

POLICIES  
AND  
PROCEDURES  
MANUAL

For the Ph.D. Specialization in Couple and Family Therapy

Couple and Family Therapy Faculty:

Suzanne Bartle-Haring, Ph.D. IMFT-S Program Director

Keeley Pratt, Ph.D. IMFT-S

Margaret “Charlie” Knerr, MS. IMFT-S

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# COUPLE AND FAMILY THERAPY PROGRAM POLICIES MANUAL

## **Program Mission:**

To train excellent research clinicians for academic and research settings, who have sustainable programs of research in areas that move the CFT and Family Science fields forward.

## **PART 1: ACADEMIC TRAINING**

### **A. Program Objectives**

As part of our accreditation process the program has created educational objectives which consist of program goals, and student learning outcomes.

#### **Program Goals:**

1. CFT Students will develop research skills that will enable them to publish in top ranked peer reviewed journals, present at national conferences, and apply for grant funding.
2. CFT Students will solidify a theory of change that enables them to work with many different clients.
3. CFT Students will develop a philosophy of supervision and begin the process of becoming an approved supervisor.
4. Students will be well versed in the Couple and Family Therapy professional organizations and understand the context of the profession.

#### **Student Learning Outcomes:**

1. Identify ethical practices in human subjects research in order to conduct research
2. Apply qualitative and quantitative research designs that appropriately reflect research questions and hypotheses.
3. Develop skills in scientific writing for publication.
4. Develop grant proposal writing skills
5. Students will understand processes necessary for engaging diverse families in research.
6. Evaluate and critique current empirical research in Couple and Family Therapy effectiveness.
7. Synthesize conceptual and intervention skills within a solidified theory of change.
8. Know the literature available about diverse families and how diverse families access and engage in treatment.
9. Develop preliminary supervisor skills that focus on trainee's theory development, intervention, and case management.
10. Present research at Couple and Family Therapy Organization Conferences
11. Participate in state and national level conferences of CFT organizations.

The educational objectives of the program emphasize research training and productivity for students and faculty. It is hoped that by the end of the program the student will have a sustainable program of research. Interspersed with this major emphasis are also outcomes focused on clinical training. Our

goal in this program is to train excellent researchers, excellent clinicians, and excellent beginning supervisors. Thus we are training those who will be training the next generation of family therapy researchers and clinicians.

## **B. Respect for Diversity Statement**

The Ohio State University Couple and Family Therapy Program respects and encourages the expression of the diversity of personal values and behaviors. As family therapists, we are aware we will encounter clients, colleagues, and trainees that will have values divergent from our own. We will endeavor to make the program a safe place in which trainees can explore their own values and biases in an effort to make them more aware of how these contribute or detract from their effectiveness as therapists.

As family therapists we are committed to The American Association for Marriage and Family Therapy's Code of Ethics, in which it is considered unethical to deny family therapy services to anyone based on race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status. As personal values are explored throughout the program, trainees will be encouraged to confront their ability to uphold this ethical guideline and explore options when their own core beliefs may prevent them from being therapeutic with clients.

Mixed with these issues, however, is our belief that as family therapists, clients, colleagues, and trainees we are responsible for our behaviors and their consequences. Illegal behavior and behavior that endangers others will be dealt with appropriately. Trainees will be held accountable for their behaviors.

## **C. Admissions Policy**

The CFT program requires students to meet the HDFS Program Admission Criteria (found at <http://ehe.osu.edu/downloads/human-sciences/graduate/hdfs-graduate-handbook.pdf>). To be admitted in to the CFT Ph.D. Program, students must hold a master's degree. Above and beyond that, the CFT program requires an admissions interview in which the student meets with all CFT faculty. In this interview students will be asked to discuss their research and clinical interests, and experience and will be evaluated on their interpersonal skills. The CFT program uses a research clinician model. We place equal value on both academic/research experience and potential, and clinical training and experience. Furthermore, the CFT program is small which we hope will allow for an intensive, individual training experience.

## **D. Course Requirements**

Students in this program are expected to meet the general requirements for the Ph.D. in the Human Development and Family Science Program area in Human Sciences as well as the CFT program requirements. The list of courses in each of these categories is presented in Appendix A.

## **E. Program Administration**

**Core Faculty:** The CFT program has two full-time faculty members, Suzanne Bartle-Haring, and Keeley Pratt; and one part-time clinical faculty member, Margaret “Charlie” Knerr. Suzanne Bartle-Haring and Keeley Pratt teach the majority of the couple and family therapy curriculum. All faculty provide supervision to the students in the program.

Program Director, Suzanne Bartle-Haring, who oversees the operation of the CFT program. Her job is to serve as a liaison with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), recruit prospective students, coordinate supervision assignments, oversee the evaluation processes within the program (Please see Evaluation Section F for further details).

The Clinical Director is Margaret “Charlie” Knerr. The clinical director oversees the activities of the Ohio State University Couple and Family Therapy Clinic, here on campus in Bevis Hall. She also oversees placement sites, and develops other programming to benefit students and the community.

Practicum Coordinator, Keeley Pratt, manages internship sites for the doctoral internship program and maintains the internship contracts for the program which can include clinical, teaching and research foci.

**Supervisors:** There may be times when the number of students in the program require more supervisors than the three core faculty. This is determined by the state licensure boards ratio of 1 supervisor for every 8 students in group supervision, and the amount of time each core faculty member has to provide supervision given their teaching load and service duties. When supervisors are hired their qualifications are reviewed by the faculty and preference is for AAMFT Approved Supervisors and/or state supervisors in order to provide students with the supervision they need for licensure requirements in the state. Supervisory sufficiency is reviewed annually for the coming year based on the 1 to 8 ratio of supervisor to students.

## **F. Evaluation**

### **1. Student Evaluation**

Since the program aims to produce both excellent researchers and clinicians, students will be evaluated in each area. These areas do not always go together. Some students exhibit excellent academic skills, but do not excel in clinical work. Others have excellent clinical skills and do not excel in academic work. Students’ academic performance will be evaluated throughout their training in the form of grades for course work completed. In addition, students will receive feedback from the CFT faculty at the end of each year concerning their academic progress. Appendix B contains the end of the year report that all students in the HDFS Program Area are required to submit. This includes an evaluation of the courses taken and grades obtained as well as progress on the dissertation project when applicable. If academic progress is not satisfactory, students will be notified in writing and asked to meet with the CFT faculty and submit a plan for improved progress. If sufficient progress is not made the following academic year, individuals may be advised out of the CFT program or encouraged to take a leave of absence if extenuating circumstances exist.

Students will also be evaluated on the Student Learning Outcomes annually and receive that evaluation with their end of the year letter from the CFT faculty. This form can be found in Appendix C. The program uses this form to chart individual student progress and also aggregates the information annually by cohort (year of admission to the program) to evaluate the program.

Evaluation of clinical training takes place each semester. Students will also complete a clinical competency exam. Please see Evaluation sections in the Clinical Training part of this document.

