinafter referred to as student), a doctoral student in the Couple and Family Therapy Program at the University of Iowa, has expressed interest to do an Advanced Practical Experience (APE) at *Name of Agency/organization* (hereinafter referred to as the Agency) from *date of APE* to satisfy the requirements for PSQF: Advanced Clinical Experience in Couple and Family Therapy. Such an arrangement would be subject to the following conditions:

1. Participation in PSQF: APE will not relieve the student of adhering to any policy of the Agency.
2. The Agency will provide the student with a supervised experience of at least 9 months in duration emphasizing relationally-focused experience.
3. Whether supervised by the CFT Program at the University of Iowa or not, the Agency agrees to give the student consistent individual or group supervision during the APE if it is a clinical experience.
4. The CFT Program at the University of Iowa faculty will treat any client information revealed during supervision as confidential.
5. The University of Iowa will provide professional liability insurance for the student as a component of their enrollment in PSQF: APE.

Below are the expectations of the student’s Advanced Practical Experiences (APEs). The student is expected to:

* Student lists the 1 area of APE that the student is doing for APE.

Provide a brief description of the tasks and what you hope to gain

* Student lists the 1 area of APE that the student is doing for APE.

Provide a brief description of the tasks and what you hope to gain

Below, please outline the role of the mentor/supervisor in helping the student attain the two Advanced Practical Experiences described above.

* For APE 1, the mentor/supervisor will…
* For APE 2, the mentor/supervisor will…

If the student is participating in a clinical experience, please provide the supervision credentials of the supervisor

**\_\_\_\_AAMFT Approved Supervisor**

**\_\_\_\_AAMFT Approved Supervisor Candidate**

**\_\_\_\_Supervisory Equivalence**

If supervisory equivalence, please provide a CV and proof that they can supervise systemically with the first monthly APE form. Proof may include a transcript of a course they have taken related to CFT theories, documentation of publications or presentations that highlight systemic thinking.

**For the CFT Program For the Agency**

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Dissertation

### Overview of Dissertation Process

The dissertation is the student’s capstone experience in the doctoral program. A student can begin the dissertation process after they have defended their comprehensive exam. Students cannot take dissertation credits until they have defended their comprehensive exam. However, if students have a comprehensive defense date set within the first four weeks of the semester, then they can sign up for dissertation credits in the same semester as their defense.

The dissertation is an independent research project that the student completes in their area of interest. The student will work with their advisor to select an appropriate topic. Ideally this will be something that the student has been examining in courses throughout their doctoral program and in their systematic review. The student has two options for dissertation format 1) the traditional method, and 2) [the article style dissertation](https://education.uiowa.edu/graduate-student-resources/guidelines-article-style-dissertations). The student will talk with their advisor to identify the best option for them and then work to generate their prospectus. The student will select a dissertation committee and defend their prospectus prior to moving onto the remaining part of the dissertation. After students have received approval from their committee they can then submit for IRB approval. Once the student has completed their dissertation, they will schedule a defense date with their committee members. [Students should be advised to follow all college deadlines regarding application for degree, defense dates, formatting deposits](http://www.education.uiowa.edu/services/studentservices/exams/procedures-and-deadlines), and degree conferral dates.

Please be advised that the dissertation is an independent and often lonely process. It is recommended that students identify topics that they are interested in and want to devote a lot of time to. Students may also benefit from finding/creating dissertation writing and accountability groups and dissertation support groups.

## Summary of Program Requirements by Year

http://education.uiowa.edu/cft/summary-by-year

**-**work with faculty to determine your advanced curricular experience and timeline

## Assistantship Requirements

Graduate assistantships in the College of Education are intended to provide graduate students with experiences that add breadth and depth to their graduate education. These appointments typically involve duties in teaching, research, or service, and help fulfill the College's mission. They also provide a valuable educational experience for graduate students as well as sources of financial support during their graduate studies. [Please see college policies related to graduate assistantships](http://www.education.uiowa.edu/dean/policies/graduate-appointments).

Students who receive graduate/research assistantships are responsible for meeting with their assistantship advisor and following through will all responsibilities. Students who receive a .25 assistantship should devote 10 hours of work each week and students who receive a .50 assistantship should devote 20 hours of work each week to their assistantship responsibilities. The hour limitation is to ensure that students have time to fulfill their academic responsibilities. Students can receive assistantships for up to 10 semesters, not including the summer.