## **2. Program Director Evaluation**

The program director will be evaluated annually in May each year. The anonymous program director evaluation is conducted through the Qualtrics Survey System. The evaluation of the program director reflects the program goals and student learning outcomes. Please see Appendix H : Program Director Evaluation.

## **3. Student Support Services Evaluation**

The Ohio State University offers many services to students including the Writing Center, library resources, statistical software, Counseling and Consultation Services, and The Office of Disability Services to name a few. Each year students will be asked to rate the services they have accessed at the university and asked if there are any gaps in the services offered. The CFT program faculty will use this information to make decisions about resources that the program may need to purchase, or seek other avenues for students to get their needs met within reason. If feedback about student services is consistently negative, the CFT Program Director will forward the deidentified feedback to the service so that the particular program will have the information to improve its services.

## **4. Alumni Evaluation**

The program director keeps an ongoing list of OSU CFT alumni contact information that is updated annually each August. The program director is responsible for emailing alumni to inquire about employment, professional achievements (licensure, tenure, approved supervisor status, etc.), and other relevant professional information. The collected information is stored on an excel spreadsheet in the program director's files (See Appendix I).

The program director will also contact employers of recent graduates at about one year of employment with a short satisfaction survey (See Appendix J). This data will be analyzed in aggregate form only and no names will be collected.



## **5. Overall Program Evaluation**

Since we are accredited by the Commission on Accreditation for Marriage and Family Therapy Education, and the standards for accreditation are “outcome” based, rather than “input” based, we evaluate the program on an ongoing basis. The evaluations that we have listed above are our formal ways of evaluating student progress and overall program effectiveness. We also hope that students, supervisors, and faculty will provide feedback in informal ways. Program faculty will use both the formal feedback and informal feedback to continue to evaluate program effectiveness, make sure that we are reaching our goals, and make changes to the program as needed. We examine aggregated data by cohort from our formal evaluations and our informal feedback annually to make these determinations.

### **G. Policy on the Disclosure of Personal Information**

It should be noted that the CFT faculty meet regularly and discuss students’ clinical and academic progress. From time to time, students will share personal information during supervision or meetings with advisors etc. It is at the discretion of the supervisor or advisor to share that information with other CFT faculty. Students will be informed of this decision before the information is shared. All information shared will be for the good of the student and their progress in the program.

### **H. Committees and Dissertations**

Upon admission to the program students are assigned to a faculty advisor. The selection is based on the faculty’s impression of their research interests. Students are, however, free to choose any member of the HDFS faculty to serve as advisor and/or as committee members. While we encourage students to have a CFT faculty member serving as advisor, this is not mandatory. CFT students should, however, have a CFT faculty member as a member of their committee. Students are invited and encouraged to speak with all department faculty about their research interests to see if there is a better fit with them than with the assigned advisor. It is suggested that students do this fairly early in the program so that dissertation plans can be well under way before the candidacy examination. Please see the HDFS Graduate Student Handbook that outlines the deadlines for a plan of study submission and committee formation.

Students should inquire about scheduling their candidacy exams with their advisors. Students are advised to be careful about the timing of the candidacy, because there is a time limit for being a Ph.D. candidate (5 years). In addition, CFT students are required to have dissertation topics that are clinically relevant (i.e., outcome research, comparison of treatments, etc.). This requirement is a part of our association with COAMFTE. Students are encouraged to talk with an advisor well ahead of time so that a satisfactory fit between their interests and this requirement are satisfied.

### **I. Refund Policies**

If a student pays fees and withdraws from all classes before the end of the term, or is academically dismissed, they may be required to repay or refund a portion of their aid. Please see the following

website to understand the policies and procedures at the university: <https://sfa.osu.edu/contact-us/consumer-disclosure/drop-and-withdrawal>

Even if the term is not finished, students may still be charged for the portion of the term for which they registered. Consequently, the student account may reflect certain non-refundable charges such as pro-rated general and instructional fees, pro-rated room and board fees, and debits for cash or checks given previously for the credit balance. The Office of Student Financial Aid calculates the available refund according to federal, state and university regulations. This refund is used to repay financial aid programs in the order indicated below:

- Federal Direct Stafford Loan
- Federal Direct PLUS Loan
- Federal Perkins Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Other federal, state, private, institutional funds
- Students (only if there is any refund left once all programs have been refunded)

If additional repayments are required, a notice from the Office of Fees and Deposits will be sent. The financial aid programs not refunded are retained in the student's account and applied to nonrefundable charges.

Repayments must be made before any additional financial aid can be provided, any further registration permitted, or any transcripts or their records released. A complete copy of the Refund Policy can be obtained here: <https://sfa.osu.edu/contact-us/consumer-disclosure/drop-and-withdrawal>

## **J. Student Rights and Responsibilities**

Students are subject to the provisions of the Code of Student Conduct, a compilation of rules of conduct and major policies and procedures affecting students. The Code is published by the Office of Student Life and is published annually at (<http://studentlife.osu.edu/resources/>). If a student believes that his/her rights have been violated or that the University has not responded to their needs they have several means of resolving the complaint. The University's Office of Human Resources handles complaints of discrimination, and the Office of Student Life can advise students of their rights or help prepare judicial hearings. The Student Advocacy Center listens to, investigates, and seeks to mediate and resolve complaints about academic and administrative policies, practices and decisions.

## **K. Student Grievance Procedures within the Program**

Students have the right to present grievances to CFT faculty and/or supervisors at any time. It is hoped that these grievances can be resolved without further intervention. However, if the student does not believe the issues have been resolved satisfactorily, they can submit their grievance in writing to the CFT Program Director, or the Department Chair if the CFT Program Director is the focus of the grievance. The CFT Faculty will then meet and decide on a course of action. The student will be notified of this decision within 30 days of their initial letter. If the student still feels the grievance has not been addressed satisfactorily, they can submit their grievance to the Department Chair, and then use the regular university channels as described above (Please see Section J) to reach a resolution.

## **L. Nondiscrimination Policy**

The policy of The Ohio State University, both traditionally and currently, is that discrimination against any individual for reasons of race, color, creed, national origin, religion, sex, sexual orientation, age, disability, or Vietnam-era veteran status is specifically prohibited. Accordingly, equal access to employment opportunities, admissions, educational programs, and all other University activities is extended to all persons, and the University promotes equal opportunity through a positive and continuing affirmative action program. In addition, the program does not discriminate based on socioeconomic status, gender identity, relationship status or health status.

The University's Office of Human Resources, Affirmative Action, 124 Archer House, 2130 Neil Avenue, Columbus, Ohio 43210-1175; (614) 292-4207, is responsible for the coordination of matters relating to equal opportunity and affirmative action.

## **M. Portability of Degree**

Although the degree you receive from The Ohio State University is portable and accepted both in the US and abroad, whether or not you meet the Marriage and Family Therapy license requirements varies by state. Our program curriculum meets the accreditation standards for the Commission on Accreditation for Marriage and Family Therapy Education. The state of Ohio uses those standards for their educational requirements for licensure as well. Other states may require additional coursework, or additional client contact hours and supervision for you to be licensed in that state.

## **PART II: CLINICAL TRAINING**

Clinical training includes both training at the on-campus Couple and Family Therapy Clinic and an internship experience. Each will be described below.

### **A. Criteria for Eligibility to see Clients in the Clinic**

Once a student enters the program, they are placed at the Clinic in the Autumn Semester of the first year in the program. The CFT Clinical Director speaks with the student about his/her clinical experience and readiness to see clients. To ensure that the potential trainee is ready to begin the practicum experience, the following steps are taken: First, students read and review the CFT Clinic Policies and Procedures Manual to familiarize him/herself with the goals of training and the requirements of training. This includes a review of the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics. All incoming students meet with the CFT Clinical Director or clinic staff to review the AAMFT Code of Ethics as well as the CFT Clinic Policies and Procedures that relate to working in the clinic such as record keeping, client charts, emergency procedures, and confidentiality issues.

Next, students who have a master's degree from a COAMFTE Accredited program are considered ready to begin seeing clients in the clinic. Those without such a degree must meet individually with the Clinical Director or clinic staff for the semester to review the information provided, and discuss previous

clinical experience. These meetings allow the faculty and student to determine the level of supervision required. If a student has little to no clinical experience, they will spend client contact hours behind the mirror observing other clinicians and being an active co-therapist. If a student has many years of clinical experience, but not necessarily family therapy experience, an appropriate training procedure will be put in place with a combination of observation of relational work behind the mirror with the supervisor, co-therapy if necessary, and more live-supervision than required. Once these plans are in place, the supervisor will assign cases to students that are appropriate to their level of experience, their supervision needs, and their preferred client constellation.

## **B. Clinical Experience Requirements:**

All students must obtain 1000 hours of direct client contact (500 from masters level training, 500 from Ph.D. program). If a student has a master's degree from an accredited CFT program, our program requires that they remain clinically active early in their program. Students with an accredited master's degree will obtain at least 100 hours of client contact at the on-campus clinic before applying for internship. Students without an accredited master's degree who have been supervised by an AAMFT approved supervisor may petition the faculty to count some or all of the hours previously accumulated. A letter from the previous supervisor stating the number of hours accrued with individuals, couples and families, and the number of hours of supervision (live, individual, and group) accrued is required. Please understand that just because the program accepts a student's clinical work towards the 1000 hour requirement, this does not necessarily mean AAMFT or state licensure boards will also accept these hours. Conversely, the program is not required or obligated to accept clinical work that other entities have accepted towards a student's 1000 hour requirement. Students should see the Program Director to obtain an agreement between him/her and the program concerning acceptance of clinical hours in writing.

Students who do not have a COAMFTE accredited master's degree also begin their training in the CFT clinic on campus. They must complete at least one full year of work in the clinic and obtain 500 hours of client contact before obtaining an internship placement. Students can obtain an internship placement (30 hours a week) in their third year of training. The internship must meet the same requirements as described below (Please see Internship Section Part II, Section B).

To participate in the clinic, the student must register for 1 to 3 hours of HDFS 8189.14 (CFT Practicum for Ph.D. students) per semester. Students who are in their first year of clinical training, who do not have an accredited master's degree should register for 3 semester hours of 8189.12 (CFT Practicum for masters students) for three consecutive semesters. Students with an accredited master's degree or equivalent should register for 1 to 3 hours of 8189.14 their first semester depending on their agreed upon case load and number of hours needed.

## **C. Contact Hours Defined**

Client contact hours are those spent in direct face-to-face contact with clients doing therapy. Phone time does not ordinarily count toward the total. Phone time that is primarily therapeutic in nature, for which one might bill the client in private practice, and is documented in the case notes may count. A supervisor must approve all electronic delivery of services other than phone contact before a therapist engages in these distance based services. There are many ethical, legal and technical issues involved in

providing therapy other than in person face to face and students must be trained to handle these issues prior to receiving permission to provide electronic delivery of services.

### *1. Alternative Hours*

It is possible to use time behind the mirror as client contact hours. It is expected that such team work, to be equivalent to client contact time, will be intense and sustained. Team members should be considered co-therapists and not simply observers. This means that co-therapists behind the mirror should be active participants in treatment planning and follow through. Whenever possible, team members should join the case at or near the beginning of therapy and continue to termination or transfer. Up to 100 hours of client contact time may be accumulated through this exception, with the approval of the Clinical Director. Other forms of alternative hours may also be acceptable, please work with the Clinical Director on this issue.

### **D. Supervision**

Students will be assigned a CFT faculty advisor and clinic supervisor upon admission to the program. Faculty advisors direct academic programs. Clinic supervisors are responsible for overseeing clinical work. Clinic supervisors are likely to change throughout the year and it is hoped that each student will have contact with each CFT faculty as a supervisor during the course of training at OSU. Since clinic supervisors may change each semester, information from supervision is shared among the CFT faculty supervisors (Please see Section G of Part I).

Students must receive 1 hour of face-to-face supervision for every 5 hours of face-to-face client contact. All students who work in the clinic will be expected to attend individual and/or group supervision. Individual supervision is held with no more than two students and one supervisor at a time. Group supervision sessions will consist of one supervisor and no more than 8 clinical students.

Supervision for clinic cases may be group and/or individual. Supervision must include at least 50 hours of face-to-face supervision from raw data, with observation behind a one-way mirror, or video. If at any time a student wishes to audio record a supervision session, that student must ask permission of the supervisor and present a rationale for the recording. If a student records a supervision session without permission, this will be grounds for dismissal from the program.

All cases at the CFT Clinic must be supervised either through case consultation, video review, or live supervision. Practicum supervisors should be kept apprised of all case activity. Supervisors are responsible for signing off on each and every progress note. Remember that this is a training clinic and that accountability rests with the faculty. All concerns related to duty to warn issues such as abuse, violence, ethical or legal concerns, or any other tense or potentially dangerous situations should be discussed with a supervisor. Even when a therapist is sure they are handling a case appropriately, supervisors should be informed.

The practicum supervisor stands ready for consultation and assistance for all questions, including those unrelated to the issues identified above. The philosophy of our Clinic is concern for good therapy and good learning; faculty members are here to make sure we meet this goal. Therapists should never be concerned that questions are too trivial or that the faculty will not think well of the student for wanting

to check something out. In this way, we can facilitate the best therapeutic and learning environment, maintain consistency in the way that we handle various situations, and be sure that we are operating legally and ethically. Students should always record supervision hours on the appropriate forms (See Part II, Section e).