College policies dictate that graduate assistants receive annual reviews of their performance: *Each graduate assistant's performance must be reviewed annually, no later than April 15th, by the faculty or staff supervisor and the departmental chairperson or appropriate administrator prior to a decision on renewal of the assistantship. This review should consider competence in performing the responsibilities of the assistantship and satisfactory progress toward degree completion. The substance of the review should be conveyed to the graduate assistant in a face-to-face meeting or in writing.*As such, each graduate assistant will receive written reports from their assistantship advisor. This report will highlight the student’s strengths and areas for improvement. The advisor will also indicate whether or not the assistantship should be renewed if funding is available based on the previous year’s performance.

**Student Complaint Procedures**

The policy of the CFT program is to comply with [the policy of the College of Education when addressing student complaint procedures](https://education.uiowa.edu/coe-policies/student-complaint-procedure)**.**

## Appendix A

### Student Review & Retention Policy

Couple and Family Therapy Program  
The University of Iowa

#### Preface

While preparing students for different career objectives, we take a serious view of our professional obligations to our graduate students-in-training, as well as the clientele served by those students. In an effort to facilitate students’ professional development toward graduation and effective therapeutic practice we will conduct ongoing reviews of students. The program faculty have identified expected professional behaviors and are committed to assisting students in developing the attitudes, behaviors, and skills necessary for work within the couple and family therapy field and academia. However, at times within a training program, a student may be identified as needing to work through obstacles that may impede their development. The ongoing review by the faculty may lead to student retention, remediation, or release from the program. The steps involved in this process are provided below.

The Student Review and Retention policy is provided to all applicants and students entering graduate study in the couple and family therapy program. After reviewing this policy and prior to beginning their studies, students are expected to complete the attached Review and Retention Policy Consent Form. A signed copy of this consent form indicates to the program that the student is aware of the Student Review and Retention Policy and the components of the Program Review Form. This signed copy will be kept in the student’s file.

#### Retention Review Policy

Students will be evaluated throughout their academic programs on the following three areas of functioning:

*Academic Performance* -- As outlined by the Graduate College, each graduate student is expected to maintain at least a 3.0 cumulative grade point average.

*Professional Behaviors* -- Each student is expected to demonstrate effective professional behaviors. These behaviors relate to the qualities of Professional Responsibility, Competency (including Multicultural Counseling Competency), Maturity, and Integrity, and are further specified in the attached Professional Development Review Form.

*Ethical Behaviors* -- Each student is expected to demonstrate adherence to the ethical standards and code adopted by his or her academic program both in field experiences and in the classroom.

The attached Professional Development Review Form will be used by faculty as a guide in the review process.

#### Outcomes of Evaluation

We expect that all students admitted to the couple and family therapy program will be successful. However, admission to a program does not guarantee continuation in their program. There are three possible outcomes of the review: (1) successful retention in the program; (2) remediation, as specified by the faculty and agreed to by the student; (3) and dis missal from the program.

Yearly reviews are provided to all students enrolled by the program faculty. In addition to the yearly review, a faculty member can determine that there is a need for an immediate review process. When the review indicates that a student performance does not meet minimum expectations or when a faculty member determines a need, the following process will be employed. Documentation of the process will be the responsibility of the faculty member involved. The student’s advisor will be copied on all documentation.

When a review process has been instigated by a faculty member most students will be allowed to continue on with their training program. However if, in a faculty’s members judgement there is potential harm to clients, or the students behaviors are significant enough all academic endeavors will be suspended. This may include all academic training will be suspended until the review and retention process is complete. This includes any and all secondary grievance, ombudsperson’s office, or appeal processes that may be engaged.

1. At the first level of action, an individual faculty member will meet with the student in question, express the specific concern(s), and seek to establish a plan to resolve the situation before further action would be necessary.  
     
   At that meeting (and any following meetings) the faculty and student will discuss the nature, severity, and possible consequences of the situation. Questions that may be posed may include:
   * + What are the behaviors of concern? How are those behaviors related to the goals of the program?
     + How, in what settings, and with whom have these behaviors been displayed?
     + Who or what was affected by the behaviors (e.g., agency, clients, learning

community, faculty,)? Did the behaviors cause harm, and if so, to what extent?