## 1. Supervision Requirements Defined

- a. Students must have a ratio of 1 hour of supervision for every 5 hours of face to face client contact to graduate from our accredited program. **50** of those hours must be “raw” data supervision (live or video). Definitions of the different forms of supervision are as follows:
  - i. Individual supervision is that which occurs with one or two supervisees. It includes:
    - ii. live supervision, when the student is the in-room therapist only, including its pre and post-time;
    - iii. a team member when there is only one in-room therapist with a supervisor; and
    - iv. supervision with the supervisor with no more than one other student.
- b. Group supervision is that which occurs in a group of no more than eight students with one supervisor. Time spent during practicum with a supervisor may count as group time (if there are 8 or fewer students). To count as group time, observation must be active and include interaction with the supervisor. This means that passive observation of other students’ cases is not counted as group supervision. Also, this time can be documented as either clinical contact hours or as individual supervision, not both. Students should talk to their supervisor about active observation.
- c. Live supervision is when a therapist conducts a session and is being observed by the supervisor.
- d. Video supervision is when video is reviewed during supervision time and the video clip viewed is discussed during that time. (If students are paired or in a group and they view another student’s video, this is still counted as video supervision).

Supervision of clinic cases is to concentrate on live cases or video presentations. Students should assist the supervisor by having video ready for supervision. Supervision hours are recorded on the Record of Client Contact and Supervision Hours form and should be given to the clinic staff at the end of each semester. This information is entered into the computer database and reports of accumulated totals will be available on an end of semester basis.

Note that the time spent in the therapy room during live supervision counts as both client contact and supervision time (e.g., 1 hour of therapy plus 15 minutes pre- and 15 minutes post-session counts as 1 hour of client contact time plus 1.5 hours individual live supervision time).

If therapists are being supervised by a senior student in the CFT program, record that time on a separate form. This supervision can count toward the 1 to 5 ratio needed, but cannot be counted as supervision from Approved Supervisors in the program. It will also not count toward the supervision hour requirement for Independent Licensure in the state of Ohio.

Supervision of students by students: The CFT program encourages students to discuss their cases with other CFT students, however, the Commission on Accreditation regulations do not allow students to count student supervision of therapy toward the supervision hour requirements of the program. However, toward the end of the student's time in the program he/she will take the Supervision in CFT course and the mentoring process for becoming an Approved Supervisor with AAMFT will commence. In order to fulfill the requirements of the Supervision course and mentoring process, students will be providing supervision to masters level CFT students in the program and be supervised in this process. Such experiences are helpful to the student being supervised and to the supervising student, broadening repertoires of interventions, building confidence, and giving each party an opportunity to learn more about therapy.

## ***2. Recording of Therapy and Supervision Hours***

Students should record supervision received hours on the Record of Client Contact and Supervision Hours form Accumulated supervision hours broken down by the various categories described in the Supervision Section are recorded each semester. The official reporting of supervision hours to COAMFTE are taken from these forms.

Therapists should record times in decimal (1.5) format. Therapists will receive an updated report of accumulated client contact and supervision hours once each semester. Contact hours should be checked over carefully and errors should be reported to the Program Director as soon as possible. Therapists are responsible for reporting errors themselves. Case notes should be available for documentation when requesting corrections. The original forms submitted to the practicum supervisor will remain on file in the CFT Program Director's Office.

## **E. Faculty Evaluation of Students**

This evaluation consists of a written report form (Please OSU CFT Clinic Policies and Procedures Manual) completed by the supervisor at the end of each semester. At the end of each semester, the supervisor completes a supervisee evaluation form that includes agreed upon goals and progress toward those goals. The student does a self-evaluation and shares this with the supervisor. The supervisor shares his/her evaluation of the student at this time as well. Then they discuss strengths and areas for growth.

## **F. Clinical Competency Exam**

All students in the program will complete a clinical competency exam. This will include a 10 minute video clip (or combination of clips up to 10 minutes) that illustrates the students philosophy of change, a case presentation, and a theory of change paper. That paper will be distributed to CFT faculty two weeks prior to the scheduled oral presentation. See Appendix D for outlines and requirements for the philosophy of change paper, and elements of the case presentation.

Students who do not have a CFT master's degree will complete their clinical competency exam after completing their first 500 hours of client contact. Students with a CFT master's degree will complete

their clinical competency exam at the end of their first year in the program. Students will be evaluated on the written portion of the exam as well as the presentation, and the clinical work exhibited in the video. Students will be allowed one retake if they do not pass the first time. The second exam will be formulated by the CFT faculty to highlight the areas of weakness in the first exam (i.e. a second paper may be needed, or another video, and case presentation etc.). If the student does not pass the second exam, they will be advised out of the CFT program and asked to complete their Ph.D. in HDFS without the CFT specialization.

In addition, each year the CFT faculty convenes to complete a more comprehensive evaluation of each student. At that time, because the Ph.D. program in CFT is both a research and clinical degree, and the objectives for the program are to produce and support the growth of excellent research clinicians, students will be evaluated on both. See the evaluation section of the academic program above (Please see Part I, section F).

### **G. Licensure**

Students coming with an accredited masters degree who have their first 500 hours of client contact can apply to be a licensed marriage and family therapist in the state of Ohio (MFT). We encourage students to do so, because once they have that designation, any client contact hours accrued during the program can be counted toward their independent license in Ohio. This may not be the case in other states, and students who expect to move out of Ohio should be aware of other states' licensure requirements. Being a licensed MFT in Ohio means that the student is responsible for knowing the laws and ethics relevant to the practice of marriage and family therapy in Ohio. It also means that faculty who are also licensed clinicians in Ohio are responsible for ensuring ethical practice of licensees and are mandated reporters if they believe licensees are practicing unethically. The AAMFT Code of Ethics is the guide for ethical practice as well as understanding the necessity for keeping progress notes current, and attending to self-care when outside stressors may be impacting clinical work.

Being a marriage and family therapist, licensed or not, comes with ethical and legal responsibilities that must be upheld in your practice while in the OSU CFT Ph.D. program. If there is evidence that these ethical and legal responsibilities are not being upheld, the faculty will inform the student of this and appropriate steps will be taken to remediate the situation. Please see the OSU Couple and Family Therapy Clinic Policies and Procedures Manual for policies about remediating clinical deficiencies.

### **H. Co-therapy**

COAMFTE regulations allow the CFT Program to count co-therapy for each therapist involved in the session. To have the session count as co-therapy, it is necessary that each therapist be in the room with the client(s) for the majority of the session period. Co-therapy can be especially useful in dealing with couples, families, and groups. Students are encouraged to engage in co-therapy when it is appropriate. To avoid confusion, one therapist must be declared the primary therapist; the other will be the co-therapist. The supervisor who supervises the primary therapist will provide supervision for the case.



It is also possible that the supervisor would suggest co-therapy. When this occurs, the student therapist is considered the primary therapist, and is responsible for the case and all accompanying paper work. When a student does co-therapy with a supervisor, the hour with the client counts as a client contact hour, any time spent discussing the case pre- and post- session counts as individual supervision.

### **I. Student Evaluation of Faculty:**

Just as faculty evaluate students' academic and clinical work, students also have the opportunity to evaluate faculty as instructors and supervisors. At the end of each semester, students are offered an opportunity to evaluate each instructor. This is mandated by the university. In addition, at the end of each semester, students receiving supervision will complete an evaluation of their supervisors (Please see Appendix E). These instruments and evaluations are designed to offer feedback to faculty as they engage in the various roles in the program.