* + - What was the frequency of the behaviors in question?
    - Has the student been made aware of these behaviors before now, and if so, what was his/her response? Has the student acknowledged responsibility for and/or the seriousness of the behaviors?
    - How serious are the behaviors, in terms of ethical and professional breaches of expectations?

1. As a second level of action, the concerned faculty member will discuss the question of a student’s progress/behavior/competence with the student’s advisor. The advisor may inform the student of other resources that may be of assistance in the matter (Student Disability Services, Office of Ombudsperson, etc.) This can be an informal meeting that can include other affected faculty members. The goal would be to resolve the situation with the input of other faculty, if necessary, and to formulate a reasonable plan of action with the student. During this process faculty will adhere to principles of minima l disclosure. Should the Program Director or DEO be the concerned faculty and /or the student’s advisor, the student will have the choice to solicit guidance from another member of the faculty as a retention advisor. The outcome of this meeting must be documented in writing and the document sent to the student, concerned faculty, and the student’s retention advisor. If necessary, the retention advisor and student will revise the student’s plan of study to reflect the outcome.
2. If the informal approach developed at level two fails to accomplish the desired goal, a Retention Review Committee will review the student’s progress. The Retention Review Committee will consist of the student’s advisor (or retention advisor), and two other faculty named by the retention advisor. This three-person committee, will determine if a more specific plan of re mediation is necessary, or if the student should be retained in the program. Should the Program Director or DEO be the concerned faculty and /or the student’s advisor, the Review and Retention Committee will be formed by a Program Director of a Program in which the student is not enrolled.

The Retention Review Committee will review the student’s status in the program relative to the three areas of functioning stated above. The student will be provided the opportunity to present any appropriate information specific to the situation. The concerned faculty member will have an opportunity to elaborate on the nature of the concern, and the re mediation process

After the concerned faculty member and the student have been heard by the Committee, a decision will be made which may include one of the following:

1. The concerns do not warrant further action, and the student will be allowed to continue in the program
2. Establishment of specific requirements for the re mediation, the progress toward which will be monitored by the Retention Review Committee. The Committee will decide if and/or when the student has successfully completed the contract for re mediation.
3. The student may be terminated from the program and not allowed to enroll in further course work in the Department.

After determination of the Retention Review Committee, the DEO will be informed through written communication of the recommendation. If the DEO is the concerned faculty, the review and retention committee will appoint a non-involved faulty to serve in the place of the DEO for the purposes of review and retention.

The DEO will consider the recommendation and make a determination of the student’s status. The DEO will then inform the student in writing of the recommendation. Once the student receives the written recommendation he/she will have up to 10 working days to sign the document or to formally appeal the decision.

After reading this document, students must read and sign the attached Review and Retention Policy Consent Form. By signing this form the student is agreeing to begin to follow the recommendations in the document. The student retains all rights to and access to the UI grievance process as outlined in the College of Education Student Complaint Procedures outlined in the student handbook and available at: https://www.education.uiowa.edu/dean/policies/student-complaint

### Review and Retention Policy Consent Form

Couple and Family Therapy

(once signed, to be kept in student’s file)

I, \_(student’s name, printed), have read and understand the Couple and Family Therapy’s Student Review and Retention Policy and the Professional Development Review Form. I agree that the faculty has the right to mo nitor my acade mic , professional, and ethical behavior as long as I am a student in the program. I understand my rights and respo nsibilities under this po licy and I accept and agree to abide by its conditions.

Signature Date

Adopted by the Couple and Family Therapy Program, (August, 2016, revised: March, 2017)

## Appendix B

### Forms and Documents

All forms and documents can be downloaded individually at http://education.uiowa.edu/CFT/forms

Student Annual Review Form

Student Annual Review Summary

Student Self Assessment

Final Hours Report - Master’s Program

Final Hours Report - PhD Program

Student Evaluation of CFT Program (sample)

Review and Retention Policy Consent Form

Grading Rubric for Comprehensive Exams

Grading Rubric for Dissertations and Oral Defenses

APE in CFT Monthly Form

Student Learning Outcomes Assessment

Student Teaching Evaluation Form for Comprehensive Exams