## **Part III. Couple and Family Therapy Internship Training**

### **A. Criteria for Eligibility to begin Internship**

To begin internship, several requirements must first be met:

- 1) The student must have completed all agreed upon client contact hours at the OSU Couple and Family Therapy Clinic, and passed their clinical competence exam. For those without a COAMFTE accredited master's degree or equivalent, this is 500 hours.
- 2) The student must have completed the majority of their course work, this must include all but the supervision course within the CFT program. It is recommended that the student be finished with all but the supervision course and have passed their candidacy exams before moving to the internship experience.
- 3) The student must interview at designated internship sites.
- 4) Students have the option of participating in a research internship, teaching or a clinical internship or some combination of all.

### **B. Internship Experience Requirements**

All doctoral students must complete 1,000 hours of direct client contact before graduation. In fulfilling the standard curriculum, students will have already completed at least 500 hours. Consequently, students must accumulate additional hours during the remainder of their program of study to total 1,000 hours. These additional hours can be accumulated in any combination between the student's required clinical work at The Ohio State Couple and Family Therapy Clinic and an internship. The internship is a 30 hour a week experience. If the student opts for a clinical internship it should enable the student to accrue up to 500 hours of client contact and participate in the agency functioning including staff meetings and training opportunities. If the student opts for a research internship they can continue to

accrue clinical hours at the OSU Couple and Family Therapy Clinic. An internship agreement letter or contract (See Appendix F) is required for a clinical, teaching and research internship. During the internship, the student receives supervision on a regular basis from an internship supervisor who is clearly senior in experience. Students must hold the internship position for at least 9 consecutive months.

It is possible that students will have already accrued 1000 hours of client contact before they are eligible for the internship experience. If that is the case, the student is encouraged to develop a research and/or teaching internship experience. The program takes the responsibility of ensuring that students can accrue 1000 hours of client contact (500 from masters program 500 in the Ph.D. program) and providing approved supervision at a 1 to 5 ratio. If students wish to accrue more than 1000 hours and receive supervision for any hours beyond 1000, the student is responsible for obtaining that supervision and may have to pay for such supervision outside of the program.

### **C. Supervision of Internship**

During a clinical internship, students must have a clinical supervisor who is actively involved in his/her training and readily available for consultation. Regular supervision sessions are recommended, however, the frequency of supervision is to be negotiated by the student intern and their supervisor. Internship supervisors must be clearly senior in experience to the intern(s) they are supervising. It is preferable that the supervision be provided by an AAMFT Approved Supervisor or the equivalent on-site. If such a person is not available, students must make arrangements for supervision by a program faculty member (if the hours at the internship will count within the 1000 hour requirement). In this case, the faculty supervisor would address clinical issues from the internship placement not addressed by the onsite supervisor. The state of Ohio requirements for independent licensure make a distinction between work supervision and training supervision. It is possible that the internship supervisor could be a “work supervisor” and not have to have the same credentials as a “training supervisor,” please see the requirements for licensure in the state to ensure that your supervisor at your site meets the requirements necessary for work supervision or training supervision or both.

### **D. Policy for the Transport, Storage, and Transmission of Confidential Media**

In the event that a student is supervised by a CFT faculty member for their internship, the student must take precautions about transporting and storing video from the internship site. The video media must be stored in a locked box or briefcase that only the student has access to. This box or case should be in the possession of the student at all times, not left in a vehicle. Once the CFT faculty has viewed the media with the student, it should be immediately returned to the internship site and confidentially stored. No other form of transmission of media will be acceptable (i.e. via the internet).

### **E. Evaluation**

In the same way that students are evaluated while working in the CFT clinic on campus, they are also evaluated at the end of their first three months and at the completion of their internship. This evaluation includes, the supervisor's (both onsite and OSU faculty if applicable) evaluation of the student, and the student's evaluation of the supervisor, as well as the internship site itself. (Please see Appendix G). If

the student is performing unsatisfactorily at the internship site, the Program Director and the onsite supervisor along with the student will agree upon steps for improvement and the student's work will be monitored closely. If progress is not made the following semester, the Policy for Remediating Clinical Deficiencies will be implemented (Please see OSU Couple and Family Therapy Clinic Policies and Procedures Manual for these policies).

#### **F. Recording Client Contact and Supervision Hours**

Students must record their client contact hours at their internship on the Record of Clinical and Supervision Hours at Internship form. Students are required to submit these forms to the Program Director at the end of each semester during the internship.

**Appendix A**  
**Couple and Family Therapy Doctoral Training**

This curriculum is designed to meet the accreditation standards for the Commission on Accreditation for Marriage and Family Therapy Education, as well as requirements for the HDFS program\*\*. \* Denotes Required for CFT specialization. The Ph.D. degree is 50 credit hours. You will need to choose the research track or the medical family therapy track beyond the required courses in the program.

Area	Course	Semester	Grade
Advanced Research* (3)	HDFS 7780: Research in CFT		
Advanced Research (3)	HDFS 8870: Family Systems Assessment		
Advanced Research (3)	HDFS 8860: Structural Equation Modeling in CFT and Family Science		
Advanced Research (3)	HDFS 8862: Dyadic Data Analysis		
Advanced Research** HDFS program requires 15 hours in statistics	Statistics Courses		
Advanced Relational/Systemic Clinical Theory* (3)	HDFS 8824**: General Systems Theory		
Advanced Relational/Systemic Clinical Theory (3)	HDFS 8860: Medical Family Therapy		
Advanced Relational/Systemic Clinical Theory (3)	HDFS ??: Families, Systems and Health		
Advanced Relational/Systemic Applications to Contemporary Challenges *(3)	HDFS 8860: Critical Incidents in CFT or Independent Studies or other coursework for a selected population of interest		
Advanced Foundations in Relational/Systemic Teaching, Supervision, Consultation and/or Leadership* (3)	HDFS 8878: Supervision in CFT		
Departmental Requirement (3)	HDFS 8820: Theoretical		

	perspectives on the family.		
Departmental Requirement (3)	HDFS 7765: Advanced Child Development or HDFS 7350: Adolescence and Emerging Adulthood		
Practicum	HDFS 8189.13 Ph.D. students are required to obtain 500 hours of face to face client contact while in the program, with 250 being relational.		
Internship	Post Candidacy 9-12 month can be a combination of clinical experience and research.		
Additional Coursework to complete 50 credit hours			

Medical Family Therapy Track: Complete courses: Medical Family Therapy, Families, Systems and Health. Practicum/Internship placements in health care settings.

Research Track: Complete CFT program statistics courses, Internship is research focused.

## Appendix B

# Graduate Student Annual Report

**Please note that failure to complete and submit section A of this report by the announced deadline will result in an automatic "unsatisfactory progress" report.**

### Section A (to be completed by the student)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Advisor: \_\_\_\_\_ Year of Program Entry: \_\_\_\_\_

#### Qualifying Exam/Masters

Entered with a Masters?  Yes  No If no: Qualifying Exam Committee formed?  Yes  No  
Date proposal approved: \_\_\_\_\_  
*My master's was not empirical or in MFT or HDFS.* Date defense scheduled: \_\_\_\_\_  
*My first year project is complete.* Date defense completed: \_\_\_\_\_

#### Candidacy Examination

Candidacy Committee formed?  Yes  No  
Date written scheduled: \_\_\_\_\_  
Date oral scheduled: \_\_\_\_\_  
Date completed: \_\_\_\_\_

#### Dissertation

Dissertation Committee formed?  Yes  No  
Date proposal approved: \_\_\_\_\_  
Date of IRB approval: \_\_\_\_\_  
Number of subjects planned: \_\_\_\_\_  
Number of subjects accrued: \_\_\_\_\_

#### Summary of Scholarly Productivity

Number of conference poster abstracts submitted since entering program: \_\_\_\_\_  
*\*Note: Here I am including submissions to AAMFT, where their equivalent to poster sessions are 15 minute research discussions delivered as oral presentations by power point with a small audience. I have only submitted 3 actual posters.*  
Number of conference posters accepted and presented since entering program: \_\_\_\_\_  
Number of conference paper abstracts submitted since entering program: \_\_\_\_\_  
Number of conference papers accepted and presented since entering program: \_\_\_\_\_  
Number of manuscripts submitted (peer reviewed) since entering program (not first author): \_\_\_\_\_  
Number of manuscripts accepted (peer reviewed) since entering program (not first author): \_\_\_\_\_  
Number of manuscripts submitted (peer reviewed) since entering program (first author): \_\_\_\_\_  
Number of manuscripts accepted (peer reviewed) since entering program (first author): \_\_\_\_\_

#### Summary of Teaching

Number of semesters you have assisted teaching a course since entering program: \_\_\_\_\_  
Number of semesters you have been the instructor of record since entering program: \_\_\_\_\_  
Number of UCAT sessions (workshops, etc.) you have attended since entering program: \_\_\_\_\_  
Number of times your teaching has been observed with feedback since entering program: \_\_\_\_\_  
Number of times you have been nominated for the Graduate Associate Teaching Award (GATA): \_\_\_\_\_  
If you have you been awarded the GATA, year award was made: \_\_\_\_\_  
SEI score (overall) for first semester you taught: \_\_\_\_\_  
SEI score (overall) for most recent semester you taught (NA if you have only one set of scores) \_\_\_\_\_

#### For CFT Students Only – Summary of Clinic Activity:

Number of client contact hours accrued to date: \_\_\_\_\_  
Number of client contact hours accrued over the last 3 semesters: \_\_\_\_\_  
Number of Supervision hours accrued to date: \_\_\_\_\_

**For the following course reports, please use current academic year (May/summer, autumn, spring semesters).**

<b>Courses Taught</b> (include number, title, enrollment, SEI Item 10 score, and number that responded to SEI)					
<b>Course #</b>	<b>Title</b>	<b>Term Taught</b>	<b># Enrolled</b>	<b>SEI (Item 10)</b>	<b>#Resp for SEI</b>

<b>Please list any teaching awards that you have won or been nominated for in this academic year.</b>
<b>Please list any efforts you have made to improve your teaching within this academic year (e.g., sought faculty evaluation, attended teaching seminars through UCAT, etc.).</b>
<b>Please list publications in this academic year</b> (published, in press, and in preparation using APA citation style and providing impact factors when available).
<b>Please list presentations at local, state, national, or international research meetings in this academic year</b> (designate presented and under review using APA citation style).
<b>Accepted and Presented</b>
<b>Please list grants in this academic year</b> (newly awarded, continuing, under review, submitted but not funded).
<b>Please list conferences attended in this academic year</b> (not already accounted for in presentation section).
<b>Please list service activities in this academic year</b> [include service to the department (e.g., active in GSO), college, or university, as well as any local or state presentations made that were not part of a conference, and note if you are a student reviewer for journals, conference submissions, etc.].
<b>Please comment (briefly) on your progress towards your academic goals this academic year.</b>
<b>Please outline your academic goals for the next academic year.</b>

**Section B (to be completed by the advisor)**

**Advisor's Rating**

- Excellent progress
- Satisfactory progress
- Unsatisfactory progress

**Advisor's Narrative**

Areas of strength:

Areas for improvement:

Other comments/concerns:


**Advisor's Signature:** \_\_\_\_\_

**Section C (to be completed by the Graduate Studies Chair)**

**Graduate Faculty's Rating**

- Excellent progress
- Satisfactory progress
- Unsatisfactory progress

**Actions taken**

- Advisor and student informed of unsatisfactory progress.
- Graduate School notified of unsatisfactory progress.
- Plan to improve progress is requested.

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

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

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

**Graduate faculty's comments**

**Graduate Studies Chair's Signature:** \_\_\_\_\_



## Appendix C

### Student Learning Outcomes:

- Scale**
- 1: No Progress**
  - 2: Making some progress.**
  - 3: Continuing Good Progress toward Outcome.**
  - 4: Has accomplished most of the expectations for this outcome.**
  - 5: Has accomplished all the expectations to meet this outcome.**

SLO	2019	2020	2021	Expectations
Identify ethical practices in human subjects research in order to conduct research.				Successful Completion of Ethics Course, Successful Completion of CITI Training, IRB application submission or involvement.
Apply qualitative and quantitative research designs that appropriately reflect research questions and hypotheses				Develop research ideas, design a study, collaborate with others to collect data, analyze data, write up the results of analysis, submit manuscript for publication.
Develop Skills in scientific writing for publication				Submit manuscripts for publication
Develop grant proposal writing skills.				Assist with writing a proposal, write a proposal for funding dissertation or other project.
Students will understand processes necessary for engaging diverse families in research.				Successful completion of CFT research course, IRB application, research design for proposed studies, observation of sensitivity to diversity issues in the design and critique of research
Evaluate and critique current empirical research in Couple and Family Therapy.				Successful Completion of CFT Research Course, Reviewer for CFT Journals, presenting, publishing research
Synthesize conceptual and intervention skills within a solidified theory of change.				Passing clinical competency exam, supervisor evaluations of clinical work.
Know the literature available about diverse families and how diverse families access and engage in treatment.				Successful completion of course work pertaining to diversity issues, observation of sensitivity of diversity issues in clinical work.
Develop preliminary supervisor skills that focus on trainee's theory development, intervention, and case management.				Successful completion of the supervision course, nine month experience with supervisee with supervision of supervision, supervisor of supervision evaluation.
Present research at Couple and Family Therapy Organization Conferences				Proposal submissions to conferences, presenting at conferences (AAMFT, IFTA, AFTA).
Participate in state and national level conferences of CFT organizations				Participating in CEU workshops locally, attending AAMFT, IFTA, AFTA.

## Appendix D

### Clinical Competency Exam

Prerequisite: 500 hours of client contact, completion of foundational components of the curriculum.

Format:

1. Case presentation providing information about the client system (ages, race/ethnicity, gender, sexual orientation etc), presenting concerns, interventions used, number of sessions attended, progress.
2. 10 minute video clip (or combination of clips) demonstrating therapist's use of their theory change.
3. Theory of Change Paper:
  - I. The Big Picture (if the theory has one)
    - a. how do families operate?
    - b. how do families develop?
  - II. Symptoms
    - a. what is different about families without symptoms, and families that develop symptoms?
    - b. how do symptoms develop?
  - III. Interventions
    - a. Given the theoretical conceptualization from the first two sections, how can you intervene to change the way the family operates?
    - b. What is the focus of these interventions, i.e. insight, feelings, interaction patterns, behavior, cognition? Use examples.
  - IV. Research and Critique
    - a. provide any research evidence of the effectiveness of this treatment model. If there is little research explain why.
    - b. discuss the model's applicability to diverse clients, would any part of it need to be revised for it to be acceptable to all clients?
    - c. discuss any shortcomings of the model that have been suggested in the literature and any shortcomings that you believe exist.

**Appendix E**  
**Supervisor Evaluation Form**

**Evaluation of Individual Supervision**

Semester: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_

1. How often, per week, did you meet with your supervisor: \_\_\_\_\_

2. How frequently did you use the following type of supervision:

a. Videotapes	Never	Sometimes	Often	Always
b. Case discussion (no tape)	Never	Sometimes	Often	Always
c. Live	Never	Sometimes	Often	Always
d. Conjoint therapy session	Never	Sometimes	Often	Always
e. Other, please specify: _____	Never	Sometimes	Often	Always

3. Using the following scale, please rate your supervisor's ability to:

<b>Area</b>	<b>Excellent (5)</b>	<b>Very good (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
Assist me in meeting my goals					
Assist me theoretically					
Help me develop good technical clinical skills					
Identify difficulties with my clinical skills					
Help me develop good clinical judgement.					

## Appendix F

### Sample Internship Contract

(date)  
(supervisor)  
(agency name)  
(address)  
(address)

Dear (supervisor),

Thank you for agreeing to provide an internship placement for (student). This placement serves to satisfy the requirements for FM & HU DV 989, Field Experience in Family Therapy. As you know, before (student) can begin (his/her) placement certain conditions of both the agency and the experience must be met. These conditions assure each of our students receives a equally high quality clinical experience.

It is understood that the (agency name):

1. Is chartered or licensed by the appropriate state authority (if applicable).
2. Has been in operation for at least 2 full years.
3. Has a governing board that includes representation reflecting the public interest.
4. Has adequate facilities and equipment for the intern to carry out their responsibilities.
5. Has published procedures for handling grievances.
6. Has published policies prohibiting discrimination on the basis of race, ethnicity, religion, and gender.

It is further understood that the experience for the intern will include:

1. A continuous 9 month experience in marriage and family therapy.
2. A case load that will be sufficient to provide the intern with a minimum of 500 direct client contact hours. At least half of these (250 hours) will be with couples and families.
3. A minimum of 100 hours of supervision with an AAMFT Supervisor, a licensed supervisor, or the equivalent. These hours will be provided at a rate of 1 hour of supervision for every 5 hours of client contact. If the facility does not have such a supervisor, it is agreed that supervision will be conducted by

the clinical faculty of The Ohio State University. This does not preclude additional supervision being done on site.

4. Appropriate releases of information so that client materials may be shared with the clinical faculty at The Ohio State University.
5. An evaluation of the intern's performance at your setting and the opportunity for the intern to evaluate their experience with you and the placement site.
6. Orientation to the policies and procedures of the internship site.

If the conditions of this agreement are acceptable and can be provided please indicate this by filling out the requested information below and signing the agreement. Please have this form returned to the Internship Coordinator so that a copy can be made for your records. If you should have any questions about this agreement, please do not hesitate to contact:  
(name and number).

Sincerely,

(Supervisor)

I agree that the above conditions have been or can be met by this internship site:

Signed: \_\_\_\_\_ Printed name: \_\_\_\_\_

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

Name of Placement: \_\_\_\_\_

**Appendix G**  
**Evaluation of Internship Site**

The Ohio State University  
 Couple and Family Therapy Program

**Evaluation of Internship**

Semester: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Site: \_\_\_\_\_

1. How often, per week, did you meet with your supervisor: \_\_\_\_\_

2. How frequently did you use the following type of supervision:

a. Videotapes	Never	Sometimes	Often	Always
b. Case discussion (no tape)	Never	Sometimes	Often	Always
c. Live	Never	Sometimes	Often	Always
d. Conjoint therapy session	Never	Sometimes	Often	Always
e. Other, please specify:	Never	Sometimes	Often	Always

\_\_\_\_\_

3. Using the following scale, please rate your supervisor's ability to:

Area	Excellent (5)	Very good (4)	Good (3)	Fair (2)	Poor (1)
1. Assist me in meeting my goals					
2. Assist me theoretically					
3. Help me develop good technical clinical skills					
4. Identify difficulties with my clinical skills					
5. Help me develop good clinical judgement					
6. Identify my anxieties					
7. Assist me in developing good professional skills					

4. What was most helpful about this supervisory experience:

5. How might your supervisor have been of more help to you:
6. How often were you able to attend team meetings/staff meetings and/or group supervision?  
Weekly      Every Other Week      Monthly      Less Often
7. How many client contact hours were you able to accrue each week?  
4 or less      5 -7      8-10      11 or more
8. Of the client contact hours you were able to accrue what percentage were with couples and/or families?  
Less than 10    11-15    16-20    21-25    26-30    31-35    36-40    41-45    46-50    51 or more
9. If you were also involved in research, how many hours per week were you involved in the research process (proposal writing, data entry, data analysis, publication preparation etc.)?
10. How was your supervisor useful to you in your development as a research clinician?
11. What would you have liked to have had more experience with in terms of your research experience at this site?

## Appendix H

### CFT Program Director Evaluation

Q1 The general quality of the Program Director's leadership?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Neutral (3)
- Satisfied (4)
- Very Satisfied (5)

Q2 The courtesy and friendliness of the Program Director?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Neutral (3)
- Satisfied (4)
- Very Satisfied (5)

Q3 The thoroughness of the Program Director in gathering important information regarding your problem/concern/request?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Neutral (3)
- Satisfied (4)
- Very Satisfied (5)

Q4 The Program Director's warmth and interest in your professional growth?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Neutral (3)
- Satisfied (4)
- Very Satisfied (5)

Q5 The amount of respect that is shown to you by the Program Director?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Neutral (3)
- Satisfied (4)
- Very Satisfied (5)

Q6 The Program Director, Suzanne Bartle-Haring, is readily available to me.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q7 The Program Director handles clinic related concerns appropriately.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q8 The Program Director addresses the strengths and challenges of the CFT program.

- Strongly Disagree (1)



- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q9 The Program Director successfully mentors/advises graduate students.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q10 The Program Director promotes the needs of CFTs to higher administration (e.g., Chair or Dean).

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q11 The Program Director facilitates a meaningful orientation for students.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q12 The Program Director effectively facilitates the accreditation process.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q13 I feel that I receive the services I need from the Program Director.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q14 The Program Director created appropriate Student Learning Outcomes (SLOs) to assess student development.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q15 The Program Director collected data in an appropriate manner to evaluate the relevance of the SLOs.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q19 The Program Director used the evaluations to follow up on the relevance of the SLOs for the faculty, students, and program.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q16 The Program Director created appropriate Faculty Outcomes (FOs) to assess faculty professional development.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q17 The Program Director collected data in an appropriate manner to evaluate the relevance of the FOs.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q18 The Program Director used the evaluations to follow up on the relevance of the FOs for the faculty, students, and program.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q20 The Program Director created appropriate Program Outcomes (POs) to assess the program's development and performance.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q21 The Program Director collected data in an appropriate manner to evaluate the relevance of the POs.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q22 The Program Director used the evaluations to follow up on the relevance of the POs for the students, faculty, and program.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q23 The Program Director promotes discussions about diversity with students, faculty, and in the program.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Neutral (3)
- Satisfied (4)

Very Satisfied (5)

Q24 The Program Director is respectful of diversity.

Very Dissatisfied (1)

Dissatisfied (2)

Neutral (3)

Satisfied (4)

Very Satisfied (5)

Q25 I am given the opportunity to have a personal meeting at the start of each academic year with the Program Director.

Strongly Disagree (1)

Disagree (2)

Neither Agree nor Disagree (3)

Agree (4)

Strongly Agree (5)

Q26 I am given the opportunity to give important feedback to the Program Director about my experiences in the program.

Strongly Disagree (1)

Disagree (2)

Neither Agree nor Disagree (3)

Agree (4)

Strongly Agree (5)

Q29 The next section asks for your experiences with the university sponsored support services that are provided by The Ohio State University. Have you ever used

Yes (1) No (2)

I was unaware that such services were available to me. (3)

University Center for the Advancement of Teaching (UCAT) (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling and Consultation Services (CCS) (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office for Disability Services (ODS) (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Center (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q35 Are there other services you wish were available to you? If so, please describe what those might be:

## Appendix I

### CFT Graduates Survey

Q1 <P>Dear OSU CFT Ph.D. Program Graduate; The following set of questions are designed for the program to gather information about you since you graduated from the program. Your participation in this survey is completely voluntary and your choice in participating will in no way change your relationship to the program, the department or The Ohio State University. We are collecting this information to help us with program improvement and to see how we, as a program, are doing when it comes to our stated goals and objectives. We appreciate your participation. The survey is brief and will take you no more than 15 minutes to complete. </P>

Q2 Please tell us what year you graduated with your Ph.D.

Q3 Please tell us your sex

- Male
- Female
- Other \_\_\_\_\_

Q4 Please tell us your race

- White/Caucasian
- Black/African American
- International

Q5 Please Tell us your ethnicity

Q6 Upon graduation what was the first position you held?

Q7 How would you categorize this position?

- Academic
- Postdoc Research
- Postdoc Clinical
- Clinical
- Other \_\_\_\_\_

Q8 Have you gotten another position since the first one?

- Yes
- No

Q10 How would you categorize this position?

- Academic
- Postdoc Research
- Postdoc Clinical
- Clinical
- Other \_\_\_\_\_

Q9 Have you passed the national license exam?

- Yes
- No

Q11 Are you currently licensed as an MFT

- Yes
- No

Q12 In what state are you licensed?

Q13 Now that you have been out of the program for some time, how would you rate your training, in terms of your preparation for the positions that you have held and currently hold. Using the following stars to rate your satisfaction with your training in the program, with 1 star indicating "not satisfied at all" to 5 stars indicating "completely satisfied." did your training in the program prepare you for

- \_\_\_\_\_ Doing Clinical Work?
- \_\_\_\_\_ Doing Research in the Field of MFT and other areas?
- \_\_\_\_\_ Publishing in peer reviewed journals?
- \_\_\_\_\_ Writing grant proposal to procure funding for your research?
- \_\_\_\_\_ Supervising MFT Trainees?
- \_\_\_\_\_ Teaching Courses in MFT?
- \_\_\_\_\_ Holding a tenure track position in academia?

Q14 Have you published in peer reviewed journals since your graduation?

- Yes
- No

Q15 Have you procured funding for research since your graduation?

- Yes
- No

Q16 Have you supervised MFT trainees since your graduation?

- Yes
- No

Q17 How many hours of supervision have you provided since graduation (an estimate will do)?

Q18 How many hours of supervision of supervision have you obtained since graduation?

Q19 Are you eligible to become an Approved Supervisor for AAMFT?

- Yes
- No

Q20 Have you become an Approved Supervisor for AAMFT?

- Yes
- No

Q21 <P>Thank you so much for your responses. If you have questions or just want to catch up with the program please feel free to </P> <P>e-mail me at <A href="mailto:haring.19@osu.edu">haring.19@osu.edu</A>. Suzanne Bartle-Haring, Ph.D., CFT Program Director</P>

## Appendix J

### Employer/Internship Site Satisfaction

Q1 Over the past year you have had under your employ a graduate of The Ohio State University Couple and Family Therapy Ph.D. program. As part of our ongoing evaluation of our program we like to have data about how our graduates are doing as employees in their first position upon graduation. The information you provide will not be shared with the graduate in anyway, and will only be reported in aggregate form as part of our annual review of the program and as part of our self-study for accreditation. Your name will not be collected nor any other identifying information. Since this is an electronic survey there is always a remote chance that an unauthorized person will get access to this information. Since your name, nor the name of our graduate will be collected, we believe the information shared in this survey presents minimal risk to you and our graduate. I thank you in advance for providing this information for us. This should take you no longer than 10 minutes to complete. Suzanne Bartle-Haring, Ph.D .Professor, CFT Program Director Human Development and Family Science Program Area Department of Human Sciences The Ohio State University

Q2 First, please tell us your setting:

- University (1)
- Clinical Setting (2)
- Research Institute (3)
- Other Setting, please specify (4) \_\_\_\_\_

Q3 Given the duties assigned to the CFT Program Graduate that you currently employ, how satisfied are you with the graduate's performance of these duties?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Somewhat Dissatisfied (3)
- Neutral (4)
- Somewhat Satisfied (5)
- Satisfied (6)
- Very Satisfied (7)

Q4 From your experience with the CFT Program Graduate, how satisfied are you with the training they received from The Ohio State University Couple and Family Therapy Program?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Somewhat Dissatisfied (3)
- Neutral (4)
- Somewhat Satisfied (5)
- Satisfied (6)
- Very Satisfied (7)

Q5 Finally, if you are in a university and/or research setting, how satisfied are you with the research training that the CFT Program Graduate received?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Somewhat Dissatisfied (3)
- Neutral (4)
- Somewhat Satisfied (5)
- Satisfied (6)
- Very Satisfied (7)